

Syllabus

PSY-430: Techniques in Motivation and Change

Written by:

Jennifer Geyer, PhD, LPCC, BCPC
Connie Dolecki, MS

Course Description

In this course, students will enhance their understanding of how to foster and maintain healthy and productive change for an individual, a group, and an organization based on motivational theory. This course includes an introduction to motivational concepts based on the Trans-theoretical Model of Change. The application of motivational interviewing will also be emphasized.

Credit Hours: 3

Prerequisite Courses: None

Prerequisite Skills and Knowledge: None

Course Outcomes

Upon completion of this course, you should be able to:

1. Describe the basic assumptions of motivational theory.
2. Identify stages of change based on the Trans-theoretical Model of Change.
3. Illustrate how motivation and change are interconnected concepts.
4. Explain how motivational interviewing can be used to facilitate change and instill hope.
5. Develop a plan to implement motivational techniques to bring about desired individual, group, or organizational change(s).
6. Analyze theories of motivation and change from a biblical worldview.

Course Textbooks

Fuller, C., & Taylor, P. (2008). *A toolkit of motivational skills: Encouraging and supporting change in individuals* (2nd ed.). New York, NY: Wiley.

Lane, T. S., & Tripp, P. D. (2008). *How people change*. Greensboro, NC: New Growth Press.

Course Technology

- Computer with Internet connection.

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%-100%	950-1000
A-	3.7	92%-94.9%	920-949
B+	3.3	89%-91.9%	890-919
B	3.0	85%-88.9%	850-889
B-	2.7	82%-84.9%	820-849
C+	2.3	79%-81.9%	790-819
C	2.0	75%-78.9%	750-789
C-	1.7	72%-74.9%	720-749
D+	1.3	69%-71.9%	690-719
D	1.0	65%-68.9%	650-689
F	0.0	0%-64.9%	0-649

Grading Policies

Your grading policy for your course depends on your school and program. Your grading policies can be found in the IWU Catalog.

Letter Grade Equivalencies

Grade	Description of Work
A	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
F	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

Course Summary

Workshop	Devotional*	Discussion*	Assignment*	Total Points
Workshop One	1/10	1/50	3/145	205
Workshop Two	1/10	1/50	3/140	200
Workshop Three	1/10	1/50	3/140	200
Workshop Four	1/10	1/50	3/140	200
Workshop Five	1/10	1/50	3/135	195
Course Totals	5/50	5/250	5/700	1000

*Number of Activities/Sum Point Totals

Course Assignments

Workshop One

Title	Due Dates	Time	Points
1.1 Discussion: A Daring Adventure	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10
1.2 Assignment: Self-Reflection: Motivation and Change	Due by the end of the workshop.	2 hours	40
1.3 Discussion: Motivation and Change	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	5 hours	50

1.4 Assignment: Communication and Change	Due by the end of the workshop.	5 hours	50
1.5 Assignment: Precontemplation and Contemplation: The Stages of Change	Due by the end of the workshop.	5 hours	55
Totals		18 hours*	205

Workshop Two

Title	Due Dates	Time	Points
2.1 Discussion: God: The Believer's Change Agent	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10
2.2 Assignment: Self-Reflection: Motivation and Change	Due by the end of the workshop.	2 hours	40
2.3 Discussion: Motivation and Change	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	5 hours	50
2.4 Assignment: Hierarchy of Motivations	Due by the end of the workshop.	5 hours	50
2.5 Assignment: Resistance to Change	Due by the end of the workshop.	5 hours	50
Totals		18 hours*	200

*These times are only estimates. Actual assignment completion times will vary.

Workshop Three

Title	Due Dates	Time	Points
3.1 Discussion: The Solid Rock	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10
3.2 Assignment: Self-Reflection: Expectation and Change	Due by the end of the workshop.	2 hours	30
3.3 Discussion: Expectations	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	4 hours	50
3.4 Assignment: Changing Beliefs and Expectations	Due by the end of the workshop.	5 hours	50
3.5 Assignment: Exploring Change	Due by the end of the workshop.	6 hours	60
Totals		18 hours*	200

*These times are only estimates. Actual assignment completion times will vary.

Workshop Four

Title	Due Dates	Time	Points
4.1 Discussion: Our Struggle with Failure	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10

4.2 Assignment: Self-Reflection: Identifying and Maintaining Change	Due by the end of the workshop.	2 hours	30
4.3 Discussion: Maintenance and Relapse	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	4 hours	50
4.4 Assignment: Changing Beliefs and Expectations	Due by the end of the workshop.	5 hours	60
4.5 Assignment: Negotiating a Plan	Due by the end of the workshop.	6 hours	50
Totals		18 hours*	200

*These times are only estimates. Actual assignment completion times will vary.

Workshop Five

Title	Due Dates	Time	Points
5.1 Discussion: Trust the Master	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10
5.2 Assignment: Self-Reflection: Identifying and Maintaining Change	Due by the end of the workshop.	2 hours	30
5.3 Discussion: Making Change	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	4 hours	50
5.4 Assignment: An Original Model of Motivation and Change	Due by the end of the workshop.	5 hours	45
5.5 Assignment: Using Motivational Skills in Your Own Life	Due by the end of the workshop.	6 hours	60
Totals		18 hours*	195

*These times are only estimates. Actual assignment completion times will vary.

Course Development Resources

Baran, B. (2012, January, 18). *Employee motivation: Expectancy theory*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=0zd5m8V9No0>

Blaisdell, J. (2014, August 11). *McGregor's theory x & y*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=NK8-LhqF4N0>

CrashCourse (2014, June 2). *The power of motivation: Crash course psychology #17*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=9hdSLiHajz8>

Dozier, L. (2013, December 6). *Stages of change*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=2uit1e92fko>

Grande, T. (2015, May 9). *Motivational interviewing role-play – precontemplation stage – smoking cessation*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=yNqaUMiU0Dk>

IRETAchannel. (2013, July 11). *Motivational interviewing: A bad example (Presenter: Alan Lyme)*. [Video file]. Retrieved from https://www.youtube.com/watch?v=_VlvanBFkvl

IRETAchannel. (2013, July 18). *Motivational interviewing – good example – Alan Lyme*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=67l6g1I7Zao>

Klindt, S. (2013, December 12). *Motivation, Maslow, & movies*. [Video file]. Retrieved from https://www.youtube.com/watch?v=RfDS9r4Tz_g

Reed, J. (2015, July 13). *Herzbergs motivational theory*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=FtbfzasmxA>

Roland, T. (2015, July 23). *Intrinsic and extrinsic motivation: Working for enjoyment vs. a reward*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=GV5dywP7iKo>

The RSA. (2010, April, 1). *RSA Animate: Drive: The surprising truth about what motivates us*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=u6XAPnuFJc>

Ubssmedia. (2009, May 20). *Using the transtheoretical model and motivational interviewing*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=dFR47wEZuRw>

Whatishumanresource (n.d.). *Existence relatedness growth (ERG) theory*. Retrieved from <http://www.whatishumanresource.com/existence-relatedness-growth-erg-theory>

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Download and review the [PSY-430 Credits Page.pdf](#)

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information