

Summer 2015

CE 565 Syllabus: Addiction Counseling Theory and Practice

Mitch Moore
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

Recommended Citation

Moore, Mitch, "CE 565 Syllabus: Addiction Counseling Theory and Practice" (2015). *Counselor Education Syllabi*. 164.

<https://openriver.winona.edu/counseloreducationsyllabi/164>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.



WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION—COUNSELOR EDUCATION DEPARTMENT
Summer Session I – 2015
CE 565 - Addiction Counseling: Theory and Practice (4 semester credits)

Faculty Name: Mitch Moore, PhD, MS, LADC-S, CPP **ID:** 000405
Office: EA 207, 859 30th Avenue SE, 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 (preferred 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, 3rd*. 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>

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	Assignment Due Dates	Points Possible
1	Mandated Reporter Online Training	Monday, May 18 th 2015 by 11:59 pm	25
2	Addictions counseling theory & application project	Monday, June 15 th , 2015 by 11:59 pm	75
3	Field experience at an addictions counseling facility & interview with LADC; written report of experience required.	Monday, July 13 th , 2015 by 11:59 pm	150
4	Integrative personal theory & practice of addictions counseling paper	Monday, Aug. 3 rd , 2015 by 11:59 pm	150
	8 "Pop" Quizzes, 25 pts each	(see below)	200
		TOTAL =	600

TENTATIVE COURSE SCHEDULE

Week of	Topics & Assignments
1 5/11-15	Read: Walters & Rotgers' Treating Substance Abuse (TSA): Theory & Technique, 3 rd Ed. Chapters 1, 2, & 3 , <i>Motivation, Motivational Interviewing & Behavioral Economics</i> Quiz #1, 25 pts, due to the course Dropbox Friday, 5/15/15, 11:59 pm. Assignment #1, 25 pts, due to the course Dropbox Monday, 5/18/15, 11:59 PM.
2 5/18-22	Read: TSA, Chapters 4, 5 & 6 , <i>Contingency Management, CBT & Behavioral Treatment</i> Quiz #2, 25 pts, due to the course Dropbox Friday, 5/22/15, 11:59 pm.
3 5/25-29	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 Happy Memorial Day!
4 6/1-5	Read: TSA, Chapters 7 & 8 , <i>12 Step Approach</i> Quiz #3, 25 pts, due to the course Dropbox Friday, 6/5/15, 11:59 pm.
5 6/8-12	Read: EAT, Chapters 4 & 5 Special Topic Area: Group Counseling Assignment #2, 100 pts, due to the course Dropbox Monday, 6/15/15, 11:59 PM.
6 6/15-19	Read: EAT, Chapters 6 Special Topic Area: Individual Counseling Quiz #4, 25 pts, due to the course Dropbox Friday, 6/19/15, 11:59 pm.
7 6/22-26	Read: TSA, Chapters 9 & 10 , <i>Family Therapy Approaches</i> Quiz #5, 25 pts, due to the course Dropbox Friday, 6/26/15, 11:59 pm.
8 6-29-7/3	Read: EAT, Chapters 7 & 8 Special Topic Area: Crisis Intervention & Management Happy 4th of July!
9 7/6-10	Special Topic Area: Approaches to Relapse Prevention & Recovery Maintenance Assignment #3, 150 points, due to Dropbox by Monday, 7/13/15, 11:59 PM.
10 7/13-17	Read: TSA, Chapters 11, 12 & 13 , <i>Integrating Therapy & Pharmacotherapy & Primary Care</i> Quiz #6, 25 pts, due to the course Dropbox Friday, 7/17/15, 11:59 pm.
11 7/20-24	Read: EAT, Chapters 9 & 10 Special Topic Area: Harm Reduction Approaches & HIV/AIDS Quiz #7, 25 pts, due to the course Dropbox Friday, 7/24/15, 11:59 pm.
12 7/27-31	Read: TSA, Chapters 14 & 15 , <i>Integrating Approaches & Case Management</i> Assignment #4, 150 points, due to Dropbox by Monday, 8/3/15, 11:59 PM.
13 8/3-7	Special Topic Area: Trauma-Informed Approaches Quiz #8, 25 pts, due to the course Dropbox Friday, 8/7/15, 11:59 pm.

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!

1. Mandated Reporter Online Training (25 POINTS), due Monday, May 18, 2015, by 11:59 PM.

DIRECTIONS: Click on the *Materials* tab, *Content, Mandated Reporting*, and then access the document titled *Mandated Reporting & Vulnerability* (the first document).

It will instruct you to go to the Minnesota Department of Human Services *Adult Protective Services Unit* home page:

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_005710.

Read through the page scrolling downward.

After reviewing the information on this page, return to approximately the middle portion of the site and stop at the heading titled *Mandated Reporter Training*. Then, click on the hyperlink titled *Online Mandated Reporter Training* (the URL is: *Vulnerable Adults Mandated Reporting Online Training*: <http://www.dhs.state.mn.us/DSDTraining/WebManRpt/default.htm>).

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.

2. Addictions counseling theory & application project (75 POINTS), due Monday June 15, 2015, by 11:59 PM.

Each student will select an addictions counseling approach to research—both the *theory* and *practice* (application)—and prepare a PowerPoint and video presentation. Depending on your level of technical expertise, the PowerPoint presentation can be either combined with (integrated into), or separate from, your video presentation. In lieu of the video presentation, you can submit a research-style paper, 6-8 pages in length (not including title or reference pages), with full APA format.

Whether you choose to do a PowerPoint and video presentation, or a PowerPoint and paper, 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 30-minute PowerPoint and video presentation (or PowerPoint & 6-8 page paper) highlighting key components of the theory & its application.

Grading Rubric:

Your research process and PowerPoint and video presentations/paper included:

- Literature review of the history & theoretical foundations (**15 pts**),
- Key components (**15 pts**),
- Basic techniques and application (**15 pts**),
- Both efficacy & imitations of the approach (**15 pts**),
- Student spoke clearly, was easy to understand, had a good 'public' presence, and demonstrated command of the material (for video presentation), *or* for paper, overall writing proficiency (punctuation, spelling, grammar, etc.) & APA format compliance (**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 and written report (150 pts), due Monday, July 13, 2015, by 11:59 PM.

Students are required to visit and spend a full day at an addictions counseling agency or facility and observe & participate (as much as possible) in activities associated with the day-to-day work of professional addiction & mental health counseling staff at the site. This can also be two 1/2-day visits at the same site, or at two separate sites. The visit(s) should include:

- A tour of the facility along with a general overview and orientation to programs offered at the site.
- Observation of an individual and a group counseling session (as approved by the site).
- Lastly, interview a professional mental health counseling staff member at the site (LADC, LPC/LPCC, LMFT, LICSW, or PsyD/ PhD) in order to gain a basic knowledge and understanding of the theory and practice of counseling utilized by the mental health practitioner and/or the site.

Upon completion of the field site visit students are required to prepare a written report on their experience.

NOTE: The visits *must* take place during Summer Session—previous such visits to this or similar facilities do not count!

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 3-5 additional 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. **Site demographics** – Name of site(s), site address, phone number, email and/or web page URL, and name of key contact person(s); history and overview of agency/facility, how its funded, managed, etc. *Also include the date(s) of your visit!* (15 pts)

- b. Description of clientele served agency** – Describe the primary population served by the agency—race/ethnicity, SES status, criminal justice, others, etc. & how they are referred **(15 pts)**
- c. Theoretical orientation(s) guiding clinical practice** – Report must include perspectives of clinical staff, as well as professional research findings based on literature review (at least 3 references) completed by the student]; also **(15 pts)**
- d. Treatment and intervention strategies** – This includes structured groups, psychoeducational groups, peer support groups, individual counseling, family counseling, psychopharmacology interventions, etc.), average length of stay, and most common ethical and legal issues counselors face **(15 pts)**
- e. How “dual disorders” clientele treated at this agency/facility** – This should include mental health issues, trauma/PTSD, chronic pain, and so forth. **(15 pts)**
- f. Ancillary Services** – Describe continuing care (“aftercare”) programming, specialty programs, wrap-around services provided, and how self-help groups and/or peer supports are utilized. **(15 pts)**
- g. Student integration** – How counseling theory utilized by agency/facility fits with student’s personal addictions counseling theoretical orientation **(15 pts)**
- h. Student site assessment** – Student’s assessment of the agency/facility’s strengths and growth areas (i.e., what do they do well, where do they need to improve) **(15 pts)**
- i. Summary** – Overall impressions and summary of site visit **(15 pts)**
- j. Overall writing** (punctuation, spelling, grammar, etc.) & APA format compliance **(15 pts)**

Total = 150 points

4. Integrative personal theory & practice of addictions counseling paper (150 pts), due Monday, August 3, 2015, 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, 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*), 3-5 additional 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 ? Which culturally-specific populations might you specialize in? (15 pts)
 - i. **Summary** – Include a synthesis of the previous topics you discussed throughout the paper. (15 pts)
 - j. Overall writing (punctuation, spelling, grammar, etc.) & APA format compliance (15 pts)
- TOTAL = 150 points**

APPENDIX A: STUDENT NOTICES

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.

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 is the responsibility of each student 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/studentssupportservices/
- **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/studentssupportservices/>
- **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>.