

SERIES 19

Northwest Frontier Addiction Technology Transfer Center

810 "D" Street NE
Salem, OR 97301
Phone: (503) 373-1322
FAX: (503) 373-7348

A project of
OHSU
Department of Public
Health & Preventive
Medicine

Steve Gallon, Ph.D.,
Principal Investigator

Wendy Hausotter, MPH
Project Director

Mary Anne Bryan, MS
Editor
bryanm@ohsu.edu

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education and
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Counselor As Educator - Part 3

Fine Tuning Your Teaching Skills

*"The mediocre teacher tells.
The good teacher explains.
The superior teacher demon-
strates. The great teacher
inspires."*

~ William Arthur Ward ~

As an educator it is important to consider appropriate options for delivering information to your clients as adult learners. What is the best "delivery strategy" or "method"? What are the strengths and weaknesses of each strategy? How do you keep the learning environment safe and comfortable for all when there are "difficult" participants present? This final issue of the "Counselor As Educator" series will focus on these questions.

Teaching Strategies

The following pros and cons can help you select the right teaching method for your clients. While these are the more commonly used strategies, we also provide some new ones for you to try in the section which follows this one:

Lecture

Strengths

- presents factual material in a direct and logical manner,
- can contain experience which inspires,
- stimulates thinking for a discussion, and
- is useful for large groups.

Limitations

- experts are not always good teachers,
- audience can be passive,
- learning is difficult for teacher to gauge,

and

- communication is one-way.

Lecture with Discussion

Strengths

- involves audience after the lecture, and
- audience can question/clarify/challenge.

Limitations

- time may limit discussion period, and
- value is influenced by the quality of questions and discussion.

Brainstorming

Strengths

- allows creative thinking,
- encourages full participation,
- draws on the group's knowledge and experiences, and can trigger other ideas.

Limitations

- can be unfocused,
- needs to be time-limited (5-7 minutes), and
- needs to be facilitated well to minimize premature criticism and evaluation.

Videotapes

Strengths

- engaging way to present content and keep clients' attention,
- appeals to media-oriented clients, and
- can stimulate discussion.

Limitations

- group discussion can be unfocused with too many questions,
- outdated styles and concepts can be distracting, and
- facilitator needs to prepare questions for discussion to make it effective.

Group Discussion

Strengths

- large pool of ideas and experiences, and

- opportunity for everyone to participate in the process.

Limitations

- best if under 20 people,
- a few people can dominate while others may not participate, and
- can get off the track and be time consuming.

Small Group Discussion

Strengths

- more opportunity for everyone to participate,
- often people are more comfortable sharing personal information, and
- a small group can reach a consensus if needed.

Limitations

- group can get off track, and
- facilitator must clarify purpose of the group for it to be effective.

Role Playing

Strengths

- dramatically presents problem situations,
- people can assume roles of others to gain an appreciation of their point of view,
- allows for exploration of solutions, and
- provides an opportunity to practice skills.

Limitations

- people may be self-conscious or threatened, and
- may not be appropriate when used in larger groups.

Worksheets/Surveys

Strengths

- people can think for themselves without being influenced by others, and
- individuals can choose to share their more fully developed thoughts with the whole group.

Limitations

- worksheet/survey structure may limit participants' thoughts, and
- may not work for low literacy clients or non-English speakers.

Report-Back

Strengths

- allows for discussion of role-plays and small group exercises, and
- allows people to reflect on their experiences.

Limitations

- can be repetitive if feedback and discussion is similar.

Values Clarification Exercises

Strengths

- opportunity to explore values and beliefs,
- values can be discussed in a safe environment, and
- exercise provides a structure for discussion that might be difficult to explore otherwise.

Limitations

- people may not be honest, and

- some people may be too self-conscious.

.....More Teaching Strategies

The following, though less commonly used, are some great strategies you might want to incorporate into your practice:

KWL

Create a table with these column headings: K=What do you **KNOW** about the topic? W=What do you **WANT** to know about the topic? L=What have you already **LEARNED** about the topic? You can use this at the beginning, middle or end of a session to motivate and assess learning.

Concentric Circle

Form two circles of participants facing each other - one inside, one outside. The inner circle discusses a topic or issue while the outside listens. Then reverse process. Allow time for discussion.

One-Minute Paper

Stop the learning session and ask participants to respond to one of the following questions on an index card: "What is the most important thing you have learned?" or "What important questions remain?". Review, respond to and clarify comments and questions as needed.

The Real World

Ask participants to list ways that they will use the information covered during the session at work, with family/friends - in the real world. Discuss as a group.

Working With the "Difficult" Participant

Oftentimes during a presentation or teaching situation, there will be a participant who is "difficult" for both you and the others present. The learning environment is influenced by their behaviors. Below are description of several types of "difficult" participants, what motivates their behaviors and actions, and possible interventions you can initiate that may help:

The Rambler

The rambler talks about everything except the subject, may give farfetched examples and analogies, or get lost.

Intervention:

- thank them for their comment and then return to the topic by stating the relevant points and move on,
- indicate with a friendly reminder that the group is getting a bit off the subject, or
- call a break, tell a joke, etc.

The Silent Person

The silent participant may appear indifferent or act superior - or they may simply feel timid or insecure.

Interventions:

- arouse their interest by asking easy direct questions,
- talk with them on a personal basis,
- ask a question to the person next to them and then ask the quiet person to respond, or

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- appeal to their experience and knowledge by saying “I know you have been through this, what do you think?”

The Side Conversationalists

Although their conversation may be related to the subject or may be personal; it's still a distraction to both you and the other participants.

Interventions:

- don't embarrass them,
- call them by name and ask an easy question or restate the last opinion expressed or remark made and ask them to respond to it, or
- ask the group to uphold the “no side conversation” rule.

The Questioner

The questioner may be genuinely curious, or they may have an opinion but not enough confidence to express it.

Interventions:

- acknowledge that the person seems enthusiastic about the topic,
- involve the rest of the participants by asking them to answer the question or share their opinion, or
- tell the person you will be happy to work with them later on their questions.

The Griper

The griper may have a pet peeve, gripe for the sake of complaining, or have a legitimate complaint.

Interventions:

- acknowledge their complaint if it has merit,
- paraphrase their concerns and indicate your willingness to discuss the problem privately later, or
- post a “gripe” sheet and ask everyone to write their gripes on it, refer to the sheet, and acknowledge what can and can't be done about the gripes.

The Inarticulate

This person lacks the ability or self-assurance to put their thoughts into words when they have an idea. They need assistance without criticism.

Interventions:

- say “Let me repeat that” and then repeat their point in clearer language,
- say “Can you give an example?” and
- help clarify their ideas while changing them as little as possible.

The Personality Clash or Participant Argument

When two or more participants clash it tends to divide the remaining participants into factions.

Interventions:

- emphasize points of agreement while minimizing points of contention,
- direct attention to objectives of the presentation by cutting across the argument with a directive about the topic,
- bring a reliable participant into the discussion, and
- keep yourself cool, and ask that arguments be productive and directed toward the topic definition or resolution.

The Overly Talkative

The talkative participant may be an “eager beaver” or a show-off. They may also be very well informed and anxious about how to show it, or they may be just naturally wordy.

Interventions:

- don't embarrass them - you may need their help at some point,
- draw them into difficult questions or work, and
- interrupt them by saying “That's an interesting point of view, what do the rest of you think?”.

Remember that you are the instructor and participants will look to you to keep things flowing smoothly. Don't let one person distract everyone else. The rest of the participants will appreciate your handling the situation effectively.

Next Issue:

“Clinical Supervision”

Sources:

Siberman, M (1996) **Active Learning: 101 strategies to teach any subject.** Needham Heights, MA. Allyn & Bacon.

Common Teaching Methods. Retrieved from the World Wide Web on July 22, 2005: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/comteach.htm>

Northwest Frontier ATTC

810 "D" Street NE
Salem, Oregon 97301
Phone: (503) 373-1322
FAX: (503) 373-7348

ADDICTION
Messenger



NIDA/SAMHSA Blending Initiative

Coming Attractions:

S.M.A.R.T Treatment Planning

S.M.A.R.T. Treatment Planning is a 6-hour continuing education curriculum addressing how to **transform required “paperwork” from administering the Addiction Severity Index (ASI) into clinically useful information.** The ASI is one of the most widely used tools for the assessment of substance use-related problems. Addiction counselors frequently administer the ASI yet often fail to use findings to identify client problems, develop individualized treatment plans, and make referrals matched to client needs. This course will review how to use the ASI to integrate these clinical processes.

The course will be available after November 2005. If you would like to receive notification of the availability of the materials and/or SMART trainings, please send an email to Wendy Hausotter at hausotte@ohsu.edu indicating you'd like to be on the SMART notification list.

NAME _____

POST - TEST Series 19

- #1
Which of the following active teaching methods help clients engage more fully in the learning process:
a. Concept Mapping.
b. Role Playing.
c. Reflective Talking.
d. "a" and "b".
- #2
Adult learners need to feel part of the learning community.
True False
- #3
Auditory learners prefer to absorb information through:
a. copying notes.
b. demonstrations.
c. making lists.
d. none of the above
- #4
Adults are motivated to learn in order to cope with _____ (fill in the blank).
- #5
If you are teaching a group of clients where two of them have a personality clash or argument you can help by emphasizing the points of disagreement and minimizing the points of agreement.
True False
- #6
Adults often bring more valuable life experiences into the learning process than younger clients.
True False
- #7
The mind of a visual learner may wander during verbal activities such as a lecture.
True False
- #8
The strength of using a teaching strategy such as a lecture, is that it provides information in a direct and logical manner. A limitation of using a lecture is that the audience may be _____ (fill in the blank).
- #9
Which of following are considered learning styles:
a. Kinesthetic .
b. Auditory.
c. Visual.
d. all of the above.
- #10
It is important to use only those teaching techniques suited to a client's particular learning style.
True False

Mail or FAX your completed test to NFATTC

**Northwest Frontier ATTC, 810 D Street NE, Salem, OR 97301
FAX: (503) 373-7348**

*You can still register for continuing education hours for Series 1 through 18.
Contact Mary Anne Bryan at (503) 378-6001*

