

COURSE SYLLABUS

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΚΠΕ-05	SEMESTER	1 st
COURSE TITLE	LAB: Motivational Interviewing		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5.0	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=848		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The main purpose of the course is to familiarize the trainees with a well-established approach to individual intervention with people facing the challenges of addiction. More specifically, postgraduate students are expected to be trained in the principles of Motivational Interviewing (MI), a particularly widespread model of intervention in a wide range of addictive behaviours. Particular emphasis will be placed on the need for reflective application of all theoretical/therapeutic models and the need for personal awareness by addiction counsellors.</p> <p>At the end of the course, trainees will have gained an adequate understanding of how the model taught is applied in prevention/intervention with people facing the challenges of addiction. An additional learning objective of the course is to demonstrate the importance of concepts such as self-awareness and personal development, and the acquisition of a Personal Counselling Model.</p> <p>Experiential exercises such as videos and role plays will be used so that trainees can practice the material taught. The course has a participatory character and is based on critical commentary on the topics discussed.</p> <p>General Competences</p>

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

(3) COURSE OUTLINE

- Introduction / Getting to know each other
- Introduction to Motivational Interviewing
- Basic Principles of Ethics and Conduct
- Reflective Practice
- Active Listening Skills - 1
(Questioning, Paraphrasing, Reflecting Emotion, Summarizing)
- Active Listening Skills - 2
(Focusing)
- Advanced Counselling Skills
(Resistance, Self-Disclosure, Challenge)
- Motivational Interviewing Techniques - 1
- Motivational Interviewing Techniques - 2
- Motivational Interviewing Techniques - 3
- Motivational Interviewing Techniques - 4
- Motivational Interviewing Techniques - 5
(watching - commentary video W.R. Miller)

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to Face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of power point, videos, e-learn platform	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	39 hours (13 lectures x 3 hours) – 1.60 ECTS
	Individual literature study, preparation of weekly reflective reports	35 hours – 1.40 ECTS
	Process Report and Critical Review writing up	50 hours – 2 ECTS
Course total	125 hours – 5 ECTS	
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>A) Report of a video-recorded session procedure (40% of the final score)</p> <p>Students are required to video a 20-minute mini session in which they will be asked to apply knowledge/techniques taught during the lectures. They will then write a Process Report (1500 words) analysing the session and attempting to relate its content to a theoretical/research background.</p> <p>Presentations of all video-taped sessions will take place in the classroom and at class time during the last three lectures (dates as per the course timetable).</p> <p>B) Writing a critical review paper (60% of the final grade)</p> <p>The aim of the assignment is for students to write a critical review paper on a topic of their choice (always relevant to the course topic) in the form of a publication in a scientific journal.</p> <p>The length of the paper should not exceed 3000 words (excluding bibliographical references) and should have the following general sections: Abstract (no more than 250 words), Introduction, Main body (divided into sub-sections according to the topic), Limitations and Implications for Practice, Conclusions, Bibliographical references.</p> <p>There is no limit to the number of bibliographic references, which should be entered in the format suggested by the American Psychological Association.</p>	

	<p>Each student will prepare an individual paper.</p> <p>The paper will be evaluated on the quality and completeness of the review of existing literature and, most importantly, on the critical approach to the topic.</p> <p>The assignments will be submitted electronically and in hard copy after the completion of the course, on a date to be determined by the course leader in consultation with the students.</p>
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(5) BIBLIOGRAPHY

- Suggested bibliography:

1. Armstrong, M. J., Mottershead, T. A., Ronksley, P. E., Sigal, R. J., Campbell, T. S., & Hemmelgarn, B. R. (2011). Motivational interviewing to improve weight loss in overweight and/or obese patients: A systematic review and meta-analysis of randomized controlled trials. *Obesity Reviews, 12*(9), 709-723.
2. D'Amico, E. J., Parast, L., Shadel, W. G., Meredith, L. S., Seelam, R., & Stein, B. D. (2018). Brief motivational interviewing intervention to reduce alcohol and marijuana use for at-risk adolescents in primary care. *Journal of Consulting and Clinical Psychology, 86*(9), 775-786.
3. Giovazolias, T., & Davis, P. (2005). Matching therapeutic interventions to drug and alcohol abusers' stage of motivation: The clients' perspective. *Counselling Psychology Quarterly, 18*(3), 171-182.
4. Laws, M. B., Magill, M., Mastroleo, N. R., Gamarel, K. E., Howe, C. J., Walthers, J., . . . Kahler, C. W. (2018). A sequential analysis of motivational interviewing technical skills and client responses. *Journal of Substance Abuse Treatment, 92*, 27-34.
5. Li, L., Zhu, S., Tse, N., Tse, S., & Wong, P. (2016). Effectiveness of motivational interviewing to reduce illicit drug use in adolescents: A systematic review and meta-analysis. *Addiction, 111*(5), 795-805.
6. Lundahl, B., Moleni, T., Burke, B. L., Butters, R., Tollefson, D., Butler, C., & Rollnick, S. (2013). Motivational interviewing in medical care settings: A systematic review and meta-analysis of randomized controlled trials. *Patient Education and Counseling, 93*(2), 157-168.
7. Miller, W. R., & Moyers, T. B. (2007). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions, 5*(1), 3-17
8. Miller, W. R., & Moyers, T. B. (2017). Motivational interviewing and the clinical science of Carl Rogers. *Journal of Consulting and Clinical Psychology, 85*(8), 757-766.
9. Miller, W. R., & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and Cognitive Psychotherapy, 37*(2), 129-140.
10. Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Preparing people for change*, (3rd ed.) New York: The Guilford Press
11. Miller, W. R., & Rose, G. S. (2009). Toward a theory of motivational interviewing. *American Psychologist, 64*(6), 527-537.
12. Moyers, T. B., Miller, W. R., & Hendrickson, S. M. L. (2005). How does motivational interviewing work? therapist interpersonal skill predicts client involvement within

motivational interviewing sessions. *Journal of Consulting and Clinical Psychology*, 73(4), 590-598.

13. Polcin, D. L., Korcha, R., & Nayak, M. (2018). Development of intensive motivational interviewing (IMI) and modifications for treating women with alcohol use disorders. *Journal of Contemporary Psychotherapy*, 48(2), 51-59.
14. Polcin, D. L., Sterling, J., Brown, T., Brown, M., Buscemi, R., & Korcha, R. (2015). Client and therapist views about intensive and standard motivational interviewing. *Journal of Contemporary Psychotherapy*, 45(3), 167-176.
15. Shonin, E., & van Gordon, W. (2016). The mechanisms of mindfulness in the treatment of mental illness and addiction. *International Journal of Mental Health and Addiction*, 1-6.

- Related academic journals:

- *Addiction*,
- *Journal Of Substance Abuse Treatment*,
- *Patient Educations and Counseling*,
- *Contemporary Clinical Trials*,
- *Drug And Alcohol Dependence*,
- *Psychology Of Addictive Behaviors*,
- *Addictive Behaviors*,
- *International Journal of Mental Health and Addiction*,
- *American Journal on Addictions*