**Course description (general description)**

**Title of the course:** Methods of Psychoeducation and Motivational Interviewing

**Course code:** PSYM21-CH-109

**Head of the course:** Urbán Róbert

**Academic degree:** DSc

**Position:** Professor

**MAB Status:** A (T)

**Az oktatás célja angolul**

Aim of the course

The course has two aims:

1. To introduce students to psychoeducational work making them able to plan educational programs for prevention and the rehabilitation patients suffering from chronic somatic diseases (16 hrs practice).
2. To provide students with an introduction to motivational interviewing (MI), which is fast becoming the primary model for working with clients on behaviour change in substance abuse, health care, and beyond (20 hrs training).

**Learning outcome, competences**

knowledge:

* Students learn about the basic principles of how to plan a psychoeducational program for patients with chronic conditions.
* Students learn the basics of motivational interviewing and its applications

attitude:

* Students develop a better understanding of the complexity of chronic conditions.
* Students can develop empathic concern toward patients having difficulties with behaviour change.
* Students increase the awareness of the role of therapists’/counsellors’ behaviours.

skills:

* Students learn how to relate to and behave professionally with ambivalent clients to help clients move toward behaviour change.
* Students practise basic counselling skills: questioning, reflective listening, informing, etc.
* Students practise how to code therapists’ and their own behaviour using the motivational interviewing framework.

autonomy, responsibility:

* Students are able to apply the acquired knowledge and skills on their own (techniques related to motivational interviewing, planning an intervention).
* Students are allowed to practice their skills on their own, but they should also intend to make progress continuously.

**Az oktatás tartalma angolul**

Content of the course

Topics of the course

1. **The basic principles of planning educational programs for people living with chronic conditions:**
* comparing health-education and patient education
* the importance of self-efficacy and representations in interventional programs
* The three main phases:
	+ planning
	+ implementation
	+ evaluation
* examples for the different questions/aspects of planning
* education on different channels – possibilities and challenges
* Projects in small groups – planning and presenting an educational program for persons suffering from a specific chronic somatic disease
1. **Motivational interviewing**
* Ambivalence, Righting Reflex, Resistance. Principles and spirit of MI (Expressing Empathy, Developing Discrepancy, Rolling with Resistance, Supporting Self-efficacy)
* Four Overarching Processes—Engaging, Focusing, Evoking, Planning Practising engaging skills (OARS)

* Coding motivational interviewing sessions

* Practising and deepening reflective listening, summaries and affirmation
* Practising Evoking processes: identifying and eliciting change talk.
* Understanding resistance and discord
* Planning process: Transitional summary, key questions, negotiating the change plan.

**Learning activities, learning methods**

* didactic presentations working in small groups, role plays
* discussion and presentation of group work
* observation and coding therapists’ behaviour
* applying MI principles in a practical counselling session.

**A számonkérés és értékelés rendszere angolul:**

**Evaluation of outcomes**

**Learning requirements, mode of evaluation, criteria of evaluation:**

requirements

The final grade consists of three partial grades.

1. Motivational interviewing (MI):

1. A written exam with multiple-choice and short questions (30%)
2. An audiotaped or videotaped interview session in English and verbatim transcription with codes of MI elements (30%). See: Moyers, T. B., Martin, T., Manuel, J. K., Miller, W. R., & Ernst, D. (2010). Revised global scales: Motivational Interviewing Treatment Integrity 3.1.1 (MITI 3.1.1). Available at:

* 1. Psychoeducation in chronic diseases:

1. Project work in groups: planning an educational program for patients with a specific chronic disease; documenting and presenting the program for the others (40%)

The grade consists of weighting the performance of the three tasks:

* A written exam with multiple choice and short questions (30%)
* An audiotaped or videotaped interview session in English, and verbatim transcription with codes of MI elements (30%)
* Project work in groups (40%)

 **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:**

**Compulsory reading list**

* Levounis, P., Arnaout, B., & Marienfeld, C. (Szerk.). (2017). *Motivational interviewing for clinical practice* (First edition). American Psychiatric Association Publishing.
* Baron-Epel, O., Levir-Zamir, D., Satran-Argaman, C., Livny, M., Amit, N. (2004). A participatory process for developing quality assurance tools for health education programs. Patient Education and Counseling 54,. 213–219.
* At least 5 current articles (reviews) from the project-topic (educational programs in a given chronic somatic disease)

**Recommended reading list**

* Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed). Guilford Press.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

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| **Further specific information (eg. requirements) (if relevant)** |