

Fall 2014

CE 570 Syllabus: Addiction Counseling Ethics and Advocacy

Mitch Moore
Winona State University

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
CE 570—Addiction Counseling: Ethics and Advocacy (3 semester hours) Fall 2014**

Faculty Name: Mitch Moore, PhD, LADC-S **ID:** 000405 **Office:** EA 204
Office Hours: Tuesdays (Winona) & Wednesdays (Rochester), 12:00 to 4:00 PM, or by appt.
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.

COURSE DESCRIPTION

This course will familiarize students to their professional and ethical responsibilities as addiction counselors. They will be introduced to the practice and policies of addiction counseling, case management, consultation, ethical and legal standards, crisis intervention, and client advocacy. Professional organizations, standards, licensure and certification will be examined. Public policy, laws, and regulations regarding addictions counseling and record keeping will be stressed so counselors are better able to serve and effectively advocate on behalf of their clients. Grade only.

Advocacy means working for changes that respect the concerns and protect the rights of people with substance use disorders, their families and friends. Advocacy includes addressing the stigma that attaches to people with addiction, people in recovery, and their families, as well as addiction researchers and counseling professionals. Advocacy is active support for one's cause. In this course we will define and discuss advocacy, stigma and related issues, and understand how they relate to the transdisciplinary foundations and practice dimensions of addiction counseling (TAP 21, *Addiction Counseling Competencies*).

COMMITMENT TO INCLUSIVE EXCELLENCE

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. (List of campus resources can be found in [Appendix A](#), pp. 7-8).

TEXTS

Cottone, R. R. & Tarvydas, V. M. (2007). Counseling Ethics and Decision Making, 3rd ed., Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall. ISBN-10: 0131710052
 ISBN-13: 9780131710054

Washington, D. B. & Demask, M. (2008). *Legal and Ethical Issues for Addiction Professionals*. Center City, MN: Hazelden. ISBN-978-1-59285-716-6 (This is a pamphlet.)

LATE WORK WILL NOT BE ACCEPTED.

REQUIRED READINGS

Addiction Counseling Competencies: The Knowledge, Skills & Attitudes of Professional Practice. Technical Assistance Publication (TAP) Series 21:

<http://store.samhsa.gov/shin/content/SMA12-4171/SMA12-4171.pdf> -or-
<http://www.kap.samhsa.gov/products/manuals/pdfs/TAP21.pdf> -or-
http://kap.samhsa.gov/products/manuals/pdfs/tap21_2011.pdf

Confidentiality of Patient Records for Alcohol and Other Drug Treatment. Technical Assistance Publication (TAP) Series 13: <http://162.99.3.213/products/manuals/taps/13.htm> -or-
<http://adaiclearinghouse.org/downloads/TAP-13-Confidentiality-of-Patient-Records-for-Alcohol-and-Other-Drug-Treatment-103.pdf>

Checklist for Monitoring Alcohol and Other Drug Confidentiality Compliance. Technical Assistance Publication (TAP) Series 18:
<http://adaiclearinghouse.org/downloads/TAP-18-Checklist-for-Monitoring-Alcohol-and-Other-Drug-Confidentiality-Compliance-108.pdf>

SUGGESTED READINGS/RESOURCES

- American Counseling Association (ACA) Ethics & Professional Standards:
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
 NAADAC Code of Ethics: <http://www.naadac.org/resources/codeofethics> -or-
https://www.myaccucare.com/common/pdf/2011_naadac_code_of_ethics.pdf
- Standard of Ethics for the Minnesota Association of Resources for Recovery and Chemical Health (MARRCH):
<http://www.marrch.org/displaycommon.cfm?an=1&subarticlenbr=1>
- Substance Abuse Confidentiality Regulations: 42 CFR Part 2
http://www.samhsa.gov/about/laws/SAMHSA_42CFRPART2FAQII_Revised.pdf
- Title 42, SUBCHAPTER A, PART 2—CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS:
<http://www.gpo.gov/fdsys/search/pagedetails.action?browsePath=Title+42%2FChapter%2FSubchapter+A%2FPart+2&granuleId=CFR-1997-title42-vol1-part2&packageId=CFR-1997-title42-vol1&collapse=true&fromBrowse=true&bread=true> -or-
<http://www.gpo.gov/fdsys/pkg/CFR-1997-title42-vol1/pdf/CFR-1997-title42-vol1-part2.pdf>
- Understanding Health Information Privacy—Summary HIPAA Privacy & Security Rules
<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/privacysummary.pdf> -or-
<http://www.hhs.gov/ocr/privacy/hipaa/understanding/srsummary.html>
- THE CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS REGULATION AND THE HIPAA PRIVACY RULE: IMPLICATIONS FOR ALCOHOL AND SUBSTANCE ABUSE PROGRAMS
<http://www.samhsa.gov/HealthPrivacy/docs/SAMHSAPart2-HIPAAComparison2004.pdf>
- Applying the Substance Abuse Confidentiality Regulations to Health Information Exchange (HIE) <http://www.samhsa.gov/healthprivacy/docs/EHR-FAQs.pdf>
- MBBHT LADC Licensing:
<http://www.bbht.state.mn.us/Licensing/LicensedAlcoholandDrugCounselorLADC/tabid/968/Default.aspx>
- **Other course readings as assigned (see D2L).**

STUDENT OUTCOMES

By the end of the semester, a student will be able to:

- Utilize ethical codes in decision making
- Identify laws, statutes, and regulations pertinent to addictions counseling
- Identify professional organizations related to addictions counseling
- Describe how to become certified and licensed as an addictions counselor in their state.
- Identify appropriate referral sources, including counseling, education, and self-help in their communities.
- Critically evaluate research about addictions counseling
- Describe one way in which they will advocate on behalf of addictions clients in the future

MINNESOTA LADC EDUCATION REQUIREMENTS

Minnesota Statutes, section 148C.04, subdivision 5a.

(5) case management, consultation, referral, treatment planning, reporting, record keeping, and professional and ethical responsibilities.

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

- a.2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.
- a.4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.
- b.1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.
- b.2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.
- c.7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
- d.6. Demonstrates the ability to provide referral to self-help and other support groups when appropriate.
- d.8. Applies current record-keeping standards related to addiction counseling.
- d.9. Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.
- e.3. Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services.
- e.4. Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling.
- f.1. Maintains information regarding community resources to make appropriate referrals for clients with addictions.
- f.2. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.
- i.1. Understands how to critically evaluate research relevant to the practice of addiction counseling.
- i.2. Knows models of program evaluation for addiction counseling treatment and prevention programs.
- i.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.
- j.1. Applies relevant research findings to inform the practice of addiction counseling.
- j.2. Develops measurable outcomes for addiction counseling programs, interventions, and treatments.
- j.3. Analyzes and uses data to increase the effectiveness of addiction counseling programs.

COURSE REQUIREMENTS

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.

LATE WORK WILL NOT BE ACCEPTED.

GRADE SCALE

Percentage	Points	Grade
100-93%	300-277	A
92-86%:	276-256	B
85-79%:	255-235	C
78-72%	234-213	D

EVALUATION

#	Assignment	Due Date	Points
1	Midterm Exam	Week 8 (due 10/17, 11:59 PM)	50
2	Final Exam	Week 16 (due 12/11, 11:59 PM)	50
3	D2L Discussions	Weeks 4, 7, 11 & 14 (see tentative course schedule for specific dates)	100 (1 original posts and 2 responses worth 25 points per discussion, X 4)
4	Ethics Paper	Week 6 (due 10/3, 11:59 PM)	50
5	Advocacy Paper	Week 13 (due 11/21, 11:59 PM)	50
	Total		300

TENTATIVE COURSE SCHEDULE

Week Starting:	Topics & Assignments Please access all materials on the D2L Course Content for each week!
1 8/25	<i>Introduction & Course Overview</i> Syllabus and assignments; APA format; licensure & core functions; TAP 21: Section 1—Transdisciplinary Foundations, Competencies 1-23, pp. 5-34
2 9/1	Textbook: <i>Counseling Ethics & Decision Making, 3rd ed. (CEDM)</i> Pamphlet: <i>Legal & Ethical Issues for Addiction Professionals (LEIAP)</i> LEIAP , p. 1 to the top of p. 4; CEDM , Ch. 1— <i>Introduction to Ethical Issues & Decision-Making in Counseling</i> & Ch. 3— <i>Introduction to Ethical Principles & Standards in Counseling</i>
3 9/8	Confidentiality, Privacy & Informed Consent (see: Required Readings, TAP 13 & TAP 18; LEIAP , p. 4-12)
4 9/15	CEDM , Ch.4— <i>Ethics and the Law; HIPPA</i> (see: Suggested Readings, <i>Understanding Health Information Privacy</i>). LEIAP , p. 13-23 Discussion Post #1 due
5 9/22	CEDM , Ch. 5— <i>Values, Virtues, & Care in Counseling</i> & Ch. 6— <i>Ethical Decision-Making Processes</i>
6 9/29	CEDM , Ch. 9— <i>Ethics & Client Health</i> & Ch. 11— <i>Ethics & Multiculturalism</i> Ethics Standards & Legal Codes Assignment due
7 10/6	CEDM , Ch. 10— <i>Ethics & Technology</i> Discussion Post #2 due
8 10/13	Mid-Term Exam CEDM Chapters 1, 3-6, 9-11, TAP 21 , Section 1, & TAP 13 & TAP 18 , Open Oct. 13-17, 2014; due to Dropbox on 10/17/14 at 11:59 PM
9 10/20	<i>Advocacy and the T.R.A.I.N.E.R. Advocacy Model</i>
10 10/27	TAP 21: Section 2—Practice Dimensions, Competencies 2-123, pp. 35-160
11 11/3	<i>Substance Abuse Counselors & Ethics Dilemmas</i> Discussion Post #3 due
12 11/10	<i>Ch. 18 Addictions Counseling and Licensure</i>
13 11/17	<i>Social Constructivists Model-R.R. Cottone</i> Advocacy Research Project & Report due
14 11/24	<i>Professional Boundaries and Chapter 19: The Ethics of Clinical Supervision</i> Discussion Post #4 due
15 12/1	<i>Chapter 16: Group Counseling and Chapter 20: The Ethical Professional Counselor</i>
16 12/8	Final Exam CEDM Chapters 16, 18, 19, & 20; TAP 21: Section 2; T.R.A.I.N.E.R. Advocacy Model; and Ethical Boundaries , Open Dec. 8-11, 2014; due to Dropbox on 12/11/14 at 11:59 PM
	Please access all materials on the D2L Course Content for each week!

LATE WORK **WILL NOT** BE ACCEPTED.

ASSIGNMENTS

EXAMS (Midterm Exam 50 points; Final Exam 50 points)

A Midterm Exam (due Week 13, 10/17/14 11:59 PM) and Final Exam (due Week 16, 12/11/14 11:59 PM) will consist of 25 multiple choice and True/False questions and will be worth 50 points per exam. Each exam is open book and will be turned in to Dropbox on date due.

D2L DISCUSSIONS (25 points each; 100 points total)

Students will discuss specific topics outlined by the instructor (see D2L “Discussion” page). Course texts and scholarly literature should be used to support comments and opinions, to include citing at least one reference in each post to support your comments and opinions about that topic. Students are required to respond to at least two other students’ posts. Each discussion topic will be graded by the rubric below.

- Discussion Question #1—Original post due Tuesday, 9/16/14; comments to others due Friday, 9/19/14.
- Discussion Question #2—Original post due Tuesday, 10/7/14; comments to others due Friday, 10/10/14.
- Discussion Question #3—Original post due Tuesday, 11/4/14; comments to others due Friday, 11/7/14.
- Discussion Question #4—Original post due Tuesday, 11/25/14; comments to others due Friday, 11/28/14.

Grading Rubric: D2L Discussion Questions

<i>Points Possible</i>	<i>Description</i> (For each discussion topic, students will earn from 0-25 points.)
0 points	No posts or comments. You will receive 0 points unless you make an original post <u>and</u> respond to 2 other students’ posts. All posts <u>must</u> be completed by dates due!
1-9 points	Original post limited in discussion, no references cited to support comments, and responses to others’ posts minimal and “atta boy/girl” quality.
10-18 points	Original post lacking in discussion and depth; references cited to support comments lack academic rigor or dubious; lower quality responses to others’ posts.
18-25 points	Original post thoroughly discussed and rigorous, references cited of academic merit and applicability, and responses to others’ posts are thorough and thoughtful.

ETHICAL STANDARDS & LEGAL CODES REPORT—Due Week 6, 10/3/14 11:59 PM (50 points):

Because online learning requires self-direction, this project is intended to assist you in educating yourself and others about the ethical codes and/or legal standards at the federal or state level. Each student will craft a 5-7 page report providing an overview of ethical and legal standards for addiction counselors and/or other professionals, paying particular attention to the ethical codes (e.g., APA, ACA, NAADAC, etc.) state and federal laws and regulations (e.g., HIPPA), and/or accreditation standards (e.g., CARF, JCAHO) applicable to your specific profession (e.g., LADC, LPCC, RN, LSW, teacher or school counselor, etc.) and/or place of professional practice (e.g., hospital, community mental health center, public school, outpatient clinic, and so forth). Legal issues (state or federal) important to your particular profession and/or work site should be integrated into your manuscript.

Additionally, your paper can include (highly suggested) a case study example—either fictional or based on personal or professional experience (DO NOT REVEAL IDENTIFIABLE DATA OR CHARACTERISTICS). You are required to use APA format and you must cite and reference a minimum of five sources, which can include the course textbook, and all sources must be from academic textbooks, referred journals, WSU library databases or professionally recognized website. The use of Wikipedia and similar resources are not acceptable. If the paper meets the minimum criteria listed above, I will use the rubric below (p. 7) to assign grades.

LATE WORK WILL NOT BE ACCEPTED.

ADVOCACY RESEARCH PROJECT & PAPER—Due Week 13, 11/21/14 11:59 PM (50 points):

Advocating on behalf of addicted clients, and teaching them how to advocate for themselves, is an important part of the counseling process. There are social and political barriers to those with addiction that are very real and can inhibit growth. These might include poverty, issues of racism or sexism, homophobia, or lack of access to treatment due to poor health coverage.

For this assignment, you will submit a 8-10 page research paper regarding one population or problem area in need of advocacy and assistance. (For clarification you need an APA formatted title page and reference page, but the *body* of the paper should be 8-10 pages.) You are required to use APA format and you must cite and reference a minimum of five sources, which can include the course textbook, and all sources must be from academic textbooks, referred journals, WSU library databases or professionally recognized website. The use of Wikipedia and similar resources are not acceptable. For this project you should:

- 1) Identify a specific population or problem area related to addiction counseling:
Examples include: addiction issues for abused or pregnant women; adolescents substance abusers in the public schools; substance abuse treatment for the uninsured; immigrant addiction issues.
- 2) Explore and assess your personal advocacy knowledge, skills, competencies, strengths and needs, particularly in view of the population selected.
- 3) Discuss specific barriers you hope to help this group or individual to overcome through advocacy.
- 4) Discuss your perspective on what advocacy efforts might benefit this situation or population.
- 5) Describe your advocacy project. **NOTE:** Use the T.R.A.I.N.E.R. Advocacy Model at: http://www.psycr.org/jsacp/hof-v2n1-09_15-28.pdf.

T.R.A.I.N.E.R is an acronym for a 7-step collaborative process to (1) *Target* advocacy needs of an underrepresented client group and their associated professional advocacy requirements, (2) *Respond* to the targeted needs by determining which social and/or professional advocacy competencies need to be implemented to address those needs, (3) *Articulate* a plan to accomplish both social and professional advocacy, (4) *Implement* the plan, (5) *Network* for advocacy during the training, (6) *Evaluate* the training, and (7) *Retarget* to address unmet social and/or professional advocacy needs. The T.R.A.I.N.E.R. model is a method of responding to the advocacy needs of clients and communities, as well as the profession, through the provision or coordination of specialized instruction (Hof, et al., 2009, p. 18).

Consider the 6 dimensions of personal activism:

1. System: Am I inside or outside of the affected system?
 2. Social group: Am I a part of the privileged or the oppressed group?
 3. Style: Will I intervene indirectly or confront directly?
 4. Self-view: Do I see myself as personally effective or ineffective?
 5. Information: Do I know a lot or a little? How accurate is what I know?
 6. Consequence: Will the personal and organizational consequence of the action be major or minor? (Ratts, et al., 2007) available at: <http://www.thefreelibrary.com/The+ACA+advocacy+competencies%3A+a+soci+al+justice+advocacy+framework...-a0172831285>
- 6) Provide suggestions for other counselors and other addictions professionals, and how they might advocate in their communities, agencies, or schools.

If the paper meets the minimum criteria listed above, I will use the rubric below to assign grades.

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Grading Rubric *Ethics and Advocacy Papers:*

”A” Paper

Manuscript is coherent and well-documented (e.g., citation and references); it includes breadth and depth of information and analysis, including consideration of alternate viewpoints or interpretations where appropriate. APA style rules are applied consistently and correctly throughout paper. Paper is well-written and nearly free of grammar and spelling errors.

”B” Paper

Manuscript moderately well-written (i.e., some spelling and grammar problems), and APA format inconsistent; the paper offer incomplete information and analysis, and support is weak in spots; may fail to consider alternate viewpoints or interpretations.

”C” Paper

Manuscript poorly written and appears “thrown together the night before it is due” and has definite spelling, grammar and punctuation problems. The paper includes incomplete information and analysis, support is weak in spots and/or uses poor or minimal quality sources, and it may fail to consider alternate viewpoints or interpretations. APA style is weak.

A paper that does not meet the minimal standards (i.e., regarding writing quality, length of paper, amount and quality of sources, is not “an overview of ethical and legal standards for addiction counselors and/or other professionals”), or is not completed and turned in to D2L Dropbox within the allotted timeframe, will receive a D or F.

APPENDIX A: STUDENT NOTICES

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.

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.

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

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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)

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 of any age are not allowed without the instructor’s prior approval.

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

Other:

- Student Support Services, Howell Hall 133, 457-5465 (<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, Howell Hall 136, 457-2391 (<http://www.winona.edu/disabilityservices/>)
- 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, Phelps 129, 457-5600 (<http://www.winona.edu/advising/>)

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 Fall 2014 Academic Calendar* at:
http://www.winona.edu/calendars/Images/FALL_2014_ACADEMIC_CALENDAR.pdf

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