

Summer 2014

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 I – 2014
CE 565 - Addiction Counseling: Theory and Practice (4 semester credits)
Meeting Dates: 06/13-14/2014 and 07/18-19/2014
Meeting Times: Friday – 4pm to 10pm and Saturday – 9am to 6pm
Location: Rochester Campus – East Hall (EA) 234

Faculty Name: Mitch Moore, PhD, LADC **ID:** 000405
Office: EA 207, 859 30th Avenue SE, Rochester, MN 55904
Office Hours: Tuesdays & Thursday, 10:00 AM to 3:00 PM, or by appointment
Contact Information: MMoore@winona.edu
Office: (507) 529-6118 or **Cell:** (507) 951-3399

SHORT FACULTY BIO

I am a licensed alcohol and drug counselor in the state of Minnesota (MN license #300769), 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 Bureau of Prisons as a drug treatment specialist where I developed and facilitated drug abuse programs for adult male & female offenders. I have been an adjunct professor at both Argosy University in Eagan, MN, and Winona State University (WSU), and I have been an assistance professor in WSU's Counselor Education Department since August 2013.

COURSE DESCRIPTION

This course provides students with an overview of various theoretical orientations, models, and methods for delivering client education and treatment from both 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.

NOTE: Textbook is to be read in its entirety by June 13, 2014. This will provide you with foundation materials for all course assignment.

SUGGESTED TEXTS (purchase online)

- Miller, W. R. & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change, 3rd*. New York: The Guilford Press. ISBN: 978-1-60918-227-4.
- Yalisove, D. (2010). *Developing Clinical Skills for Substance Abuse Counseling*. Alexandria, VA: American Counseling Association. ISBN 978-1-55620-307-7.
- 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 Hyman Services, National Institutes of Health, National Institute on Drug Abuse.

Available for free download

at: <http://archives.drugabuse.gov/pdf/ADAC/ApproachestoDACounseling.pdf>

**Substance Abuse and Mental Health Services Administration (SAMHSA),
Treatment Improvement Protocol (TIP)**

series: <http://store.samhsa.gov/list/series?name=TIP-Series-Treatment-Improvement-Protocols-TIPS->

OPTIONAL TEXTS

If you haven't purchased this yet, we will utilize this text throughout the program: Boylan, J. C. & Scott, J. (2011). *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy* (4th Ed.). New York, NY: Psychology Press. ISBN 9780415990691.

Another text that will come in handy in this and other courses, and is required for CE 560, is: American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Ed. (DSM-5)*. Washington, CD: American Psychiatric Association. ISBN 9780890425558.

Lastly, I strongly suggest you purchase this book so you accurately use APA formatting, which is required in this and all other courses:

Publication Manual of the American Psychological Association, 6th ed. (2010). Washington, DC: American Psychological Association, ISBN 9781433805622 or 9781433805615.

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 prevention and 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.

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;

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.

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.

BASIC INSTRUCTIONAL PLAN AND TEACHING METHODS

Dynamic interaction and applied learning will serve as the foundation for this course. A variety of instructional modalities will be used to facilitate learning and attainment of course objectives. Instruction may include lectures, counseling skill demonstrations, , group discussions and activities, films, guest speakers, student presentations, textbook and journal readings, research and writing projects, and field based experiences.

COURSE REQUIREMENTS

#	Assignment	Assignment Due Dates	Points Possible
1	Class Attendance and Participation	Attendance to be Recorded by Course Instructor	100 (50 points per weekend)
2	Field Experience at an addictions counseling facility (written report of experience required)	Friday, July 11 th , 2014 by 11:59 pm	100
3	Addictions counseling theoretical approach <i>individual</i> research project & presentation	July 18-19, 2014	100
4	Addictions counseling theoretical approach <i>group</i> research project, PowerPoint Presentation & Video Demonstration	July 18-19, 2014	200
5	Integrative Personal Theory & Practice of Addictions Counseling Paper	Friday, August 1 st , 2014, by 11:59 pm	100
<i>Total</i>			600

GRADE SCALE

Percentage	Points	Grade
100-93%	600-554	A
92-86%:	553-509	B
85-79%:	510-467	C
78-72%	468-426	D

ASSIGNMENTS

1. Attendance (100 points—25 points per session) & Participation (100 points—25 points per session—see rubric)

Because of limited seat time in this course, students are required to attend all sessions. If attendance at all sessions is not possible, the student should withdraw from this course and take it at another time. Students are expected to be *active, engaged, energetic and enthusiastic participants in this class.*

The class will meet on the following dates in **East Hall - Room 234:**

- June 13, 2013 – 4pm to 10pm
- June 14, 2013– 9am to 6pm
- July 18, 2013 – 5pm to 10pm
- July 19, 2013 – 9am to 6pm

CLASS PARTICIPATION RUBRIC [25 POINTS PER SESSION (DAY)]

<i>Points Possible</i>	<i>Description</i>
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
1-8 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
9-16 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason
17-25 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class -Attends class regularly (no missed classes or one with prior arrangement)

2. Field experience and written report (100 points), due Friday, July 11th, 2014 by 11:59 pm

Students are required to visit at least one addictions counseling agency or facility for a total of two to three hours and participate (as much as possible) in activities associated with the day-to-day work of professional mental health counseling staff at the site. The visit may include a tour of the facility along with a general overview and orientation to programs offered at the site. Additionally, students may have an opportunity to observe a group counseling session (as approved by the site). Students are required 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!

The report is to be a typed 6-7 pages in length (not including title or reference pages), full APA format, with at least three additional references, and must include the following (**hint:** these might be section headings):

- a. 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. (10 points)
- b. Description of clientele served agency (primary population—race/ethnicity, SES status, criminal justice, others, etc.) & how they are referred (10 points)
- c. Theoretical orientation 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 (20 points)
- d. Treatment and intervention strategies (e.g. 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 (20 points)
- e. How counseling theory utilized by agency/facility fits with student's personal addictions counseling theoretical orientation (10 points)
- f. 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) (10 points)
- g. Overall impressions and summary of site visit (10 points)
- h. Overall writing (punctuation, spelling, grammar, diction, etc.) & APA format compliance (10 points) = **100 points total**

3. Addictions counseling theory & application PowerPoint presentation & class discussion (100 POINTS), due July 18-19, 2014

Each student will be assigned (self-select) to research an addictions counseling approach (both the theory and application). The research process will include a literature review of the history, theoretical foundations, basic techniques, application, limitations, efficacy, etc. of the approach. The student's research will culminate with a 30-minute PowerPoint presentation and discussion in class highlighting key components of the theory. Students will provide a hard copy of their PowerPoint presentation (including references) to each member of the class (I can help you with this is you mail it to me at last one week prior to the due date.

Presentations will be given at the final (second) weekend of the class. Following the PowerPoint Presentation the student will initiate an audience question and answer discussion to help classmates better understand the theory, approach, and techniques.

Grading Rubric:

PowerPoint presentation was clear and easy to follow.	25 points maximum
Content of PowerPoint presentation demonstrated well researched and documented information on the assigned addictions counseling theory & application.	25 points maximum
Student spoke clearly, was easy to understand, had a good public presence, and demonstrated command of the material.	25 points maximum
Student allowed for and responded well to audience questions and facilitated a class discussion.	25 points maximum

4. Addictions counseling theoretical approach *group* research project, PowerPoint Presentation & Demonstration (200 points), due July 18-19, 2014

Students will form groups with approximately 3 other students (to be determined) and research and present a manual-based addictions treatment program. The choices are:

- Pederson, L. (2013). *DBT Skills Training for Integrated Dual Disorder Treatment Settings*. Eau Claire, WI: Premier Publishing & Media. ISBN: 978-1-93612-832-7.
- 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.
- Najavits, L. M. (2002). *Seeking Safety: A Treatment Manual for PTSD and Substance Abuse*. New York: The Guilford Press. ISBN: 1-57230-639-4.
- 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.

Part 1 (100 points): Your team will give a PowerPoint presentation of your assigned manual, to include:

- A general overview of your manual and the background of its (primary) authors;
- Describe its chief components, historical roots, and therapeutic approaches—dialectical behavioral therapy and integrated dual disorders treatment, group therapy and the stages of change, PTSD therapy and substance treatment, and mindfulness and relapse prevention therapy—as well as the setting(s) the manual and approaches would typically be utilized; and
- Handout(s) to compliment your presentation.

Part 1 Grading Rubric:

- PowerPoint presentation was clear and easy to follow. 25 points maximum
- Content of PowerPoint presentation was comprehensive and more than adequately covered the materials of the manual. 50 points maximum
- Presentation was clear & easy to understand, team had a good public presence, and demonstrated command of the material. 25 points maximum

Part 2 (100 points): Then, using Camtasia, iMovie, or a similarly-styled video program, tape a psycho-educational demonstration of a treatment session using your assigned manual, which you will show in class following your presentation. The entire presentation should be approximately 60 minutes. Question & answer and class discussion will follow. Presentations will be given at the final (second) weekend of the class.

Part 2 Grading Rubric

- Video presentation was clear, crisp, and easy to follow. 25 points maximum
- Content of video psycho-education presentation was comprehensive, interactive/engaging, and more than adequately covered the materials of the manual. 50 points maximum
- Team responded well to audience questions and Facilitated a class discussion. 25 points maximum

5. Integrative personal theory & practice of addictions counseling paper (100 points), due Friday, August 1st, 2014, by 11:59 pm

You will develop an *Integrative Personal Theory and Practice of Addictions Counseling* Paper. This paper is to be written in APA style, 6-8 pages in length (no *abstract required; must include title page and references, but these do not apply to page count*), 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 theories or models that serve as your personal philosophy of addictions counseling. (10 points)
- b. **Efficacy of the theory in practice** – Discuss current research findings and professional literature on the effectiveness of these theories or models as they relate to and/or inform the practice of addictions counseling. (10 points)
- 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. (10 points)
- 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?* (10 points)
- e. **Practice techniques** – Discuss the specific techniques associated with your personal theory of addictions counseling along with indicators of successful application of the theories and techniques. (10 points)
- 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. (10 points)
- 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? (10 points)
- h. **Summary** – Include a synthesis of the previous topics you discussed throughout the paper. (10 points)
- i. **References** – A minimum of four resources (from professional literature resources—not websites), besides the course readings, must be used. *Wikipedia or other similar sources are NOT acceptable.* (10 points)
- j. **Overall writing** (punctuation, spelling, grammar, diction, etc.) **& APA format compliance** (10 points) = **100 points total**

Bibliography

- Ashenberg Straussner, S. (2002). *Ethnocultural factors in substance abuse treatment* (paperback). New York, NY: Guilford Press.
- Berg, I., & Miller, S. (1992). *Working with problem drinkers*. Milwaukee, WI: Norton & Company.

- Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Belmont, CA: Thomson Brooks/Cole.
- Doweiko, H. (2006). *Concepts of chemical dependency*. Belmont, CA: Thomson Brooks/Cole.
- Ellis, A. (2002). *Overcoming resistance*. New York: Springer Publishing.
- Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: The Guildford Press.
- Perkinson, R. (2007). *Chemical dependency counseling: A practical guide*. Thousand Oaks, CA: Sage Publishing.
- Van Wormer, K., & Davis, D. (2008). *Addictions treatment: A strengths perspective*. Belmont, CA: Brooks Cole Publishing.
- Weiss, R., Jaffee, W., Menil, V., & Cogley, C. (2004). Group therapy for substance use disorders: What do we know? *Harvard Review of Psychiatry*, 12, 339-350.

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>

TENTATIVE CLASS SCHEDULE

Friday, June 13, 2014

Introduction and course overview; syllabus review

How Do People Change?

Guest: Dr. Steve Lansing, EmPower CTC, *The Business of Counseling*

Saturday, Saturday June 14, 2014

Counseling Skills:

○ *Motivational Interviewing*

○ *Group Counseling Strategies and Techniques*

○ *Integrated Dual Disorders Treatment: Theory & Practice*

Guests: *Silver Creek Corners*

Guest: Dr. Ken Dennis, *Working with the Elderly*

Preparation for Weekend 2

Friday, July 26, 2013

Student Presentations and Class Discussion

Saturday, July 27, 2013

Student Presentations and Class Discussion

NOTE: All written assignments for this class are due by the dates stated in the course syllabus. However, assignments may be submitted to the instructor by the student at any point prior to the scheduled due date. Assignments may be turned in via dropbox or as an e-mail attachment to the instructor.

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 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.

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

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 is prohibited to all students.

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.

Class Visitor Policy: Due to the clinical nature of this course, visitors require the prior approval of the instructor.

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

Disability Resource Center is now called Access Services, Maxwell Hall 314, Warrior Success Center, 457-5878, <http://www.winona.edu/accessservices/> and Advising and Retention is now called Warrior Success Center, Maxwell 314, 457-5878 <http://www.winona.edu/wsc/>. If students had followed the information as included on the current syllabus, they would have received the help requested.

Other:

- Student Support Services (TRIO), Krueger Library 220, 457-5465 (<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (<http://www.winona.edu/culturaldiversity/>)
- Access Services (Disability Resource Center—part of the Warrior Success Center), Maxwell Hall 314, 457-5878 (<http://www.winona.edu/accessservices/>)
- Counseling Center, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Writing Center, Minné Hall 348, 457-5505 (<http://www.winona.edu/writingcenter/>)
- GLBT Advocate, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, is also part of the Warrior Success Center, Maxwell Hall 314, 457-5878 (<http://www.winona.edu/accessservices/>)

For additional information see:

- *WSU Counselor Education Program Student Handbook* [http://www.winona.edu/counseloreducation/media/program_handbook_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)
- *WSU Graduate Catalog 2013-2014* at: <http://catalog.winona.edu/index.php>
- *WSU Summer 2014 Academic Calendar* at: http://www.winona.edu/calendars/Media/20151_SUMMER_2014_ACADEMIC_CALENDAR_20140218.pdf