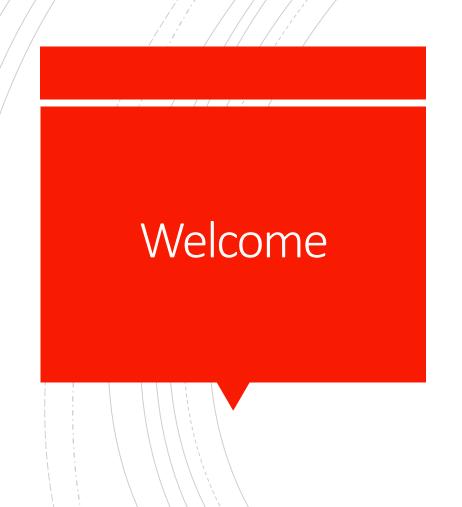# Resistance as a Relational Variable

John Hancock and Lynne Kellner

Welcome

On the Yellow Stickie:

"What would you like to get out of this presentation?"

On the Blue Stickie:

"What concerns do you have about this presentation?

"Resistance"?

- Not Passive-Aggressiveness

- Mixed Feelings; Ambivalence

- Change is Threatening

- Differing Realities

Finding common ground

- Stages of Change/Learning

- "I want an A"

- "You lost my journal"

Motivational Interveiwing

- Express Empathy/Respectful Student Centered Approach

- Roll with "resistance" and re-direct

- Avoid arguing/confrontation

- Develop discrepancy

- Support self-efficacy/optimism/hope

Laying the Foundation

- Instructor's style is a powerful determinant of student "resistance" and change

- Confrontation increases resistance

- Argumentation is a poor method to induce change

- Ambivalence is normal, not pathological

- Helping students resolve ambivalence is key to change

- Brief interventions can have substantial impact

- Motivation emerges from interpersonal interactions

Getting students involved

- Support vs authority

- Allow them to choose grading criteria, when appropriate

- Obtain formative feedback from students

- Require students to raise questions, rather than professor also taking the role

- Your ideas?

Student Feedback

Addictive Behaviors   Course Feedback Results   Fall 2017
(Average score from 3.0 to 4.7 & Ranking based on 18 responders)

The following were rated on a scale of 1 to 5 with 1 being not helpful & 5 being very helpful to students learning

1. The textbook: 3.0 (#8)   2. Power Point Presentations: 4.1 (#4)   3. **YouTube Videos: 4.4 (#2)**

4. Newspaper Articles 4.0 (#5)   4. Handout Articles: 4.0 (#5)   5. Group Discussions 4.2 (#3)

6. **Guest Speakers: 4.7 (#1)**   7. Quizzes after covering assigned textbook chapters: 3.9 (#6)

8. Stages of Change HO & Video 3.8 (#7)   9. Motivational Interviewing HO & Video 4.1 (#4)

10. Observing the Instructor with David demonstrating 3 different styles (Confrontational, Cognitive/Behavioral, & Motivational Interviewing) of interviewing a substance user 4.3 (#3)

Assignments:

11. **Base Rating Assignment: 4.6 (#2)**   12. **Stop-It Assignment 4.7 (#1)**

13. Support Group Assignment 4.2 (#4)   14. Course Project Presentations: 4.0 (#6)

15. Observing Instructor & David interviewing a simulate substance user: 3.8 (#7)

16. Being a simulated substance use client being interviewed: 4.18 (#5)

17. Receiving feedback (verbal & written) following your course project presentation: 4.4 (#3)

What did you like the most about this class? (Selected Sample)

"…youtube videos and songs…." (2 other similar responses) "…how we went over the quizzes…"

"The role play interviews" "….the support group project" (3 other similar responses)

"It's a really easy going class for me….all of my other classes are incredibly stressful"

"The assignments were involving and eye opening" "….trying to stop something we like was very useful."

To improve this course I would recommend? (Selected Samples)

"Clear and detailed written instructions for each assignment" (4 other similar responses)

"…. more interviewing techniques and guest lectures" (2 others suggest more guest speakers)

"… talk about other addictions besides drugs (texting, gambling, sex)" or "hallucinogens"

"Better use of power points…. and more structure class lectures"

"Nothing" or "The course was good or great" (for a total of 6 similar responses & 3 no response)

Giving students choice on grading

Behavioral Analysis Update

Provide an update on the behavioral plan that you designed earlier in the semester, addressing the following:

1. **Progress Achieving Goal:** How did it go? How effective were your interventions (Use of reinforcers, punishments, successive approximations, etc.)? Where there any unanticipated factors that hindered your success? What helped you to stick to the plan? Include any charts or calendars or other forms of documentation used. (50-70 points; please tell me how much weight to put on this question)*

2. **Revisions to Plan:** Given your experience, have you or would you make any changes to the plan? Explain your rationale. (10-30 points; please tell me how much weight to put on this question)*

3. **Applying your Experience to Working with Clients:** Given your experiences, how might you use Behavioral Techniques with clients? Do you think there are situations in which you are more inclined to use them than others? (20 points)

* Note that the points associated with questions 1 & 2 are flexible; question 3 in non-negotiable at 20 points. If you did not or are not proposing many revisions to your plan, then you would not want to award this question as many points. You can decide how you want me to grade your paper based on the relative comprehensiveness that goes into each of these two questions. Just remember to tell me how you decide; be sure it adds up to 100. You can either indicate it at the beginning of each question or complete and turn in the chart below:

Question	Possible Points	My Points
1	50-70	
2	10-30	
3	20	
Total	100	100

Hand in your paper with your original behavioral analysis paper along with any charts or other documentation.