

Summer 2021

CE 565 Syllabus: Addictions Counseling - Theory and Practice

Mitch Moore
Winona State University

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WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION—COUNSELOR EDUCATION DEPARTMENT
Summer Session – 2021
Monday, May 10 through Friday, August 6, 2021
CE 565 - Addiction Counseling: Theory and Practice (4 semester credits)

Faculty Name: Mitch Moore, PhD, MS, LADC-S **ID:** 000405
Office: 400 S. Bdwy, Suite 300, Rochester, MN 55904 **Office Hours:** By appointment
Contact Information: MMoore@winona.edu **Office:** (507) 529-6118 or **Cell:** (507) 951-3399

SHORT FACULTY BIO

I am a straight, gender male (gender pronouns he/his/him), GLBT ally, licensed alcohol and drug counselor (MN license #300769), and certified prevention professional in the state of Minnesota, and I have worked in the chemical dependency field since 1988. I have a doctorate degree in Adult Education from the University of Minnesota, and a MS in Counselor Education (1991), and BS degrees in Psychology and Political Science (1987), from Winona State University. I retired in 2012 from the Federal Prison System as a drug treatment specialist where I developed and facilitated drug abuse programs for adult female and male offenders.

COURSE DESCRIPTION

This course provides students with an overview of various theoretical orientations, models, and methods for delivering client education and treatment from both an individual and group perspectives. Students will be introduced to evidenced-based treatment approaches, including motivational interviewing/ enhancement therapy, cognitive-behavioral approaches, and 12-Step facilitation, and others. Working with clients in crisis and with co-occurring disorders will be emphasized. Grade only.

REQUIRED TEXT

Walters, S. T. & Rotgers, F. (2012). *Treating Substance Abuse, 3rd Edition, Theory and Technique*. New York: Guilford Press. ISBN: 978-1-4625-1351-2.
DeSanto, P. (2013, January). *Effective Addiction Treatment: The Minnesota Alternative*. Spring Lake Park, MN: Minnesota Alternatives, LLC. ISBN; 978-1-4783-3243-5.
Course readings as assigned (see D2L).

SUGGEST TEXT

Baird, B. N. (2014). *The Internship, Practicum, & Field Placement Handbook: A Guide for the Helping Professions, 7th Ed.* New York: Pearson. ISBN-13: 978-0-205-95965-5
Bowen, S. Chawla, N., & Marlatt, G. A. (2010). *Mindfulness-Based Relapse Prevention for Addictive Behaviors: A Clinician's Guide*. New York: The Guilford Press. ISBN 978-1-60623-987-2
Boren, J. J., Simon Oken, L., & Carroll, K. M. (2000). *Approaches to Drug Abuse Counseling*, Publication #00-4151. Bethesda, MD: U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Drug Abuse. Available for free download at: <http://archives.drugabuse.gov/pdf/ADAC/ApproachestoDACAounseling.pdf>
Hayes, S. C. & Levin, M. E. (eds.) (2012). *Mindfulness & Acceptance for Addictive Behaviors*. Oakland, CA: New Harbinger Publications (Context Press). ISBN: 978-1-60882-216-4
Miller, W. R. & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change, 3^d*. New York: The Guilford Press. ISBN: 978-1-60918-227-4.

- Perkinson, R. R. (2012). *Chemical Dependency Counseling: A Practical Guide, 4th Ed.* Thousand Oaks, CA: Sage Publications, Inc. ISBN-13: 978-1-4129-7921-4. *This comprehensive text is highly recommended and is an exceptional resource for all of the ACCP courses!*
- Substance Abuse and Mental Health Services Administration (SAMHSA), *Treatment Improvement Protocol (TIP) series*. Available for free download at: <http://store.samhsa.gov/list/series?name=TIP-Series-Treatment-Improvement-Protocols-TIPS-> and *Technical Assistance Publication (TAP) series*: <http://store.samhsa.gov/list/series?name=Technical-Assistance-Publications-TAPs>
- Yalisove, D. (2010). *Developing Clinical Skills for Substance Abuse Counseling*. Alexandria, VA: American Counseling Association. ISBN 978-1-55620-307-7.

Motivational Interviewing Resources

- A Brief Guide to Motivational Interviewing: <http://www.psychmap.org/uploads/Motivational%20Interviewing%20brief%20guide.pdf>
- Motivational Interviewing Strategies and Techniques: Rationales and Examples: http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf
- Using Motivational Interviewing in SMART Recovery: <http://www.smartrecovery.org/resources/UsingMIinSR.pdf>

Writing Guides

- *Publication Manual of the American Psychological Association, 7th ed.* (2020). Washington, DC: APA. ISBN: 978-1-4338-3217-8 **-OR-**
- Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2021). *An Easy Guide to APA Style, 4th ed.* Washington, DC: Sage Publishing. ISBN: 978-1-5443-2372-5

LEARNING OBJECTIVES

Student will be able to:

- Identify and have a working familiarity with predominant addictions counseling theories and evidence-based practices in use in the treatment of addictions today.
- Comprehend and articulate the operation of an addiction counseling center/treatment facility and how it serves its clients and the community.
- Begin developing effective individual and group counseling skills.
- Present on various theoretical approaches to addictions counseling.
- Conceptualize and present a personal theory and practice model for addictions counseling through the development of a personal theory and practice paper.

LADC AND CACREP REQUIREMENTS

Minnesota Licensed Alcohol and Drug Counselor Education Requirements

[Minnesota Statutes, Section 148F.025, Subdivision 2](#). Education requirements for licensure. An applicant for licensure must submit evidence satisfactory to the board that the applicant has: (2) received 18 semester credits or 270 clock hours of academic course work and 880 clock hours of supervised alcohol and drug counseling practicum from an accredited school or education program. The course work and practicum do not have to be part of the bachelor's degree earned under clause (1). The academic course work must be in the following areas: (i) an overview of the transdisciplinary foundations of alcohol and drug counseling, including theories of chemical dependency, the continuum of care, and the process of change; (v) co-occurring disorders; and (vi) the core functions defined in section [148F.01, subdivision 10](#).

Section 148F.01, Subdivision 9. Competence.

"Competence" means the ability to provide services within the practice of alcohol and drug counseling as defined in subdivision 18, that:

(1) are rendered with reasonable skill and safety; (2) meet minimum standards of acceptable and prevailing practice as described in section [148F.12](#); and (3) take into account human diversity.

Section 148F.01, Subdivision 10. Core functions.

"Core functions" means the following services provided in alcohol and drug treatment:

(6) "counseling" means the utilization of special skills to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions; and decision making;

(8) "crisis intervention" means those services which respond to an alcohol or other drug user's needs during acute emotional or physical distress;

(9) "client education" means the provision of information to clients who are receiving or seeking counseling concerning alcohol and other drug abuse and the available services and resources;

Section 148F.01, Subdivision 18. Practice of alcohol and drug counseling.

"Practice of alcohol and drug counseling" means the observation, description, evaluation, interpretation, and modification of human behavior by the application of core functions as it relates to the harmful or pathological use or abuse of alcohol or other drugs. The practice of alcohol and drug counseling includes, but is not limited to, the following activities, regardless of whether the counselor receives compensation for the activities:

(1) assisting clients who use alcohol or drugs, evaluating that use, and recognizing dependency if it exists;

(2) assisting clients with alcohol or other drug problems to gain insight and motivation aimed at resolving those problems;

(3) providing experienced professional guidance, assistance, and support for the client's efforts to develop and maintain a responsible functional lifestyle; and

(7) alcohol and other drug abuse education for clients.

Section 148F.01, Subdivision 19. Practice foundation.

"Practice foundation" means that an alcohol and drug counseling service or continuing education activity is based upon observations, methods, procedures, or theories that are generally accepted by the professional community in alcohol and drug counseling.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards (2009 draft):

c. 1. Knows the principles of addiction education, prevention, intervention, and consultation.

c. 2. Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.

c.3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.

c. 4. Understands the role of spirituality in the addiction recovery process.

c. 5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.

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

d. 5. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.

h.4. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.

COURSE REQUIREMENTS

#	Assignment <i>See: TENTATIVE COURSE SCHEDULE below for details!</i>	Assignment Due Dates	Points Possible
1	Mandated Reporter Online Training	Monday, 5/17/21	25
2	Addictions counseling theory & application project	Monday, 6/14/21	75
3	Field experience at an addictions counseling facility & interview with LADC; written report of experience required.	Monday, 7/12/21	150
4	Integrative personal theory & practice of addictions counseling paper	Monday, 8/2/21	150
	9 Quizzes, 20 pts each (Quizzes 4 & 5 worth 30 pts each)	(see below)	200
NOTE: ALL assignments must be completed to satisfactorily complete this course!			
		TOTAL =	600

TENTATIVE COURSE SCHEDULE

<i>Week of</i>	<i>Topics & Assignments</i>
1 5/10-14	Read: Walters & Rotgers' Treating Substance Abuse (TSA): Theory & Technique, 3 rd Ed. Chapters 1, 2, & 3, Motivation, Motivational Interviewing & Behavioral Economics Quiz #1, 20 pts, due Friday, 5/15/20, 11:59 pm. Assignment #1, 25 pts, due to Assignments by Monday, 5/17/21, 11:59 PM.
2 5/17-21	Read: TSA, Chapters 4, 5 & 6, Contingency Management, CBT & Behavioral Treatment Quiz #2, 20 pts, due Friday, 5/21/21, 11:59 pm.
3 5/24-28	Read: DeSanto P. (2013). <i>Effective Addiction Treatment: The Minnesota Alternative (EAT)</i> . Spring Lake Park, MN: Minnesota Alternatives, LLC. Chapters 1, 2, & 3 Special Topic Area: Contextual CBT and ACT
4 6/1-4	Read: TSA, Chapters 7 & 8, 12 Step Approach Special Topic Area: Organizational Readiness for Change Quiz #3, 20 pts, due Friday, 6/4/21, 11:59 pm. Happy Memorial Day!
5 6/7-11	Read: EAT, Chapters 4 & 5 Special Topic Area: Group Counseling Assignment #2, 75 pts, due to Assignments by Monday, 6/14/21, 11:59 PM.
6 6/14-18	Read: EAT, Chapters 6 Special Topic Area: Individual Counseling Quiz #4, 30 pts, due Friday, 6/18/21, 11:59 pm.
7 6/21-25	Read: TSA, Chapters 9 & 10, Family Therapy Approaches Special Topic Area: Spirituality Quiz #5, 30 pts, due Friday, 6/25/21, 11:59 pm.
8 6/28-7/2	Read: EAT, Chapters 7 & 8 Special Topic Area: Crisis Intervention & Management
9 7/6-9	Special Topic Area: Approaches to Relapse Prevention & Recovery Maintenance Assignment #3, 150 points, due to Assignments by Monday, 7/12/21, 11:59 PM. Happy 4th of July!
10 7/12-16	Read: TSA, Chapters 11, 12 & 13, Integrating Therapy & Pharmacotherapy & Primary Care Special Topic Areas: Technology Assisted Care for SUDs Quiz #6, 20 pts, due Friday, 7/16/21, 11:59 pm.
11 7/19-23	Read: EAT, Chapters 9 & 10 Special Topic Area: Harm Reduction Approaches & HIV/AIDS Quiz #7, 20 pts, due Friday, 7/23/21, 11:59 pm.
12 7/26-30	Read: TSA, Chapters 14 & 15, Integrating Approaches & Case Management Special Topic Areas: Referral and Consultation Assignment #4, 150 points, due to Assignments by Monday, 8/2/21, 11:59 PM.
13 & 14 8/2-6	Read: <i>The Internship, Practicum, & Field Placement Handbook (IPFPH)</i> , Ch. 5—Supervision Special Topic Areas: Trauma-Informed Approaches and Clinical Supervision Quiz #8, 20 pts, due Friday, 8/6/21, 11:59 pm. Quiz #9, 20 pts, due Friday, 8/6/21, 11:59 pm. Optional Clinical Practice Exercise-Clinical Supervision Plan

GRADE SCALE

Percentage	Points	Grade	Percentage	Points	Grade
100-93%	600-558	A	92-86%:	557-516	B
85-79%:	515-474	C	78-72%	473-432	D

ASSIGNMENTS *Get Started Early!* **NOTE: All assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!**

1. Mandated Reporter Online Training (25 PTS.), **due** by Monday, 5/17/21, by 11:59 PM. **DIRECTIONS:** Click on <http://registrations.dhs.state.mn.us/WebManRpt/>, scroll down, and click **Continue**. Follow the directions—very straight-forward. After successfully completing the training you will receive a **certificate of completion** you can print. **Write your name and date on the certificate, scan it, and submit it to the course Dropbox as proof of course completion.**

Here is the link for the *optional* child mandated reporter component:

<http://www.dhs.state.mn.us/media/flash/Training%20modules%20on%20guidelines%20for%200mandated%20reporting/public9.htm>

P.S.—for you Wisconsinites, here’s their training (it does not substitute for this assignment!): Wisconsin Mandated Reporting website: <http://wcpds.wisc.edu/mandatedreporter/>

2. Addictions counseling theory & application project (75 PTS.), **due** Monday, 6/14/21, by 11:59 PM. Each student will select an addictions counseling approach to research—both the *theory* and *practice* (application)—and prepare a recorded PowerPoint (PPT) presentation (or similar platform, such as Prezi). Depending on your level of technical expertise, your PPT presentation can either be a simple narrated PPT presentation (Easy: go to “File” dropdown tab, click on “New Presentation,” then click on the “Slide Show” tab, and then on the “Record Slide Show” icon. I believe most students start recording from “current slide” and do each slide separately, but you can experiment.) Or, it can be a video PPT presentation (a recorded video of you giving your PPT presentation). For your PPT presentation, you need to utilize and reference at least 3 additional references (*Wikipedia or other similar sources are NOT acceptable*). Your research will culminate with a recorded (narrated) PPT presentation highlighting key components of the theory & its application. *Make sure to do a trial run to ensure the volume is audible before doing your full recording!*

Grading Rubric: Your research process and PowerPoint &/or video presentations included:

- Literature review of the history & theoretical foundations (**15 pts**),
- Key components (**15 pts**),
- Basic techniques and application (**15 pts**),
- Both efficacy & limitations of the approach (**15 pts**),
- Student spoke clearly, was easy to understand, had a good ‘public’ presence, and demonstrated command of the material (**15 pts**).

Total = 75 points

Potential topic/resources (These are just ideas, and I’d be happy to loan them out!):

- Abel, N. J. & O’Brien, J. M. (2015). *Treating Addictions with EMDR Therapy and the Stages of Change*. New York: Springer Publishing Company. ISBN: 978-0-8261-9856-3
- Bowen, S., Chawla, N., and Marlatt, G. A. (2011). *Mindfulness-Based Relapse Prevention for Addictive Behaviors: A Clinician’s Guide*. New York: The Guilford Press. ISBN: 978-1-60623-987-2.

- Hayes, S. C. & Levin, M. (2012). *Mindfulness and Acceptance for Addictive Behaviors: Applying Contextual CBT to Substance Abuse and Behavioral Addictions*. Oakland, CA: New Harbinger Publications, Inc. (Context Press). ISBN: 9781608822164
- Jacobs-Stewart, T. (2010). *Mindfulness and the 12 Steps: Living Recovery in the Present Moment*. Center City, MN: Hazelden. ISBN: 978-1-59285-820-0
- Levine, N. (2014). *Refuge Recovery: A Buddhist Path to Recovering from Addiction*. New York: HarperCollins Publications. ISBN: 978-0-06-212284-1
- Najavits, L. M. (2002). *Seeking Safety: A Treatment Manual for PTSD and Substance Abuse*. New York: The Guilford Press. ISBN: 1-57230-639-4.
- Pederson, L. (2013). *DBT Skills Training for Integrated Dual Disorder Treatment Settings*. Eau Claire, WI: Premier Publishing & Media. ISBN: 978-1-93612-832-7.
- Tatarsky, A. (2002). *Harm Reduction Psychotherapy: A New Treatment for Alcohol and Drug Problems*. Northvale, NJ: Jason Aronson, Inc. ISBN: 0-7657-0352-1
- Velasquez, M. M., Maurer, G. G., Crouch, C., & DiClemente, C. C. (2001). *Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual*. New York: The Guilford Press. ISBN: 1-57230-625-4.

3. Field experience (virtual) and written report (150 PTS.), **due** by Monday, 7/12/21, by 11:59 PM. Students are required to research—physical **or** virtual visit (e.g., website, Facebook, internet search, phone interviews, etc.) **two** addictions counseling agencies or facilities and compare and contrast them.

Grading Rubric:

The report is to be a typed 8-10 pages in length (not including title or reference pages), full APA format, with at least 5 supporting references (*Wikipedia or other similar sources are NOT acceptable*), which must include the following (**hint:** these might be your section headings; also, make sure to cover these questions in your interview):

- a. Start your paper off with a thorough description of both sites** – Names of sites, site addresses, phone numbers, emails and/or web page URLs, and names of key contact persons; history and overview of agencies/facilities. **(15 pts)**
Then, compare/contrast the:
 - (1)** Theoretical approaches utilized (e.g., 12-Step, CBT, eclectic, harm reduction, trauma-informed, etc.) **(10 pts)**;
 - (2)** Clientele served (e.g., lower SES, criminal justice, LGBT, women, etc.) **and** diversity of clientele **(10 pts)**;
 - (3)** Intensity of services (e.g., outpatient, intensive outpatient, inpatient) **(10 pts)**;
 - (4)** Services offered (e.g., mental health, trauma, medical, etc.) **(10 pts)**;
 - (5)** Size and make-up of their staff—who do they employ?(e.g., LADCs, MH staff, social workers, peer recovery specialists/recovery technicians, etc.) **(10 pts)**;
 - (6)** Ancillary Services (e.g., continuing care programming, specialty programs, wrap-around services provided, how self-help groups and/or peer supports are utilized) **(10 pts)**; and
 - (7)** Use of, or restriction of use of, medication-assisted therapies **(10 pts)**.
- b. Student integration** – How counseling theories utilized by these agencies/facilities fit with student’s personal addictions counseling theoretical orientation **(15 pts)**
- c. Student site assessment** – Student’s assessment of the agencies/facilities strengths and growth areas (i.e., what do they do well, where they could improve) **(15 pts)**
- d. Summary** – Overall impressions **(15 pts)**
- e. Overall writing** (punctuation, spelling, grammar, etc.) & APA format compliance **(20 pts)**

Total = 150 points

4. Integrative personal theory & practice of addictions counseling paper (150 PTS.),
due Monday, 8/2/21, by 11:59 PM.

An assimilative integration approach outlines “a strong grounding in one system of psychotherapy and a willingness to select (assimilate) practices and views from other systems” (Jones-Smith, 2012, p. 610). For this assignment, you will develop an *Integrative Personal Theory and Practice of Addictions Counseling* Paper outlining your philosophical underpinning (e.g., abstinence-based, harm reduction, etc.), primary theoretical orientation(s) (e.g., cognitive-behavioral, 12-Step, motivational interviewing, contextual CBT/mindfulness-based, etc.), and the other models, theories, and/or approaches you will (or do) assimilate that compliment your primary approach and worldview.

This paper is to be written in APA style, 8-10 pages in length (no *abstract required; must include title page and references, but these do not apply to page count*), **5** supporting references (*Wikipedia or other similar sources are NOT acceptable*), and must include the following headings in the text, although not necessarily in this order:

- a. Introduction/overview** – Include brief descriptions and review of the literature related to the theory(ies) or model(s) that serve as your personal philosophy of addictions counseling. **(15 pts)**
- b. Efficacy of the theory in practice** – Discuss current research findings and professional literature on the effectiveness of this and the complimentary theories, models, or approaches you plan on assimilating as they relate to and/or inform the practice of addictions counseling. **(15 pts)**
- c. Group vs. individual approaches in addictions counseling** – Discuss the advantages/benefits/strengths and disadvantages/weaknesses/challenges associated with using these theoretical approaches *and* techniques in both group vs. individual addictions counseling. How will you integrate both individual and group therapy into your practice? **(15 pts)**
- d. Student’s perspective on how change occurs** – Discuss your personal perspective on how change occurs in addictions counseling, including insight- vs. action-oriented (intrinsic vs. extrinsic) counseling approaches in addictions counseling. Answer the basic question: *Where does change begin (inside out or outside in) in addictions counseling?* **(15 pts)**
- e. Practice techniques** – Discuss the specific techniques associated you’re your personal theory of addictions counseling along with indicators of successful application of the theories and techniques. **(15 pts)**
- f. Why a personal theory of addictions counseling is important** – Discuss the role a personal theory of addictions counseling plays in the day-to-day work of an addictions counselor. **(15 pts)**
- g. Integrating addictions counseling and mental health counseling** – Compare and contrast your theoretical approach to addictions counseling with traditional mental health counseling. How does your personal theoretical approach to addictions counseling integrate with mental health counseling? What other programs (e.g., trauma, chronic pain, primary prevention, yoga, etc.,) would you like to integrate into your addictions counseling practice? **(15 pts)**
- h. Multiculturalism & diversity** – Discuss your perspectives on diversity and multiculturalism, and how you will integrate this into your practice. Which culturally-specific population(s) might you consider specialize in? **(15 pts)**
- i. Summary** – Include a synthesis of the topics you discussed in your paper. **(15 pts)**
- j. Overall writing (punctuation, spelling, grammar, etc.) & APA format compliance** **(15 pts)**

TOTAL = 150 points

APPENDIX A: STUDENT NOTICES

WSU CED PROGRAM HANDBOOK

The Counselor Education Department **Program Handbook** is intended to serve as a basic reference and program guide to Counselor Education Department students throughout their program of study from the time of their application for admission to the program through their program completion. There is a link to the handbook on the left side of each ACCP course D2L site, as well as from the CED program site:

http://www.winona.edu/counseloreducation/Media/Program%20Handbook_2016-2017_Final.pdf

POLICY ON LATE OR UNFINISHED ASSIGNMENTS

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of Incomplete (I or IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately. Additionally, **all** assignments must be completed—students cannot self-select (i.e., "pick-&-choose") which assignments to complete; all assignments are required for a passing grade!

DIVERSITY & RESPECT

Please read WSU's commitment to diversity, *Growing a Vibrant Community of Diverse Learners*, including the *Inclusive Excellence Syllabus Statement*, at:

<http://www.winona.edu/diversity/estatement.asp>

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/ variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Communication: Chapter 9: Policies & Procedures (p. 47), of the *WSU Counselor Education Department's Program Handbook*, states: "Students are required to activate their Winona State University email account and to check their email regularly." This is the primary mode of communication, as well as assignment feedback provided via D2L, and it the each student's responsibility to monitor their WSU email account daily.

[http://www.winona.edu/counseloreducation/media/program_handbook_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)

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. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, friends, etc.

ACADEMIC INTEGRITY POLICY

Academic Integrity at Winona State University is based on honesty. The University requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. WSU students are required to adhere to the University's standards of academic integrity, available at:

<http://www.winona.edu/sld/academicintegrity.asp>

Academic Dishonesty: Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Counselor Education Department Campus Resources:

- Winona Campus: Nadia Miranda, Gildemeister Hall 132, (507) 457-5335, Nmiranda@winona.edu
- Rochester Campus: Sue Parks, Room EA 201, (507) 285-7488 Sparks@winona.edu

Graduate Studies Office:

- Patricia Cichosz, Office Manager pcichosz@winona.edu Somsen Hall 210C, 507-457-5038, 507-457-5571 (fax)

Other:

Advising, Career, Tutoring and Access Services are all part of the Warrior Success Center. The mission of the Warrior Success Center (WSC) is to serve Winona State University students by providing free and accessible services and resources for student success.

If you have a documented disability that requires accommodation, please let me know as soon as possible. For the WSU Accessibility Policies:

<http://www.winona.edu/accessservices/gettingstarted.asp>

You can also contact Access Services.

- **Access Services**, Maxwell Hall 314, 507-457-5878. <http://www.winona.edu/accessservices/>
- **Advising Services**, Maxwell 314, 457-5878 <http://www.winona.edu/advising/>
- **Alex Hines, Director of Inclusion & Diversity**, AHines@winona.edu
- **Career Services**, Maxwell Hall 314, 507-457-5878 <http://www.winona.edu/career/>



- **Counseling & Wellness Services**, Integrated Wellness Complex 222, 507-457-5330
<http://www.winona.edu/counselingservices/>
- **Dr. Dan Linton, LGBT Advocate**, PAC 207 DLinton@winona.edu
- **Full Spectrum Gender & Sexuality Alliance**,
fullspectrum@winona.edu
<https://www.facebook.com/WinonaGLBTA?fref=nf>
- **Inclusion and Diversity Office**, Kryzsko Commons Room 236, 457-5595 <http://www.winona.edu/inclusion-diversity/>
- **Knowledge, Empowerment, Advocacy, and Pluralism (KEAP) Diversity Resource Center**, Kryzsko Commons Room 162, keapstudent@winona.edu
- **Student Support Services (Winona)**, Krueger Library 219, 507-457-5465
www.winona.edu/studentsupportservices/
- **Student & Campus Services (Rochester)**, UCR Room SS 128, 507-285-7100,
rochss@winona.edu, www.winona.edu/rochester
- **TRiO Student Support Services**, Library 219, 507-457-5465
<http://www.winona.edu/studentsupportservices/>
- **Tutoring**, Library 220, 507-457-5878 <http://www.winona.edu/tutoring/>
- **University Center Rochester Counseling Center**, SS 133, 507-285-7260
www.rctc.edu/counseling_career_center
- **University Center Rochester Learning Center**, 3rd floor Atrium Area, 507-285-7182
www.roch.edu/learningcenter
- **Writing Center**, Minné Hall 348, 507-457-5505 <http://www.winona.edu/writingcenter/>

For additional information see:

- *WSU Counselor Education Program Student Handbook*
<http://catalog.winona.edu/index.php?catoid=11>
- *WSU Graduate Catalog 2014-2015* at: <http://catalog.winona.edu/index.php?catoid=11>
- *WSU Summer 2015 Academic Calendar* at:
http://www.winona.edu/calendars/Media/20161_SUMMER_2015_Academic_Calendar.pdf

Resources for APA style:

- The Basics of APA - a video tutorial, distinguishing key information in manual:
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- The Online Writing Lab (OWL) at Purdue - presents with an easily accessible list of information about specific topics (e.g., referencing books, headings) and a sample APA Paper: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Citation Management suggestions, including information about Refworks, and suggestions for the Reference Page:
<https://www.library.cornell.edu/research/citation/apa>
- APA Citation Style Guidelines:
http://www.cengage.com/resource_uploads/downloads/0495799661_216547.pdf
- Well-organized resource for specific APA style issues, including an APA style podcast, and a downloadable APA overview: <http://writing.wisc.edu/Handbook/DocAPA.html> and
<https://owl.english.purdue.edu/owl/resource/664/01/>
- APA Crib Sheet, 6th ed.:
<http://www.csus.edu/indiv/s/stonerm/APA%20Crib%20Sheet.pdf> and
http://www.tandf.co.uk/journals/authors/style/reference/tf_a.pdf

Resources for writing skills:

- **Writing Commons:** <http://writingcommons.org/>. This is a free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.

Student Appeals & Grievances:

Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. I suggest following the "chain of command" and taking your concern to the Counselor Education Department Chairperson, Dr. Mary Fawcett: mfawcett@winona.edu.

Please refer to the Graduate Catalogue, Academic Policies, and scroll down to Graduate Students Appeals Process (General), at <http://catalog.winona.edu/content.php?catoid=11&navoid=1006> for graduate student appeal procedures. However, if you are not satisfied with our response or the decision rendered, you can access the **MnSCU** complaint procedures at: <http://www.winona.edu/sld/studentgrievance.asp>.