

"Your Awareness is very big space in which to reside."
Kabat-Zinn

MHCA 511
Practical Skills for Professional Mental Health & Addiction Counselors
Lewis and Clark College Spring 2015

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Dates: Jan 12th to April 27th
Location : LC Counseling Center, Suite 205 (4445 SW Barbur Blvd)

Catalogue Description:

This course serves as an introduction to the basic counseling skills and techniques utilized in professional mental health and addiction counseling. Special focus is given to motivational interviewing, the trans-theoretical model of change, and to basic counseling concepts and skills. The various concepts, skills, and techniques presented in the course will be satisfactorily developed through demonstration, role-playing practice, and simulated videotaped counseling experiences.

Course Description:

This course is designed to provide students with a foundation of counseling concepts, skills, and techniques essential for the practice of professional mental health and addiction counselors. More specifically, students will learn fundamental motivational interviewing techniques and counseling micro skills, a working understanding of the process of change, a development of basic case conceptualization skills, and an increased awareness of self as an essential component in facilitating change through the establishment of effective therapeutic relationships.

Textbooks:

Required: "Learning The Art of Helping: Building Blocks and Techniques" by Mark E. Young
Required: "Motivational Interviewing" by Miller Rollnick

Course Purpose & Objectives:

Students will demonstrate the understanding and use of basic motivational interviewing techniques and counseling skills utilized in professional mental health and addiction counseling. Additionally, the theoretical underpinnings of the various skills and techniques will be examined and a topic of discussion and exploration. Ethical principles for mental health and addiction counseling, self-awareness, personal counseling style and honoring of diversity will be examined through readings, class discussions, reflective assignments, as well as various classroom activities. Discussions of social justice, position of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions will be employed. Students throughout the class will be practicing and demonstrating various motivational

interviewing techniques and counseling skills and will provide five videotapes demonstrating their understanding and acquisition of counseling skills. A required personal worldview paper will be written to demonstrate a student's self-awareness of their cultural and racial heritage, social context, life span and development along with their personal philosophies of life. This self knowledge will be a point of awareness when learning and demonstrating counseling skills as well as when students engage in on going class discussions related to diversity and cultural awareness of others.

The class will be developed as a community of collaborative learners where each will be an active in agent in their own learning experiences. Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.

CACREP COUNSELING OBJECTIVES & STUDENT LEARNING OUTCOMES

II.K.5.a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

II.K.5.b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

AC.A.3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.

AC.A.5. Understands a variety of models and theories of addiction related to substance use and other addictions.

AC. C.8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. The class activities and assignments require utilizing classmates for "counseling interviews" **for the purpose of demonstrating motivational interviewing and microskills**. Although guidelines, parameters and boundaries are implemented into the topics utilized for the tapings it is expected that anything presented by students during tapings and in class discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

Evaluation:

Each student will be evaluated in the areas of demonstration of motivational interviewing skills, microskills, self-awareness, empathetic presence, integration and application of skills, ethical considerations, effectiveness of oral and written communication, and openness to feedback. Factored into the possible points earned for each assignment will be a final evaluation of skill demonstration/attainment as well as professional qualities and ethical demeanor. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in failure of the class. Final decisions will be made by the class instructor about successful completion of the class as well as readiness to move forward to practicum and

clinical work. If there are concerns about a student's work a meeting with the instructor will be scheduled to discuss the dynamics and potential outcomes.

Assignments/Exam:

- **Participation in Class: (25 points)**
- **Worldview Paper (25 points)**

This is a three to four page paper asking you to define in some ways your family of origin (family, culture, race, geography, economics, education, religion, etc.) and what experiences have shaped who you are. A loose format might be:

 - Worldview: Life circumstances you were born into **as described above**. Comment on position of power and privilege, or other context of social justice impacting you and your family of origin.
 - Philosophy of life: How you perceived your experiences and made sense of life which then developed into how you choose to see your world and live your life.
 - Helping Others: How your philosophies inform your work with others. Reflect on issues of social justice and awareness of diversity.
 - Summarized by a reflection on how you want to grow and where you want to expand your professional growth as a counselor.

*This paper will not be graded, but all points will be earned for completion.
- **Tape One 'Basic Reflective Skills & Presence' Handout (20 points)**

Details of this assignment will be given in class prior to first taping session
- **Tape Two Transcription (35 points) & Corrections (15 points):**

This will be a 5-minute section from taping two. Label your classmates comments, then label your responses. Underneath your response identify the skills you are using as well as your conceptualization or intention and make a brief comment on the interaction. You will be asked to make corrections of how you might have phrased your words to increase intention and effectiveness.
- **Tape Three 'Motivational Interviewing' Handout (20 points)**

Details of this assignment will be given in class prior to third taping session
- **Tape Four Transcription (35 points) & Corrections (15 points):**

This will be an 8-minute section of tape 3 demonstrating the use of basic attending skills including encouragers, paraphrasing, clarifying questions, as well as summarizing. Label your classmates comments, then label your responses. Underneath your response identify the skills you are using as well as your conceptualization or intention and make a brief comment on the interaction. You will be asked to make corrections of how you might have phrased your words to increase intention and effectiveness.
- **Tape Five 'Termination' Handout (20 points)**

Details of this assignment will be given in class prior to fifth taping session
- **Interventions Presentation (45 points)**

Taping Groups will be assigned one or more intervention strategies from the Motivational Interviewing textbook. Each presentation needs to be approximately 12-15 minutes and you are expected to hand in an outline of your presentation at the start of class.

Include a clear description of:

 - How to do the intervention

- The goal or purpose of using this with a client
- Appropriate timing for this strategy
- What treatment phase?
- What might prompt use?

Following the presentation, the group will perform a fictional role-play demonstrating the appropriate use of the technique and basic OARS skills. It is OK to write a script and be "on book" for during this presentation.

Five criteria will be used to grade this assignment: informational content (15 points), use of intervention in role-play (15 points), use of OARS in role-play (10 points), group preparedness (5 points)

- **Final Exam (50 pts)**

You will be asked to identify and give examples of specific counseling and motivational interviewing skills/techniques in response to written client dialogue. Reflective questions related to your readings and class discussion.

Grades:

235-215=A 214-195=B Points less than 195 result in failure of Class

Assignments points are earned for correct information, effort and quality of work-completeness-timeliness and as defined under the evaluation section of syllabus.

Missing Assignments: Students are expected to do all assignments; any assignments not completed may result in class failure.

Late Assignments: Assignments are due at the beginning of class (otherwise considered a day late). **5-point deduction for a late assignment per day.**

Make-up Work and incompletes: Incompletes will be determined before the final class, including what is expected and the timeframe for completion. All incompletes must be fulfilled before moving forward into clinical practicum & internship.

CPSY Departmental Attendance Policy:

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Laptops and Cell Phones:

Due to the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.