



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Motivational Interviewing: Strategies for Lifestyle Changes				
Module Code	UZZSWH-20-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery				
Contributes towards	BSc(Hons) Professional Development BSc (Hons) Specialist Practice BSc (Hons) Professional Studies MSc Advanced Practice MSc Specialist Practice MSc Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	September 2021	

<b>CAP Approval Date</b>	2 June 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Describe the process of change from a patient and professional perspective, and its application to Motivational Interviewing.(Component A and B)</li> <li>2. Describe the stages of Motivational Interviewing, the relational foundation, focusing, change talk and future planning. ( Component A)</li> <li>3. Discuss where a client may be situated in the process of change and have an understanding of the appropriate interventions ( Component A and B)</li> <li>4. Review the principles, theory, adaptations and application of motivational interviewing to clinical work( Component B)</li> <li>5. Demonstrate motivational interviewing skills (Component A)</li> <li>6. Critically evaluate the evidence base for Motivational Interviewing and its impact on lifestyle change (Component B)</li> </ol>
Syllabus Outline	<b>Change Processes:</b> Overview of the stages of change model, (Prochaska

	<p>and DiClemente (1998), change and motivation, engaging service users and carers in the process, joint working between Social Services and the National Health Services.</p> <p><b>Motivational Interviewing and Enhancement Therapy:</b> Principles and theoretical basis for Motivational Interviewing, styles of working, the therapeutic alliance, techniques, goals and evidence base for working with addictions, eating disorders, forensic work and in mental health promotion.</p> <p><b>Specialist Applications:</b> Working with specialist user groups: focusing interventions and techniques to applying techniques to the needs of individuals with long term conditions, lifestyle, addictions, eating disorders, forensic issues and to integrating MI within overall plans of care.</p> <p><b>Health Promotion and Relapse Prevention:</b> Collaborative working, techniques of relapse prevention, maintenance and termination of contact, supervision issues, outcome measurement.</p>
Contact Hours/Scheduled Hours	48 hours
Teaching and Learning Methods	<p>A variety of approaches will be used which will include:</p> <ul style="list-style-type: none"> <li>• Practice MI skills</li> <li>• Videoing of MI practice</li> <li>• Workshops</li> <li>• Lectures and Seminars</li> <li>• Enquiry based learning</li> <li>• Case based learning</li> </ul> <p>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery.</p> <p>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery.</p>
Reading Strategy	<p><b>Access and skills</b> All students are encouraged to make use of the extensive resources provided through the Library. Additional support is available via the Library web pages This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.</p> <p><b>Essential Reading</b> There may be a set text which students are expected to buy. Other essential reading will be provided electronically or as printed study packs. A list of recommended titles will be provided in the module handbook and updated annually.</p> <p><b>Further Reading</b> Further reading will be required to supplement the set textbook and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and internet resources. It will be expected that assignment bibliographies and reference lists will reflect the range of reading carried out.</p>

	<p><b>Blackboard</b> This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard.</p>
Indicative Reading List	<p>Arkowitz, H., Westpac, H., Miller W. and Rollnick, S. (2008) <i>Motivational Interviewing in the Treatment of Psychological Problems</i>. New York: The Guilford Press.</p> <p>Miller, W.R. (1995) <i>Motivational Enhancement Therapy with Drug Abusers: A clinical research guide for therapists in applying Motivational Enhancement Therapy (MET) with drug abusers</i>. Albuquerque: University of New Mexico</p> <p>Miller, W. R. and Rollnick, S. (2013) <i>Motivational Interviewing: preparing people for change</i> (3rd edition). London: Guilford Press.</p> <p>Naar-King, S. and Suarez, M (2011) <i>Motivational Interviewing with Adolescents and Young Adults</i>. Guilford Press.</p> <p>Rollnick, S., Miller, W. and Butler, C. (2008) <i>Motivational Interviewing in Health Care Helping Patients Change Behaviour</i>. New York: The Guilford Press</p>

Part 3: Assessment		
Assessment Strategy	<p>The assessment will include a 15 minute recorded video of two interactions demonstrating core communication strategies and eliciting and responding to change talk.</p> <p>Plus a 1000 word supporting paper which will discuss and evaluate the underpinning principles and theory of motivational interviewing and their application to working with a clinical example of behaviour change.</p>	
Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50</b>	<b>50</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 15 minute recorded video of MI practice	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
2. 1000 word supporting paper	50%	

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<b>Resit (further attendance at taught classes is not required)</b>	
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<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
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1. 15 minute recorded video of MI practice	50%
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<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
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2. 1000 word supporting paper	50%
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If a student is referred/failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.