

**Course Syllabus**  
**COUN 641G**  
**Professional Orientation and Ethics**  
**Fall 2021**

**CLASS INFORMATION**

**Instructor:** M. Elsa Soto Leggett, PhD, LPC-S (TX), RPT-S, CSC (TX)

**Format:** *Asynchronous online.*

**Phone:** 660.785.5121

**Email:** [mleggett@truman.edu](mailto:mleggett@truman.edu)

**Website:** All course information may be accessed through [Blackboard](#).

**Office Hours:** **Wednesdays 1 - 4 and 6 - 7. Central Time**

**Zoom Virtual Office Link:** [Visit w Dr. Leggett](#)



**School of Health Sciences and Education Mission Statement**

The School of Health Sciences and Education at Truman State University is committed to preparing students to effectively serve as professional and leaders in their communities and field by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.

**Five Pillars**

- Professional programs grounded in the liberal arts and sciences
- Leadership development
- Interdisciplinary collaboration
- Diverse learning and service opportunities
- Pursuit of continued scholarship and research

**Graduate Program Objectives**

Truman's Graduate Program Objectives are:

1. To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
2. To graduate master's degree students qualified to enter and succeed in doctoral programs at leading universities.
3. To graduate master's degree student able to perform in appropriate professional and academic positions.
4. To graduate master's degree students who exhibit the attributes of a liberally educated person.

**COVID-19 Face Covering Requirements**

Consistent with guidance for higher education institutions from the Centers for Disease Control and to help us reduce the possible spread of COVID-19, when this class meets in the same geographic location, or you attend office hours in person, you will be required to wear a face covering that completely covers your nose and mouth. You will be expected to keep the covering on at all times while we are meeting. In the event you arrive without a face covering, I will ask you to leave until you are able to obtain one and return. Thank you for your help in containing this virus and helping to protect your peers.

## Course Overview

### I. Course Catalog Description

#### **COUN 641G: Professional Orientation and Ethics (3 credit hours)**

This is an introductory counseling course covering some of the basic issues and trends in the counseling profession. Issues to be addressed include history of the helping professions, professional roles and functions, professional organizations, ethical standards and legal issues, professional preparation standards, professional credentialing, and public policy processes.

Prerequisite: Admission to the Counseling program

### II. Rationale

This course is designed to meet program goals for the Master of Arts in Counseling, specifically:

Students understand the history and philosophy of the counseling profession, ethical and legal considerations in professional counseling, professional credentialing and professional organizations.

It is a foundational course in the core curriculum for the Master of Arts: Clinical Mental Health Counseling and the Master of Arts in School Counseling programs. The course is designed as an orientation to the counseling profession and ethical counseling decision making and behaviors. The course includes a review of the history of the counseling profession, the various work settings of counselors, credentialing and licensure, current trends and issues, the counseling process, ethical standards, professional writing, multicultural diversity, advocacy for the profession, and advocacy for clients.

### III. Credit Hour Statement

This course is worth three credit hours. During a week you should expect to do an average of 450 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

### IV. Proficiencies for Counselors

Counselors-in-training must master proficiencies from two major sources: local state laws pertaining to counselor licensure and certification and the standards developed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Since the Truman State University counseling program operates across multiple states, students are advised to check the program alignment website (<http://programalignmentwebsite.truman.edu>) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

## 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

### *CACREP Section 5: Entry-Level Specialty Areas*

#### C. *Clinical Mental Health Counseling*

##### A. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

##### B. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services network
- f. impact of crisis and trauma on individuals with mental health diagnoses
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

### G. *School Counseling*

1. FOUNDATIONS
  - b. models of school counseling programs
2. CONTEXTUAL DIMENSIONS
  - a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
  - b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
  - f. competencies to advocate for school counseling roles
  - l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
  - n. legal and ethical considerations specific to school counseling
3. PRACTICE
  - f. techniques of personal/social counseling in school settings
  - g. strategies to facilitate school and postsecondary transitions
  - h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

### V. **Student Learning Outcomes**

The programmatic student learning outcomes for this course are as follows:

1. The student will demonstrate an understanding of the history and evolution of the counseling profession.
2. The student will evaluate professional and ethical issues in counseling; including using ethical decision-making models.
3. The student will identify personal values, beliefs, and assumptions and their impact on ethical counseling practice.
4. The student will demonstrate knowledge of professional counseling associations at both the state and national level, e.g., ACA, AMHCA, ASCA, and state licensing boards.
5. The student will demonstrate knowledge and understanding of licensure, professional credentialing, and accreditation standards.
6. The student will apply standards of practice and ethical decision making to case examples and simulations.
7. The student will demonstrate an understanding of legal precedents and laws that affect children, families, and individuals with disabilities.
8. The student will understand the role of and ethical issues in research, assessment, training, and supervision.
9. The student will gain a general knowledge of the practice of individual and group counseling.
10. The student will demonstrate an understanding of advocacy for the profession and advocacy for clients.
11. The student will demonstrate an understanding of counseling practice in a multicultural society.

### VI. **Instructional Methods and Minimum Technical Skills**

Instructional methods for this course include:

Lectures  
 Textbook readings  
 Supplemental readings  
 Discussions  
 Student reflections  
 Exam

Certain minimum technical skills are required for students in a fully online program. These include accessing and navigating TruView (<https://truview.truman.edu>), proficiency with university email (accessed through TruView or <http://gmail.com>), accessing material and submitting assignments via Blackboard (<http://blackboard.truman.edu>), word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom).

### Course Content

#### VII. Required Texts, Related Readings, and Materials/Supplies

##### **Required**

Corey, G., Corey, M., & Corey, C. (2019). *Issues and Ethics in the helping Professions* (10th ed). Cengage  
 Erford, B. T. (2018). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (3rd ed.). Pearson.

##### **And**

American Counseling Association. (2014). [ACA code of ethics](#). Author.  
 American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.  
 American School Counselor Association. (2016). [ASCA ethical standards for school counselors](#). Author.

#### **Minimum Technology Requirements**

Blackboard and Zoom are two programs used in this course. To determine the minimum technology requirements for these pieces of software, please see [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support) and <https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>, respectively. Truman's Information Technology Services also has minimum requirements found at <https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

Because this is an online course, the following is required:

- reliable internet access
- noise cancelling headphones
- microphone
- webcam
- laptop or personal computer with Microsoft Word and Blackboard-compatible browser (e.g., Chrome, Firefox)

**Bookstore Website:** <https://www.bkstr.com/trumanstatestore/home>

**Truman Library Website:** <http://library.truman.edu>

NOTE: A student is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**VIII. Course Requirements and Grading**

Final course grades will be based on assignments and exam performance. Final percentage will be used to assign course grades according to the following scale.

- 90 - 100 points = A
- 70 - 79 points = C
- Below 60 points = F
- 80 - 89 points = B
- 60 - 69 points = D

Assignment	Weight
Discussion Board	10%
Professional Organization	12%
Mandatory Reporting	10%
Interview With a Professional Counselor	13%
EDMM Paper	15%
Self Care Assessment	10%
Mid/Final Exam 15% each	30%

**Assignment Summary Chart**

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
<b>READINGS</b> <ul style="list-style-type: none"> <li>▪ READ Syllabus, textbook/s, assignments</li> <li>▪ Find and download state Licensing Laws &amp; Rules for your state through the official state government website of your state</li> </ul>	---	WEEK ONE	2F1j, 2F1b	3
<b>ASSIGNMENT DUE</b> <i>Discussion Post #1 by Thursday 11:55 pm (CST)</i> <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>	10.11 (10%)	WEEK ONE		
<b>READINGS</b> <ul style="list-style-type: none"> <li>▪ <b>Chapter 1 (Erford) <i>Becoming a Professional Counselor</i></b></li> <li>▪ <b>Chapter 2 (Erford) <i>Professional Counseling Organization, Licensure, Certification &amp; Accreditation</i></b></li> </ul>	--	WEEK TWO	2F1a,b,f,g 5C1a, 5C2a,k 5G2l	1,3,4,5,10
<b>ASSIGNMENT DUE</b> <i>Discussion Post #2 by Thursday 11:55 pm (CST)</i>	10.11 (10%)	WEEK TWO		

Replies to 2 peers by Sunday 11:55 pm (CST)				
<b>READINGS</b> <ul style="list-style-type: none"> <li>▪ <b>Chapter 3 (Erford) Ethical &amp; Legal Issues in Counseling</b></li> <li>▪ <b>CHAPTER 1 (Corey et al.) INTRODUCTION TO PROFESSIONAL ETHICS</b></li> </ul>	---	WEEK THREE	2Fi 5C2i,l 5Gn	2,3,7,8
<b>ASSIGNMENT DUE</b> <b>PROFESSIONAL ORGANIZATION PAPER by Sunday 11:55 pm (CST)</b>	12%	WEEK THREE	2F1a,b,f,g 5C1a, 5C2a,k 5G2l	1,3,4,5,10
<b>READINGS</b> <ul style="list-style-type: none"> <li>▪ <b>CHAPTER 2 (Corey et al.) THE COUNSELOR AS A PERSON AND AS A PROFESSIONAL</b></li> <li>▪ <b>CHAPTER 3 (Corey et al.) VALUES AND THE HELPING RELATIONSHIP</b></li> </ul>	---	WEEK FOUR	2F1b,h,k,l 5C2c 5G1b,a,b	3,7,10,11
<b>ASSIGNMENT DUE</b> <b>Mandatory Reporting for Suspect of Abuse by Sunday 11:55 pm (CST)</b>	10%	WEEK FOUR	2F1c,d,e,i 5C2f,l,l 5G2f,n	7,10,11
<b>READINGS</b> <ul style="list-style-type: none"> <li>▪ <b>Chapter 4 (Erford) Theories of Counseling</b></li> <li>▪ <b>Chapter 5 (Erford) The Counseling Process</b></li> <li>▪ <b>Chapter 6 (Erford) Microskills</b></li> </ul>	----	WEEK FIVE	5C1b,c,d,e 5C2c,f,j,m 5G1b 5G3f,g,k	3,9,11
<b>ASSIGNMENT DUE</b> <b>Discussion Post #3 by Thursday 11:55 pm (CST)</b> <b>Replies to 2 peers by Sunday 11:55 pm (CST)</b>	10.11 (10%)	WEEK FIVE		
<b>READINGS</b> <ul style="list-style-type: none"> <li>▪ <b>Chapter 7 (Erford) Crisis Prevention &amp; Intervention</b></li> <li>▪ <b>Chapter 8 (Erford) Mental Health &amp; Rehabilitation Counseling</b></li> <li>▪ <b>Chapter 9 (Erford) School, College, &amp; Career Counseling</b></li> </ul>	----	WEEK SIX	2F1b,h 5C1b,c,d,e 5C2c,f,j, 5Gb 5G2a,b,l 5G3f,g,h	1,3,9,10,11
<b>ASSIGNMENT DUE</b> <b>INTERVIEW WITH A PROFESSIONAL COUNSELOR by Sunday 11:55 pm (CST)</b>	13%	WEEK SIX	2F1a,b,f,g,h,k,l,m 5C1a 5C2a,c,k 5G1a 5G2a,b,f,l,	1,4,5,9

<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 10 (Erford) Human Development Throughout the Life Span</b></li> <li>▪ <b>Chapter 11 (Erford) Multicultural Counseling</b></li> <li>▪ <b>CHAPTER 4 (Corey et al.) MULTICULTURAL PERSPECTIVES &amp; DIVERSITY ISSUES</b></li> </ul>	<p>----</p>	<p>WEEK SEVEN</p>	<p>5C1b 5C2j 5G3h</p>	<p>1,3,7,11</p>
<p><b>ASSIGNMENT DUE</b> <i>Discussion Post #4 by Thursday 11:55 pm (CST)</i> <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i></p>	<p>10.11 (10%)</p>	<p>WEEK SEVEN</p>		
<p><b>EXAM # 1</b> <i>Erford's Chapters 1 - 11 by Sunday 11:55 pm (CST)</i></p>	<p>15%</p>	<p>WEEK EIGHT</p>	<p>2F1, 5C1 &amp; 2 5G1, 2, &amp; 3</p>	<p>1,2,3,4,5,6, 7,8,9,10,11</p>
<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 12 (Erford) Assessment, Case Conceptualization, Diagnosis, &amp; Treatment Planning</b></li> <li>▪ <b>CHAPTER 5 (Corey et al.) CLIENT'S RIGHT &amp; COUNSELOR'S RESPONSIBILITIES</b></li> <li>▪ <b>CHAPTER 6 (Corey et al.) CONFIDENTIALITY: ETHICAL &amp; LEGAL</b></li> </ul>	<p>---</p>	<p>WEEK NINE</p>	<p>2F1b,c,d,ei 5C1e 5C2c,l,l,m 5G2n</p>	<p>3,4</p>
<p><b>ASSIGNMENT DUE</b> <i>Discussion Post #5 by Thursday 11:55 pm (CST)</i> <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i></p>	<p>10.11 (10%)</p>	<p>WEEK NINE</p>		
<p><b>READINGS</b></p> <p><b>Document &amp; Article</b></p> <ul style="list-style-type: none"> <li>▪ Ethical Decision Making Model and</li> <li>▪ <a href="#">Practitioner's Guide to Ethical Decision Making</a> (Forester-Miller &amp; Davis, nd)</li> </ul>	<p>----</p>	<p>WEEK TEN</p>		
<p><b>ASSIGNMENT DUE</b> <i>Discussion Post #6 by Thursday 11:55 pm (CST)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Case Study and Ethical Decision Making Model (EDMM)</i></li> </ul> <p><i>Replies to 2 peers by Sunday 11:55 pm (CST)</i></p>	<p>10.11 (10%)</p>	<p>WEEK TEN</p>	<p>2F1d,i 5C2i,i 5G2n</p>	<p>2,3,5,6,8,10</p>

<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 13 (Erford) Supervision and Consultation</b></li> <li>▪ <b>CHAPTER 9 (Corey et al.) ETHICAL ISSUES IN SUPERVISION</b></li> </ul>	---	WEEK ELEVEN	2F1d,l,m 5C2i,i 5G2n	2,3,6,8
<p><b>ASSIGNMENT DUE</b> <i>Discussion Post # 7 by Thursday 11:55 pm (CST)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Case Study and Ethical Decision Making Model (EDMM)</i></li> </ul> <p><i>Replies to 2 peers by Sunday 11:55 pm (CST)</i></p>	10.11 (10%)	WEEK ELEVEN		
<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>CHAPTER 7 (Corey et al.) MANAGING BOUNDARIES &amp; MULTIPLE RELATIONSHIPS</b></li> <li>▪ <b>CHAPTER 8 (Corey et al.) PROFESSIONAL COMPETENCE &amp; TRAINING</b></li> <li>▪ <b>CHAPTER 10 (Corey et al.) ISSUES IN THEORY &amp; PRACTICE</b></li> </ul>	---	WEEK TWELVE	2F1d,f,i 5C2i,k,l 5G2n 5G3h	2,3,5,6,7,8,9
<p><b>ASSIGNMENT DUE</b> <i>Discussion Post # 8 by Thursday 11:55 pm (CST)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Case Study and Ethical Decision Making Model (EDMM)</i></li> </ul> <p><i>Replies to 2 peers by Sunday 11:55 pm (CST)</i></p>	10.11 (10%)	WEEK TWELVE		
<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>CHAPTER 11 (Corey et al.) ETHICAL ISSUES IN COUPLES &amp; FAMILY THERAPY</b></li> <li>▪ <b>CHAPTER 12 (Corey et al.) ETHICAL ISSUES IN GROUP WORK</b></li> </ul>	---	WEEK THIRTEEN	2F1d,f,i 5C2i,k,l 5G2n 5G3h	2,3,5,6,7,8,9
<p><b>ASSIGNMENT DUE</b> <b>ETHICAL DECISION MAKING MODEL PAPER (EDMM) by Sunday 11:55 pm</b></p>	15%	WEEK THIRTEEN		

<b>READINGS</b> <i>Self-Care Assessment/Self Care Activity</i> <ul style="list-style-type: none"> <li><a href="#">Evaluating a Self-Developed Physical Wellness Self-Care Plan</a></li> <li><a href="#">Self-Care Assessment Worksheet</a></li> </ul>	----	WEEK FOURTEEN	2F1k,l	
<b>ASSIGNMENT DUE</b> <i>Self-Care Assessment/Self Care Activity Worksheet/Reflection by Sunday 11:55 pm</i> Assessment, Worksheet, & Reflection of at least one item of action from your described wellness plan.	10%	WEEK FOURTEEN		
<b>EXAM # 2: Corey et al. Chapters 1 - 12 by Sunday 11:55 pm (CST)</b>	15%	WEEK FIFTEEN	2F1, 5C1 &2 5G1, 2, & 3	1,2,3,4,5,6, 7,8,9,10,11
<b>Discussion Post # 9 by Thursday 11:55 pm (CST)</b> <b>Replies to 1 peer by <span style="background-color: yellow;">Friday</span> 11:55 pm (CST)</b>	10.11 (10%)	WEEK SIXTEEN	2F1, 5C1 &2 5G1, 2, & 3	1,2,3,4,5,6, 7,8,9,10,11

### Assignments and Grading Rubrics

#### Discussion Board (10%)

Discussion Board provides opportunity for class discussion. You will have 10 Discussion Post through this course. You are required to post your initial Post each Thursday by 11:55 pm (CST). Initial posts should be relevant and respond to prompt provided. With the initial post, citations for resources of information are expected and included in the grading. Since most of the citations will come for the two course textbooks, a page number must be included with the citation/s. A reference listing is also required for each source cited.

Most Discussion Post will require a reply to two peers. These replies should be supportive and related. Citations and references are welcome as applicable. These must be given by Sunday 11:55 pm (CST).

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
<b>The extent to which this work includes the required components and integration of learning resources.</b> 30%	Absent	Some criteria addressed. Underdeveloped. Provided by end of week. All criteria addressed.	Relevant to prompt. All criteria addressed. Relevant to prompt and learning resources. Provided after scheduled date and time.	All criteria addressed. Fully developed and relevant. Posted in a timely manner by set date and time.
<b>The extent to the quality and quantity of peer response was achieved.</b> 30%	Absent	One or two criteria addressed and covered; yet brief & underdeveloped.	Reply to peers. Supportive and related to content Two criteria addressed and covered.	Reply to peers. Supportive and related to content. All criteria addressed and covered. Concepts fully developed.

<b>The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective.</b> 30%	Absent	Content and ideas reveal little critical thinking, lack of analysis and synthesis.	Some critical thinking evident, along with analysis and synthesis. Content is connected to learning objective and relevant.	The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective
<b>Quality of presentation or writing demonstrates graduate level skills. APA 7<sup>th</sup> ed. Writing Style &amp; Format</b> 10%		Incomplete or weak sentences structure. Undeveloped paragraphs. Citations/References incorrectly written.	Some APA writing items utilized. Organized and good sentence & paragraph structure & development.	Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. Citations & references correctly written.

**Exams (15% ea = 30%)**

These are exams multiple choice, timed exams. Exam #1 is Erford’s chapters 1 - 12. Exam #2 over the Corey et al. chapters 1 - 12. The exams will reflect the number of chapters that are covered. See more in the Blackboard course.

**Professional Organizations (12%)**

You will learn about the various counseling professional organizations tied to your specific area of mental health work. You must select three professional counseling organizations appropriate to your future work. Explore each of the three organizations, general information is available at the organization’s website as well as any parenting organization. You will submit a two to three-page paper reviewing all three counseling organizations and revealing:

1. an overview of the organization,
2. the targeted population or issue it addresses,
3. the benefits to its membership, and
4. how you will benefit from it when you are a practitioner.

Your work must be done in APA 7<sup>th</sup> ed. format, including citations and references. Keep in mind that the websites must also be included in the citations and reference listing.

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
<b>Introduction &amp; Overview of 3 Professional Organizations</b> 22.5%	Absent	One or two organizations present, Missing details, further development needed	Two organizations present, some additional needed	All three organizations present and fully developed
<b>Identification of the targeted population or issue it addresses for 3 Professional Organizations</b> 22.5%	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
<b>Identification of benefits to membership</b>	Absent	One or two criteria addressed and covered; yet brief & under developed. No	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully

for 3 Professional organizations 22.5%		citations included supporting ideas.		developed. Citations included to support ideas
How you will benefit from each of these organization when you are a practitioner 22.5%	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
APA 7 <sup>th</sup> ed. Writing Style & Format 10%		Incomplete or weak sentences structure. Undeveloped paragraphs. Citations/References incorrectly written.	Some APA writing items utilized. Organized and good sentence & paragraph structure & development.	Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. Citations & references correctly written.

**Mandatory Reporting for Suspect of Abuse (10%)**

Following review of state statues and laws, develop a flow chart or brochure or [padlet](#) with;

1. instructions on steps required for mandatory reporting,
2. who is responsible to report, information required for reporting,
3. website or phone number, and
4. definitions of abuse.
5. List of statue/s supporting this reporting must be included.

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
Steps, Who, Information, & How 30%	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two or Three criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
Definitions, Statues & Laws 30%	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered.	All criteria addressed and covered. Completed & fully developed.
Child & Elder 30%	Absent	One criteria addressed and covered; yet brief & under developed.	Two criteria partially addressed and covered.	All criteria clearly addressed and covered. Completed & fully developed.
Organized and Reference Listings 10%	Absent	Disorganized and/or not prepared, not APA	Somewhat organized and/or prepared, somewhat APA	Well organized and/or prepared, clearly APA

**Interview With a Professional Counselor (13%)**

Consider the area of counseling you are working towards. Find a professional counselor in that setting to interview. The interview should be with a professional counselor in practice. This counselor may be either a licensed mental health practitioner in private practice, employed by a community mental health center, or a certified school counselor. Interviews should be with counselors only. You may **not** interview a psychiatrist, psychologist, social worker, or aba therapist. You may **not** interview a friend or co-worker or your supervisor or a relative/family member. This interview may be conducted via Zoom or face to face. Telephone interviews are not recommended. Include the following content, but not limited to;

- Introduction of professional counselor, professional education & work experience

- Identification of license/ certification, continuing education requirements, & professional organizations
- Professional areas needing growth & areas of strength. Hopes for professional future in counseling
- Conclusion- insights you gained from interview, impact this has on your future professional hopes as a counselor
- APA 7<sup>th</sup> writing style and format

**Please see the Assignment Information Addendum and Blackboard.**

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
<b>Introduction of Prof. Counselor, professional education &amp; work experience</b> 25%	Absent	One or two organizations present, Missing details, further development needed	Two organizations present, some additional needed	All three organizations present and fully developed
<b>Identification of license/ certification, continuing education requirements, &amp; professional organizations</b> 25%	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
<b>Professional areas needing growth &amp; areas of strength. Hopes for professional future in counseling.</b> 25%	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
<b>Conclusion of insights gained from interview, impact on future professional hopes (for author)</b> 15%	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas Present but poorly developed, more details needed	Two criteria addressed and covered. A few citations included to support ideas Present and organized, yet further development of idea/s needed	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas. Well developed ideas and statement.
<b>APA 7<sup>th</sup> ed. Writing Style &amp; Format</b> 10%		Incomplete or weak sentences structure. Undeveloped paragraphs. Citations/References incorrectly written.	Some APA writing items utilized. Organized and good sentence & paragraph structure & development.	Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. Citations & references correctly written.

**Ethical Decision Making Model (EDMM) (15%)**

After reading the 2 articles provided on [Ethical Decision Making Model](#) and [Practitioner’s Guide to Ethical Decision Making](#) (Forester-Miller & Davis, nd), select an ethical dilemma case study provided in Blackboard. Then write a paper including the steps in your EDMM in regard to that model. Be prepared to share a recording overview of your experience with the class.

This paper should include the following components:

- Introduction to the problem along with any contributing elements or facts
- Identify the ACA/ASCA code of ethics that apply to this case

- c) Identify your state statues and rule & regulations that apply to this case
- d) Examine the nature and dimensions of the case as possible with the information provided
- e) Generate potential course of action and potential consequence
- f) Describe how you will evaluate the action taken
- g) Include when the implementation of the action might take place, best guess as appropriate for conjecture.

Include a conclusion of your personal reflections on the issue and insights gained in this assignment. The paper must be written in APA 7<sup>th</sup> ed. format: title page, body of paper, reference page, and Times New Roman, size 12 font, 8 – 12 pages. At least three to four (or more) resources should be included, much of these can include the course resources and textbook/s.

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
<b>Introduction &amp; Identification of Problem/Ethical Dilemma</b> 20%	Absent	One or two organizations present, Missing details, further development needed	Two organizations present, some additional needed	All three organizations present and fully developed
<b>Identification of applicable Code of Ethics AND State Statues, Laws, &amp; Regulations</b> 20%	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
<b>Examine the nature and dimensions of the case</b> 20%	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
<b>Describe course of action and potential consequence and How to evaluate action AND Implementation</b> 20%	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
<b>Conclusion of case</b> 10%	Absent	Present but poorly developed, more details needed	Present and organized, yet further development of idea/s needed	Well developed ideas and statement.
<b>APA 7<sup>th</sup> ed. Writing Style &amp; Format</b> 10%		Incomplete or weak sentences structure. Undeveloped paragraphs. Citations/References incorrectly written.	Some APA writing items utilized. Organized and good sentence & paragraph structure & development.	Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. Citations & references correctly written.

**Self-Care Assessment/Self Care Activity (10%)**

Understanding the importance of self care is key to being an effective a mental health practitioner. Following assigned readings on this topic, review and complete your self-assessment worksheet. Submit your completed *Self-Care Assessment Worksheet* and *Self-Care Worksheet*. Spend one day participating in one item on your strategies. **Complete one item of action from your described wellness plan. Include a short reflection on the one item of action you selected and any outcomes you experienced.**

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
<b>Self-Care Assessment Worksheet Completed 40%</b>	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
<b>Self-Care Worksheet Completed 40%</b>	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
<b>Reflection of action item completed 20%</b>	Absent	Disorganized and/or not prepared	Somewhat organized and/or prepared	Well organized and/or prepared

**IX. Topical Outline and Tentative Schedule**

DATE	TOPIC
<p>WEEK ONE</p> <p>Aug 23</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ READ Syllabus, textbook/s, assignments</li> <li>▪ Find and download state Licensing Laws &amp; Rules for your state through the official state government website of your state</li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>Discussion Post #1 by Thursday 11:55 pm (CST)</b> * demonstration of academic engagement</p> <ul style="list-style-type: none"> <li>• Replies to 2 peers by Sunday 11:55 pm (CST)</li> </ul>
<p>WEEK TWO</p> <p>Aug 30</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 1 (Erford) Becoming a Professional Counselor</b></li> <li>▪ <b>Chapter 2 (Erford) Professional Counseling Organization, Licensure, Certification &amp; Accreditation</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>Discussion Post #2 by Thursday 11:55 pm (CST)</b></p> <ul style="list-style-type: none"> <li>• Replies to 2 peers by Sunday 11:55 pm (CST)</li> </ul>
<p>WEEK THREE</p> <p>Sept 6</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 3 (Erford) Ethical &amp; Legal Issues in Counseling</b></li> <li>▪ <b>CHAPTER 1 (Corey et al.) INTRODUCTION TO PROFESSIONAL ETHICS</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>PROFESSIONAL ORGANIZATION PAPER by Sunday 11:55 pm (CST)</b></p>
<p>WEEK FOUR</p> <p>Sept 13</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>CHAPTER 2 (Corey et al.) THE COUNSELOR AS A PERSON AND AS A PROFESSIONAL</b></li> <li>▪ <b>CHAPTER 3 (Corey et al.) VALUES AND THE HELPING RELATIONSHIP</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>Mandatory Reporting for Suspect of Abuse by Sunday 11:55 pm (CST)</b></p>

<p>WEEK FIVE</p> <p>Sept 20</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 4 (Erford) Theories of Counseling</b></li> <li>▪ <b>Chapter 5 (Erford) The Counseling Process</b></li> <li>▪ <b>Chapter 6 (Erford) Microskills</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <i>Discussion Post #3 by Thursday 11:55 pm (CST)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i></li> </ul>
<p>WEEK SIX</p> <p>Sept 27</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 7 (Erford) Crisis Prevention &amp; Intervention</b></li> <li>▪ <b>Chapter 8 (Erford) Mental Health &amp; Rehabilitation Counseling</b></li> <li>▪ <b>Chapter 9 (Erford) School, College, &amp; Career Counseling</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>INTERVIEW WITH A PROFESSIONAL COUNSELOR by Sunday 11:55 pm (CST)</b></p>
<p>WEEK SEVEN</p> <p>Oct 4</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 10 (Erford) Human Development Throughout the Life Span</b></li> <li>▪ <b>Chapter 11 (Erford) Multicultural Counseling</b></li> <li>▪ <b>CHAPTER 4 (Corey et al.) MULTICULTURAL PERSPECTIVES &amp; DIVERSITY ISSUES</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <i>Discussion Post #4 by Thursday 11:55 pm (CST)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i></li> </ul>
<p>WEEK EIGHT</p> <p>Oct 11</p>	<p><b>EXAM # 1</b>  <b><i>Erford's Chapters 1 - 11 by Sunday 11:55 pm (CST)</i></b></p>
<p>WEEK NINE</p> <p>Oct 18</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 12 (Erford) Assessment, Case Conceptualization, Diagnosis, &amp; Treatment Planning</b></li> <li>▪ <b>CHAPTER 5 (Corey et al.) CLIENT'S RIGHT &amp; COUNSELOR'S RESPONSIBILITIES</b></li> <li>▪ <b>CHAPTER 6 (Corey et al.) CONFIDENTIALITY: ETHICAL &amp; LEGAL</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <i>Discussion Post #5 by Thursday 11:55 pm (CST)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i></li> </ul>

<p>WEEK TEN</p> <p>Oct 25</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Document &amp; Article</b> <ul style="list-style-type: none"> <li>○ Ethical Decision Making Models and</li> <li>○ <a href="#">Practitioner's Guide to Ethical Decision Making</a> (Forester-Miller &amp; Davis, nd),</li> </ul> </li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>Discussion Post #6 by Thursday 11:55 pm (CST)</b></p> <ul style="list-style-type: none"> <li>▪ <i>Case Study and Ethical Decision-Making Model (EDMM)</i></li> <li>▪ <b>Replies to 2 peers by Sunday 11:55 pm (CST)</b></li> </ul>
<p>WEEK ELEVEN</p> <p>Nov 1</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Chapter 13 (Erford) Supervision and Consultation</b></li> <li>▪ CHAPTER 9 (Corey et al.) <b>ETHICAL ISSUES IN SUPERVISION</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>Discussion Post # 7 by Thursday 11:55 pm (CST)</b></p> <ul style="list-style-type: none"> <li>▪ <i>Case Study and Ethical Decision Making Model (EDMM)</i></li> <li>▪ <b>Replies to 2 peers by Sunday 11:55 pm (CST)</b></li> </ul>
<p>WEEK TWELVE</p> <p>Nov 8</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>▪ CHAPTER 7 (Corey et al.) <b>MANAGING BOUNDARIES &amp; MULTIPLE RELATIONSHIPS</b></li> <li>▪ CHAPTER 8 (Corey et al.) <b>PROFESSIONAL COMPETENCE &amp; TRAINING</b></li> <li>▪ CHAPTER 10 (Corey et al.) <b>ISSUES IN THEORY &amp; PRACTICE</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>Discussion Post # 8 by Thursday 11:55 pm (CST)</b></p> <ul style="list-style-type: none"> <li>▪ <i>Case Study and Ethical Decision Making Model (EDMM)</i></li> <li>▪ <b>Replies to 2 peers by Sunday 11:55 pm (CST)</b></li> </ul>
<p>WEEK THIRTEEN</p> <p>Nov 15</p>	<ul style="list-style-type: none"> <li>▪ CHAPTER 11 (Corey et al.) <b>ETHICAL ISSUES IN COUPLES &amp; FAMILY THERAPY</b></li> <li>▪ CHAPTER 12 (Corey et al.) <b>ETHICAL ISSUES IN GROUP WORK</b></li> </ul> <p><b>ASSIGNMENT DUE</b>  <b>ETHICAL DECISION MAKING MODEL (EDMM)</b></p>
<p>Nov 22</p>	<p style="text-align: center;"><b>Thanksgiving Break</b></p>

WEEK FOURTEEN  Nov 29	<b>READINGS</b> <i>Self-Care Assessment/Self Care Activity</i> <ul style="list-style-type: none"> <li>• <a href="#"><u>Evaluating a Self-Developed Physical Wellness Self-Care Plan</u></a></li> <li>• <a href="#"><u>Self-Care Assessment Worksheet</u></a></li> </ul> <b>ASSIGNMENT DUE</b> <i>Self-Care Assessment/Self Care Activity Worksheet</i> <i>Complete one item of action from your described wellness plan. Be prepared to share the outcomes of the assessment and participation in an oral class discussion</i>
WEEK FIFTEEN Dec 6	<b>EXAM # 2: Corey et al. Chapters 1 - 12 by Sunday 11:55 pm (CST)</b>
WEEK SIXTEEN Dec 13	<b>Discussion Post # 9 by Thursday 11:55 pm (CST)</b> <ul style="list-style-type: none"> <li>• <b>Replies to 1 peer by Friday 11:55 pm (CST)</b></li> </ul>

Chapter reading quizzes, journals, and other activities are due each week as detailed on Blackboard. Other readings may also be assigned during the course of the semester. The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

## X. Important Dates

First day of term: August 23, 2021

Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: August 27

Last day to **drop** a course without a W: September 17

Last day to **drop** a course with a W or WF: November 12

Last day to **withdraw from all** classes: December 10

Last day of term: December 17, 2021

Students are responsible to confirm these dates with registrar's office.

## Policies

### XI. Course Policies

#### A. Attendance

Logging in to our class does not constitute attendance. It should be evident that you are actively participating in assignments and activities. Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Please contact your instructor if you need to miss.

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You must meet this requirement within the first calendar week of the semester, **beginning at 12:00 am on Monday (Aug. 23)** and ending 11:59 pm Saturday (Aug. 28). Failure to do so, or to provide an explanation of an extenuating circumstance by that date and time will result in your removal from the course. Under certain circumstances, removal could impact

your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, **Discussion Post #1 Introduction**.

#### B. Late Work

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

#### C. Proctoring

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period (which for summer, is Day 1 of the session).

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (external or built-in) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that students should select private spaces for the testing. Students with concerns may discuss the location of an appropriate space for the recordings with their instructor or advisor.

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to \$10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). Because this course will have <<insert number of proctored exams you plan for>>three (3) proctored exams, you are encouraged to choose the “course fee” model instead of the “individual test fee” model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

Proctored exam information will be provided prior to any proctored exam. Be aware you must use Google Chrome to take the exam, install the Proctorio Chrome browser extension (from [getproctorio.com](https://getproctorio.com)), and show an official photo identification (ID). You can use either a valid driver’s license, passport, or school ID.

For additional information about online proctoring, students may visit the [Proctorio Support for Students](#) website.

#### D. Response Times and Feedback

General circumstances, I will respond to emails and phone calls within 24 to 48 hours. When sending email or leaving phone message it is important to identify your name, course, and best contact information. Keep in mind if there is a question about an upcoming assignment, emails and/or phone calls should be made with the response time in mind. I would discourage you from reaching out the same evening the assignment is due as the response will likely come after the due date or time.

Regular weekly assignments such as quizzes, journals, and discussions will be graded each week. Major assignments typically take two weeks.

## **XII. Departmental Policies**

### **A. Student Diversity and Confidentiality**

The courses in this program are not always lecture courses. Rather, the program is sometimes reliant upon interactions, and these may bring differing perspectives to light. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that we, as a faculty preparing professional counselors, will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the program and individual courses. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom, with clients, and during supervision. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time or supervision. If you are concerned about the welfare of a classmate, please contact a faculty member immediately.

### **B. Attendance**

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

By default, University policy allows a student to miss 1/16th of class meetings for **sanctioned** purposes. This translates into a single class for most long-semester graduate courses. The full list of sanctioned purposes is in the University policy (<https://policies.truman.edu/policylibrary/attendance-policy/>) but includes “health related absences for which valid documentation is presented” and “absences covered by Truman’s non-discrimination policy (e.g. special religious observances, military commitments).” Absences related to accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing** as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to complete any in-class exercises “within a reasonable length of time”. Please note that accreditation expectations, particularly

#### C. Netiquette, Civil Dialog, and Professional Communication

Greenidge (2016) provides recommended rules of etiquette for online communications (netiquette). Among the recommendations for written communication such as emails and discussion posts:

- respect others and the opinions of others
- be polite
- refrain from writing in ALL UPPERCASE, as this conveys dissatisfaction and anger
- revise before submitting to ensure clear communication
- avoid acronyms, internet lingo, and text speak (e.g., BTW, idk, l8r) to reduce confusion
- write concisely and clearly, using short paragraphs to increase readability
- identify sources
- contribute substantial responses
- attend to language, since readers lack the benefit of nonverbal cues; clarify when needed, and pause before responding, if another’s communication comes across as insensitive or offensive

Greenidge, W. (2016). Interacting productively with faculty and peers. In C. J. Sheperis & R. J. Davis (Eds.), *Online counselor education: A guide for students* (1st ed., pp. 129-150). Sage.

#### D. Academic Honesty

Students are expected to exhibit honesty in their academic and professional work. Examples include proper attribution of sources, accurate reporting of clinical hours attained and research results, avoiding misrepresentation, and seeking instructor permission before reusing work submitted for another class, collaborating on assignments, or disclosing test contents. Students are also expected adhere to the American Counseling Association Code of Ethics.

#### E. Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession, clients, and the public at large. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such please be aware of the following:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective counselor.

- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the American Counseling Association's Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
- Students are expected to adhere to the American Counseling Association's Code of Ethics (2014) in classwork and interactions with clients, classmates, colleagues, supervisors, and faculty.

#### F. Counseling Program Evaluation, Retention, Remediation, and Dismissal Policy

Faculty, training staff, supervisors, and administrators of the Counseling program at Truman State University have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence

(e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Slightly modified from The University of Texas at Tyler version of the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.

#### Evaluating student fitness and performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (2004). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

#### Minimum grade requirements

All Truman State University graduate programs, including Counseling, have minimum grade requirements related to continued enrollment, academic probation, academic suspension, and graduation. These include an expectation of an overall GPA of 3.00 or higher; the ability to retake one (1) course in which a grade of "C", "D", or "F" was earned; and all grades earned at Truman counting in GPA calculations, whether repeated or not (Please see the 2021-2022 Catalog (<http://catalog.truman.edu/content.php?catoid=20&navoid=1200>) for additional information). In addition, certain courses, including Practicum and Internship, require minimum grades in specific preceding courses.

Regardless of GPA, no more than 2 grades of "C" may count toward degree requirements. No grade below "C" may count. Please note that some states require grades of "B" or better in every class for applicants to be licensed.

(2021-2022

Catalog

[http://catalog.truman.edu/preview\\_program.php?catoid=20&poid=3884&returnto=1183](http://catalog.truman.edu/preview_program.php?catoid=20&poid=3884&returnto=1183);  
[http://catalog.truman.edu/preview\\_program.php?catoid=20&poid=3780&returnto=1183](http://catalog.truman.edu/preview_program.php?catoid=20&poid=3780&returnto=1183))

### **XIII. University Policies**

#### **A. Attendance**

The University-wide attendance policy can be viewed at <http://policies.truman.edu/policylibrary/attendance-policy/>.

#### **B. Emergency Procedures**

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>.

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings, available at the QR code shown or at the following link: <http://police.truman.edu/emergency-procedures/academic-buildings/>.



This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>.

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the “Truman” tab. Click on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Update Emergency Text Messaging Information” link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

#### **C. Non-Discrimination**

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity, and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered “mandated reporters” and therefore are required to report

potential violations of the University's Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. Faculty and staff are considered "mandated reporters" and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

For more information on discrimination or Title IX, or to file a complaint, contact:

Ryan Nely  
Institutional Compliance Officer, Title IX and Section 504 Coordinator  
Office of Institutional Compliance  
Violette Hall, Room 1308  
100 E. Normal Ave.  
Kirksville, MO 63501  
[titleix@truman.edu](mailto:titleix@truman.edu)

The institution's complaint procedure can be viewed at <http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf>, and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>.

#### D. FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know". These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

#### E. Academic Honesty

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic\\_Dishonesty](http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty))

Please see <https://www.truman.edu/wp-content/uploads/2013/05/Academic-Integrity-Policy.pdf> for additional details.

#### F. SafeAssign

Truman State University subscribes to SafeAssign via Blackboard. Papers and essay exams written for this course will be submitted through SafeAssign to ensure Academic Integrity is maintained. Your submissions are shared with the University and Global database of SafeAssign whereby the content of your submissions will be compared to other future submissions.

### G. Statement on Disruptive Behavior

“Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and instructor’s ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem...” and may be reported to the Office of Citizenship and Community Standards. (*Quotation from Washington State University*).

## Learner Support and Feedback to the University

### XIV. Resources

The University provides a range of academic and student support services to ensure student success. These offices can advise on learning strategies, point toward valuable services, and help troubleshoot technical problems as they arise.

#### A. Center for Academic Excellence

[The Center for Academic Excellence](#) provides advising for students in their first year for most departments, as well as tutoring services. The Center is located in PML 109, and it may be reached at 660-785-7403.

#### B. Counseling Services

[Counseling Services](#) are available on campus at McKinney Center. Appointments may be scheduled by calling (660) 785-4014. An after-hours crisis line is also available at 660-665-5621.

#### C. IT Help Desk

The [IT Service Center](#) has combined the IT Call Center, Help Desk, and Telephone Services into a one-stop location to serve you. You will find the following services and more when you stop by PML 203 or call 660-785-4544. You may submit a customer support ticket at <https://otrs.truman.edu/otrs/customer.pl>.

#### D. Office of Student Access and Disability Services

To obtain disability-related academic accommodations, students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements. For additional information, refer to the Office of Student Access and Disability Services website at <http://disabilityservices.truman.edu/>.

You may also contact OSA by phone at (660) 785-4478 or email at [studentaccess@truman.edu](mailto:studentaccess@truman.edu).

#### E. Writing Center

I encourage you to use the University’s [Writing Center](#) for your writing projects. It is not a proofreading service. The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why). They can help you understand and better your writing craft. They can also do brainstorming if you’re having a hard time getting started. And they have an online scheduler, so making an appointment is easy. The Writing Center is located in PML 107.

#### F. Additional Resources for Students

A list of additional resources is available at <https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/>.

Information on the Counseling program can be accessed via the {Department Website} or the University Catalog (<http://catalog.truman.edu>).

## **XV. Feedback**

### **A. Student Survey of Instruction**

You will be asked to complete a survey regarding my instruction in this course at the end of the term. The survey is anonymous and I will not see the results until after grades have been completed. It is very important that I receive this feedback as it helps me to continuously improve this class. It also helps the University make decisions about our overall curriculum. Please be sure to participate in this survey opportunity.

### **B. Other Important Contacts**

Various offices that provide services to online students are identified at the [One Stop Services](#) page on [online.truman.edu](http://online.truman.edu). Should you need to consult with administrators that oversee this department and course, here is the contact information for those individuals:

**Chair,  
Department of Counseling:**

Dr. Karl Witt  
660.785.XXXX  
[karlwitt@truman.edu](mailto:karlwitt@truman.edu)

**Dean,  
School of Health Sciences and Education:**

Dr. Lance Ratcliff  
Violette Hall 2300  
660.785.4383  
[lratcliff@truman.edu](mailto:lratcliff@truman.edu)

Hopefully, your experience with this class is positive. When and if you feel a complaint about this or another course is required, however, the procedure for lodging a complaint can be found on the University's [Report a Complaint](#) page. Students taking an online course from outside the state of Missouri should follow the complaint procedure [offered here](#). **Students are always asked to address their complaint to the professor of the course first when possible, then take their concerns to the Department Chair if the matter cannot be resolved with the faculty member.**