

CAS 355 Individual and Group Counseling Techniques

Wintermester 2019

Number of Credits

3

Instructor

Adrienne Sutherland

Adrienne grew up moving around as a military child and settled in Nevada in 1998. She has been in the mental health field since 2007, beginning her career at the University of Nevada, Reno with a program designed to provide extra support to students as they endeavored to earn a bachelor's degree. She later worked on a collaborative grant between the court system, university, and law enforcement to provide drug and alcohol treatment to students who had incurred substance related infractions. She has also worked with children and adolescents with co-occurring disorders at a local residential treatment facility in an effort to promote healthier family systems and positive ways of coping with stress and trauma.

She currently serves as Clinical Director for Community Chest and has been there since 2011. During that time has expanded her scope to include working with victims of domestic violence and others suffering from trauma. She has a background in Cultural Anthropology and International Political Science, as well as a Master of Arts in Counseling and Educational Psychology, focusing on school and mental health counseling and substance abuse treatment and prevention. She is an appointed member of the Northern Nevada Behavioral Health Policy Board and a licensed supervisor for the Board of Examiners for Drug, Alcohol, and Gambling Counselors and the Board of Examiners for Marriage and Family Therapists and Clinical Professional Counselors.

Catalog Description

Strategies and core competencies for treating addicted individual and group counseling. Experiential learning is the primary approach utilized in this class.

Prerequisite(s): CAS 254 and acceptance into the minor or certificate program in Addiction Counseling and Prevention Services.

Recommended preparation: CAS 354.

Required Textbooks/Materials

The following text is required material in this course:

Miller and Rollnick. *Motivational Interviewing: Helping People Change*, Third Ed. New York: The Guildford Press, 2013.

Kottler, Jeffrey. *On Becoming a Therapist*, Fourth Ed. San Francisco: John Wiley & Sons, Inc., 2010.

Student Learning Outcomes

Upon successfully completing this course, students will be able to

- demonstrate the ability to develop a therapeutic relationship;
- determine self-issues that could interfere with counseling;
- demonstrate appropriate use of empathic relating skills;
- explain the difference between interrogation, interviewing, and counseling;
- identify the stages of group growth and related strategies;
- demonstrate an understanding of and ability to utilize group facilitation skills;
- understand and utilize appropriate interventions with addicted clients;
- explain the impact that the counselor's individual beliefs and values can have on a client;
- demonstrate motivational interviewing skills that accurately reflect the needs of client based upon stage of change; and
- integrate positive wellness, ethics, and multicultural issues into practice.

First Week of Materials/Assignments

The following schedule is subject to change:

January 2: Introduction to Motivational Interviewing
Read: Miller and Rollnick, pages 1–36; Handout Packet (from Course Reserves)
Due: Discussion 1; Journal 1

January 3: Motivational Interviewing, Continued
Read: Miller and Rollnick, pages 37–73; Kottler, pages 1–68; Handout Packet (from Course Reserves)
Due: Discussion 2; Journal 2

January 4: Motivational Interviewing, Continued
Read: Miller and Rollnick, pages 74–89, 93–101, and 120–130; Kottler, pages 69–124
Due: Discussion 3; Journal 3

Course Details

Effective relating starts with the ability to listen, understand, and respond nonjudgmentally to another person. Helping a client to connect their feelings with thoughts, and then with action is important for change; however, the most effective counselors are those who respect and trust that the client has the innate ability to find the best answers for themselves (with support and some guidance from the counselor).

Counselors have much to offer, and much to learn from the professional relating that they do with clients. Being able to distinguish one's own "stuff" from that of our client's is critical if a counselor is to be their most effective. In addition, understanding our strengths, style, interests, values and areas needing improvement will consolidate our learning and open up our potential for continued therapeutic growth. The goal of this course is to initiate the professional training in the skills necessary to provide clients the opportunity to change behaviors.

Our goal is to assure that addictions counselors have the basic counseling skills necessary to "do no harm" while assisting people. This is *not* a graduate course in counseling. While the primary theoretical model presented will be Motivational Interviewing, other theories will also be addressed. Another primary goal of the course will be to learn skills effective for relationship development, problem identification, and counselor issues that might impede effective helping. Since the course content requires practice, theoretical material will be discussed and encountered in addition to being lectured. Outside reading is imperative.

CAS 355 is an intensive learning experience that provides numerous opportunities for students to identify, "experience," and practice the basic individual and group counseling skills. You will be exposed to emotionally laden material and be expected to participate in role play activities, individual counseling interactions and an on-going group experience with other students. Part of the evaluation process will involve demonstrating competencies in the counseling skills presented in class.

Grade Breakdown

The point distribution for the course is:

Assignment	Points
Discussion (ten worth 15 points each)	150
Reflection Journals (ten worth 10 points each)	100
Three live experiential class sessions	150
Recorded Counseling Session	200
Participation in Group Work	100
Exam	300
<i>Total</i>	<i>1000</i>

The percentage distribution for the course is:

Letter	Percentage
A	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D+	67–69
D	63–66
D-	60–62
F	below 60