

Spring 2022

CE 653 Syllabus: Theory & Practice of Sexual, Substance Abuse and Crisis Counseling

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Winona State University

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Winona State University Counselor Education Department CE 653: Theory & Practice of Sexual, Substance Abuse and Crisis Counseling Semester Hours: 4		
Course Location	HS 128, Health Science Building, RCTC Campus	
Instructor	Kathy Harowski, Ph.D., LP; Mitch Moore, Ph.D., LADC-S	
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Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Dr. Harowski: community faculty Dr. Moore: 400 South Broadway, Suite 300, Rochester MN, 55904	
Instructor Office Hours:	Dr. Harowski: by appointment via Zoom Dr. Moore: Due to COVID 19, office hours are by appointment via Zoom	

a**I. COURSE DESCRIPTION**

This 4-credit course will provide theoretical frameworks and practical skill building in the counseling of student and clients with sexual concerns, substance abuse and addiction issues, and crisis interventions. This course facilitates knowledge, awareness and skill development as it relates to student growth and development in preparation to work with client concerns in these sensitive topic areas. Students practice application of counseling theories in a laboratory setting with simulated situations. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues.

II. COURSE PREREQUISITES

Prerequisites: [CE 658 - Microskills](#) & [CE 660 - Counseling Theory and Practice](#). Grade only.
Offered annually.

III. COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Increase knowledge of sexual development and sexuality across the life span.
*This learning outcome will be assessed by case studies.
2. Increase comfort with discussing sexuality and sexual concerns of clients.
*This learning outcome will be assessed by taking a pre/post self-assessment of student comfort level and shared with the instructor.
3. Increase knowledge of sexual dysfunctions and current treatment approaches.
*This learning outcome will be assessed by case studies.
4. Increase knowledge of treatment approaches for sexual difficulties from

different theoretical orientations.

*This learning outcome will be assessed by graded role-plays on each topic area

5. Develop counseling skills and techniques for working with a variety of clients including persons with differing sexual values, needs, and backgrounds regarding sexuality concerns.
*This learning outcome will be assessed by graded role-plays on each topic area.
6. Develop ethical behaviors regarding sexuality counseling including the recognition of personal limitations in this context.
*This learning outcome will be assessed by case studies.
7. Advance knowledge in the field of human sexuality through critical evaluation of current research/presentation.
*This learning outcome will be assessed by the assignment of literature review/presentation.
8. Identify and differentiate addictive substance and behaviors, as well as diagnostic symptoms and criteria of substance abuse and dependence.
*This learning outcome will be assessed with case studies.
9. Recognize and become familiar with the principles of addiction counseling and research-based treatments used in addiction counseling.
*This learning outcome will be assessed with case studies and a literature review/presentation.
10. Develop basic skills for working with clients with addictions.
*This learning outcome will be assessed by graded role-plays on each topic area.
11. Recognize the major theoretical frameworks and current treatment modalities of addictions counseling.
*This learning outcome will be assessed by graded role-plays on each topic area.
12. Recognize the nature and typical anatomy of a personal crisis.
*This learning outcome will be assessed by case studies.
13. Identify and increase knowledge about crisis-intervention strategies and current practices, including referral for post-crisis counseling.
*This learning outcome will be assessed by graded role-plays on each topic area.
14. Develop basic skills for working with clients in crisis and management of external factors involving family and friends of clients in crisis.
*This learning outcome will be assessed by graded role-plays on each topic area.
15. Demonstrate multicultural competent practices when working with individuals from diverse backgrounds when managing sexual, addictive or crisis issues.
*This learning outcome will be assessed by graded role-plays on each topic area, and via a literature review/presentation.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th Ed). Washington, DC: American Psychiatric Publishing.

Buehler, S.(2016) *What every mental health professional needs to know about sex*, 2nd ed. Springer. ISBN 978-0-8261-7444-4

Jackson-Cherry, L. R. & Erford, B. T. (2014). *Crisis assessment, intervention, and prevention*, 2nd Ed. ISBN-13: 9780132946964

Fisher, G. L. & Harrison, T. C. (2018). *Substance Abuse: Information for School Counselors, Social Workers, and Counselors*, 6th Ed. Boston: Pearson. ISBN-13: 9780134387451

Orenstein, P. (2016). *Girls and Sex*. New York: HarperCollins Publishers.

Orenstein,P. (20) *Boys and Sex*. New York: HarperCollins Publishers

Additional materials and resources posted on the related course D2L page as possible.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 20016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 653 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION		
	Counseling Demonstration Tapes (3)	Case Studies (6)	Topic Presentation (1)
3. HUMAN GROWTH AND DEVELOPMENT			
3d. Theories and etiology of addictions and addictive behaviors.	x		
3g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.		x	x
5. COUNSELING AND HELPING RELATIONSHIPS			
5m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	x	x	x
7. ASSESSMENT AND TESTING			
7d. Procedures for identifying trauma and abuse and for reporting abuse.		x	x
7j. Use of environmental assessments and systematic behavioral observations.	x	x	
7k. Use of symptom checklists, and personality and psychological testing.		x	

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION		
	Counseling Demonstration Tapes (3)	Case Studies (6)	Topic Presentation (1)
1. FOUNDATIONS			
1b. Theories and models related to clinical mental health counseling.	x	x	x
1c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	x	x	
1d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.		x	
1e. Psychological tests and assessments specific to clinical mental health counseling.		x	
2. CONTEXTUAL DIMENSIONS			
2a. Roles and settings of clinical mental health counselors.	x	x	x
2b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.		x	
2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.		x	
2d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).		x	
2e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.		x	
2f. Impact of crisis and trauma on individuals with mental health diagnoses.		x	x
2h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.		x	
2j. Cultural factors relevant to clinical mental health counseling.	x	x	x
3. PRACTICE			
3b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.	x	x	x
3c. Strategies for interfacing with the legal system regarding court-referred clients.		x	

METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning. The basic instructional plan and teaching methods utilized include the following:

- Lecture/discussion

- Videotapes and modeling
- Videotaped role-plays with peer feedback
- Case studies and responses to manual exercises

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC	Percentage
1-4	Counseling Demonstration Tapes (3)	HG&D, 3d; C&HR, 5m; A&T, 7j; Found., 1b, 1c; Context., 2a, 2j; Practice, 3b.	45% (each 15%)
1-4	Case Studies (6)	HG&D, 3g; C&HR, 5m; A&T, 7d, 7j, 7k; Found., 1b, 1c, 1d, 1e; Context., 2a, 2b, 2c, 2d, 2e, 2f, 2h, 2j; Practice, 3b, 3c.	30% (each 5%)
3-4	Topic Presentation (1)	HG&D, 3g; C&HR, 5m; A&T, 7d; Found., 1b; Context., 2a, 2f, 2j; Practice, 3b.	25%

No late work will be accepted.

CE 653 Due Dates

- 1/27/22: Case Study #1
- 2/10/22: Case Study #2 and Tape #1
- 3/3/22: Case Study #3
- 3/17/22: Case Study #4, Tape #2
- 3/31/22: Case Study #5
- 4/14/22: Case Study #6, Tape #3
- 4/7/22, 4/14/22, 4/21/22, 4/28/22: presentations

Late work will not be accepted unless under extraordinary circumstances. If this occurs, grades will be reduced for each day an assignment is late.

A. Description of Assignments

Counseling Intervention Demonstration Tapes

Students will create 3 (three) Counseling Demonstration session tapes. The following format will be followed: 1 sexual concerns; 1 substance abuse/use; 1 crisis concerns. Note: There may be additional counseling demonstration tapes assigned if original session does not meet the assignment criteria.

Your counseling Demonstration videotapes should be made with a partner from this class who becomes your “client”. As a counselor, you should utilize microskills within a theoretical model you developed in CE 660 for each session with your client. You will begin with an Informed Consent about taping the session and the chosen theoretical framework. Your sessions will be between 30-45 minutes and each videotape will be submitted with a transcript (see below for example).

As clients, 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 or 2) use presenting issues from someone you know well. Check with your counselor prior to taping to determine your client story based on the goal of the assignment (sexual concern, substance use or abuse, crisis).

You may use electronic devices that enable you to turn in a final product on a flash drive or D2L. Please ensure the following:

1. The microphone is working and voice can be heard distinctly (if session is not clearly audible, it will not be considered for grade)
2. light source at rear or side does not interfere with picture
3. faces and bodies of counselor (and client, if possible) can be seen
4. outside interruptions are kept to a minimum during taping (outside noise, rain, pets, etc.)

<i>Points Possible</i>	<i>15 points</i>	<i>12-14 points</i>	<i>10-11 points</i>	<i>9 or fewer</i>
<i>Issue Addressed</i>	Issue is clearly identified and goals are set	Issue is clearly identified and goals are set, but vague	Issue is not clearly identified and goals are not set	Issue is not clearly identified nor addressed, and goals are not set. Session is confusing and disorganized.
<i>Theoretical Model</i>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
<i>Therapeutic Presence</i>	Student demonstrates empathy, exemplary listening skills, and a variety of microskills.	Student demonstrates empathy, good listening skills, and some microskills.	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. Transcript is completed within guidelines.	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. Transcript is lacking for any part of the session.	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. Transcript 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. Transcript is incomplete. Requirements not met.

INFORMED CONSENT

Sample Informed Consent:

I want to take a few minutes to go over (review) a few things. Thank you for signing the permission to tape form. I am taping this session for my training class to get feedback on my

skills from my instructor and peers in the class. Mostly they will be focusing on me, not you. But at any time if you want me to turn the tape off, let me know and I will. Do you have any questions?

My theoretical approach to counseling is Motivational Interviewing and CBT. I believe in goal setting and will want to begin every session with a goal to work on within the time frame we have set for ourselves. I will want to focus on your strengths and what is going well for you in addition to subject matter on issues you are struggling with. I may want to plan cognitive and behavioral goals between sessions for you to work on as we focus on an identified counseling goal. We will typically have 25 minutes. I will set up additional sessions at the end of each session depending on your interest in planning additional sessions. Do you have any questions? **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

Example

Tape #1
 January 14, 2018
 Sexual Concerns
 Statement

	Skill/observation
CI #1: I'm just really confused about....	looking down
CO#1: You sound concerned and angry...	RF
CI #2: I am, I really worry...	crying
CO#2: Tell me more	Enc
CI#3: I just don't know what...	
CO#3: You are worried that...	RF & Enc
CL#4: I want so much for...	
CO#4: You should just go ahead and have sex with him	Ugh! Advice!
PS: Tell me more about your concerns	Foc

Note: Preferred Statements are allowed on all tapes.

Three paragraphs:

- Strengths
- Areas to Improve
- Goals for Next Tape

Case Studies

There are 6 (six) case studies discussed in class. Case studies will be discussed in class in the following format, and narrative (4 page maximum) summaries will be written and submitted by each student to the D2L Dropbox on assigned dates.

- **The Client/s** Your instructor will describe the client’s diversity in terms of the following identities: gender, ethnicity (race), disability, class, age, sexual orientation, and religion.
- **Presenting Issues and Challenges** Your instructor will offer information on the client’s reason for referral, psychological difficulty, subjective distress, and any clinical observations.
- **Case History and Developmental Background** Your instructor will offer familial, cultural, social, ethnic, and identities and their contributions to the personality development of the client.
- **The Therapy** Students will discuss:
 1. a potential diagnosis
 2. the therapeutic perspectives
 3. the particular approach or modality that could be used with the client
 4. the process of counseling and therapy will be described in some detail, including the following:
 - a. interventions; assessment, goals, and therapy treatment; and outcomes.

Students should consider the identities in the clinical process, particularly the use of traditional healing, spirituality, and other alternative healing modalities that support resilience.

- **Questions** Students will complete their discussion with 3-5 follow-up questions regarding the case and a plan for how they might obtain information.

Points Possible	5 points	4 points	2-3 points	1 or fewer
<i>The Client(s)</i>	Discussion of client identities is strong and articulate	Discussion of client identities is adequate	Discussion of client identities is weak	Discussion of client identities is non-existent
<i>Presenting Issues</i>	Discussion of presenting issues is complete, accurate and comprehensive	Discussion of presenting issues is complete, mostly accurate and comprehensive	Discussion of presenting issues is weak, not accurate and not comprehensive	Discussion of presenting issues is non-existent
<i>Case History and Developmental Background</i>	Student demonstrates strong ability to summarize case history and developmental background	Student demonstrates some ability to summarize case history and developmental background	Student demonstrates little ability to summarize case history and developmental background	Student demonstrates no ability to summarize case history and developmental background
<i>Therapy</i>	Student articulates a potential diagnosis, appropriate	Student describes a potential diagnosis, appropriate	Student summarizes a potential diagnosis, appropriate	Student does not adequately summarize articulates a potential

	interventions, assessment tools, therapy goals, treatment and outcomes. Students strongly consider the client's identities in the clinical process	interventions, assessment tools, therapy goals, treatment and outcomes. Students adequately consider the client's identities in the clinical process	interventions, assessment tools, therapy goals, treatment and outcomes. Students weakly consider the client's identities in the clinical process	diagnosis, appropriate interventions, assessment tools, therapy goals, treatment and outcomes. Students does not consider the client's identities in the clinical process
<i>Questions</i>	Students create articulate follow-up questions (3-5) regarding the case and a well thought out plan for how they might obtain information	Students create effective follow-up questions (3-5) regarding the case and a plan for how they might obtain information	Students create weak follow-up questions (3-5) regarding the case and a poorly thought out plan for how they might obtain information	Students do not create follow-up questions (3-5) regarding the case nor a plan for how they might obtain information

Topic Presentation

One literature review presentation will be completed; students will select a topic within the categories of sexual concerns, substance use and abuse, and crisis interventions. Each presentation will be 20 minutes (including Q&A) with handouts with full APA reference list. **Potential** topics include: counseling for sexual orientation and identity, counseling clients with heroin addiction, counseling clients in crisis following a natural disaster. ***Students MUST pre-approve their topic with the instructor.***

Your Literature Review Presentation should include the following:

- 1. Important distinctive elements about issues related to chosen topic**
- 2. Specific counseling issues to be addressed in a counseling session**
- 3. How you intend to combine a specific techniques related to the identified counseling issue**
- 4. How you plan to integrate counseling for multicultural and ethnic diversity issues**

<i>Points possible</i>	<i>21-25 pts.</i>	<i>15-20 pts.</i>	<i>9-14 pts</i>	<i>Fewer than 9 points</i>
<i>Content</i>	Presentation clearly concerned with counseling issue. All aspects of assignment addressed and discussed, and complex thinking skills utilized. Assignment turned in on time.	Presentation clearly concerned with counseling issue. Most aspects of assignment addressed and discussed, and complex skills utilized. Assignment turned in on time.	Counseling issue chosen is not discussed or reviewed well; explanation of is lacking. Some aspects of assignment missing. Some evidence of complex thinking	Counseling issue chosen is not clearly defined, discussed or reviewed well; explanation of is lacking. Most aspects of assignment missing No evidence of complex thinking skills. Assignment turned in late.

			skills evident. Assignment turned in late.	
<i>Format</i>	Exceptional Presentation skills (excellent grammar, flow, structure, & strong synthesis of ideas). A minimum of 7 scholarly references, including the text.	Strong presentation skills (excellent grammar, synthesis of ideas). Minimum of 5 scholarly references, including the text.	Marginal presentation skills, several errors in formatting, grammar, or synthesis of ideas. Minimum reference of 5 not met.	Poor presentation skills utilized, grammar, or synthesis of ideas. Minimum reference of 5 not met.
<i>Depth of Understanding</i>	Strong synthesis of relevant literature; discussion of counseling issue, counseling techniques, and consideration of counseling theory applied are clear and supported by research; and discussion about diversity issues are well developed.	Adequate synthesis of relevant literature; discussion of counseling issue, counseling techniques, and consideration of counseling theory applied are clear and mostly supported by research; and discussion about diversity issues are well developed.	Weak synthesis of relevant literature; discussion of counseling issue, counseling techniques, and consideration of counseling theory applied are not clear, nor supported by research; and discussion about diversity issues are not well developed.	Weak synthesis of relevant literature; discussion of counseling issue, counseling techniques, and consideration of counseling theory applied are non-existent; and discussion about diversity issues is missing.
<i>Presentation Style</i>	Topic is delivered without reading slides; eye contact with audience is engaging; presence is professional; presenter is excited to talk about their topic	Topic is delivered without reading slides for the most part; eye contact with audience is strong; presence is professional; presenter is excited to talk about their topic	Topic is delivered by reading slides; eye contact with audience is weak; presence is not professional; presenter is not passionate about their topic	Topic is delivered by reading slides; eye contact non-existent; presence is uncomfortable/anxious ; presenter is bored/boring by/about topic

B. Grading for Course and Policies

- Grade Scale: 100-90 A 89-80 B
79-70 C. 69-60 D
 - Taped sessions that do not meet the minimum requirement of each respective assignment may be repeated for a grade. Students may opt to redo a taped session for a higher grade and the highest grade will be recorded.
 - All sessions will be taped outside of class; students should plan accordingly.
 - No late work will be accepted.

VIII. COURSE SCHEDULE

DATE	Topic	Assignments and Activities
1.13	Introductions, syllabus, review of microskills and theory, partner selection, desensitization exercises	Buehler, Chapters 1,2,3,5
1.20	Sexual Concerns	Buehler , Chapters 1,2,3,5; Orenstein Books DSM-5 Sexual Concerns: Sexual Dysfunctions, Paraphilic Disorders, Child Sexual Abuse, Other Circumstances Related to Child Sexual Abuse, Spouse or Partner Violence, Sexual
1.27	Sexual Concerns	Buehler: Chapters 6,7,8,11,17,18 Orenstein Books Case Study #1 Due Prepare for Tape #1
2.3	Sexual Concerns	Chapters 14 and 15 Orenstein Books
2.10	Sexual Concerns	, Chapters 17, 18 Orenstein Books Case Study #2 Due Tape #1 Due
2.17	Substance Use and Abuse	Fisher & Harrison, Chapters 1-4 DSM-5, SUDs & SIDs
2.24	Substance Use and Abuse	Fisher & Harrison, Chapters 5-8 Screening & Assessment
3.3	Substance Use and Abuse	Fisher & Harrison, Chapters 9-12 Case Study #3 Due. Prepare for Tape #2
3.17	Substance Use and Abuse	Fisher & Harrison, Chapters Case Study #4 Due Tape #2 Due
3.24	Crisis	Jackson-Cherry and Erford, Chapters 1, 2, 3, and 5 DSM-5 Crisis/PTSD: Anxiety Disorders, Trauma-and Stressor-Related Disorders
3.31	Crisis	Jackson-Cherry and Erford, Chapters 7, 8, 9, 10 Case Study #5 Due Prepare for Tape #3
4.7	Crisis	Jackson-Cherry and Erford, Chapters 11 and 12
4.14	Various Topics	Topic Presentations Case Study #6 Due Tape #3 Due
4.21	Various Topics	Topic Presentations
4.28	Various Topics	Topic Presentations
5/5	Various Topics	Topic Presentations

IX. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

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.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. 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>.

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.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: 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. 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>.

B. 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 & Diversity Office is located 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>