

Spring 2022

CE 560 Syllabus: Addiction Counseling - Assessments & Treatment of Addictions & Co-Occurring

Mitch Moore
Winona State University

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WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Spring 2022

CE 560—Addiction Counseling: Assessments & Treatment of Addictions & Co-Occurring Disorders (3 semester hours) #000321

Faculty Name: Mitch Moore, PhD, LADC-S, Assistant Professor & Coordinator, Addictions Counseling Certificate Program **ID:** 000405 **Office:** 400 South Broadway, Suite 300, Rochester, MN 55904
Office Hours: Tuesday & Thursday, 12:00 PM to 4:00 PM by **Zoom** appt., *or by special appointment*
Contact Information: MMoore@winona.edu **Office:** (507) 535-2551 or **Cell:** (507) 951-3399
Zoom: <https://minnstate.zoom.us/j/9097426241>

SHORT FACULTY BIO

I am a licensed alcohol and drug counselor in the state of Minnesota (MN license #300769) and certified prevention professional, 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 female and male offenders.

COURSE DESCRIPTION

This course addresses the principles of screening, assessment, diagnosis of substance use, induced, and co-occurring disorders in adults and adolescents, and treatment planning. Students will become familiar with an array of screening and assessment instruments, and diagnostic and treatment planning tools, including the current edition of the Diagnostic and Statistical Manual (DSM), Comprehensive SUDS Assessment, and the American Society of Addiction Medicine's Patient Placement Criteria of Substance-Related Disorders (ASAM PPC), as well writing required reports and record-keeping functions. The treatment of co-occurring disorders, including the Integrated Dual Disorders Treatment model, process addictions (e.g., gambling), ethical considerations, and multicultural issues will be covered. Grade only.

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. 6-9).

REQUIRED TEXTS:

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Ed. (DSM-5)*. Washington, CD: American Psychiatric Association. ISBN 978-0-890-42555-8
- Klott, J. (2013). *Integrated Treatment for Co-Occurring Disorders: Treating People, Not Behaviors*. Hoboken, NJ: John Wiley & Sons, Inc. ISBN-13: 978-1-118-20566-2
- Klott, J. (2012). *Suicide & Psychological Pain: Prevention That Works*. Eau Claire, WI: Premier Publishing & Media, Premier Education Solutions. ISBN-13: 978-1-936-12816-7

LATE WORK WILL NOT BE ACCEPTED.



- 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
OR
Baird, B. N. & Mollen, D. (2019). *The Internship, Practicum, & Field Placement Handbook: A Guide for the Helping Professions, 8th Ed.* Philadelphia; Routledge. ISBN-13: 978-1138478701
This book will be used in all ACCP courses.
- TIP-42, *Substance Abuse Treatment for Persons with Co-Occurring Disorders*
<http://www.ncbi.nlm.nih.gov/books/NBK64197/pdf/TOC.pdf> **OR**
<http://store.samhsa.gov/shin/content/SMA13-3992/SMA13-3992.pdf>

RECOMMENDED TEXTS:

- *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
- 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!**

REQUIRED READINGS—Free Texts:

- Project MATCH Monograph Series *Volume 5: Form 90: A Structured Assessment Interview for Drinking and Related Behaviors: Test Manual*
<http://pubs.niaaa.nih.gov/publications/ProjectMatch/match05.pdf>
- TIP-42, *Quick Guide* http://kap.samhsa.gov/products/tools/cl-guides/pdfs/QGMHP_TIP42.pdf **OR**
<http://store.samhsa.gov/shin/content/SMA07-4034/SMA07-4034.pdf>
- TIP-42, *KAP Keys* http://kap.samhsa.gov/products/tools/keys/pdfs/KK_42.pdf **OR**
<https://store.samhsa.gov/shin/content/SMA08-4036/SMA08-4036.pdf>
- TIP-9, *Assessment & Treatment of Patients with Coexisting Mental Illness & Alcohol & Other Drug...*
<http://lib.adai.washington.edu/clearinghouse/downloads/TIP-9-Assessment-and-Treatment-of-Patients-with-Coexisting-Mental-Illness-and-Alcohol-and-Other-Drug-Abuse-78.pdf> **OR**
<http://www.dualdiagnosis.org/resource/patient-assessments/>
- TAP-21, *Addiction Counseling Competencies: The Knowledge, Skills & Attitudes of Professional Practice.* <http://kap.samhsa.gov/products/manuals/taps/21a.htm> **OR**
<http://www.kap.samhsa.gov/products/manuals/pdfs/TAP21.pdf> **OR**
http://kap.samhsa.gov/products/manuals/pdfs/tap21_2011.pdf
- COCE Overview Paper #2, *Screening, Assessment & Treatment Planning for Persons with Co-Occurring Disorders.* <http://store.samhsa.gov/shin/content/PHD1131/PHD1131.pdf>

SUGGESTED RESOURCES (Free):

- Allen, J. P. & Wilson, V. B. (Eds.). *Assessing Alcohol Problems: A Guide for Clinicians and Researchers, 2nd Ed.* NIH Publication #03-3745.
<http://pubs.niaaa.nih.gov/publications/AssessingAlcohol/index.pdf> **OR**
<http://pubs.niaaa.nih.gov/publications/AssessingAlcohol/index.htm>
- Participant Handout. (2005, March). *Module 5: Diagnosis and Assessment of Alcohol Use Disorders.* Available through the National Institute on Alcohol Abuse and Alcoholism (NIAAA): at:
<http://pubs.niaaa.nih.gov/publications/Social/Module5Diagnosis&Assessment/Module5.html>



COURSE OBJECTIVES

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

1. demonstrate a working understanding of current addiction and related mental health disorders for adolescents and adults evidenced by successful completion of work assignments
2. demonstrate competency in using the *DSM-5* by accurately coding mental health diagnoses through treatment planning assignments and report writing.
3. demonstrate the ability to perform an addiction clinical interview that culminates in a written biopsychosocial assessment and case presentation, screening & evaluation of a client's mental status, and a treatment plan representative of their *DSM-5* diagnosis.
4. demonstrate understanding of current research trends, ethical requirements, and diversity competencies related to addictions clinical work via group discussion, assignments and report writing.

Minnesota Licensed Alcohol and Drug Counselor Education Requirements

Minnesota Statutes, section 148C.04, subdivision 5a. (3) screening, intake, assessment, and treatment planning

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards: Section 5-A, Entry-Level Specialty Areas, Addiction Counseling

3.PRACTICE

- a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments
- b. assessment of biopsychosocial and spiritual history relevant to addiction
- c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
- d. techniques and interventions related to substance abuse and other addictions
- e. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
- f. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction
- g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
- h. strategies for interfacing with the legal system and working with court referred clients

COURSE REQUIREMENTS

EVALUATION

#	Assignment	Due Date (all items due to Dropbox)	Points
1	Case Study & Assessment Report Form	Week 3 (<i>due 1/28/22 by 11:59 PM</i>)	50
2	D2L Discussion #1	Weeks 5 (<i>see p. 4 for details</i>)	25 (<i>1 original posts and 2 responses</i>)
3	Midterm Exam: Comprehensive Assessment and Summary	Week 8 (<i>due 3/4/22 by 11:59 PM</i>)	100
4	D2L Discussion #2	Week 10 (<i>see p. 4 for details</i>)	25 (<i>1 original posts and 2 responses</i>)
5	Integrative Case Presentation	Week 11 (<i>due 4/1/22 by 11:59 PM</i>)	75
6	D2L Discussion #3	Week 13 (<i>see p. 4 for details</i>)	25 (<i>1 original posts and 2 responses</i>)
7	Final Exam: Treatment Planning Activity	Week 16 (<i>due 5/5/22 by 11:59 PM</i>)	100
8	Quizzes (5)	Weeks 4, 5, 7, 12, & 14 (<i>due the Friday of each week by 11:59 PM</i>)	100 (<i>20 points per quiz</i>)
	Total		500

LATE WORK WILL NOT BE ACCEPTED.

GRADE SCALE

Percentage	Points	Grade	Percentage	Points	Grade
100-93%	500-465	A	85-79%:	431-395	C
92-86%:	464-430	B	78-72%	394-360	D

ASSIGNMENTS

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!

Assignment #1, *DSM-5 Case Study and Assessment Report Form*, 50 points, **due** to *Assignments* by Friday, 1/28/22, 11:59 PM. See description and resources under Materials tab, Content, Module 3.

Assignment #2—Mid-Term Exam, *Comprehensive Assessment and Comprehensive Assessment Summary*, 100 points, **due** to *Assignments* by Friday, 3/4/22, 11:59 PM. See description and resources under Materials tab, Content, Module 7.

Assignment #3, *Integrative Case Presentation*, 50 points, **due** to *Assignments* by Friday, 4/1/22, 11:59 PM. See description and resources under Materials tab, Content, Module 11.

Assignment #4—Final Exam, *Treatment Planning Activity*, 75 points, **due** to *Assignments* by Thursday, 5/5/22, 11:59 PM. See description and resources under Materials tab, Content, Module 16.

Quizzes (5)—Weeks 4, 5, 7, 12, & 14 on assigned chapters from: Klott, J. (2013). *Integrated Treatment for Co-Occurring Disorders & Klott, J. (2012). Suicide & Psychological Pain*. Each quiz is worth 20 points (100 points total). Quizzes are **due** by the Friday of each week, by 11:59 PM, and are located on the D2L course page under the *Assessments* tab, *Quizzes*.

D2L DISCUSSIONS (25 points each; 75 points total—**See pp. 4-5 of course syllabus for Discussion descriptions**). Students will discuss specific topics outlined by the instructor (see D2L “Discussion” section). 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 on top of p. 4 of course syllabus.

- **Discussion Question #1**—Original post **due Tuesday, 02/8/22**, and comments to others **due Friday, 02/11/22** (closes 11:59 PM).

- **Discussion Post #2**—Original post using **Padlet due Friday, 03/25/22** (closes 11:59 PM). We **will not** be responding to peers' posts for this discussion. *Discussions* are located under the *Communications* tab. See page 4 of course syllabus for discussion question descriptions and grading rubric.

- **Discussion Post #3**—Original post using **Flipgrid due Friday, 04/15/22** (closes 11:59 PM). We **will not** be responding to peers' posts for this discussion. *Discussions* are located under the *Communications* tab. See page 4 of course syllabus for discussion question descriptions and grading rubric.

Grading Rubric: D2L Discussion Questions

The grading rubric for all discussion posts can be found on the D2L course page under the *Assessments* tab, *Discussion*, scroll down to *Topic* and click on Discussion 1 (or Discussion 2 or Discussion 3), and then scroll down to *Rubrics* (near top of page) and click on *Discussion Board-25 pt*. Cite at least one source that informed your thoughts in the body of your post, and reference your source(s) at the bottom of your post! Also, read a minimum of ten peers' posts and thoughtfully respond to a minimum of two.

Discussion Question Descriptions

Discussion #1: Assessing Alcohol Problems. Read *Introduction* and *Overview* sections from: *ASSESSING ALCOHOL PROBLEMS: A Guide for Clinicians and Researchers, Second Ed.*, NIH Publication No. 03–3745, Revised 2003, by John P. Allen and Veronica B. Wilson (Eds.), available on-line at: <http://pubs.niaaa.nih.gov/publications/AssessingAlcohol/index.htm>. Then, select a chapter from this manual, read it, and briefly summarize insights gained and how these insights can contribute to your current or future clinical practice. (Make adaptations to DSM-5 when/where needed.)

Discussion #2: Motivational Interviewing Skills. Read Module 10, *Week 10* document, and then peruse the documents in the *Motivational Interviewing* sub-module. For your post, describe a specific Motivational Interviewing (MI) principle, skill, strategy, or tool. Then, describe *how* (technique) and *why* (purpose) you would use or implement this in a counseling situation. Lastly, what is the anticipated result?

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Share insights gained, including from at least one additional source and cite/reference in post.

Discussion #3: TIP#42. Read through **TIP-42, Substance Abuse Treatment for Persons with Co-Occurring Disorders** available on-line at: <http://www.ncbi.nlm.nih.gov/books/NBK64197/pdf/TOC.pdf>. Then, select a chapter from this manual, read it, and briefly summarize insights gained and how these insights can contribute to your current or future clinical practice.

Tentative Course Schedule

Week of	Topics & Assignments <i>Review D2L course content under the Module assigned each week.</i>
1 1/10-14	<i>Introduction & Course Overview</i> Syllabus and assignments; APA format; licensure & core functions, Module 1. Read: <i>DSM-5, Introduction</i> , pp. 5-17, and <i>Use of the Manual</i> , 19-24; <i>Substance-Related and Addictive Disorders</i> under <i>Highlights of Changes from DSM-IV to DSM-5</i> of the Appendix (pp. 815-816). Other topics include <i>Understanding Case Conceptualization: An Introduction</i> . Special Topic Area: Assessment of Function
2 1/18-21 Happy M.L.K. Day! 1/20/20	Read: <i>DSM-5 Substance-Related and Addictive Disorders</i> , pp. 481-589. Pay particular attention to “Differentiate Substance Use Disorders (SUDs),” pp. 483-485, from <i>Substance Induced Disorders (SIDs)</i> , pp. 485-490, and the various SUDs/SIDs that follow, including Non-Substance-Related Disorders (Process Addictions), such as Gambling Disorder (pp. 585-589). Review Module 2 materials. Special Topic Area: Screening for a Depressive Disorder
3 1/24-28	Read: <i>DSM-5 Cultural Formulation</i> , pp. 749-759, paying particular attention to the Cultural Formulation Interview (CFI) process (pp. 750-757); <i>Glossary of Cultural Concepts of Distress</i> , pp. 833-837, & Module 3. Assignment #1, DSM-5 Case Study and Assessment Report Form , 50 points, due to Assignments by Friday, 1/28/22, 11:59 PM. Special Topic Area: Screening for Client Suicidality
4 1/31-2/4	Read: Klott, J. (2013). <i>Integrated Treatment for Co-Occurring Disorders</i> , Chapters 1 -2, & Klott (2012). <i>Suicide & Psychological Pain</i> , Chapter 1, & Quiz #1 is due by Friday, 2/4/22, 11:59 pm. Review Module 4 materials; Then, to begin thinking about the formal SUDs assessment process, review the Form 90 intake instrument at: http://pubs.niaaa.nih.gov/publications/ProjectMatch/match05.pdf Special Topic Area: Screening for an Anxiety Disorder
5 2/7-11	Read: Klott (2013), Chapters 3-4, & Klott (2012), Chapter 2, & Quiz #2 is due by Friday, 2/11/22, 11:59 pm. Review Module 5-Substance Use Disorder (SUD) Screening and the SBIRT Model Discussion Post #1 due Tuesday & Friday Special Topic Area: Screening for TBI/MTBI
6 2/14-18	Topics: Module 6-SUD Comprehensive Assessment & ASAM 6 Dimensions and Patient Placement Criteria; Special Topic Area: Screening for an Trauma/PTSD
7 2/21-25	Topics: Module 7-Minnesota Department of Human Services (DHS), Statute 245G <i>Comprehensive Assessment</i> and <i>Comprehensive Assessment Summary</i> . Read: Klott. (2103) Chapter 5 (pp. 107-124) case conceptualization, in preparation for the Mid-Term Exam, & Klott (2012) Chapter 3, & Quiz #3 is due by Friday, 2/25/22, 11:59 pm. Special Topic Area: Screening for Mental Health Symptoms and Mental Status
8 2/28-3/4	Assignment #2—Mid-Term Exam , <i>Comprehensive Assessment</i> and <i>Comprehensive Assessment Summary</i> , located under Module 8, worth 50 points, is due to Assignments by Friday, 3/4/22, 11:59 PM. Special Topic Area: Concerned Significant Others (CSOs) . Read Baird <i>The Internship, Practicum, & Field Placement Handbook</i> , Ch. 9—Assault & Other Risks (see Module 8 materials as well).
3/7-11	Spring Break
9 3/14-18	Module 9-The Transtheoretical Mode (TTM—the <i>Stages of Change</i>); Self-Determination Theory (SDT); and the Sub. Abuse Tx Scale (SATS)—the <i>Stages of Treatment</i> ; <i>Assessing for Readiness/Motivation</i>
10 3/21-25	Module 10-Clinical Skills (Motivational Interviewing, the MAGIC Assessment, etc.) Discussion Post #2 due using Padlet Friday, Special Topic Area: Drug Testing
11 3/28-4/1	Module 11-MN DHS Rule 245G Paperwork, DAANES, Client Screening for Treatment, Intake, Orientation; & Assessment; Read: Baird <i>The Internship, Practicum, & Field Placement Handbook</i> , Ch. 7—Clinical Writing, Treatment Records, & Case Notes Special Topic Area: Case Management . Assignment #3, Integrative Case Presentation Form , 50 points, due to Assignments by Friday, 4/1/22, 11:59 PM.
12 4/4-8	Module 12-Treatment Planning & Review, SMART Goals, Problem List, Progress Notes, Reports & Record Keeping. Special Topic Area: More on Assessing for Suicide Read: Klott (2013) Chapter 6 (pp. 125-150) & Appendix B (pp. 185-189) on suicide risk and assessment, & Klott (2012) Chapter 4, & Quiz #4, is due by Friday, 4/8/22, 11:59 pm.
13 4/11-15	Read: <i>TIP 42—Substance Abuse Treatment for Persons with Co-Occurring Disorders</i> , and Integrated Dual Disorders Treatment (IDDT), and Module 13 materials. Discussion Post #3 using Flipgrid due Friday Special Topic Area: Strengths-Based Assessment & Practice
14 4/18-22	Read: <i>TIP 42</i> & IDDT, continued; integrated treatment planning and Module 14 materials.

LATE WORK WILL NOT BE ACCEPTED.



	Read: Klott (2013) Chapter 7 (pp. 151-176) & TIP 50: <i>Addressing Suicidal Thoughts & Behaviors</i> , Chapter 1, pp. 3-31, & Quiz #5 , is due by Friday, 4/22/22, 11:59 pm.
15 4/25-29	Module 15: Special Topic Area: <i>Process Addictions: Screening, Assessment & Treatment</i>
16 5/2-5	Module 16: Special Topic Area: <i>Special Populations--elderly, women, & adolescents</i> Assignment #4—Final Exam, Treatment Planning Activity , located under Module 16, worth 75 points, due to Assignments by Thursday, 5/5/22 11:59 PM

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. 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!

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 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

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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 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.

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 Hall 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/>

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- **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://www.winona.edu/counseloreducation/Media/Program%20Handbook_2016-2017_Final.pdf
- *WSU Graduate Catalog 2016-2017* at: <http://catalog.winona.edu/index.php?catoid=15>
- *WSU Spring 2017 Academic Calendar* at:
<http://www.winona.edu/calendars/Media/2017%20SPRING%20ACADEMIC%20CALENDAR.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/stonern/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/index.php?catoid=15> 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>.