



Lesson 2: Ethics and Multicultural Competence  
Lesson 3: Motivational Interviewing and Treatment Planning  
Lesson 4: Motivational Interviewing – Engaging  
Lesson 5: Motivational Interviewing – Focusing  
Lesson 6: Motivational Interviewing – Evoking  
Lesson 7: Motivational Interviewing – Planning  
Lesson 8: Motivational Interviewing in Groups  
Lesson 9: Emotions and Motivation  
Lesson 10: Confrontation  
Lesson 11: Meaning and Insight

The course is also constructed around a series of Practice Sessions and Labs where students will demonstrate specific interviewing skills and treatment planning.

## **COURSE ACTIVITIES:**

### **Lesson Plans**

The entire course is divided into “Lessons” that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Outline above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, quizzes (multiple choice, short answer, and essay questions), and assignments (written work submitted as an attached document in a “drop box”)

Each Lesson consists of:

- A Lesson Plan that outlines the content and provides detailed instructions as to any assignments
- Direct links to any Discussions, Assignments, or Quizzes that go along with that Lesson.

All the Lessons are located in the “Lessons” folder. Click on the Lessons link in the course Menu.

### **Online Discussions**

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

Name		Online Discussion Rubric		
Description		This rubric can be used to standardize the grading of online discussions.		
Rubric Detail				
Criteria	Levels of Achievement			
	Non Performance	Needs Improvement	Meets Expectations	
Main Post	<b>0 Points</b> No participation or main post does not address the prompt in the instructions	<b>20 Points</b> Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already posted...when applicable, claims are not substantiated with a reference.	<b>40 Points</b> Main post adds substance to the discussion and meets all the requirements of the prompt in the instructions...when applicable, claims are substantiated with a reference.	
Reply Post 1	<b>0 Points</b> No participation or response post does not contribute to the discussion	<b>10 Points</b> Reply post is present but meets the criteria only in a superficial manner.	<b>20 Points</b> Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.	
Reply Post 2	<b>0 Points</b> No participation or response post does not contribute to the discussion	<b>10 Points</b> Reply post is present but meets the criteria only in a superficial manner.	<b>20 Points</b> Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.	
Mechanics	<b>0 Points</b> No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	<b>10 Points</b> Errors in mechanics are minor, but are somewhat distracting from the message.	<b>20 Points</b> No substantial errors in spelling, grammar, and/or syntax, or APA Citations.	

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others' responses to your post and so that others may benefit from your responses).

Please review the online document titled "Course Expectations and Policies"

### Lesson Quizzes

These quizzes will consist of questions related to activities I assign in the class, the content of the discussions, or information you gather from research or from your interview (see below).

Within each Lesson outlined you will be provided with a lists of ALL the questions in the specific quiz. You should prepare your answers ahead of time and then enter these answers into the appropriate online quiz.

Quizzes must be completed by the end of the week in which they are assigned. You may be able to work ahead on some of these quizzes as well.

*Extensions on the due dates for Quizzes may be allowed with sufficient reason; however, I reserve the judgment to not grant an extension. If you anticipate needing extra time it is best to get in touch with me PRIOR to the due date.*

### Special Assignments

The following assignments are those that have been incorporated into this class to not only teach you course content, but to also enable you to demonstrate learning associated with the KVCC General Education Outcomes.

- Ethical Reasoning Assignment
- Inquiry and Analysis Assignment

It is critical that you review the information I have provided for each of these assignments in the course website

in a folder called Special Assignments. While the assignments are not particularly complicated, they are certainly complex, requiring planning and time management to complete them by their due dates.

### Practice Sessions and Labs

In order to best learn the art of interviewing and counseling it is important that you practice these skills with a skilled individual who can provide you with feedback on how well you are performing the skills you need to acquire in this class. More information and details on this aspect of the course are covered in the online course materials.

### GRADING:

Grading for the course will be accomplished in the following manner (students must have grades in ALL aspects of the class in order to pass the class):

1. Graded Online Discussions	30 %
2. Labs	10 %
3. Practice Sessions	20 %
♣ Practice Session Quizzes – 50 %	
♣ Practice Session Treatment Plans – 50%	
4. Lesson Quizzes/Assignments	10 %
5. Special Assignments	20 %
♣ Ethical Reasoning – 50 %	
• Group Work – 25%	
• Quiz – 50%	
• Discussion – 25%	
♣ Inquiry and Analysis - 50%	
6. Final Interview	10 %

### GRADING SCALE:

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale to this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. It simply means that you have not learned enough material to really say that you have “passed” the class.

Students who make arrangements for submitting work after the course is completed will be given a letter grade reflecting the work they HAVE done. I will not be submitting grades of “I” or “Incomplete”. When the student has completed the work that is missing I will then change the final grade accordingly. Considering the structure of this class I anticipate that I will be rarely making these sorts of accommodations and they will only be made

under extreme circumstance.

### **ATTENDANCE POLICY:**

Please review the online document titled “Course Expectations and Policies”

### **OTHER COURSE REQUIREMENTS:**

The MHRT/C is a competency-based certification. The following competencies associated with this course have been deemed by the Maine Department of Mental Health Services as necessary to work in the field.

<http://muskie.usm.maine.edu/cfl/MHRT/2008%20Guidelines.pdf>

1. Understands family theory, developmental theory, human development across the life span, counseling theories, and crisis theory
2. Aware of prevalence and common effects of trauma
3. Aware of screening and assessment strategies for trauma
4. Aware of stages of recovery for survivors of trauma
5. Knowledgeable about etiology, progression, and treatment of major disabling conditions
6. Understands role of medication in symptom management
7. Understands ethics and conducts practice in a professional manner
8. Aware of the need to evaluate effectiveness of personal practice
9. Understands effective use of supervision

*These outcomes are assessed utilizing a specific set of assignments standardized within the context of the course.*

### **OTHER INFORMATION:**

Please review the online document titled “Course Expectations and Policies

### **STUDENTS WITH DISABILITIES (2014)**

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

### **Students with Disabilities (2016/2017)**

Kennebec Valley Community College welcomes students with disabilities, and in accordance with state and federal laws, KVCC is committed to assisting students with disabilities to achieve their educational goals.

### **In order to receive reasonable accommodations for this course:**

- Students must contact the Director of Learning Commons at 453.5084 or [cjohnson2@kvcc.me.edu](mailto:cjohnson2@kvcc.me.edu)
- Students must provide current, appropriate documentation of their disability
- Students must make a timely request for accommodation to the Director of Learning Commons
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the director of learning commons and is supported by the documentation of stated disability
- Requests for accommodation(s) must be renewed each semester for each course

**To begin this process, please contact Christy Johnson, Director of Learning Commons at**

[cjohnson2@kvcc.me.edu](mailto:cjohnson2@kvcc.me.edu) or 207.453.5084

**NOTICE OF NON-DISCRIMINATION (2014):**

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.