

Course Syllabus
COUN 672G
Counselor as Consultant and Agent of Change
Spring 2022

CLASS INFORMATION**Instructor:** M. Elsa Soto Leggett, PhD, LPC-S (TX), RPT-S, CSC (TX)**Format:** *Asynchronous online. **Optional synchronous meetings as scheduled.*****Phone:** 660.785.5121 or 713.742.2178 (for text messages as well as voice messages)**Email:** mleggett@truman.edu**Website:** All course information may be accessed through [Blackboard](#).**Office Hours: Wednesdays 1 - 4 and 6 - 7. Central Time** Also available by appointment on other days and times.**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 672G Counselor as Consultant and Agent of Change (3 credit hours)

This course builds upon basic counseling skills and provides exposure to additional and more nuanced counseling roles and circumstances. Consultation theory and models of collaboration will be explored with specific applications to school and mental health agency settings. Other topics include an introduction to case conceptualization and treatment planning, basic crisis responses, and the provision of services via technological means. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

II. Rationale

Counseling is a rapidly changing profession. As such, counselors need to be able to work effectively with other counselors; other professionals, particularly within education and mental health; and other stakeholders as both consultant and consultee, to optimize effective treatment. These conditions extend to face-to-face and technology-assisted interactions.

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 COUNSELING ORIENTATION AND ETHICAL PRACTICE

- 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
- 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
- 2. SOCIAL AND CULTURAL DIVERSITY
 - e. the effects of power and privilege for counselors and clients
 - f. help-seeking behaviors of diverse clients
 - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 3. HUMAN GROWTH AND DEVELOPMENT
 - h. a general framework for understanding differing abilities and strategies for differentiated interventions
- 5. COUNSELING AND HELPING RELATIONSHIPS
 - c. theories, models, and strategies for understanding and practicing consultation
 - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - e. the impact of technology on the counseling process
 - f. counselor characteristics and behaviors that influence the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
 - h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence-based counseling strategies and techniques for prevention and intervention
 - k. strategies to promote client understanding of and access to a variety of community based resources
 - l. suicide prevention models and strategies
- 6. GROUP COUNSELING AND GROUP WORK
 - g. ethical and culturally relevant strategies for designing and facilitating groups
- 7. ASSESSMENT AND TESTING
 - c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling Standards

- 1. FOUNDATIONS
 - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of clinical mental health counselors
 - 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
- 3. PRACTICE
 - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues

G. School Counseling Standards

- 1. FOUNDATIONS

- d. models of school-based collaboration and consultation
- 2. CONTEXTUAL DIMENSIONS
 - b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
 - n. legal and ethical considerations specific to school counseling
- 3. PRACTICE
 - f. techniques of personal/social counseling in school settings
 - l. techniques to foster collaboration and teamwork within schools

V. Student Learning Outcomes

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

1. The student will develop and understand the fundamentals of consultation
2. The student will differentiate between consultation and collaboration
3. The student will build upon fundamental counseling skills and apply them to advanced circumstances
4. The student will demonstrate and apply skills for conceptualizing client concerns
5. The student will identify considerations specific to online environments
6. The student will adapt counseling skills and approaches to online environments

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- Discussion
- Lecture
- *Optional synchronous meetings as scheduled*
- Individual and group recorded practice & role play
- Readings
- Quizzes

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

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Gilbertson, J. (2020). *Telemental health: The essential guide to providing successful online therapy*. PESI Publishing & Media.

Sommer-Flanagan, J. & Sommer-Flanagan, R. (2016). *Clinical interviewing* (6th ed.). Wiley.

ebook ISBN: 978-1-119-36508-2

Print ISBN: 978-1-119-21558-5

Additional Required Material

American Counseling Association. (2014). [ACA code of ethics](#). Author.

- American School Counselor Association. (2016). [*ASCA ethical standards for school counselors*](#). Author.
- Carney, J. M., & Jefferson, J. F. (2014). Consultation for mental health counselors: Opportunities and guidelines for private practice. *Journal of Mental Health Counseling, 36*(4), 3023-314.
- Hoffman, M. A., Phillips, E. L., Noumair, S. S., Geisler, C., Gray, J., Homer, J., Horne, S., Paulk, D. L., Remer, R., Robinson, S., Rocha-Singh, I., Tinsley, D. J., Toporek, R., & Ziegler, D. (2006). Toward a feminist & Multicultural model of consultation and advocacy. *Journal of Multicultural Counseling and Development, 34*, 116 – 128.
- Holcomb-McCoy, C., & Bryan, J. (2010). Advocacy and empowerment in parent consultation: Implications for theory and practice. *Journal of Counseling and Development, 88*, 259-268.
- Kirmayer, L., Groleau, D., Guzder, J., Blake, C., & Jarvis, E. (2003). Cultural consultation: A model of mental health service for multicultural societies. *The Canadian Journal of Psychiatry, 48*(3), 145 – 153.
- National Board for Certified Counselors. (2016). [*Policy regarding the provision of distance professional services*](#). Author.
- Sangganjanavanich, V. F., & Lenz, A. S. (2012). The experiential consultation training model. *Counselor Education & Supervision, 51*, 296-307.

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 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/>.

Additional technology requirements are recording equipment compatible with and capable to meet recorded counseling assignment and synchronous classes. This may include, but not limited to, *a webcam, microphone, and noise-cancelling headphones*. Also, obtain a Zoom account.

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

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

Assignment	Weight
Discussion Board	10%
Skill Development Sessions 3 @ 16.67 each	50%
Counseling Documentation Case Notes & Forms	10%
Counseling, Consultation, and Collaboration Paper	15%
Exam	15%

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Board	10%	As Assigned	2F1b, 2F1c, 2F1i, 2F1j, 2F1k, 2F2e, 2F2f, 2F2h, 2F3h, 2F5c, 2F5d, 2F5e, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F5l, 2F6g, 2F7c, 5C1c, 5C2a, 5C2l, 5C2m, 5C3a, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 2, 4, 5, 6
Skill Development Sessions 3 @ 16.67 each	50%	As assigned	2F1b, 2F1c, 2F1i, 2F1j, 2F1k, 2F2h, 2F3h, 2F5c, 2F5d, 2F5e, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F7c, 5C1c, 5C2a, 5C2l, 5C3a, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 3, 4, 6
Counseling Documentation Case Notes & Forms	10%	As Assigned	2F1b, 2F1c, 2F1i, 2F1j, 2F2e, 2F2f, 2F2h, 2F3h, 2F5c, 2F5d, 2F5e, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F5l, 2F6g, 2F7c, 5C1c, 5C2a, 5C2l, 5C3a, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 4, 5, 6
Counseling, Consultation, and Collaboration Paper	15%	Week 15	2F1b, 2F1c, 2F2f, 2F2h, 2F3h, 2F5c, 2F5j, 2F5k, 5C2a, 5C2l, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 2
Exam	15%	Week 12	2F1b, 2F1c, 2F1i, 2F1j, 2F1k, 2F2e, 2F2f, 2F2h, 2F3h, 2F5c, 2F5d, 2F5e, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F5l, 2F6g, 2F7c, 5C1c, 5C2a, 5C2l, 5C2m, 5C3a, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 2, 4, 5, 6

Detailed Descriptions

A. 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. Content of post must be provided in the text box for readers to assess easily. Your post should include your thoughts along with an integration of literature readings for the week and previous weeks. With this integration you are demonstrating the range of your understand of the course content. With the initial post, citations for resources of information are required 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%

The extent to which this work includes the required components and integration of learning resources.	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.
The extent to the quality and quantity of peer response was achieved.	Absent	One peer replied to and relevant; yet brief & underdeveloped.	Reply to peers. Supportive and related to content. Further development needed.	Reply to peers. Supportive and related to content. All criteria addressed and covered. Concepts fully developed.
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.	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
Quality of presentation or writing demonstrates graduate level skills. APA 7 th ed. Writing Style & Format		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.

B. Skill Development Sessions (50% @ 16.67 each)

For these assignments, you will work with a fellow student to conduct **three** 20 - 40 minute video recorded practice sessions. You and your partner will take turns using a role-play or real-life circumstances as the basis of your session. Your goal is to display the basic and advanced counseling skills specified for each video in a telehealth counseling environment. Details about each video are located in Blackboard.

For these videos, you will play two roles – that of the counselor and the client. However, it is your work as a counselor that will be graded, not your work as a client. You should work with the same student throughout the course for these assignments. When acting as the counselor please record the session using Zoom. Once done, you will stop the recording and switch roles with your partner, becoming the client. When you are the client:

- think about what you want to talk about before beginning the session
- make sure it is something you are comfortable sharing in this format
- consider using a real dilemma you are experiencing, some examples:
 - changing jobs
 - moving
 - making a decision
- be as genuine as possible –
 - if your partner says something that would bother you or seems uncomfortable, let them know.

SESSION ONE is to reflect an initial session with your mock client, minimum of 20 minutes & no longer than 40 minutes. Preparation for this session would require the mock client to complete the consent, intake forms, and other forms as listed in assignment prior to beginning & recording of the session. This session will focus on the review of key components of the data shared. (Do not read the data back to your mock client.) Read, and review, Chapter 8 (Sommer-Flanagan ie al.,

2016) as well as viewing the accompanied videos 8.1 & 8.2 for the chapter. Also review Chapter 3 and videos 3.1 – 3.6 (Sommer-Flanagan ie al., 2016). See rubric to guide your work.

Goals for this session are:

1. Identifying, evaluating, and exploring the client's chief complaint or problem
2. Obtaining data related to the client's interpersonal behavior and psychosocial history
3. Evaluating the client's current life situation and functioning
4. Self evaluation of counseling skills via CCS-R

*Submit CCS-R in assigned assignment link. Recording must be submitted to identified Google Class Folder; Session One. Both of these are due by Sunday @ 11:55 pm.

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
Client greeting. Review of confidentiality limits and telemental health consent. Confirm emergency plan. Create safe counseling setting. Overview of intake session and receipt of documents submitted.	Absent	Some of the criteria covered; important gaps in presentation and session; more knowledge and understanding of appropriate techniques needed	Most of the criteria covered; small gaps in presentation; appropriate techniques applied	All criteria covered; no gaps in presentation or content; good application of techniques and questions
Obtained data related to client's interpersonal behavior and psychosocial history	Absent	Coverage and review of intake data was too bulky or too brief; inappropriate techniques and/or questions applied	Coverage and review of intake data was sufficient; some key components were missed; good techniques and/or questions applied, more needed	Coverage and review of intake data was ample; key components were addressed; good application of techniques and questions.
Summarized and evaluated the client's current life situation and functioning	Absent	Summary of data was given; checking for client's collaboration was limited; situation and function included w errors; inappropriate techniques and/or questions applied	Summary of data was given; collaboration with client demonstrated; situation and function included w few errors; good techniques and/or questions applied, more needed	Summary of data was given; collaboration with client demonstrated; situation and function included; good techniques and/or questions applied
CCS-R Self Evaluation	Absent	CCS-R particle completed; no narrative included	CCS-R completed; narrative brief, more details needed	CCS-R completed; narrative fully developed and supported with time stamps

SESSION TWO is to reflect a second session on setting and confirming goals with your mock client, minimum of 20 minutes & no longer than 40 minutes. Preparation for this session would require you review Chapter 6 (Sommer-Flanagan ie al., 2016) with specific attention to therapeutic questions that will encourage your mock client towards change and videos 6.1 & 6.2. Also, look back to your reading in Young (2021) Chapter 9 with focus on *Goal Setting* portion. See rubric to guide your work.

Goals for this session are:

1. Prioritizing and selection client problems & goals
2. Analyzing client problem and goal
 - a. Goal should be simple and specific (Young, 2021, p.207)
 - b. Only one goal should be constructed & clearly stated
3. Demonstrate listening and relationship development skills
 - a. Focus on one therapeutic approach & questions (one theory)
4. Consent form (previous form)

5. Emergency plan for telemental health counseling (previous form)
6. SOAP Notes (updated for this session)
7. Self evaluation of counseling skills via CCS-R (updated for this session)

*Submit items 4, 5, 6, & 7 in assigned assignment link. Recording must be submitted to identified Google Class Folder; Session Two. Both of these are due by Sunday @ 11:55 pm.

Reference: Young, M. E. (2021). *Learning the art of helping: Building blocks and techniques* (7th ed.). Pearson

Session Two	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
Prioritizing and selection client problems & goals documents submitted.	Absent	Priority not given to client problem/needs and goal selection; more knowledge and understanding of understanding client's needs; some of the criteria covered; important gaps in session;	Some focus given to client's problem/needs and goal selection; demonstration of client's needs;	Clear focus and statement of focus on client's needs and goal. demonstration of understanding of client's needs
Analyzing client problem and goal a. Goal should be simple and specific (Young, 2021, p.207) b. Only one goal should be constructed & clearly stated	Absent	Summary of goal selected; collaboration with client was not evident; more than one goal selected; vague and not measurable, inappropriate techniques and/or questions applied	Summary of goal selected; collaboration with client was limited; more than one goal selected; vague and not measurable; appropriate techniques and/or questions applied	Summary of goal selected; collaboration with client was clearly evident; only one goal selected; clear and measurable; appropriate techniques and/or questions applied
Demonstrate listening and relationship development skills a. Focus on one therapeutic approach & questions (one theory)	Absent	Inconsistent listening skills; no clear application of a theory; inappropriate techniques and/or questions	Some listening skills demonstrated; theory vaguely applied; some appropriate techniques and/or questions applied inconsistently	Demonstration of appropriate listening skills and relationship development; evidence of theory orientation; appropriate and proper techniques and/or questions applied
Consent form (previous form) AND Emergency plan for telemental health counseling (previous form)	Absent	Submitted without information and signatures	Submitted, brief, lacks details, signature/s not included, more work needed	Fully developed, data is evident and clear, signature/s included as required
SOAP Notes (updated for this session)	Absent	Submitted, disorganized, poorly written	Submitted, brief, lacks details, more work needed	Fully developed, each criterion addressed, clear statements and sentences
CCS-R Self Evaluation	Absent	CCS-R particle completed; no narrative included	CCS-R completed; narrative brief, more details needed	CCS-R completed; narrative fully developed and supported with time stamps

SESSION THREE is to reflect a final and termination session on with your mock client, minimum of 20 minutes & no longer than 40 minutes. Preparation for this session would require you to review Chapter 12 Young (2021) with regards to the portion on Termination. As well, review videos 3.6 and tables 3.5 (Sommer-Flanagan et al., 2016). While this material is more specific to termination of a session, the concepts are similar and can be helpful to your session. Also, see other materials included in the Bb course.

Goals for this session are:

1. Focus on the termination process

2. Review goal/s and gains made in treatment
3. Create a mental health maintenance plan
 - a. Future functioning and coping skills
 - b. New skills
 - c. Plans for unfinished
4. Creative approach with listening and relationship skills
5. Consent form (previous form)
6. Emergency plan for telemental health counseling (previous form)
7. SOAP Notes (updated for this session)
8. Self evaluation of counseling skills via CCS-R (updated for this session)

*Submit items 4, 5, 6, & 7 in assigned assignment link. Recording must be submitted to identified Google Class Folder; Session Three. Both of these are due by Sunday @ 11:55 pm.

Session Three	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
Focus on the termination process AND review of goals and gains made	Absent	Priority not given to client's termination; no clear statement to client; no or little review of goals and/or gains made; more knowledge and understanding of termination process; important gaps in session	Some focus given to client's termination; a vague statement to client; vague and ambiguous review of goals and gains made in counseling	Clear focus and statement of termination; check and details review of goal/s and gains made in counseling; checking with client for understanding and collaboration.
Create a mental health maintenance plan a. Future functioning and coping skills, b. New skills, and c. Plans for unfinished	Absent	Brief and no details of client's future functioning and coping skills, new skills, plan for unfinished business; inappropriate techniques and/or questions applied	Summary and few details of client's future functioning and coping skills, new skills, plan for unfinished business; some appropriate techniques and/or questions applied; some collaboration and checking for understanding	Summary and few details of client's future functioning and coping skills, new skills, plan for unfinished business; some appropriate techniques and/or questions applied; some collaboration and checking for understanding
Demonstrate listening and relationship development skills and application of a creative approach	Absent	Inconsistent listening skills; no clear application of creative approach; inappropriate techniques and/or questions	Some listening skills demonstrated; attempt at a creative approach; some appropriate techniques and/or questions applied inconsistently	Demonstration of appropriate listening skills and relationship development; evidence of and application of a creative approach; appropriate and proper techniques and/or questions applied
Consent form (previous form) AND Emergency plan for telemental health counseling (previous form)	Absent	Submitted without information and signatures	Submitted, brief, lacks details, signature/s not included, more work needed	Fully developed, data is evident and clear, signature/s included as required
SOAP Notes (updated for this session)	Absent	Submitted, disorganized, poorly written	Submitted, brief, lacks details, more work needed	Fully developed, each criterion addressed, clear statements and sentences
CCS-R Self Evaluation	Absent	CCS-R particle completed; no narrative included	CCS-R completed; narrative brief, more details needed	CCS-R completed; narrative fully developed and supported with time stamps

C. Counseling Documentation: Forms & Case Notes (10%)

Various recorded sessions will include forms and case notes. These will be completed per your mock client/peer information.

- Appropriateness Assessment (Gilbertson, 2020, p. 134)

- Consent Form
- Telemental Health Informed Consent (Gilbertson, 2020, pp. 128-129)
- Emergency Plan (Gilbertson, 2020, pp. 130-131)
- Adult Intake Form
- SOAP Notes (Sommer-Flanagan et al., 2016, Table 2.2)

	Not Present	Competent	Proficient
	0	70%	100%
Appropriateness Assessment (Gilbertson, 2020, p. 134)	Absent	Submitted, brief, lacks details, signature/s not included, more work needed	Fully developed, data is evident and clear, signature/s included as required
Consent Form w Signature	Absent	Submitted, brief, lacks details, signature/s not included, more work needed	Fully developed, data is evident and clear, signature/s included as required
Telemental Health Informed Consent w Signature (Gilbertson, 2020, pp. 128-129)	Absent	Submitted, brief, lacks details, signature/s not included, more work needed	Fully developed, data is evident and clear, signature/s included as required
Emergency Plan (Gilbertson, 2020, pp. 130-131)	Absent	Submitted, brief, lacks details, signature/s not included, more work needed	Fully developed, data is evident and clear, signature/s included as required
Adult Intake Form	Absent	Submitted, brief, lacks details, signature/s not included, more work needed	Fully developed, data is evident and clear, signature/s included as required
SOAP Notes	Absent	Submitted, brief, lacks details, more work needed	Fully developed, each criterion addressed, clear statements and sentences

D. Counseling, Consultation, and Collaboration Paper (15%)

In a four to six page paper, describe the similarities and differences between counseling, consultation, and collaboration. The paper should provide an overview of each concept, include definitions, model preferred, describe the roles of the parties involved, and note the knowledge, skills, and professional dispositions applicable for each. Please give concrete examples of each concept illustrating its use in your desired setting (school or mental health). Please follow APA 7 format for the paper. The page limit does not include the title or reference pages.

- Introduction of consultation
 - similarities & difference between counseling, consultation, and collaboration
 - definitions
- Model of Preference
 - Rationale for selection & description
- Role & Responsibilities
 - describe the roles of the all parties involved
 - note the knowledge & skills
 - professional dispositions applicable for each
- Case Example
 - Identify setting
 - Illustration of elements in use
- Conclusion

• **References & APA format**

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
Introduction of Consultation 1. Similarities & difference between counseling, consultation, and collaboration 2. Definitions for each	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included to support ideas. development needed	Introduction w each with similarities and differences briefly developed. Underdeveloped definitions for each. Some citations to support ideas	Introduction w clear identification of each concept. Strong definitions. Citations to support details and ideas
Model of Consultation Preferred 1. Detailed description 2. Rationale for selection & fit to set	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Criteria addressed and covered. Details and rationale underdeveloped. A few citations included to support ideas to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
Role & Responsibilities 1. Describe the roles of the all parties involved 2. Include the knowledge & skills 3. Professional dispositions applicable for each	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Criteria addressed and covered. Roles, responsibilities, skills, and dispositions underdeveloped. A few citations included to support ideas to support ideas	All criteria addressed and covered. Concepts fully developed. Roles, responsibilities, skills, and dispositions well developed. Citations included to support ideas
Provide a Case Example 1. Identify setting 2. Illustration of elements in use	Absent	Case provided, One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas	Case provided and relevant. Criteria addressed and covered. A few citations included to support ideas	Case provided, relevant, and fully developed. Concepts fully developed illustrations. Citations included to support ideas
Conclusion	Absent	Present but poorly developed, more details needed	Present and organized, yet further development of idea/s needed	Well developed ideas and statement. Citations included to support ideas
APA 7 th ed. Writing Style & Format		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.

E. Exam (15 %)

One exam will be given from the Sommer-Flanagan er al. material & textbook. The exam is open-book. You may use your study materials as well. This is not a group effort and should be done in alone. You are allowed two attempts, and the highest score will be the grade recorded.

IX. Topical Outline and Tentative Schedule

Date	Scheduled Topic
Module One Skills and Support	
Week 1	READINGS <ul style="list-style-type: none"> ▪ READ Syllabus, textbook/s, assignments ▪ View Dr. Leggett’s Introduction video

Jan 10 - 16	<ul style="list-style-type: none"> ▪ Chap. 1 <i>The Basics</i> (Gilbertson) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • <i>Discussion Post #1 by Thursday 11:55 pm (CST)</i> <li style="padding-left: 40px;">* <i>Demonstration of academic engagement</i> • <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>
Week 2 Jan 18 - 23	<p>#1 SYNCHONIOUS METTING Optional Tuesday @ 7 – 8:30 pm</p> <p>READINGS</p> <ul style="list-style-type: none"> ▪ Chap 1 <i>An Introduction to the Clinical Interview</i> (Sommers-Flanagan et al.) ▪ Chap 2 <i>Preparation</i> (Sommers-Flanagan et al.) ▪ Chap. 2 <i>Legal & Ethical Issues</i> (Gilbertson) <p>VIDEOS</p> <ul style="list-style-type: none"> • Video 1.1 – 1.6 (Sommer Flanagan et al.) • Video 2.1 – 2.4 (Sommer Flanagan et al.) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • <i>Discussion Post #2 by Thursday 11:55 pm (CST)</i> • <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>
Week 3 Jan 24 - 30	<p>READINGS</p> <ul style="list-style-type: none"> ▪ Chap 3 <i>An Overview of the Process</i> (Sommers-Flanagan et al.) ▪ Chap 4 <i>Nondirective Listening Skills</i> (Sommers-Flanagan et al.) ▪ Chap. 3 <i>Setting up Your Practice</i> (Gilbertson) <p>VIDEOS</p> <ul style="list-style-type: none"> • Video 3.1 – 3.5 (Sommer Flanagan et al.) • Video 4.1 – 4.6 (Sommer Flanagan et al.) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • <i>Discussion Post #3 by Thursday 11:55 pm (CST)</i> • <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>
Week 4 Jan 31 – Feb 6	<p>READINGS</p> <ul style="list-style-type: none"> ▪ Chap 5 <i>Directive Listening Skills</i> (Sommers-Flanagan et al.) ▪ Chap 6 <i>Skills for Directing Clients Toward Action</i> (Sommers-Flanagan et al.) ▪ Chap. 4 <i>Treatment Adaptations & Techniques</i> (Gilbertson) <p>VIDEOS</p> <ul style="list-style-type: none"> • Video 5.1 – 5.3 (Sommer Flanagan et al.) • Video 6.1 – 6.4 (Sommer Flanagan et al.) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • <i>Discussion Post #4 by Thursday 11:55 pm (CST)</i>

	<ul style="list-style-type: none"> • Replies to 2 peers by Sunday 11:55 pm (CST)
Week 5 Feb 7 - 13	<p>#2 SYNCHONIOUS METTING Optional Tuesday @ 7 – 8:30 pm</p> <p>READINGS</p> <ul style="list-style-type: none"> ▪ Chap 7 Evidence Based Relationships (Sommers-Flanagan et al.) ▪ Chap 8 Intake Interviewing & Report Writing (Sommers-Flanagan et al.) ▪ National Board for Certified Counselors. (2016). <i>Policy regarding the provision of distance professional services.</i> Author. ▪ Chap. 7 Forms (Gilbertson) <p>VIDEOS</p> <ul style="list-style-type: none"> • Video 7.1 –7.3 (Sommer Flanagan et al.) • Video 8.1 – 8.6 (Sommer Flanagan et al.) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • <i>Discussion Post #5 by Thursday 11:55 pm (CST)</i> • <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>
Module Two Recording Counseling & Telehealth Sessions	
Week 6 Feb 14 - 20	<p>ASSIGNMENT DUE</p> <p>Skills Development Session # 1</p> <ul style="list-style-type: none"> • 20 – 40 minute Recorded Intake Session
Week 7 Feb 21 - 27	<p>READINGS</p> <ul style="list-style-type: none"> • Chap 9 Mental Health Examination (Sommers-Flanagan et al.) <p>VIDEOS</p> <ul style="list-style-type: none"> • Video 9.1 –9.4 (Sommer Flanagan et al.) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Appropriateness Assessment (Gilbertson, 2020, p. 134) • Consent Form • Telemental Health Informed Consent (Gilbertson, 2020, pp. 128-129) • Emergency Plan (Gilbertson, 2020, pp. 130-131) • Client Intake Form • Psychosocial History Interview Sample Questions (Sommer-Flanagan et al., 2016, Table 8.1) • SOAP Notes (Sommer-Flanagan et al., 2016, Table 2.2)
Week 8 Feb 28 – Mar 6	<p>#3 SYNCHONIOUS METTING Optional Tuesday @ 7 – 8:30 pm</p> <p>READINGS</p> <ul style="list-style-type: none"> ▪ Chap 10 Suicide Assessment (Sommers-Flanagan et al.) ▪ Chap 11 Diagnosis & Treatment Planning (Sommers-Flanagan et al.) <p>VIDEOS</p>

	<ul style="list-style-type: none"> • Video 10.1 – 10.6 (Sommer Flanagan et al.) • Video 11.1 – 11.7 (Sommer Flanagan et al.) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • <i>Discussion Post # 6 by Thursday 11:55 pm (CST)</i> • <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>
Mar 7 - 11	*** Spring Break ***
Week 9 Mar 14 - 20	<p>ASSIGNMENT DUE</p> <p>Skills Development Session # 2</p> <ul style="list-style-type: none"> • 20 – 40 minute Recorded Goal Setting Session • Consent form • Emergency plan for telemental health counseling • SOAP Notes
Week 10 Mar 21 - 27	<p>#4 SYNCHONIOUS METTING Optional Tuesday @ 7 – 8:30 pm</p> <p>READINGS</p> <ul style="list-style-type: none"> ▪ Chap 12 Challenging Clients & Demanding Situations (Sommers-Flanagan et al.) ▪ Chap 13 Interviewing Young Clients (Sommers-Flanagan et al.) <p>VIDEOS</p> <ul style="list-style-type: none"> • Video 12.1 – 12.5 (Sommer Flanagan et al.) • Video 13.1 – 13.6 (Sommer Flanagan et al.) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • <i>Discussion Post # 7 by Thursday 11:55 pm (CST)</i> • <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>
Week 11 Mar 28 – Apr 3	<p>ASSIGNMENT DUE</p> <p>Skills Development Session # 3</p> <ul style="list-style-type: none"> • 20 – 30 minute Recorded Termination Session • Consent form • Emergency plan for telemental health counseling • SOAP Notes
Week 12 Apr 4 - 10	<p>#5 SYNCHONIOUS METTING Optional Tuesday @ 7 – 8:30 pm</p> <p>READINGS</p> <ul style="list-style-type: none"> ▪ Chap 14 Interviewing Couples & Families (Sommers-Flanagan et al.) ▪ Chap 15 Electronic & Telephonic Interviewing (Sommers-Flanagan et al.) ▪ Chap. 6 Future for Telehealth (Gilbertson) <p>VIDEOS</p> <ul style="list-style-type: none"> • Video 14.1 – 14.7 (Sommer Flanagan et al.) • Video 15.1 – 15.6 (Sommer Flanagan et al.) <p>ASSIGNMENT DUE EXAM DUE</p>

	<ul style="list-style-type: none"> Sommer-Flanagan et al. Chapters 1 – 15 by Sunday at 11:55 pm CST
Module Three Consultation & Collaboration	
Week 13 Apr 11 - 17	<p>READINGS</p> <ul style="list-style-type: none"> American Counseling Association. (2014). <i>ACA code of ethics</i>. Author. (Consultation Components) American School Counselor Association. (2016). <i>ASCA ethical standards for school counselors</i>. Author. (Consultation Components) Chapter 13 Supervision & consultation, pp. 423 – 432 (& power point) in Erford, B. T. (2018). <i>Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations</i> (3rd ed.). Pearson. Chapter 14 Consultation, collaboration, & encouraging parent involvement power point from Erford, B. T. (2019). <i>Transforming the school counseling profession</i> (5th ed.) Pearson. Sangganjanavanich, V. F., & Lenz, A. S. (2012). The experiential consultation training model. <i>Counselor Education & Supervision</i>, 51, 296-307. <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <i>Discussion Post # 8 by Thursday 11:55 pm (CST)</i> <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>
Week 14 Apr 18 - 24	<p>READINGS</p> <ul style="list-style-type: none"> Carney, J. M., & Jefferson, J. F. (2014). Consultation for mental health counselors: Opportunities and guidelines for private practice. <i>Journal of Mental Health Counseling</i>, 36(4), 3023-314. Hoffman, M. A., Phillips, E. L., Noumair, S. S., Geisler, C., Gray, J., Homer, J., Horne, S., Paulk, D. L., Remer, R., Robinson, S., Rocha-Singh, I., Tinsley, D. J., Toporek, R., & Ziegler, D. (2006). Toward a feminist & Multicultural model of consultation and advocacy. <i>Journal of Multicultural Counseling and Development</i>, 34, 116 – 128. Holcomb-McCoy, C., & Bryan, J. (2010). Advocacy and empowerment in parent consultation: Implications for theory and practice. <i>Journal of Counseling and Development</i>, 88, 259-268. Kirmayer, L., Groleau, D., Guzder, J., Blake, C., & Jarvis, E. (2003). Cultural consultation: A model of mental health service for multicultural societies. <i>The Canadian Journal of Psychiatry</i>, 48(3), 145 – 153. <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <i>Discussion Post # 9 by Thursday 11:55 pm (CST)</i> <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i>
Week 15 Apr 25 –	<p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <i>Counseling, Consultation, and Collaboration Paper by Sunday 11:55 pm (CST)</i>

May 1	
Week 16 May 2 - 4	ASSIGNMENT DUE <ul style="list-style-type: none"> • Discussion Post # 10 by Thursday 11:55 pm (CST) • Replies to 2 peers by Friday 11:55 pm (CST)

Chapter readings, 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: January 10, 2022

Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: January 14

Last day to **drop** a course **without** a W: February 4

Last day to **drop** a course with a W or WF: April 8

Last day to **withdraw from all** classes: April 29

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 (Jan. 10)** and ending 11:59 pm Saturday (Jan. 16). 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), 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.

E. 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=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

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.

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. Should you need to consult with administrators that oversee this department and course, here is the contact information for those individuals:

Chair,

Dr. Karl Witt

Department of Counseling:

660.785.5400
karlwitt@truman.edu

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

Dr. Lance Ratcliff
Violette Hall 2300
660.785.4383
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.**