Course Syllabus
COUN 653G Practicum in School Counseling
Fall 2022

CLASS INFORMATION
Instructor: M. Elsa Soto Leggett, PhD, LPC-S (TX), LPC (MO), RPT-S, CSC (TX)
Format: Synchronous Zoom, weekly required Wednesday 7:30 - 9:30
Phone: 713.248.2178
Email: mleggett@truman.edu
Website: All course information may be accessed through Blackboard.
Office Hours: Tuesday 6 – 8 *Central Time*
Zoom Virtual Office Link: **Visit w Dr. Leggett**

School of Health Sciences and Education Mission Statement
The School of Health Sciences and Education at Truman State University is committed to preparing students to effectively serve as professional and leaders in their communities and field by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.
Five Pillars
- Professional programs grounded in the liberal arts and sciences
- Leadership development
- Interdisciplinary collaboration
- Diverse learning and service opportunities
- Pursuit of continued scholarship and research

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

COVID-19 Face Covering Requirements

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

Course Overview

I. **Course Catalog Description**

COUN 653G: Practicum in School Counseling (3 credit hours)
Supervised counseling experience in roles and settings with clients relevant to Pre-Kindergarten through Grade 12 education. Each student must accrue a minimum of 100 clock hours under the supervision of university faculty and appropriately experienced and credentialed on-site personnel, with at least 40 clock hours of direct service. The semester prior to enrollment, the student must complete the practicum application process and be pre-approved for practicum. Prerequisites: COUN 672G and COUN 663G with grades of 'B' or better.

II. **Rationale**
This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training on an introductory scale. Practicum builds on the foundation provided by academic and experiential coursework, life experience, and personal values. It allows students to develop a meaningful framework for the application of counseling skills.

III. **Credit Hour Statement**
This course is worth three credit hours. In addition to the scheduled class meeting times, which are the equivalent of 90 minutes per week, you should expect to do an average of 10 hours of work per week related to this course outside of class. This may include, but is not limited to, 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 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://program alignment website.truman.edu) for their specific state.

Standards addressed in this course include:

CACREP Section 3: Professional Practice
A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
I. Practicum students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

In addition to the professional practice standards described above, Practicum incorporates the CACREP Professional Counseling Identity standards and the Entry-Level Specialty Areas standards for School Counseling. Please see the Syllabus Addendum for delineation of these standards.

V. Student Learning Outcomes
The programmatic student learning outcomes for this course are as follows:
1. Practices and refines counseling skills with clients experiencing personal, social, academic, and career concerns
2. Demonstrates the ability to apply and adhere to ethical and legal standards in counseling
3. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups
4. Designs and implements prevention and intervention plans related to health and wellness, atypical growth and development, language, ability levels, and multicultural issues from a strengths-based perspective

5. Engage in the processes of supervision, consultation, and collaboration
6. Selects assessment strategies appropriate to the setting and client needs
7. Display the necessary techniques for accurate and competent record-keeping in a professional situation relevant to the practicum site
8. Evaluate personal philosophical and theoretical basis for counseling
9. Engage in self-exploration and self-evaluation congruent with the student's level of professional development
10. Design, implement, and evaluate programs for clients

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Clinical experience, including on-the-job training, simulations, video exercises, and case studies

Group Discussion

Demonstrations Research activities

Supervision – individual/triadic and group

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)

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.

American Psychiatric Association (2022). Diagnostic and statistical manual of mental disorders, text revision Dsm 5 tr (5th ed). Author manual

American School Counselor Association. (2020). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Author.

*STUDENTS CAN SELECT ONE OF THE FOLLOWING:

Jongsma, A.E., Peterson, L.M., McInnis, W.P & Bruce, T.J. (2014). *The Child Psychotherapy Treatment Planner.* Hoboken, NJ: Wiley. ISBN: 978-1118067857

Jongsma, A.E., Peterson, L.M., McInnis, W.P & Bruce, T.J. (2014). *The Adolescent Psychotherapy Treatment Planner.* Hoboken, NJ: Wiley. ISBN: 978-1-118-06784-0   **Free PDF**

Missouri Department of Elementary and Secondary Education. (2017). *Missouri comprehensive school counseling program: A manual for program development, implementation, evaluation and enhancement* (6th ed.). Author. OR State School Counseling Model by identified state
https://dese.mo.gov/media/pdf/missouri-comprehensive-school-counseling-program-manual

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

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 Summary Chart

Assignment	Point Value	Due Date
Attendance & Engagement	10	Weekly
Documentation & Paperwork	10	As assigned
Observation & Recordings	25	As assigned
Case Study Presentation	25	As assigned
Logs	10	Weekly
Final Evaluations	20	Week 14

Detailed Descriptions
A. Attendance and Engagement
Learning in this course is based on interaction and participation. CACREP and other licensing entities specify minimum clock-hour requirements in terms of individual supervision and group supervision (class); direct client contact hours; and total hours accrued, and these must be met to earn a passing grade in the course.

Students are required to attend class as scheduled. Participation is required. Promptness is expected, as well as staying for the entire class (e.g., child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the same room, etc.). Setting for virtual group supervision must be a confidential setting. Participation in this group supervision is required to obtain credit for the clinical hours collected. Failure to be present for group supervision/class may result in loss of clinical hours.

Participating includes attending class/group supervision which meets weekly for 1.5 hours. It will provide appropriate & supportive comments and feedback to discussions, readiness to present cases & recorded sessions as assigned, and presentation of prepared documents & logs as required. These activities involve some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience. **These are ethical issues.**

Students are expected to bring successes, concerns, and questions related to their work with clients, other on-site activities, and broader development as a counselor. Weekly topics will vary to meet the dynamic individual and collective needs of the students. Examples of topics include approaches to working with students; ethical codes, board policies, and relevant law; factors associated with and advocacy for diverse populations; student empowerment; appropriate engagement with stakeholders, including parents, teachers, administrators, and the community; program development and evaluation; counselor self-care and ongoing professional development; and the use of technology in counseling.

When on site, students are expected to participate in all aspects of the site's counseling program, as if a regular employee. This includes, but is not limited to, client contact, staff meetings, program development and evaluation, and record-keeping.

B.   Documents & Paperwork
Throughout the course there are required paperwork and documents required. These are other forms outside of the weekly Logs. These are documents required for the course and possibly required by your state for demonstration of completed work. It is strongly recommended that you maintain your work copy of these documents as well. These will be required as stated. Examples of these are, but not limited to: copy of insurance, examples of intake forms, case notes, treatment plans, state documents, etc.

	Not Present	Novice	Competent	Proficient
	0	50%	70%	100%

Included each page required for this document	Absent	One or two criteria addressed and covered; more pages required	Two criteria addressed and covered. At least one missing page	All criteria addressed and covered. All pages submitted.
All required information clearly and completely provided	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
All required signatures included & dated	Absent	Missing more than one signature and/or dates	Missing one signature and/or dates	All signatures and dates included

C. University Supervisor **Observations & Recordings**

Students are required to obtain a minimum of three live observations during this semester. Site supervisors are required by DESE to observe your work every three weeks. Course instructor will also observe three live observations, which can be recorded. Recordings must be shared with instructor for evaluation. As well, site supervisor may have access to these to contribute to their evaluation of graduate counseling student. There will be opportunities to discuss the goals and expectations prior to observations. Feedback will be provided following each of these. These discussions will include areas of strengths and areas for growth. The *first* observation may be psychoeducation, group counselling, or classroom guidance, 20 to 30 minutes. The remaining *two* should be work with individuals, 20 to 30 minutes. The *third* session must be fully recorded session, 30 – 45 minutes. Additional requirements of these observations include appropriate use of required paperwork as noted in discussion of assignment and rubric. All three observations are required to pass this course.

#1 Observation – small or large group counseling

 #2 Observation – individual client

#3 Observation – individual client (fully recorded session)

Submit in this Assignment Link the following: Consent form, Case Notes, & Site Supervisor's MEES evaluation

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
Logistics: setting, length of session	Absent	Logistics not fitting to identified session, reconsideration of details needed	Somewhat appropriate logistic for identified session, some details needing change	Thoroughly appropriate logistic for identified session
Documents: consent & case notes	Absent	More content/details/signatures needed for required documents	Relevant content/details, some significant details need to be developed	Thorough and complete content/details/signatures.
Intro to session: role, reason, confidentiality, limits	Absent	Vague and unclear explanation stated	Relevant statements given, some significant details needed to be clarified	Thorough and clear statements of each of component
Appropriate approach & intervention	Absent	Little attention & thought given to client needs and developmental level	Some attention & thought given to client needs and developmental level, reconsiderations needed	Attention & thought given to client needs and developmental level
MEES Overall Score	0 - .9	1 – 1.9	2 - 2.9	3 - 4

D. Case Study Presentation

Each student will have the opportunity to present one case study, orally. This case will be based on one of the counseling sessions observed. This works best with a client with whom you have had at least three sessions if possible. Presentation should include:

Case Presentation to class in should include:

1. **Introduction** of the client, presenting problem, and background information. The client's full name

should ***not*** be used. Much of this information may be drawn from intake forms, history as reported by family, teachers, and others involved in client's system, and assessment information both formal and informal.

2. **Case Conceptualization** must include any DSM diagnosis or ideas of what should be ruled out and citation to support ideas must be included. A treatment plan should also be included and citation must support information. A discussion of therapeutic goals and strategies would also be included. Review of one set of case notes.

3. **Theoretical Orientation.** A justify for the use of a specific theoretical orientation, such as Adlerian, systems, cognitive, behavioral, and solution-focused. Also included is research to support suitability or fit of theoretical orientation with the client's needs, issue, and diversity.

4. **Process** of actual client contact is described. Describe what has happened in each session thus far. Present sequenced information for each session held with client.

5. **Outcomes**. Describe the results and/or outcomes. This includes, but not limited to, changes observed or demonstrated by the client as well as a rationale of report of change. Present your personal concerns or questions for discussion from the group.

6. **Personal comments of observations of counseling work.** Comments should include at least 3 segments were theatrical orientation or strategies and techniques reflective of theory and 3 segments of things to do differently. Oral report of resources used. (These selections should be drawn from full transcript)

7. **Full Transcript of Session**

	Not Present	Novice	Competent	Proficient
	0	50%	70%	100%
Introduction of the client, presenting problem, and background information. 20%	Absent	One or two criteria present, Missing details, further development needed	Two criteria addressed and covered. Ideas developed, more details needed.	Criteria fully developed, all details clearly evident
Case Conceptualization including DSM information, treatment plans, goals & strategies, case notes (one set) 20%	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Theoretical Orientation including rationale, description of how it fits client's needs, issue, & diversity. 20%	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Process of the session and outcomes. 10%	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Full Transcript & Personal comments including 3 strengths & 3 items to change. 20%	Absent	Much of transcript missing. Present but poorly developed, more details needed	Most of transcript included. Present and organized, yet further development of idea/s needed	All of transcript included. Well developed ideas and statement.
Presentation organized and clearly presented. Verbal statement of resources / references utilized 10%		Disorganized and undeveloped ideas. References not included.	Somewhat organized, some portions unclear. References included	Well organized & developed. Clear and concise. References included

E. Weekly Logs

Weekly Log of accrued practicum hours with signature of Clinical Site Supervisor will be submitted to assigned location in Blackboard. These must be submitted in Word or PDF format. Only the

assignment week is submitted at time due (rather than the complete log). These are due weekly on Blackboard beginning week three. See table below for minimum hours expected.

Minimum Clock Hour Expectations

Type of Activity	Minimum Requirement
Direct contact hours	40 hours
Total direct and indirect contact hours	100 hours
Individual supervision by on-site supervisor	1 hour per week (15 hours minimum)
Individual supervision by university supervisor	1 hour per week (15 hours minimum)
Group supervision by university supervisor	1.5 hours per week (22.5 hours minimum)

	Not Present	Novice	Competent	Proficient
	0	50%	70%	100%
Required log page/s correctly submitted	Absent	One or two criteria addressed and covered; more pages required	Two criteria addressed and covered. At least one missing page	All criteria addressed and covered. All pages submitted.
All required information clearly and completely provided	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
All required information clearly and completely provided	Absent	Missing more than one signature and/or dates	Missing one signature and/or dates	All signatures and dates included

F. Final Evaluations

Assessment of skills and components is considered throughout the semester. A final evaluation will be conducted near the end of semester by the site supervisor, student, and course instructor. The *Counselor Competency Scale Revised* (CCS-R) will be completed and submitted by each of these individuals.

	Not Present	Novice	Competent	Proficient
	0	50%	70%	100%
Full document clearly and completely provided 20%	Absent	One or two criteria addressed and covered; more pages required	Two criteria addressed and covered. At least one missing page	All criteria addressed and covered. All pages submitted.
All required information clearly and completely provided 30%	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
All required signatures included & dated 20%	Absent	Missing more than one signature and/or dates	Missing one signature and/or dates	All signatures and dates included
Overall Scoring 30%	Below 56	88 - 57	102 - 89	115 - 103

IX. Topical Outline and Tentative Schedule

DATE	TOPIC
Week 1 Aug 22 – 28	**DISCUSSION** • Syllabus • Blackboard course • Textbook & Materials • Site supervisor • Sites Information and details • Demographics of clients • State & District Comprehensive School Counseling Models • Logs

Week 2
Aug 29 – Sept 4
	DISCUSSION
	• Certification by Charisse Hatfiled
	• Observations/Counseling Sessions
	  o Consent Forms
	  o Case Notes
	  o Treatment Planner & DMS 5
	• Logs
	
	DUE
	• Document # 1 - Application forms
	• Document # 2 - Insurance

Week 3 Sept 5 – 11	**DISCUSSION** • Reflections • Observations/Counseling Sessions • Theoretical Orientation • Goal Setting & Planning • Treatment Planner & DMS-5 **DUE** • Logs • Document # 3 - Emergency/Crisis Plan

Week 4
Sept 12 - 18
	READINGS & DISCUSSION
	• Reflections
	• Comprehensive School Counseling Models
	  o School Counseling Curriculum
	  o Classroom Unites & Lessons
	• Group Work
	  o Responsive Services
	  o Small groups, large groups, classroom guidance
	  o Appropriate application of interventions & techniques
	• Preparation & discussion of observation #1
	  o MEES
	
	DUE
	• Logs

Week 5 Sept 19 - 25	**DISCUSSION** • Reflections

	• Observation #1 feedback and comments (2) **DUE** • Logs • <mark>#1 Observation</mark>
Week 6 Sept 26 – Oct 2	**DISCUSSION** • Reflections • Observation #1 feedback and comments (2) **DUE** • Logs

Week 7
Oct 3 - 9
	DISCUSSION
	
	• Reflections
	• Comprehensive School Counseling Models
	• Responsive Services
	    ○ Responsive Services
	    ○ Individual counseling
	    ○ Appropriate application of interventions & techniques
	• Intervention & Referral
	
	DUE
	
	• Logs

Week 8 Oct 10 - 12	**DISCUSSION** • Reflections • Theoretical Orientation • Goal Setting & Planning • Treatment Planner & DMS-5 • Preparation & discussion of observation #2 ○ MEES **DUE** • Logs
Week 9 Oct 17 - 23	**DISCUSSION** • Reflections • Observation #2 feedback and comments (2) **DUE** • Logs • <mark>#2 Observation</mark>
Week 10 Oct 24 - 30	**DISCUSSION** • Reflections • Observation #2 feedback and comments (2) **DUE** • Logs
Week 11 Oct 31 – Nov 6	**DISCUSSION** • Reflections • Case Studies • CCS-R & Reflections • Preparation & discussion of observation #3

	○ MEES ○ CCS-R **DUE** • Logs
Week 12 Nov 7 - 13	**DISCUSSION** • Wellness Week **DUE** • Logs
Week 13 Nov 14 - 20	**DISCUSSION** • Reflections • Case Study Presentation and Observation #3 feedback and comments (2) **DUE** • Logs • ==#3 Observation & Case Study Presentation==
Nov 21 - 25	~ Thanksgiving Break ~
Week 14 Nov 28 – Dec 4	**DISCUSSION** • Reflections • Case Study Presentation and Observation #3 feedback and comments (2) **DUE** • Logs • Evaluation # 1: Site Supervisor CCSR • Evaluation #2: Student's Self Evaluation CCSR

Week 15
Dec 5 - 11
	DISCUSSION
	
	• Reflections
	• Responsive Services
	    ○ Crisis Intervention
	    ○ Consultation & Referral
	
	DUE
	
	• Logs
	• Document # 4 – Student Evaluation of Clinical Experience
	• Document # 5 - Site Supervisor Evaluation of TSU Program

Week 16 Dec 12 - 16	**DISCUSSION** • Reflections **DUE** • Final Summary Logs

X. Important Dates Fall 2022

First day of term: August 22, 2022

Drop dates:

Last day to **drop** <u>without</u> $50 Add/Drop Fee: August 26

Last day to **drop** a course <u>without</u> a W: September 16

Last day to **drop** a course with a W or WF: November 11

Last day to **withdraw from all** classes: December 9

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** and ending 11:59 pm Saturday. 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, **Weekly Meeting on August 24th @ 7:30 pm CST.**

    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**

E.   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.

F.   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

G. 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.

H. 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.

I.   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

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

    K. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday August 22 and ending 11:59 pm Saturday August 27. **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,

    L. 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/.

 M. 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

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/.

N.   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/.

O.   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)"

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

P.   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.

Q.   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.

R.   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.

S.   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.

T.   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.

U.   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.

V. 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.

W. 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

X. 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.

Y. 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,	Dr. Lance Ratcliff
School of Health Sciences and Education:	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**