

Course Syllabus
COUN 666G
Human Growth and Development
Summer 2022

CLASS INFORMATION

Instructor: Julie Quigley, Ph.D., LMHC (IN) , NCC, School Counselor

Format: Asynchronous online- 10 week course

Phone: 317-690-3049

Email: jquigley@truman.edu *preferred contact method

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

Office Hours: Mondays 9:30-10:30am EST; by appointment; I check email throughout the day during the week, but at least 3 times at approximately early morning, midday, and late afternoon EST.



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 666G: Human Growth and Development (3 credit hours)

This class provides an understanding of the nature and needs of individuals at all developmental levels, including all of the following: ethical and legal considerations as they related to different developmental issues; theories of individual and family development and transitions across the lifespan including theories of learning and personality development; an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; and strategies for facilitating optimum development over the lifespan. Prerequisite: Admission to the Counseling program.

II. Rationale

This course will provide students with a basic framework for understanding human growth and development. This knowledge will help students assess and address concerns in their work with clients. Information in this course is a fundamental component of licensure and certification requirements.

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.

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling

1. FOUNDATIONS
 - b. theories and models related to clinical mental health counseling
2. CONTEXTUAL DIMENSIONS
 - g. impact of biological and neurological mechanisms on mental health

G. School Counseling

2. CONTEXTUAL DIMENSIONS
 - g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
3. PRACTICE
 - e. use of developmentally appropriate career counseling interventions and assessments

V. Student Learning Outcomes

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

1. The student identifies developmental milestones.
2. The student recognizes the influence of environmental factors in development.
3. The student recognizes the influence of social factors in development.
4. The student differentiates between variations in typical development and abnormal development.

5. The student applies knowledge of development to the major life activities of clients, including learning, communicating, and self-care.
6. The student uses appropriate descriptions for development, cognitive, behavioral, and social conditions.
7. The student distinguishes between conditions influenced by trauma and other etiologies.
8. The student knows signs of and procedures for reporting instances of abuse and neglect across a variety of populations.

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Lecture and discussion
Case studies
Research activities

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

I. Required Texts, Related Readings, and Materials/Supplies **Required**

Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Pearson.

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

II. 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.

89.5-100 points = A

79.5-89.49 points = B

69.5-79.49 points = C

59.5-69.45 points = D

Below 59.5 points = F

n.b. Please see the special note on proctored exams in the Course Policies section.

Points will be awarded for the following activities:

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLOs Addressed
Weekly Participation	40	Weekly	2F3a, 2F3b, 2F3c, 2F3e, 2F3f, 2F3h, 2F3i, 5C1b, 5C2g, 5G2g, 5G3e	1, 2, 3, 4, 5, 6, 7, 8
Observation/Interview and Resource List	20	Module 4 & 8	2F3a, 2F3b, 2F3c, 2F3e, 2F3f, 2F3h, 2F3i, 5C1b, 5C2g, 5G2g	1, 2, 3, 4, 5, 6, 7
Developmental Case Conceptualization	40	Module 10	2F3a, 2F3b, 2F3c, 2F3e, 2F3f, 2F3h, 5C1b, 5G2g	1, 2, 3, 4, 5, 6

Detailed Descriptions

A. Weekly Participation-40 points (4 points per week)

Each module consists of a variety of activities to engage you in learning the materials. You will have written and video discussions, readings, recorded lectures, videos, and guest lectures. You are expected to engage in review of all materials presented and will be assigned points according to the rubric in Blackboard. Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. You will be assigned a small group and all of your interactions will take place within this group. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Blackboard or in Flipgrid. Some will require responding to classmates and others will just require reviewing posts. Instructions will be provided in Blackboard. The first response for each topic will be to the original statement or question, while any required additional responses will elaborate upon colleagues' reflections or comments. All responses for the week will be due by Sunday at 11:59 p.m. Please be mindful of leaving time for responses on discussions which require this. Before responding, it will be important to thoughtfully read the appropriate material. Discussions are expected to meet the following criteria:

- Timely contributions
- Correct English usage, grammar, and spelling
- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Citing relevant resources to validate points
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

Responses by your instructor will be posted when/if guidance is needed and in the form of summaries posted to announcements at the end of each week. You will receive specific feedback if your weekly participation is not meeting standards. See rubric in Blackboard for additional details.

B. Observations/Interview and Resource List-20 points (10 points each)

Your book defines several stages of lifespan development: the early years, middle childhood, adolescence, young adulthood, adulthood, and late adulthood. For the purposes of this assignment, we will sub-divide the early years into infancy (approximately birth-1 year old), toddlerhood (approximately 1-3 years old), and pre-school (approximately 3-5 years old); adolescence into pre-adolescence (approximately 10-13 years old) and adolescence (14-17), and add the prenatal period. This results in the following available phases:

- Prenatal
- Infancy
- Toddlerhood
- Pre-school
- Early years
- Middle childhood
- Pre-adolescence
- Adolescence

- Young adulthood
- Adulthood
- Late adulthood

For this project you will select both an age range that is representative of the age with which you intend to work **AND** an age range that is one with which you do not consider yourself familiar. Design and conduct an interview that will give you a window into this stage of development. For younger children (e.g., birth-some of middle childhood) this will need to be part or all caregiver. Additionally, if you select the prenatal phase, you will need to interview someone with recent experience with this developmental period. The goal is to understand the “real life” experiences of this developmental phase, as well as the possible counseling implications. For example, you might ask a pre-adolescent “What’s the best thing about being your age?” and “What’s the hardest thing about being your age?” or a 6-year-old “What’s your favorite thing to do?” and their caregiver “What are some of the challenges in caring for your kiddo?” Or of anyone “What do you think counseling is?” Include 8-10 questions. You should NOT record this interview; just take some notes. Additionally, pay attention to folk in this age range that you come across in your day-to-day life. Use the information gathered to write a summary of the interview (you do not have to include a word-for-word typed response series, but please include your question list). In addition to the summary address the following:

- What did you learn about this phase of human development? How does that fit or not fit with what you already know?
- What cultural factors affected what you learned?
- How did you feel while conducting the interview? Were you comfortable with this particular age group?
- What are you taking from this assignment that may help you in your future counseling work?

In addition to the interview, create an annotated resource list for working with folk in this developmental stage. Include at least 5 resources such as websites, books, articles, agencies. For each resource include the APA reference (where applicable) or the location and contact information (for brick-and-mortar agencies) and a several sentence summary of the resource and why you think it’s helpful. For books, you do not have to read the entire book. However, you must read some and research enough to know that it is a credible source and to be able to speak to its usefulness with confidence. This may include reading reviews and a chapter or two, as well as reviewing the table of contents and skimming other chapters. See rubric in Blackboard for additional details.

C. Developmental Case Conceptualization-40 points

You will select a case and conceptualize the lifespan development of the selected case. Options for selecting a case are to: create your own, find a case study, choose a character from a book, tv show, or movie. Make sure that there is enough information to conceptualize the case through **at least** two major life phases (e.g., childhood & adolescence; adolescence & young adulthood; adulthood & late adulthood), although you will conceptualize the case across the lifespan. In the case of characters, you may fictionalize lacking details. Your case study will consist of four parts: a) a full write-up of the case details (e.g., the facts) and identification of the **two** developmental theories you will be using to conceptualize the case, b) a full assessment of the client using your identified theories, c) the counseling implications based on the assessment of the case and d) reflection. You will need to include appropriate APA references for your work (e.g., journal

articles relevant to that phase of development and/or your theory; the theorist's work being applied). Elements that should be included are listed below:

- Part I: Introduction of the Case
 - Detailed case description
 - Developmental theories chosen, why they were selected, and a brief summary of their major tenets
 - What are the primary issues in the case and how might you conceptualize them from a nature/nurture standpoint and a typical/atypical development standpoint?
- Part II: Assessment of the Case (fully describe all using your selected theories as appropriate and supporting each with case details)
 - Physical development
 - Cognitive development
 - Social development
 - Emotional development
 - Cultural factors
- Part III: Counseling Implications (include supporting details from the case; these can be tailored to your track and setting)
 - Current mental health needs
 - Plan for getting needs met
 - Areas for potential advocacy
 - Ethical considerations (be sure to reference the appropriate code of ethics)
- Part IV: Reflection
 - What was your experience of writing this up?
 - What elements were most crucial for understanding the case?
 - How did you go about applying what you have learned in the course?
 - What do you think you still need to better understand about human development?
 - Why was it important to understand the developmental aspects of the case?

See rubric in Blackboard for additional details.

III. Topical Outline and Tentative Schedule

Module	Scheduled Topic	DUE BY SUNDAY 11:59 PM.
1	Introduction; Syllabus and Overview; Organizing Themes in Development Genetics, Epigenetics, and the Brain	Chapter 1 & 2; Lecture and Assigned Videos; MyLab Assignments; Discussions Please Note: DB 1.1 is the substantive engagement assignment for this course; it MUST be completed by 11:59 pm on 6/8/2022
2	Early Childhood Cognitive Development	Chapter 3; Lecture and Assigned Videos; MyLab Assignments; Discussions
3	Early Childhood Social and Emotional Development Early Childhood Emerging Self	Chapter 4 and 5; Lecture and Assigned Videos; MyLab Assignments; Discussions
4	Middle Childhood	Chapter 6 & 7; Lecture and Assigned Videos; MyLab Assignments; Discussions; Interview and Resource List #1 Sunday at 11:59 pm
5	Middle Childhood thru Adolescence Gender and Peers	Chapter 8; Lecture and Assigned Videos; MyLab Assignments; Discussions
6	Adolescent Development	Chapter 9; Lecture and Assigned Videos; MyLab Assignments; Discussions;
7	Adolescent Social World	Chapter 10; Lecture and Assigned Videos; MyLab Assignments; Discussions
8	Young Adulthood	Chapter 11 & 12; Lecture and Assigned Videos; MyLab Assignments; Discussions Interview and Resource List #2 Sunday at 11:59 pm
9	Adulthood	Chapter 13 & 14; Lecture and Assigned Videos; MyLab Assignments; Discussions
10	Late Adulthood	Chapter 15; Lecture and Assigned Videos; MyLab Assignments; Discussions; Developmental Paper 8/5/2022 at 11:59 pm

Chapter readings, MyLab, discussions, 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.

IV. Important Dates

First day of term: **May 31st, 2022**

Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: June 8, 2022

Last day to **drop** a course without a W: June 15, 2022

Last day to **drop** a course with a W or WF: July 20, 2022

Last day to **withdraw from all** classes: August 5, 2022 (no refund)

Last day of term: **August 5, 2022**

Policies

I. Course Policies

A. Attendance

Please see Section II-B for the departmental attendance policy. Lack of attendance as therein defined beyond one class will result in the reduction of the final course grade by one letter grade for each additional absence.

B. Substantive Engagement

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 Tuesday (5/31/2022) and ending 11:59 pm Saturday (6/4/2022). 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, the completion of DB 1.1.

C. Late Work

It is the student's responsibility to turn in assignments by the deadline stated. Ten percent may be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero.

D. 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 zero proctored exams, you do not have to register for this service.

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.

E. Response Times and Feedback

I prefer to be contacted by email, and it is the best way to receive a timely response from me. My typical response time is within 2 business days during the week. If you have not heard from me in that time, please feel free to send me a follow-up email. I also prefer to know in advance if you'd like to meet during office hours. This gives me time to prepare to support you in a way that best meets your individual needs, as well as ensures that you're not waiting in the virtual waiting room while I meet with someone else. I do not regularly check email over the weekend or in the evenings, so responses may take longer in those instances. Please feel free to contact me with questions. I am happy to help!

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

F. Meetings with Instructor

You may be requested to meet with the instructor. These face-to-face meetings are at the discretion of the instructor and may be available remotely. Failure to complete these requirements will result in loss of attendance and/or participation points.

II. 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 related to Practicum and Internship, must still be met to earn credit in those courses.

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.

(This statement is slightly modified from a parallel statement at The University of Texas at Tyler.)

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.

(This is slightly modified from a parallel statement at The University of Texas at Tyler.)

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

III. 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 Neely

Institutional Compliance Officer, Title IX and Section 504 Coordinator
Office of Institutional Compliance
Violette Hall, Room 1308

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

I. 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>).

II. 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 of Counseling:

Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Dean 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.**