

Fall 2016

CE 658 Syllabus: Microskills

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**Winona State University
College of Education
Counselor Education Department**

**Microskills
CE 658
Fall, 2016**

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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.b. rapport building, attending, paraphrasing, reflecting feeling and meaning, interpretation, modeling, role playing, etc.) on a weekly basis. P/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

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.

CACREP 2009 Standards (CMHC)	Location of evaluation for CACREP Standard			
	Textbook, lecture, group discussion	Informed consent, counseling practice, recording review, presentation	Wellness Assignment Pre Assessment	Wellness Assignment Post 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			
B. Skills and Practices				
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	X	X	X	X
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		

(School Counseling)				
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	x	x		

counseling.				
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 status, gender, and sexual identity, and their effects on student achievement.	X	X		

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”. Students find it difficult to remember details if they are making up material, however they also feel uncomfortable presenting real issues. 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.
- (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. Write on one side of the page only and type. No handwritten transcripts will be accepted. 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

**January 14, 2015
Person-Centered**

Statement	Skill/observation
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.	looking down
CO#1: You sound concerned and angry with yourself and your decisions. I also hear that you feel shameful about your behavior at the party.	RF
CI #2: I am, I really worry about what the other kids think about me now.	crying
CO#2: Tell me more about your worry.	Foc
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.	
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.	RF & Foc
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.	
CO#4: You should talk to him about what he is saying about you.	Ugh! Advice!
PS: Tell me more about the shame you feel right now.	Foc
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.	
CO#6: You worry more about your reputation than what you actually did that night. I wonder if I'm hearing you correctly.	RF/Check out

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	Session is either too long or too short. Student maintains structure of session	Session is either too long or too short. Student does not maintain structure of	Session is either too long or too short. Student does not maintain structure of

	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 format.	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 throughout. Transcript has several errors – with weak statements replaced with preferred statements. Case note is not well-written or formatted correctly.	session throughout. Transcript has several errors – weak statements are not replaced with preferred statements. Case note is incomplete. Requirements not met.
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Course Outline and Tentative Schedule

Aug 23: 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

August 30: 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**

Sept 6: 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**

Sept 13: Chapter 4, nonverbal behaviors, client observation, key words, concrete vs abstract, discrepancies; skills: RC, RF, Foc, Enc, CO, make tape, **Transcript 3 Due**

Sept 20: 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 4 Due**

Sept 27: 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 5 Due**

Oct 4: Chapter 8, Check in on Wellness Plan, 5 Stage Counseling session; skills: opening summary, RC, RF, Foc, Enc, CO, final summary, make tape, **Transcript 6 Due**

Oct 11: 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 7 Due**

Oct 18: 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 8 Due**

Oct 25: 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 9 Due**

Nov 1: 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 10 Due**

Nov 15: 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 11 Due**

Nov 22: Chapter 15, microskills and Five-Stage Sessions, Skills: opening summary, goal setting, RC, RF, Foc, Enc, CO, CC, RM, EM, final summary, make tape, **Transcript 12 Due**

Nov 29: Check in on Wellness Plan, Working Your weakest skill set and extending the time in sessions; Skills: opening summary, goal setting, RC, RF, Foc, Enc, CO, CC, RM, EM, final summary, PRACTICE IN CLASS, NO TAPE THIS WEEK

Basic Instruction Plan

Lecture

Applied and experiential learning activities in the classroom

Basic skills tapes, skill integration videotape and all transcripts

Group work

Course Requirements and Means of Evaluation

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 of the assigned additional work.

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.

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.

Five Stages of Counseling Process

1. Rapport/Structuring

2. Defining the problem

3. Determining outcomes

4. Explore alternatives and confront incongruities

5. Generalization to daily life

Inclusive Excellence

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.

Winona 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.

CED 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

University Expectations and Resources:

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>

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.
- *Writing Center - Winona:* The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

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>