

Fall 2019

CE 658 Syllabus: Microskills

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Catalog Description

This is a practice course that provides a systematic approach to developing basic counseling skills. Students will have the opportunity to practice microskills (e.g., rapport building, attending, paraphrasing, reflecting feeling and meaning, interpretation, modeling, role playing, etc.) on a weekly basis. This course is Pass (P)/No Credit (NC) only.

Textbook

Ivey, A. & Ivey, M. B. (2013). Intentional interviewing and counseling: Facilitating client development in a multicultural society (8th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. ISBN-13: 978-1285065359

Basic Instruction Plan

Lecture

Applied experiential learning activities in the classroom
Basic skills tapes, skill integration videotape and all transcripts
Group work

Course Requirements

Transcripts (14) must earn “P” grade (each tape is graded as “passing” with the minimum of 3 points (out of 5))

Wellness Plan Project must earn a “P” grade (assignment earns 5 points)
Total of 47 points required to pass CE 658.

Students must:

1. Read all assigned materials prior to coming to class.
2. Actively participate in classroom exercises and assignments.
3. Complete audio taped demonstration of counseling skills and techniques during each class.
4. Turn in full transcript of session on time via D2L drop box
5. Achieve a “P” for each taped sessions. If a “NC” grade is given on a tape, the student will conduct another session with an outside partner (someone with whom you can practice skills) and turn in a transcript of that session within a week.
6. Develop a Wellness Plan to engage in for the term and write a Final Wellness Summary at the end of the semester.

Grading:

A grade of P (pass) will be awarded to students who successfully complete all course requirements and satisfactorily demonstrate the knowledge and skills associated with the microskills training program. A grade of NC (no credit) will be assigned to students who do not meet the course requirements stated above (who do not receive a “P” on every transcript after two attempts per transcript and/or who do not have mostly ratings of 4 and 5 on the Microskills Evaluation Form by the end of the term.)

Attendance:

Since this is a skill building course, attendance and participation at all class sessions are required. Should an emergency arise it is the student’s responsibility to contact the professor prior to the missed class about getting approval for one absence. If more than one absence is necessary, the student should drop the class.

Late Work:

Late work will not be accepted. All transcripts must be submitted to the D2L dropbox by 12pm (Noon) of each due date.

Statement of the Major Topics and Subtopics

To apply basic and advanced counseling techniques in a structured learning environment

To develop a self-awareness of abilities, behaviors, values, and attitudes and how they impact on performance in counseling

To help students acquire proficiency and gain confidence by applying theoretical knowledge in a helping relationship

To learn the basic difference between interviewing and counseling

To become intentional in the selection and use of basic and advanced helping skills

To learn to critique the work of self and others in a constructive manner

To develop an understanding of diversity of clients and how to apply basic helping skills in a culturally rich society

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) RELATED STANDARDS:

- K.1.b. professional roles, functions, and relationships with other human service providers;
- K.1.h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling;
- K.2.a. multicultural and pluralistic trends, including characteristics and concerns between
 - and within diverse groups nationally and internationally;
- K.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific
 - experiential learning activities;
- K.5.a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics orientations, and skills;
- K.5.b. an understanding of essential interviewing and counseling skills so that the student
 - is able to develop a therapeutic relationship, establish appropriate counseling goals,
 - design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- K.5.g. ethical and legal considerations.

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION		
	Textbooks , lecture, group discussion	Informed consent, counseling practice, recording review, presentatio n	Wellness assignment. Pre- Assessment

FOUNDATION				
A. Knowledge				
A1. Understands the history, philosophy, and trends in clinical mental health counseling.	X			
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	X	X		
A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	X			
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	X			
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	X			
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	X	X	X	X
B. Skills and Practices				
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.				
B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	X			
COUNSELING, PREVENTION, AND INTERVENTION				
C. Knowledge				
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	X			
C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	X			
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.			X	X
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	X	X	X	X
D. Skills and Practices				
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	X	X		

D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	X	X		
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	X			
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.				
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	X	X		
DIVERSITY AND ADVOCACY				
E. Knowledge				
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	X	X		
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	X	X		
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	X			
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	X			
F. Skills and Practices				
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	X	X		
RESEARCH AND EVALUATION				
I. Knowledge				
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.				
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	X			
J. Skills and Practices				
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	X	X		
2009 CACREP STANDARDS School Counseling	LOCATION OF EVALUATION			
	Textbooks , lecture, group discussion	Informed consent, counseling practice, recording review, presentatio	Wellness assignment. Pre- Assessment	Wellness assignment Post- Assessment

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FOUNDATION				
A. KNOWLEDGE				
A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	x		x	x
B. SKILLS AND PRACTICES				
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	x	x		
COUNSELING, PREVENTION AND INTERVENTION				
C. Knowledge				
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	X	X		
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	X	X	X	X
D. Skills and Practices				
D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	X	X	X	X
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	X	X		
D3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	x			
D5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	x	x		
DIVERSITY AND ADVOCACY				
E. Knowledge				
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	X			
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	X	X		
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic	X	X		

status, gender, and sexual identity, and their effects on student achievement.				
F. Skills and Practices				
F1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	X	X		
ASSESSMENT				
H. Skills and Practices				
H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	X			
RESEARCH AND EVALUATION				
I. Knowledge				
I1. Understands how to critically evaluate research relevant to the practice of school counseling.				
I5. Understands the outcome research data and best practices identified in the school counseling research literature.				
J. SKILLS AND PRACTICES				
J1. Applies relevant research findings to inform the practice of school counseling.				

Course Requirements:

MICROSKILL SPECIFIC TAPES

Your audiotapes should be made with a partner from this class who becomes your “client”. As you play “client”, two options are: 1) use a real scenario from your history that is resolved and/or 2) use presenting issues from someone you know well. On occasion your instructor will ask you to share something “real” for the purpose of a taping assignment and you will use your own discretion about how much personal information you share.

You may use electronic devices that enable you to develop your transcript at a later time. Please ensure the following:

1. The microphone is working and voice can be heard distinctly (if session is not clearly audible, you will have a tough time completing your transcript).
2. DO NOT RUSH, even if tape runs past assignment time.

Instructions for Taping and Transcript

- (1) Assume your client has already signed a release for taping (and mention this) at the beginning of the session. *[Thank you for signing the permission to tape form, allowing me to tape this session. I will be transcribing our session for my instructor, who will give me feedback on my skills. I will destroy the tape as soon as I've*

completed my transcription. In no place will your name be written on the transcript. If you want me to stop taping at any time, I will do so.]

Assume your client has already signed the Informed Consent Form which outlines the following:

[For non-minors: everything you say is confidential—kept between you, me and my supervisor—unless you tell me you intend to hurt yourself, or someone else; or if you tell me about abuse of a child, elderly person or vulnerable adult; If I hear something that needs to be reported at any time, I will let you know before I do so if at all possible.]

[For minors: everything you say is confidential—kept between you, me and my supervisor—unless you tell me you intend to hurt yourself, or someone else; or if you tell me about any abuse you are experiencing or have experienced, abuse of another child/adolescent, elderly person or vulnerable adult. I'm also mandated to tell your parents if you are doing anything that sounds harmful. Additionally, your parents have a legal right to review session notes and ask about our work together. I have explained to them that it is in your best interest if we keep stuff you tell me between us. If I hear something that needs to be reported at any time to your parents or to authorities, I will let you know before I do so when possible.]

- (3) Structure appropriately as the session proceeds, according to the techniques you are using. Explain and give rationale where appropriate. If one skill doesn't work, try another.
- (4) When assigned, close with a final summary of the session and a discussion with the client about how his/her new knowledge/learning/skill will be carried over to "real life".

After Taping

- (1) Make a transcript of the tape, using the TRANSCRIPT FORMAT and identify microskills;
- (2) Write one paragraph about your strengths, one paragraph about your areas needing improvement, and a final paragraph about your goals for the future sessions;

Transcribe each tape according to the attached TRANSCRIPT FORMAT. Type on one side of the page only and type. No handwritten transcripts will be accepted. Please use Word.docx ONLY. Please follow directions exactly.

Do **NOT** WRITE THE CLIENT'S NAME ANYWHERE ON THE TRANSCRIPT.

Keep **confidential** what is discussed in sessions.

TRANSCRIPT FORMAT TO BE FOLLOWED

Tape #1

August 28, 2018

Statement	Skill/observation
<p>CI #1: I'm just really confused about what to tell my mother about what really happened at the party. I mean I didn't mean to drink so much, but I did and then made a bad decision to have sex with that boy from school.</p>	<p>looking down</p>
<p>CO#1: Well, _____ you sound concerned and angry with yourself and your decisions. I also hear that you feel shameful about your behavior at the party.</p>	<p>RF</p>
<p>CI #2: I am, I really worry about what the other kids think about me now.</p>	<p>Crying</p>
<p>CO#2: Tell me more about your worry.</p>	<p>Foc</p>
<p>CI#3: I just don't know what kids will say, or what that boy will say about me. I don't want to be seen as the school slut.</p>	
<p>CO#3: You are worried that others will see you in a certain way and I want to hear more about what you are most worried about.</p>	<p>RF & Foc</p>
<p>CL#4: I want so much to be able to do over the whole night, but I can't do that, so I just wish we would all forget about it. I wish I could forget about it.</p>	
<p>CO#4: You should talk to him about what he is saying about you.</p>	<p>Ugh! Advice! I could have used RC and said "If you could re-do the whole night, you would have made a different choice." "You wish that you could re-do that night. But it is not possible, and you wish everyone forgets about that night." "If you could change that night, I would."</p>
<p>PS: Tell me more about the shame you feel right now.</p>	<p>Foc</p>
<p>CL#5: I have had sex before, so that's not the big deal; it's just that he's a popular boy in school and might blab all over about what we did. I don't want everyone to know that I went all the way.</p>	
<p>CO#6: You worry more about your reputation than what you actually did that night. I wonder if I'm</p>	<p>RF/Check out</p>

hearing you correctly.	
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Note: Preferred Statements are allowed on all tapes.

Three paragraphs:

Strengths

Areas to Improve

Goals for Next Tape/Practicum

Transcript Grading Rubric

<i>Points Possible</i>	<i>5 points</i>	<i>4 points</i>	<i>2-3 points</i>	<i>1 or fewer</i>
<i>Demonstration of Theory</i>	Exemplary transcript illustrating skill(s).	Above average transcript illustrating skill(s).	Average transcript illustrating skill(s).	Tape does not illustrate skill(s).
<i>Therapeutic Presence</i>	Student demonstrates empathy, exemplary listening skills, and identified microskills for that day's lesson.	Student demonstrates empathy, good listening skills, and some of the microskills identified for that day's lessons.	Student lacks empathy, demonstrates marginal listening skills, and few microskills.	Student lacks empathy, poor listening skills, and no microskills.
<i>Structure of Session</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced with preferred statements. Case note is professionally written and follows case note	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements. Case note is professionally written, but formatting is not correct, or format is correct, but not well-written.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements. Case note is not well-written or formatted correctly.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – weak statements are not replaced with preferred statements. Case note is incomplete. Requirements not met.

	format.			
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Wellness Plan Assignment

Students will create 3-5 wellness goals to engage during the semester. A Wellness Plan will be submitted during the second week of the semester. A Wellness Report will be submitted at the end of the semester and should include a description about the successes and failures to meet goals, along with plans for the future. A grade of “P” for this assignment will be assigned if the following rubric criteria are met (5 points earned).

Criteria	Wellness Plan Assignment “P” (Pass)	Wellness Plan Assignment NC (No Credit)
Goal setting	<p>Student developed 3 to 5 wellness goals that are specific, measurable, and realistic.</p> <p>By midterm, Student developed alternate goals if original goals were not realistic.</p> <p>1 point</p>	<p>Student’s goals are not specific, measurable, or realistic.</p> <p>By midterm, Student did not make alternate goals if original goals were not realistic.</p> <p>0 point</p>
Reflection on commitment to personal plan for well-being.	<p>Student demonstrated sincere attempts to follow plan.</p> <p>1 point</p>	<p>Student demonstrated minimal attempts to follow plan.</p> <p>0 point</p>
Monitoring effort and progress	<p>Student demonstrated evidence of tracking/monitoring “effort” and progress throughout Wellness Plan project process.</p> <p>1 point</p>	<p>Student demonstrated no evidence of tracking/monitoring “effort” and progress throughout Wellness Plan project process.</p> <p>0 point</p>
Connection reflection	<p>Student connected to personal experience/learning and made comments on changes and/or personal and professional growth in thinking and understanding of self.</p> <p>2 points</p>	<p>Student made little connection to personal experience/learning. There is little changes and/or personal and professional growth in thinking and understanding of self.</p> <p>0 point</p>

Course Outline and Tentative Schedule

Aug 27: Chapter 1, Introductions, syllabus, overview of skills (p. 11), empathy vs sympathy (p. 15), RESPECT (p. 18), multiculturalism; skills: questions/no questions, RC, RF, Foc make first tape

CACREP Standards, CMHC: A1, A2, A4, A5, B1, C9, D9
CACREP Standards, SC: A6, C3

Sept 3: Chapter 2, Wellness Assessment and Plan, attending (pp. 66-68), ethical practice (confidentiality and competence), informed consent, multicultural competence, Wellness Assessment; skills: RC, RF, Foc with client scenario based on RESPECT identity, make tape, **Transcript 1 Due**

CACREP Standards, CMHC: A2, A3, B1, C9, D3, D9
CACREP Standards, SC: A6, C1, C3

Sept 10: Chapter 3, **Wellness Assessment and Plan due** to D2L dropbox; attending behaviors, verbal tracking and goal setting vs letting client tangent; skills: RC, RF, Foc, Enc, make tape, **Transcript 2 Due**

CACREP Standards, CMHC: B1, C9, D3, D9
CACREP Standards, SC: A6, B1, C1, C3, E4

Sept 17: Chapter 4, nonverbal behaviors, client observation, key words, concrete vs abstract, discrepancies; skills: RC, RF, Foc, Enc, CO, make tape, **Transcript 3 Due**

CACREP Standards, CMHC: B1, C9, D9, E5
CACREP Standards, SC: B1, E4

Sept 24: Chapter 5, questions, client observation, identifying strengths and cultural values; skills: RC, RF, OQ, Foc, Enc, CO, make tape, **Transcript 4 Due**

CACREP Standards, CMHC: B1, C8, C9, D9, F3
CACREP Standards, SC: B1, E4

Oct 1: Chapter 6, reassurance, using one's own perspective, appropriate encouraging skills, RC and summary; skills: opening summary, RC, RF, Foc, Enc, CO, final summary, make tape, **Transcript 5 Due**

CACREP Standards, CMHC: B1, C8, C9, D9, E1, F3
CACREP Standards, SC: B1, E4

Oct 8: Chapter 7, Reflection of Feeling, facilitating more or less emotion in a session; skills: opening summary, RC, RF, Foc, Enc, CO, final summary, make tape, **Transcript 6 Due**

CACREP Standards, CMHC: B1, C8, C9, D9, E1, F3
CACREP Standards, SC: B1, E4

****Oct 15:** Chapter 8, Check in on Wellness Plan, 5 Stage Counseling session; skills: opening summary, RC, RF, Foc, Enc, CO, final summary, make tape, **Transcript 7 Due**

CACREP Standards, CMHC: A6, B1, C9, D9, F3
CACREP Standards, SC: B1, D1, E4

Oct 22: Chapter 10, Caring Confrontation; Reflection of Meaning and Interpretation; Skills: opening summary, goal setting, RC, RF, Foc, Enc, CO, CC, final summary, make tape, **Transcript 8 Due**

CACREP Standards, CMHC: B1, C8, C9, D9, F3
CACREP Standards, SC: B1, C3, D1, E4

Oct 29: Chapter 11, Reflection of Meaning and Interpretation; Skills: opening summary, goal setting, RC, RF, Foc, Enc, CO, CC, RM, EM, final summary, make tape, **Transcript 9 Due**

CACREP Standards, CMHC: B1, C9, D9, E1, F3
CACREP Standards, SC: B1, C3, D3, D5, E1, E2, E4

Nov 5: Check-in, review and practice selected skills to date. Bring specific questions and practice concerns to class to explore. Self-select skills to emphasize this week. **Transcript 10 Due**

CACREP Standards, CMHC: B1, C9, D9, E1, F3
CACREP Standards, SC: B1, C3, D3, D5, E1, E2, E4

Nov 12: Chapter 12, Self-Disclosure and appropriate feedback; Skills: opening summary, goal setting, RC, RF, Foc, Enc, CO, CC, RM, EM, final summary, make tape, **Transcript 11 Due**

CACREP Standards, CMHC: B1, C9, D1, D2, D9
CACREP Standards, SC: B1, C3, D5, E1, E2, E4, F1, H1

Nov 19: Chapter 13, Concrete skills and Cognitive Behavioral Theory, Skills: opening summary, goal setting, RC, RF, Foc, Enc, CO, CC, RM, EM, final summary, make tape, **Transcript 12 Due**

CACREP Standards, CMHC: B1, C9, D1, D2, D9
CACREP Standards, SC: B1, C3, D5, E4, F1, H1

Nov 26: Chapter 14, Skill integration, planning a session, Skills: opening summary, goal setting, RC, RF, Foc, Enc, CO, CC, RM, EM, final summary, make tape, **Transcript 13 Due**

CACREP Standards, CMHC: B1, C9, D9
CACREP Standards, SC: B1, C3, D5, E4, F1, H1

Dec 3: Chapter 15, microskills and Five-Stage Sessions, Skills: opening summary, goal setting, RC, RF, Foc, Enc, CO, CC, RM, EM, final summary, Check in on Wellness Plan, **Wellness Report Due**, PRACTICE IN CLASS, NO TAPE THIS WEEK **Transcript 14 Due**

CACREP Standards, CMHC: B1, C9, D9, E1, F3, I3, J1
CACREP Standards, SC: B1, C3, D5, E4, F1, H1

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 and gender identities, religions, ages, sexual orientations, dis/abilities, 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.

Campus Resources

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 (www.winona.edu/inclusion-diversity/)
- Access Services (formerly Disability Services), Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)

- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 (www.winona.edu/counselingcenter/)
- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Tutoring Services, Krueger Library 220, 457-5680 (<http://www.winona.edu/tutoring/>)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Tau 313, 457-5370 (<http://www.winona.edu/mathematics/mac/>)
- Advising Services – Warrior Success Center, Maxwell 314, 457-5878 (www.winona.edu/advising/)

STUDENT NOTICES

Confidentiality and Ethics Information: Students are bound by the [2014 ACA Code of Ethical Ethics](#) and/or [2010 ASCA Ethical Standards for School Counselors](#) to abide by confidentiality with respect to any material or issues brought forth by any members of the class during any role-playing or practice interview sessions conducted throughout any portions of this class. Students must seek verbal as well as written permission of the student client before conducting taped interviews. You will also have to keep recordings confidential. Violation of confidentiality is subject to its consequences such as a reprimand and NC for an assignment or the entire course.

Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the interview a student feels discomfort or is unable to continue, he or she can request the right to stop the videotape or not engage in the role-played session. However, if a student finds him or herself very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, he or she may prefer to drop this course. When selecting a partner with whom to conduct the interviews, it is best to choose someone you do not know.

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. Professional services may be recommended in such cases. 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 devices that make any noise. The phones are allowed for use only during breaks or for emergencies. Computers may not be brought to the classroom without prior permission of the instructor. Even with the permission, the use of a computer is for the in-class learning.

Recording Policy: Excluding students with a documented disability, and other than the taping of counseling demonstration sessions, 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.

Class Visitor Policy: Due to the clinical nature of this course, visitors of any age are not allowed without the instructor's prior approval.

University Expectations and Resources:

Students in this course are expected to abide by the provisions of Minnesota State, Winona State, and Department policies, procedures, and guidelines. Should a student's academic or other conduct warrant action, the faculty and University will abide by the principles of due process in addressing this matter in a manner consistent with any applicable policy, procedure, or guideline.

Academic Integrity: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Accommodations: According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

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 and gender identities, 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. Campus resources for students:

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

Graduate Student Resources:

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

Campus resource: The KEAP Diversity Resource Center, located in Kryzsko Commons 162, offers an inclusive space for diverse people and organizations and is open to the campus from Monday-Thursday 8 a.m.-9 p.m. and Friday from 8 a.m.-4:30 p.m.

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

- RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services : Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

- *UCR Learning Center - Rochester* - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
- College writing can be a demanding mix of academic language, research knowledge, argument and personal expression. The friendly, talented staff of the WSU WritingCenter is waiting to help students discover solutions to their writing needs. Located in **Minne 348**, the Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading or research.
- You can [make an appointment](#) for the WritingCenter on our homepage. The Writing Center prioritizes appointments, but walk-ins are welcome. Please call us at 457-5505 for more information.

Student 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. Such complaint procedures are available online at:

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