

Fall 2015

## CE 658 Syllabus: Microskills

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*Winona State University*

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**Winona State University  
College of Education  
Counselor Education Department  
CE 658: Microskills  
Fall 2015**

**Instructor:** Assistant professor: Masa Sato, Ed.D., LMFT, LADC, RPT

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**Office Hours:** Tuesdays, Wednesdays & Thursdays (Rochester), 2 to 5 PM, or by appointment

**GENERAL COURSE INFORMATION**

**Course Information:** Wednesdays, 5:00 to 8:00 PM, WSU-Rochester, Singley Hall 109

**Course Description:** This is a practice course that provides a systematic approach to developing basic counseling skills. Students will have the opportunity to practice counseling microskills (e.g. rapport building, attending, paraphrasing, reflecting feeling and meaning, interpretation, modeling, role playing, etc.) on a weekly basis. P/NC only.

**Prerequisites:** Admission to the CED program at WSU, CE601 Foundations of Counseling with a letter grade B or better.

**Required Text:** Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society, 8<sup>th</sup> Ed.* Belmont, CA: Brooks/Cole Publishing Company. ISBN-13: 978-1-285-06535-9; ISBN-10: 1-285-06353-2

**Course Objectives:**

- Apply basic and advanced counseling techniques in a structured learning environment;
- Develop a self-awareness of abilities, behaviors, values, and attitudes and how they impact on performance in counseling;
- Acquire proficiency and gain confidence by applying theoretical knowledge in a helping relationship;
- Learn the basic difference between interviewing and counseling;
- Learn and demonstrate the skills of the five stage counseling process;
- Become intentional in the selection and use of basic and advanced helping skills;
- Critique the work of self and others in a constructive manner; and
- 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.

### **Course Requirements:**

#### **Communication:**

Students are required to check their email and D2L daily. This is the primary mode of communication, a means of submitting assignments, and a way of giving and receiving feedback.

#### **Attendance:**

Attendance in class is critical to benefit from the course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. If it is necessary to miss more than one class for any reason, the student should withdraw from the course and retake it. If a class needs to be missed, the professor needs to be notified. The class materials are expected to be made up by summarizing what you learn from the assigned chapter and class activities for the week. Note: Weather could interfere with class at times. Make smart decisions about the weather and travel and consult instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the instructor will provide updates about cancellations via e-mail by 3 p.m. on the day of class. Absences due to extreme weather conditions will not result in a lower final grade.

#### **Participation:**

Participation in classroom activities is essential for learning the concepts in this course. Small group activities, assigned readings and class discussions will serve as the foundation for achieving course learning outcomes. Students are expected to prepare for class by completing all readings and exercises assigned as scheduled prior to the class meeting. Students are expected to bring the main textbook to each class meeting.

#### **Informed consent:**

Students will design their own informed consent forms (*Practice Contract*) to use with their practice clients (to be reviewed at the start of a course of an interview). The forms should include a description of the purpose of the tapes; procedures used to ensure confidentiality; students' professional qualifications, including the names and qualifications of their supervisors; and should gain permission from the clients to tape the sessions (see example in Ivey text, p. 36). *You will obtain informed consent from practice clients by explaining to them about the goals, procedures, benefits and risks of counseling, and ensure that the client agrees to what has been outlined.*

#### **Interview/counseling/recording in class and review of recordings and reflection paper:**

*Students will have an interview or counseling session weekly, record it, and review it.* You will form dyad or triads in which you will interview. Each person will take turns assuming each of the three roles: counselor, client and observer. You will receive feedback from your group after each session. You are to upload your recordings to OneDrive by Friday. Peers review them and upload feedback to OneDrive by Sunday. You are also to review the recording and write a reflection paper (2-3 pages, double spaced) to integrate others' feedback and the observation from your own recording. You are to describe what went well and what you need to improve regarding specific microskills and specific tasks in the counseling session. The paper is to be submitted in the Dropbox on D2L by the following class period.

***Counselor experience***—This role calls for practice and demonstration of skills you have learned in assigned readings, class discussions, simulations, and practice sessions. You should exhibit genuineness, openness, empathy and congruence; engagement with the process, person and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.

***Client experience***—In the role of client you should exhibit genuineness, openness and a present orientation. You are asked to draw upon real life experiences, the content of which is totally within your discretion. You should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. You may also choose to role play the part of "client" during in-class demonstrations and practice sessions; however, this is not permitted during taped sessions as such

simulation may detract from the realism and quality of the learning experience. Also in this role, you will be expected to provide feedback to the individual in the "counselor" role.

**Observer experience**—This role calls for you to pay close attention to the process occurring between the counselor and the client, and to relate what occurs in the practice session to the learned material. It also aids in your development of the ability to give constructive feedback. When in this role you will take notes and complete an observation form to be used as feedback for the counselor.

Transcripts:

You may be asked to transcribe your interview and submit transcripts the following week. Please wait for further instructions.

(Multi-) Cultural Interview Paper:

After reading the Sue, Arrandondo, and MacDavis article, students are asked to consider their personal biases and/or competencies and create a plan to become a more culturally competent counselor. You are to interview 2 individuals who are different from your own culture for 30 minutes or longer. This project has to be a *new* activity/experience to you. The paper will include an explanation of what was learned from the experience (e.g., what new information you learned, things that surprised you, situations that made you feel comfortable/uncomfortable, observations, etc.). Emphasis should be given to knowledge obtained and how this will build your competency as a counselor with a diverse clientele. Students are strongly encouraged to personalize this experience. The paper should be 3 to 4 pages (double spaced) for each interview.

Journal Article Critiques:

Students are responsible for locating one scholarly (ideally peer reviewed) article related to counseling microskills. Students will read the article and write a paper that is a 4-5 page, double-spaced critique which should contain the following: A cover page, a body of 2-3 pages, and a reference page. The body needs at least one paragraph summarizing the article, one paragraph describing the strengths and limitations of the article, and one paragraph describing your opinion of the article. Papers must be submitted via the Drop Box in D2L. You have to write this paper in the APA format and have it reviewed by a WSU or RCTC tutor before submission. If not, your paper will not be graded. Be careful of plagiarizing which is basically not citing what someone else has said.

Presentation:

*Psychoeducational skills presentation.* Students will form 4 groups and present a psychoeducational workshop (as suggested in the Ivey text) to the class on a skill that could be readily presented in an individual or group counseling session. Presentations will be for 30-minute long for each group and given on Week 12 (11/12/14) on the following topics: 1) *Communication Skills & Assertiveness Training*; 2) *Stress/Anxiety Management, Mindfulness, & Relaxation Training*; 3) *Relapse Prevention Training*; and 4) *Cognitive Skills & Rational Self-Counseling Strategies*.

Wellness project:

Graduate education can be stressful. Students are to formulate goals to survive a graduate program, stay healthy in it, or improve some aspects of your life in order to be a good or better counselor. This may include practicing effective stress management, re-prioritizing your life, learning to be assertive, and/or working on your current and/or past challenges. These goals will be incorporated in your interview or counseling exercises. I recommend students experience counseling for themselves before they graduate.

Quizzes:

Policy on Late or Unfinished Assignments:

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of incomplete (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.

Grade:

Achieve a "P" for each assignment. If a "NC" grade is given on recording and/or reflection paper or miss a class, the student will conduct another session with a partner and turn in a transcript of that session within a week of the assigned additional work.

### Evaluation rubric

The scales are divided in to 18 specific microskills. Rate the student on a scale of 1, 2, 3, 4, or 5 according to the scale identification below. Provide rational for the rating, in particular an example in the session for the rating. Also, provide a short example of what could be done differently if necessary.

- 5 Excellent Skill Level, Highly Developed
- 4 Good Skill Level, Well developed
- 3 Average Skill Level, Somewhat developed
- 2 Poor Skill Level, Limited development
- 1 Unacceptable Skill Level, little to no development evident
- NA Skill not applicable at this time
- NP not performed, but had opportunities to do so

For further definition of ratings 1-5 note Practicum Grading Scale

Part I. Skill	Grading	Scale					
Eye Contact	1	2	3	4	5	NA	NP
Body Language	1	2	3	4	5	NA	NP
Encouragers	1	2	3	4	5	NA	NP
Vocal Tone	1	2	3	4	5	NA	NP
Evoking Client Strengths	1	2	3	4	5	NA	NP
<b>Group Total Score</b>							
Part II. Exploration	Grading	Scale					
Questioning	1	2	3	4	5	NA	NP
Elicits Concrete Examples	1	2	3	4	5	NA	NP
Paraphrasing	1	2	3	4	5	NA	NP
Summarizing	1	2	3	4	5	NA	NP
<b>Group Total Score</b>							

1. **Eye contact:** maintains culturally and contextually appropriateness
2. **Body Language:** Maintains open and relaxed posture. Maintains professional dress.
3. **Encouragers:** Repeats key word and phrases. Uses prompts. Uses silences helpfully.
4. **Vocal Tone:** Uses vocal tones that match the sense of the session and goals. Communicates caring.
5. **Evoking and Punctuating Client Strengths:** Includes questions and reflections related to assets and competencies, positively reframes client experience.

6. **Questioning:** Asks open questions that encourage the client to continue talking and to provide information. Does not overuse questions. Uses when needed and theoretically consistent
7. **Requesting Concrete and Specific Example:** Asks for concrete and specific instances when clients provide vague generalities.
8. **Paraphrasing:** Engages in brief, accurate, and clear rephrasing of what the client has expressed.
9. **Summarizing:** Makes statements at key moments in the session that capture the overall sense of what the client has been expressing.
10. **Reflection of Feeling:** States succinctly the feeling and the content of the problem faced by the client
11. **Immediacy:** Recognizes here and now feelings, expressed verbally something occurring at the moment within the session. Counselor makes note of patterns, themes, client/counselor relationship issues, and discussion of currently experienced emotions

<b>Part III. Deepening</b>	<b>Grading</b>	<b>Scale</b>					
<b>Reflection of Feeling</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Immediacy</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Themes/Patterns</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Challenges</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Reflect Meaning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Theory</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Group Total Score</b>							

12. **Observing Themes and Patterns:** Identifies more overarching patterns of acting, thinking, or behaving in problem situations and processes those with client.
13. **Challenging/Pointing out Discrepancies:** Expresses observations of discrepancies. Discussion of differences in statements and emotion
14. **Reflecting Meaning and Values:** Reflects spoken or unspoken meanings from clients. Looks for behind the words meanings and expresses them to the client accurately.
15. **Theory:** Evidence of theoretical techniques/questions being attempted and/or utilized.

<b>Part IV. Session Management</b>	<b>Grading</b>	<b>Scale</b>					
<b>Opening</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Directing/Focus</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Closing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Group Total Score</b>							

**1. Opening the Session**

Smoothly and warmly greets client, offers summary of last session if applicable, transitions into working part of session

**2. Directing the Session**

Exploring story, developing understanding, clear evidence of working with interventions, creating change

**3. Closing the Session**

Timely ending of session, summarizes session, planning for future sessions if needed.

<b>Part V. Self – Reflection</b>	<b>Grading</b>	<b>Scale</b>					
<b>Labels Correctly</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>0</b>	
<b>Post Corrections</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Strengths</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Weaknesses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Goals</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>NP</b>
<b>Group Total Score</b>							

**1. Labels Skills Correctly**

10 = 100-97%, 9 = 96-93%, 8 = 92-90%, 7=89-87%, 6= 86-83%,  
5=82-80%, 4=79-77%, 3= 76-73%, 2 = 72-70%, 1 = 69%-67%., 0<67%

**2. Post Corrections**

Identifies advice-giving, unnecessary self-disclosure, insensitive or cultural micro-aggressions, bombarding or other areas in need of correction.

**3. Self-Reflection**

Discusses strengths and weaknesses of counseling skills insightfully; explores the effect of the counselor on the client, and the client on the counselor, and delineates goals for future sessions.

**Tentative Course Schedule**

Date	Topic	Prep/assignments
8/26/15 Week 1	Introductions, syllabus Toward Intentional Interviewing, Counseling, and Psychotherapy	Ivy, et al (2013) ch 1
9/2/15 Week 2	Ethics, Multicultural Competence, and the Positive Psychology and Wellness Approach	Ivy, et al (2013) ch 2
9/9/15 Week 3	Attending Behavior and Empathy Observation Skills	Ivy, et al (2013) ch 3 Ivy, et al (2013) ch 4 Informed Consent due
9/16/15 Week 4	Encouraging, Paraphrasing, and Summarizing Key Skills of Active Listening	Ivy, et al (2013) ch 6 Reflection paper due
9/23/15 Week 5	Reflection of Feeling: A Foundation of Client Experience	Ivy, et al (2013) ch 7 Reflection paper due
9/30/15 Week 6	Questions: Opening Communication	Ivy, et al (2013) ch 5 Reflection paper due
10/7/15 Week 7	ACES (How to Conduct a Five-Stage Counseling Session Using Only Listening Skills)	Ivy, et al (2013) ch 8 Cultural interview paper #1 due
10/14/15 Week 8	Focusing the Counseling Session: Exploring the Story From Multiple Perspectives	Ivy, et al (2013) ch 9 Reflection paper due
10/21/15 Week 9	Empathic Confrontation and the Creative New: Identifying and Challenging Client Conflict	Ivy, et al (2013) ch 10 Reflection paper due
10/28/15 Week 10	Reflection of Meaning and Interpretation/Reframe: Helping Clients Restory Their Lives	Ivy, et al (2013) ch 11 Reflection paper due
11/4/15 Week 11	Self-Disclosure and Feedback: Immediacy and Genuineness in Counseling and Therapy Concrete Action Strategies for Client Change: Logical Consequences, Instruction/Psychoeducation, Stress Management, and Therapeutic Lifestyle Changes; Eliciting skills	Ivy, et al (2013) ch 12 Reflection paper due Ivy, et al (2013) ch 13 Presentations due
11/11/15 Week 12	<i>No class – Veterans’ day</i>	
11/18/15 Week 13	Skill Integration, Decision Counseling, Treatment Planning, and Relapse Prevention	Ivy, et al (2013) ch 14 Reflection paper due
11/25/15 Week 14	<i>No class – Thanksgiving break</i>	Cultural interview paper #2 due
12/2/15 Week 15	How to Use Microskills and the Five Stages with Theories of Counseling and Psychotherapy Determining Personal Style and Future Theoretical/ Practical Integration	Ivy, et al (2013) ch 15 Reflection paper due Ivy, et al (2013) ch 16
12/9/15 Week 16	<i>No class – Finals week</i>	Reflection paper due Journal article critique due

*\*Note: This schedule is tentative and subject to change based on the needs of the class.*

## 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](mailto:Nmiranda@winona.edu)
- Rochester Campus: Sue Parks, Room EA 201, (507) 285-7488 [Sparks@winona.edu](mailto: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/](http://www.winona.edu/rochester/)):

- RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://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>