**COUN 533**

**ADDICTIVE BEHAVIOR COUNSELING**

**Counseling Academic Unit**

**College of Education**

**Oregon State University**

**Instructor’s Name:** Gene Eakin, PhD

**Office Hours:** The easiest way for us to meet is via Zoom. E-mail and request a Zoom meeting when and if necessary.

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**Spring 2016:** Classes held at the Chemeketa Center for Business and Industry 626 High St. NE , Salem 0900-1700 hours on Friday, April 1 and Friday, June 3.

**Description of Course**

Learning and practicing techniques for addictive behavior assessment and counseling. Specific addictions covered include substance abuse, gambling, and eating disorders.

**IV. Learning Objectives**

|  |  |
| --- | --- |
| 533.1 | Describe the principles of efficacious treatment of addictive disorders |
| 533.2 | Describe the principles of efficacious assessment of addictive behaviors. |
| 533.3 | Describe the psychopharmacological aspects of addictive disorders. |

**Course Delivery:** Hybrid

**Relation to Knowledge Base**

CACREP Core Standards:

|  |  |
| --- | --- |
| **#** | **Text of Standard** |
| II.G.3.d | Theories and models of individual, cultural, couple, family, and community resilience. |
| II.G.3.e | A general framework for understanding exceptional abilities and strategies for differentiated interventions. |
| II.G.3.g | Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. |

CACREP CMH Curricular Standards:

|  |  |
| --- | --- |
| **#** | **Text of Standard** |
| A.6 | Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. |
| G.4 | Identifies standard screening and assessment instruments for substance use disorders and process addictions. |
| H.3.a | Screens for addiction as well as co-occurring mental disorders. |
| H.4 | Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. |

TSPC/CACREP Standards:

|  |  |
| --- | --- |
| **#** | **Text of Standard** |
| D.3 | Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. |
| G.1 | Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. |
| G.2 | Knows the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs. |
| J.1 | Applies relevant research findings to inform the practice of school counseling. |

OSU Graduate Learning Outcomes for MS in Counseling

|  |  |
| --- | --- |
| **GLO #** | ***At the end of the course students:*** |
| 1. | Conduct research or produce some other form of creative work |
| 2. | Can demonstrate mastery of subject material |
| 3. | Be able to conduct scholarly or professional activities in an ethical manner. |

**See Appendix A for Student Notices**

**See Appendix B for Relation of Learning Objectives and GLOs to Knowledge Base**

**See Appendix C for Methods of Instruction**

**Course Requirements**

1. **Attendance and participation**: During this class, students will be working in small learning teams, practicing skills and practicing the application of motivational interviewing. Each student is asked to “**give up a habit**” or **abstain from a substance** or **decrease the frequency of an undesired behavior** or **increase the frequency of a desired behavior** during the course of this class. By doing this – you will experience firsthand what it may be like to change a behavior/habit. This experience will help you during your “real-play/role-plays. We will discuss this part of the participation on the first day of class. It is important that you attend each class.
2. **Presentation #1**: Download the document in the Assignment folder for instructions.
3. **Motivation, Influence, and Change Journal**. As part of the experience of “giving up a habit” or abstaining from a substance during the class or decreasing/increasing the frequency of a behavior, you will keep a weekly Motivation, Influence, and Change Journal. You may reflect daily in your journal and will be invited to post a reflection on Canvas during the term as well as share your thoughts about motivation, influence, and change in each of the two classes.
4. **CACREP Core Assignment: Helping Students Whose Parents Use or Abuse Drugs.**
5. Return to assignment #1 that focused on the impact that parental drug use can have on their children. In this assignment the focus will be on putting together your plan for working with those children/adolescents whose lives are impacted by parental drug use.
6. Locate the evidence-based programs and other resources you can begin to use at your level.
7. Write a four to six page paper discussing the current research and literature. Students are to use APA style writing and format. Provide at least three resources from peer reviewed resources.
8. Be prepared to share with peers in class #2.

Evaluation:

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Assignment** | **Related Scoring Rubric** | **Points Possible** |
| 1 | Attendance & Participation: Class #1 |  | 25 |
| 2 | Presentation: Class #1 |  | 20 |
| 3 | Weekly Canvas Posts |  | 70 |
| 4 | CACREP Core Assessment | Handout | 100 |
| *5* | Attendance and Participation: Class #2 |  | 25 |
| 6 | Motivation, Influence, & Change Journal & Final Post in Week #10 |  | 100 |
| 7 | Four Supervision Sessions |  | 60 |
| *Total* |  |  | 400 |

**Textbooks**

**Required:**

1. Miller, W. R. & Rollnick, S. (2012). *Motivational interviewing* - 3rd ed. New York, NY: Guilford.
2. **Download online**: Rosengren, D.B. (2009). *Building Motivational Interviewing Skills.* New York, NY: Guilford.

**Additional Materials**

1. You will use Zoom to conduct and record your weekly counseling sessions.
2. You will have additional materials included in the modules for some weeks either in the form of pdfs, or links to the WWW, or PowerPoints that you will be required to read.

**Instructor’s Expectations**

This class combines addiction and addictive behavior content and knowledge with evidence based counseling techniques and practice (Motivational Interviewing). Students are expected to have read the material each week and then be ready to discuss and practice techniques in class. Students will participate in role plays and real plays each week during class. Therefore, students will maintain confidentiality and practice ethical behavior just as you would in any counseling setting.

**Evaluation**

**Grading Scale**:

|  |  |
| --- | --- |
| A | 93-100% |
| A- | 90-92% |
| B+ | 88-89% |
| B | 83-87% |
| B- | 80-82% |
| C+ | 78-79% |
| C | 73-77% |
| C- | 70-72% |
| D+ | 68-69% |
| D | 63-67% |
| D- | 60-62% |
| F | 0-59% |

*n.b.*, the GPA Requirement: You must achieve a minimum grade point average (GPA) of 3.00 for all courses you take at OSU as a graduate student AND for courses you include in your graduate program. Grades on transfer courses will be included in calculating the program GPA, but will not affect the GPA of courses taken at OSU. Grades below C are not accepted on a graduate program. You must meet the minimum GPA requirements before scheduling your final oral or written exam.

**Course Schedule**

**Week #1:**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 1 – Conversations about Change, Ch. 2 - The Spirit of MI, Ch. 3 – The Method of MI
   2. Rosengren: Ch. 1 - Introduction, Ch. 2 – Foundations of MI
2. Assignment:
   1. Download Assignment #1 from the Assignment Folder and bring your assignment to class to share in a small group. Post on the Discussion Board after you have presented your information in class.
   2. Start making entries in your Motivation, Influence, & Change Journal using the questions in the Week #1 folder to guide your inquiry into the nature of Motivation, Influence, & Change.

Class: Friday, April 1: 0900 – 1700 - Chemeketa Center for Business & Industry 626 High St. NE, Salem

Overview of addictive behavior

Introduction to motivation and influence

Overview of motivational interviewing

**Week #2**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 4 – Engaging and Disengaging, Ch. 5 - Listening, Ch. 6 – Core Interviewing Skills: OARS
   2. Rosengren: Ch. 3 – The Use of OARS: Reflective Listening
   3. Addictive Behavior: Materials placed in folder for week #2 & links to materials on the WWW
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #2 folder to guide your inquiry into the nature of Motivation, Influence, & Change.
   2. Meet with your partner for a counseling session and one partner schedule supervision.
   3. Respond to the Discussion Board Question for Week #2.

**Week #3**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 7 – Exploring Values and Goals
   2. Rosengren: Ch. 4 - The Use of OARS: Open-Ended Questions, Affirmations, and Summaries
   3. ATOD use among Children, Adolescents, Young Adults, US: Materials placed in folder for week #2 & links to materials on the WWW
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #3 folder to guide your inquiry into the nature of Motivation, Influence, & Change.
   2. Meet with your partner for a counseling session and one partner schedule supervision.
   3. Respond to the Discussion Board Question for Week #3.

**Week #4**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 8 – Why Focus, Ch. 9 – Finding the Horizon, Ch. 10 – When Goals Differ, Ch. 11 – Exchanging Information
   2. Rosengren, Ch. 9 – Information Sharing, Offering a Concern, and Giving Advice
   3. ATOD Use & Impact on Healthy Development: Materials placed in folder for week #3 & links to materials on WWW
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #4 folder to guide your inquiry into the nature of Motivation, Influence, & Change.
   2. Meet with your partner for a counseling session.
   3. Respond to the Discussion Board Question for Week #4.

**Week #5**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 12 – Ambivalence: Change Talk and Sustain Talk , Ch. 13 – Evoking the Person’s Own Motivation,
   2. Rosengren: Ch. 5 – Recognizing, Reinforcing, and Eliciting Change Talk
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #5 folder to guide your inquiry into the nature of Motivation, Influence, & Change.
   2. Respond to the Discussion Board Question for Week #5.

**Week #6**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 14 – Responding to Change Talk, Ch. 15 – Responding to Sustain Talk and Discord
   2. Rosengren: Ch. 8 – Working with Ambivalence
   3. ATOD Prevention Programming: Materials placed in folder for week #7 & links to materials on WWW
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #6 folder to guide your inquiry into the nature of Motivation, Influence, & Change.
   2. Meet with your partner for a counseling session.
   3. Respond to the Discussion Board Question for Week #6.

**Week #7**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 16 – Evoking Hope and Confidence, Ch. 17 – Counseling with Neutrality, Ch. 18 – Developing Discrepancy
   2. ATOD Prevention Programming: Materials placed in folder for week #7 & links to materials on WWW
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #7 folder to guide your inquiry into the nature of Motivation, Influence, & Change.
   2. Meet with your partner for a counseling session.
   3. Respond to the Discussion Board Question for Week #7.

**Week #8**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 19 – From Evoking to Planning, Ch. 20 – Developing a Change Plan
   2. Rosengren: Ch. 11 – Negotiating a Treatment Plan
   3. Transtheoretical Model of Change: Materials placed in folder for week #8 & links to materials on WWW
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #8 folder to guide your inquiry into the nature of Motivation, Influence, & Change.
   2. Prepare for your presentation on strategies for working with children whose parents use drugs.
   3. Respond to the Discussion Board Question for Week #8.

**Week #9**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 21 – Strengthening Commitment, Ch. 22 – Supporting Change
   2. Rosengren: Ch. 10 – The Key Question, Ch. 6 – Managing Resistance
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #9 folder to guide your inquiry into the nature of Motivation, Influence, & Change and be prepared to share your thoughts about motivation, influence, and change in class.

Class: Friday, June 4: 0900 – 1700 - Chemeketa Center for Business 626 High St. NE, Salem

**Week #10**

1. Reading Assignment:
   1. Miller & Rollnick: Ch. 25 – Applying Motivational Interviewing, Ch. 26 – Integrating Motivational Interviewing, Ch. 27 – Research Evidence & the Evolution of MI, Ch. 28 – Evaluating Motivational Conversations
2. Assignment:
   1. Motivation, Influence, & Change Journal: Use the questions in the Week #10 folder to guide your inquiry into the nature of Motivation, Influence, & Change.
   2. Respond to the Discussion Board Question for Week #10.

**Week #11**

Final papers due by 11:00 on Saturday, June 11. Grades will be submitted not later than 1700 hours on Monday, June 13.

**Appendix A: Student Notices**

**Mission Statements:**

**Counseling Unit Mission Statement**

The OSU Counseling Program faculty, staff, and students endeavor to support the principles of dignity, respect, integrity, value, and equality in all we do. We prepare professional counselors who promote the social, psychological, and physical well-being of individuals, families, communities, and organizations in order to continually improve global welfare. We believe that professional counselors stand for social, economic, and political justice and therefore must be prepared to be proactive educators, change agents, and advocates in the face of injustice. Development across the life span, cultural diversity, and a global perspective are integral to the preparation of professional counselors.

**Disposition Statement (from Counseling Program Handbook)**

The Department of Teacher and Counselor Education is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective counselors. Therefore, your course work and clinical experience will prepare you to demonstrate that knowledge, skills, and *dispositions* expected of beginning counselors. Faculty and on-site supervisors will evaluate your demonstration of these dispositions and provide you with feedback about your progress. (*See Student Handbook for more on student dispositions*.)

**OSU University Mission Statement**

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress

**College of Education Mission Statement**

The College of Education develops multi-culturally competent researchers, scholars, learning leaders, teachers, and counselors who make a difference by promoting innovation, social justice, and lifelong learning with a focus on understanding diversity and developing scientific and technological literacy.  Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.

**Values**

* We believe that the discovery, dissemination, and application of knowledge in STEM education, counseling, adult education, postsecondary education, and educational leadership disciplines must be situated in a context of social justice that acknowledges and embraces diversity.
* We value a collaborative, interdisciplinary approach to research and to facilitating the learning of individuals of all ages and cultural and ethnic backgrounds.
* Our programs are informed by research, and our research is informed by our practice as educators.

**Ethics Statement**

Students are expected to conduct all learning activities in alignment with the [ACA Code of Ethics](http://www.counseling.org/resources/aca-code-of-ethics.pdf). The instructor, supervisor, and main site contact (if appropriate) must be notified of any ethical issues that arise during these activities. In the event of an ethical dilemma, students should apply an ethical decision-making model in consultation with the instructor, supervisor, and/or site contact to determine and implement an ethical course of action. Failure to notify the instructor and supervisor of ethical issues may result in a no-pass grade, remediation, and/or dismissal from the program.

**Statement Regarding Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098 [and/or view this Web link](http://www.osucascades.edu/services-students-disabilities).

**Expectations for Student Conduct:**

Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct. [Please click here to access the Office of Student Conduct.](http://oregonstate.edu/studentconduct/home/)

**Confidentiality Notice:**

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession.

**In-class Portion Attendance Policy:**

Take this course only if you can complete the in-class portion of the course. Absence from an in-class session will result in an “I” grade and those sessions will need to be made up the next time the course is offered.

**Academic Integrity**:

Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the [Office of Student Conduct and Mediation](http://oregonstate.edu/studentconduct/home/) at 541-737-3656.

**Electronic Device Notice:**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

**Laptop/PDA Policy:**

Excluding students with a documented disability, the use of laptops and PDAs during the in class portion is prohibited without prior permission of the instructor.

**Recording Policy:**

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material present in the in class portion is prohibited to all students.

**Use of Research Data (i.e., CACREP Standard II.I)**

Faculty will disseminate and students will discuss current published research as part of class activities.

**Class Visitor Policy**

Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**Methods of Instruction**

|  |  |  |
| --- | --- | --- |
| **METHOD** | **DEFINITION** | **USED IN**  **THE COURSE?** |
| LECTURE | An academic discourse given by an instructor before a group. | Yes |
| DISCUSSION | Those sections associated with a lecture course that is used to facilitate consideration of a question or topic in open and informal debate. | Yes |
| RECITATION/ STUDENT PRESENTATION | Public exhibition of acquired skills and knowledge. | Yes |
| LABORATORY | That part of a course set aside for experimentation, observation, or practice in a field of study. | No |
| SEMINAR | A small group of students under the direction of an instructor for the purpose of presenting and exchanging ideas or research findings via lectures, reports, and discussions. | Yes |
| INTERNSHIP | An experiential course designed to provide on the job experience in an academic setting on or off campus, where students can earn academic credit. | No |
| PRACTICUM | A course designed for the preparation of teachers and clinicians that involves the practical application of previously studied theory under the supervision of a senior instructor. | No |
| WORLD WIDE WEB | A course or module where the medium tool is the World Wide Web. Students spend a time using Web in the areas of content, assessment, and interaction to the degree that the student must participate through the use of Web to complete course requirements. | No |

**1. Class Attendance and Participation**

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| --- | --- | --- |
| ***Points Possible*** | ***Description*** | ***Points***  ***Received*** |
| 0 points | -Does not ask questions or make comments that indicate familiarity with topics for class  -Does not participate actively in small groups  -Misses class often  -Is often late or leaves early w/out due reason  -Does not participate in online discussions |  |
| 1-4 points | -Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class  -Does not actively participate in small groups  -Misses no more than 1 classes w/o prior arrangement  -Is occasionally late or leaves early w/out due reason  -Post minimal reflection(s).  -Does not respond to other group members reflections  - Is not late in posting online discussion/reflection |  |
| 5-10 points | -Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class and online materials.  -Participates in small groups  -Misses 1 class with prior arrangement  -Is never late or leaves early w/out due reason |  |
| 11-15 points | -Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class and online materials.  -Participates actively in small groups in class and online.  -Attends class regularly (no missed classes)  -Is often first to post and respond in blackboard discussions. |  |

**Scoring Rubric: CACREP Core Assignment – Addictive Behavior Research Paper**

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| --- | --- | --- | --- |
| # | Area of Evaluation | Points Possible | Points Rec’d |
| #1 | Information concerning the nature of parental addictive behavior and the impact on the child | 25 |  |
| #2 | Identifying strengths and resources the individual, family and community have that will help guide treatment | 25 |  |
| #3 | Identifying strategies for providing individual and group counseling to children whose parents use drugs | 25 |  |
| #4 | Written paper, clarity of thought(s), grammar and APA format | 25 |  |