

**Course Syllabus**  
**COUN 657G-01**  
**Diagnosis in Counseling**  
**Fall 2022**

**CLASS INFORMATION**

**Instructor:** Ellen K. Carruth, PhD, LMHC (WA), NCC

**Format:** Asynchronous online

**Phone:** 206.605.5995 (cell) 660-785-4233 (office)

**Email:** [ecarruth@truman.edu](mailto:ecarruth@truman.edu) (This is the best way to contact me.)

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

**Office Hours:** Thursdays, 3:00-5:00 p.m. (Central Time) or by appointment

**Zoom Virtual Office Link:** <https://truman-edu.zoom.us/j/9371909013>



**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 657G: Course Title (3 credit hours)**

This course examines the theory supporting and the practice of mental health diagnosis using the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*. Specific disorders are reviewed by placing emphasis on symptom recognition and assessing client concerns. This course includes diagnostic concerns and interventions relevant to school settings, including learning-related diagnoses. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

### **II. Rationale**

Understanding the various forms and degrees of mental illness and impairment is a crucial skill for counselors in all work settings. COUN 657G is intended for students who have little or no background in abnormal psychology to assist them in diagnosing patterns of abnormal behavior, selecting the best intervention strategies and critically examining current controversies in the field. Our framework for study includes the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*, from which the "common language" spoken by mental health professionals is derived. Additionally, holistic approaches to conceptualization, diagnosis, and treatment planning will be explored.

### **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 (<https://consumerinformation.truman.edu/stateauthorization/>) for their specific state.

Standards addressed in this course include:

*CACREP Section 5: Entry-Level Specialty Areas*

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

###### 1. FOUNDATIONS

- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

###### 2. CONTEXTUAL DIMENSIONS

- d. diagnostic process, including differential diagnosis and the current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- j. cultural factors relevant to clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling

###### 3. PRACTICE

- b. techniques and interventions for prevention and treatment of a broad range of mental health issues

##### **G. School Counseling Standards**

###### 1. FOUNDATIONS

- e. assessments specific to P-12 education

###### 2. CONTEXTUAL DIMENSIONS

- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents

#### V. Student Learning Outcomes

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

2. Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to work with cultural humility.
3. Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan
7. Use ethical and culturally appropriate assessment principles to select valid, reliable instruments for identifying and/or diagnosing client career, academic, and mental health concerns and use the findings to guide work with clients

The course competencies are as follows:

1. Understand the basic principles of etiology and diagnosis of mental, emotional, and learning disorders
2. Begin to form clinical hypotheses and identify psychopathological behavior based on the assessment of behavioral and emotional data as well as mental status
3. Learn to translate dysfunctional behavior, emotional disturbance, learning difficulties, and mental deficit into appropriate diagnostic and statistical manual categories
4. Collect, analyze, and interpret intake and learning and mental health history information in order to implement a treatment plan
5. Be familiar with managed care issues such as reimbursement, right to practice, and access and privileges within the system
6. Analyze the ethical considerations relevant to accurate diagnosing, and
7. Be exposed to multicultural issues inherent in therapeutic sessions from a theoretical standpoint and client-counselor's perspective.

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

Instructional methods for this course include:

Readings as assigned

Discussions

Case studies (both as discussion prompts and assignments)

Video review

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).

In this specific course, students must also be able to play video files either linked or embedded within the course.

## **Course Content**

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

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.) – text revision (DSM-5-TR). <https://doi.org/10.1176/appi.books.9780890425787>

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

Cowan, E. W. (2017). *Ariadne's thread: Case studies in the therapeutic relationship* (2<sup>nd</sup>. ed.). Harrisonburg, VA: CreateSpace.

World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

### **Supplemental**

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

American School Counselor Association. (2022). [\*ASCA ethical standards for school counselors\*](#).

PDR Network. (2022). [\*Prescribers' digital reference\*](#).

### **Recommended**

Torrey, E.F. (2013). *American psychosis: How the federal government destroyed the mental illness treatment system*. New York: Oxford University Press.

Van der kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Penguin Books.

### **Minimum Technology Requirements**

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

**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

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

#### *Assignment Summary Chart*

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Questions	25 (3 pts each, plus 1 bonus point for completing all!)	As scheduled	C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b, G.1.e, G.2.g, G.2.h	2, 3, 7
CC-D-TP 1 (Dance of Nayana)	10	9/24/22	C.1.c, C.2.d, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7
CC-D-TP 2 (Streets of Laredo)	10	10/15/22	C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7
CC-D-TP 3 (Many Chambered Heart)	10	10/29/22	C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7
CC-D-TP 4 (Truth is a Razor)	10	11/12/22	C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b, G.1.e, G.2.g	2, 3, 7
CC-D-TP 5 (Daddy Dearest)	10	12/3/22	C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7
Final CC-D-TP (TBA)	25	12/16/22	C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7

#### *Assignment Descriptions*

##### **Discussion Questions**

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Blackboard. Post **at least two significant** responses to **each discussion question**, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues' reflections or comments. All responses for the week will be due by 11:59 p.m. Central Time on the Saturday after they are assigned. Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for:

- 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

### Discussion Grading Rubric

Components	Below Standard	Approaching Standard	At standard	Exceeds Standard
Quality of initial post	No posting	Initial post is relevant but demonstrates minimal effort; initial post does not add new information or insight.	Demonstrates ability to contribute meaningful responses that add to the discussion.	Demonstrates ability to contribute meaningful, additive responses and offers new insight.
Relevance of initial post	No posting	Initial post was not related to the discussion.	Initial post is relevant to the discussion.	Initial post is relevant to the discussion and prompts critical discourse among classmates.
Contribution to Learning Community	No feedback provided to others, did not respond to questions.	Minimal effort to engage with learning community beyond initial post.	Provided relevant viewpoints and questions for consideration.	Responses to classmates were substantive, meaningful, additive, and offered new insight.

### Case Conceptualization, Diagnosis, and Treatment Plan (CC-D-TP)

Students will practice case conceptualization, differential diagnosis, and treatment planning for a series of case studies. Instructor feedback will be provided for each graded case study prior to students beginning the next case study, to slowly build student competence and confidence.

These case studies span individuals across the lifespan and explore developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. For each case study, students will complete the Case Conceptualization, Diagnosis, and Treatment Planning Worksheet. To complete this worksheet, students will need to review the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. Students will also need to plan treatment modalities and evaluate placement criteria within the continuum of care.

Students are expected to complete all cases in the series. These assignments will be graded on pertinent elements and social/cultural influences, provisional diagnosis and clinical hypothesis, theoretical approach and initial interventions, transference and countertransference, and legal/ethical considerations.

### CC-D-TP Grading Rubric

Components	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Pertinent Elements and Social/Cultural Factors	Assessment of presenting concerns is inappropriate. Does not describe the social environment and cultural background of the client.	Assessment of presenting concerns is unclear or incomplete. Reiterates the social environment and cultural background verbatim, without any analysis.	Assessment of presenting concerns is concise and complete. Analyzes how the client's social environment and cultural background help explain presenting symptoms.	AT STANDARD, PLUS: Identifies strengths of the client, and supportive elements of the social environment and cultural background.

Provisional Diagnosis and Clinical Hypothesis	Primary provisional diagnosis is either not identified or is incorrect.	Primary provisional diagnosis is identified, though is unclear and difficult to evaluate.	Provisional primary diagnosis is correctly identified, clearly stated, and supported by symptom criteria. Provides rule-outs.	AT STANDARD, PLUS: Root problems are identified or discussed.
Theoretical Approach and Initial Interventions	Description of theory and interventions is missing, inaccurate, or inappropriate.	Description of theory and interventions is unclear, or no explanation is provided for how theory and interventions will address the primary diagnosis.	Theory is described clearly and accurately. Initial interventions are consistent with theory. An explanation is provided for how theory and interventions will address the primary diagnosis.	AT STANDARD, PLUS: An explanation is provided for how theory and interventions will address the root problems in addition to the primary diagnosis. Consideration is given for how initial interventions fit within a course of treatment.
Transference and Counter-Transference	Demonstrates a lack of awareness or insight for potential transference and counter-transference between counselor and client.	Minimally identifies potential transference and counter-transference dynamics, or only identifies one of these. Transference or counter-transference is grounded in presentation only, not the counselor and client's personal history. Self-awareness is unclear.	Identifies 1) transference grounded in the client's personal history and the counselor's presentation, 2) counter-transference grounded in the counselor's personal history and client's presentation.	AT STANDARD, PLUS: Describes how these dynamics might play out in the therapeutic relationship.  Self and other awareness is well-developed
Legal and Ethical Considerations	Interprets ethical and legal obligations incorrectly	Interpretation of ethical and legal obligations is unclear, or incomplete	Interprets ethical and legal obligations accurately and completely	AT STANDARD, PLUS: Identifies how clinical supervision could be used

### IX. Topical Outline and Tentative Schedule

Date	Subject/Topic	Reading/Course Activities	Assignments Due
<b>Week 1 (first assignment)</b>	<b>Substantive Engagement Assignment</b>	<b>Complete introduction on Blackboard</b>	<b>Complete introduction by 8/25 @11:59 p.m. (discussion 1)</b>
Week 1 (8/21-8/27)	<ul style="list-style-type: none"> <li>Course Introduction</li> <li>Introduction to CCDTP</li> <li>Introduction to DSM and ICD</li> <li>Ethical issues in diagnosing</li> <li>Case consult group assignments</li> </ul>	<ul style="list-style-type: none"> <li>Review video lecture</li> <li>Read Ethical issues article</li> </ul>	1. <b>Complete</b> Week One knowledge check by 8/27 @11:59 p.m.
Week 2 (8/28-9/3)	<ul style="list-style-type: none"> <li>Z- and T-codes (conditions that may be a focus of clinical attention)</li> <li>Cross-cutting symptom measures, other important assessments</li> <li>Continuum of Care</li> <li>CCDTP: <i>Shoots, Soil, Roots, Pertinent elements, and cultural factors</i></li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> <li>Review Assessment folder</li> <li>Review DSM 5-TR related chapters</li> <li>Practice case: <i>Postpartum Sadness</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Complete</b> discussion (discussion 2) (8/31, 9/3)</li> <li><b>Complete</b> Week 2 knowledge check</li> <li><b>Complete</b> Case consult group, practice case due 9/3@11:59 p.m.</li> </ol>
Week 3 (9/4-9/10)	<ul style="list-style-type: none"> <li>Medical and Somatic conditions</li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> </ul>	1. <b>Start work</b> on CCDTP 1 (with consult group)

	<ul style="list-style-type: none"> <li>Neurocognitive and sleep-wake disorders</li> <li>CCDTP: <i>Provisional diagnosis, Theoretical Approach, and Interventions</i></li> </ul>	<ul style="list-style-type: none"> <li>Review DSM 5-TR related chapters</li> <li>Practice case: <i>Abdominal Pain</i> (connect with consult group)</li> <li>Watch John Oliver video</li> </ul>	<ol style="list-style-type: none"> <li><b>Complete</b> discussion 3 (9/7, 9/10)</li> <li><b>Complete</b> Week 3 knowledge check</li> <li><b>Complete</b> Case consult group, practice case 9/10 @11:59 p.m.</li> </ol>
Week 4 (9//11-9/17)	<ul style="list-style-type: none"> <li>Mood and Psychosis <ul style="list-style-type: none"> <li>→ Schizophrenia Spectrum Disorders</li> <li>→ Psychotic Disorders</li> <li>→ Bipolar and Related Disorders</li> <li>→ Depressive Disorders</li> </ul> </li> <li>CCDTP: <i>Ethical/Legal and Transference/ Countertransference Issues</i></li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> <li>Review DSM 5-TR related chapters</li> <li>Practice case: <i>Private Plane</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Complete</b> Week 4 Knowledge check</li> <li><b>Continue work</b> on CCDTP 1 (with consult group)</li> <li><b>Submit</b> CCDTP questions on discussion board</li> <li><b>Complete</b> Case consult group, practice case 9/17 @11:59 p.m.</li> </ol>
Week 5 (9/18-9/24)	<ul style="list-style-type: none"> <li>Trauma, Stressor, Adjustment, and Dissociative Disorders</li> <li>Feedback Jam Board</li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> <li>Review DSM 5-TR Related chapters</li> <li>Practice case: <i>Suicidal Preoccupation</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Submit</b> CCDTP 1 9/24 @ 11:59 p.m.</li> <li><b>Start work</b> on CCDTP 2 (with consult group)</li> <li><b>Add anonymous feedback</b> to COUN 657G Jam Board</li> <li><b>Complete</b> Case consult group, practice case 9/17 @11:59 p.m.</li> </ol>
Week 6 (9/25-10/1)	<ul style="list-style-type: none"> <li>Trauma, Stressor, Adjustment, and Dissociative Disorders, continued</li> </ul>	<ul style="list-style-type: none"> <li>Review DSM 5-TR Related chapters</li> <li>Review TBD Video</li> </ul>	<ol style="list-style-type: none"> <li><b>Continue</b> work on CCDTP 2</li> <li><b>Review</b> TBD video</li> <li><b>Complete</b> discussion 4 (9/28, 10/1)</li> <li><b>Complete</b> Week 6 Knowledge check</li> </ol>
Week 7 (10/2-10/8)	<ul style="list-style-type: none"> <li>Anxiety Disorders</li> <li>OCD Disorders</li> </ul>	<ul style="list-style-type: none"> <li>Review video lecture</li> <li>Review DSM 5-TR Related chapters</li> <li>Practice case: <i>Suicidal Preoccupation</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Continue</b> work on CCDTP 2</li> <li><b>Complete</b> Week 7 Knowledge Check</li> <li><b>Complete</b> Case consult group, practice case 10/8 @11:59 p.m.</li> </ol>
Week 8 (10/9-10/15)	<ul style="list-style-type: none"> <li>Disruptive and Impulse Control Disorders</li> <li>Mental health in schools</li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> <li>Review DSM 5-TR Related chapters</li> <li>Practice case: <i>Moody and irritable</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Submit</b> CCDTP 2 10/15 @ 11:59 p.m.</li> <li><b>Complete</b> discussion 5 (10/12, 10/15)</li> <li><b>Submit</b> questions about mental health in schools</li> <li><b>Complete</b> Week 8 Knowledge Check</li> <li><b>Complete</b> Case consult group, practice case 10/15 @11:59 p.m.</li> </ol>
Week 9 (10/16-10/22)	<ul style="list-style-type: none"> <li>Mental health in schools, continued</li> </ul>	<ul style="list-style-type: none"> <li>Review video lecture</li> <li>Practice case: <i>Adolescent Shyness</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Start work</b> on CCDTP 3 (with consult group)</li> <li><b>Complete</b> Week 9 Knowledge Check</li> <li><b>Complete</b> Case consult group, practice case 10/22 @11:59 p.m.</li> </ol>
Week 10 (10/23-10/29)	<ul style="list-style-type: none"> <li>Personality</li> <li>Personality Disorders</li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> <li>Review DSM 5-TR Related chapters</li> </ul>	<ol style="list-style-type: none"> <li><b>Submit</b> CCDTP 3 10/29@11:59 p.m.</li> <li><b>Complete</b> Discussion 6 (10/26, 10/29)</li> </ol>

		<ul style="list-style-type: none"> <li>Practice case: <i>Dana</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Complete</b> Week 10 Knowledge Check</li> <li><b>Complete</b> Case consult group, practice case 10/29 @11:59 p.m.</li> </ol>
Week 11 (10/30-11/5)	<ul style="list-style-type: none"> <li>Eating Disorders</li> </ul>	<ul style="list-style-type: none"> <li>Review video lecture</li> <li>Review DSM 5-TR Related chapters</li> <li>Practice case: <i>Drifting below the growth curve</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Start work</b> on CCDTP 4 (with consult group)</li> <li><b>Complete</b> Week 11 Knowledge Check</li> <li><b>Complete</b> Case consult group, practice case 11/5 @11:59 p.m.</li> </ol>
Week 12 (11/6-11/12)	<ul style="list-style-type: none"> <li>Substance use disorders</li> <li>Signs/symptoms of SUD in children</li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> <li>Review DSM 5-TR Related chapters</li> <li>Practice case: <i>TBD</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Submit</b> CCDTP 4 11/12 @ 11:59 p.m.</li> <li><b>Complete</b> discussion 7 (11/9, 11/12)</li> <li><b>Complete</b> Week 12 Knowledge Check</li> </ol>
Week 13 (11/13-11/19)	<ul style="list-style-type: none"> <li>Neurodevelopmental disorders</li> <li>Learning Disorders</li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> <li>Review DSM 5-TR Related chapters</li> <li>Practice case: <i>TBD</i> (connect with consult group)</li> </ul>	<ol style="list-style-type: none"> <li><b>Start work</b> on CCDTP 5 (with consult group)</li> <li><b>Complete</b> Week 13 Knowledge Check</li> <li><b>Complete</b> Case consult group, practice case 11/19 @11:59 p.m.</li> </ol>
Week 14 (11/20-11/26)	<b>Thanksgiving</b>	<b>Thanksgiving</b>	<b>Thanksgiving</b>
Week 15 (11/27-12/3)	<ul style="list-style-type: none"> <li>Sexual dysfunctions</li> <li>Gender Dysphoria</li> <li>LGBTQIA+ Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Review video lectures</li> <li>Review DSM 5-TR Related chapters</li> <li>LGBTQIA+ Video (TBD)</li> </ul>	<ol style="list-style-type: none"> <li><b>Submit</b> CCDTP 5 12/3 @ 11:59 p.m.</li> <li><b>Complete</b> discussion 8 (11/30, 12/3)</li> <li><b>Submit</b> questions for final week</li> <li><b>Complete</b> Week 15 Knowledge Check</li> </ol>
Week 16 (12/4-12//10)	<ul style="list-style-type: none"> <li>Review and answer your questions</li> </ul>	<ul style="list-style-type: none"> <li>Review/questions video lecture</li> </ul>	<ol style="list-style-type: none"> <li><b>Start work</b> on Final CCDTP (<b>NO CONSULTATION</b>)</li> </ol>
Finals week (12/11-12/17)			<b>Submit</b> Final CCDTP 12/16 @ 11:59 p.m. ( <b>NO CONSULTATION</b> )

**X. [Important Dates](#)**

First day of term: Monday, 8/22

Drop dates:

Last day to **drop without \$50 Add/Drop Fee**: Friday, 8/26

Last day to **drop** a course without a W: Friday, 9/16

Last day to **drop** a course with a W or WF: Friday, 11/11

Last day to **withdraw from all** classes: Friday, 12/9

Last day of term: Friday, 12/16

**Policies**

**XI. Course Policies**

A. Attendance & Substantive Engagement

Regular attendance and participation 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. Each class participation activity that is not completed during the assigned timeframe will result in a 2.5 point deduction on the final average. Please contact your instructor if you need to miss.

To comply with federal requirements, Truman requires students to demonstrate engagement with each course within the first few calendar days of the semester. To that end, please complete your initial introduction in Blackboard before Sunday 8/25 at 11:59 p.m. **Failure to meet the terms of the university policy will result in administrative removal from the course.**

#### B. Late Work

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

#### C. Proctoring

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

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

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

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

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

#### D. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within two business days of receiving them. If calling by phone, please be sure to leave a message with a phone number.

It is my intent to grade regular discussions within a calendar week. For example, if the discussion week ends Saturday at 11:59 p.m., I will have grades posted by the following Saturday. CC-D-TP assignments will be graded before the next assignment is due.

## **XII. Departmental Policies**

### A. Student Diversity and Confidentiality

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

### B. Attendance

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online

discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

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

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing** as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to complete any in-class exercises “within a reasonable length of time”. Please note that accreditation expectations, particularly 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=3884&returnto=1183);  
[http://catalog.truman.edu/preview\\_program.php?catoid=20&poid=3780&returnto=1183](http://catalog.truman.edu/preview_program.php?catoid=20&poid=3780&returnto=1183))

## **XIII. University Policies**

### A. Attendance

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

### B. 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 *{Insert date}* and ending 11:59 pm Saturday *{Insert date}*. **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, *{Insert assignment you need them to complete}*.

### C. 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/>.

#### D. 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  
Phone: (660) 785-4354  
[titleix@truman.edu](mailto:titleix@truman.edu)

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

E. 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/>.

F. 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.

G. 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.

#### H. Statement on Disruptive Behavior

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

## Learner Support and Feedback to the University

### XIV. Resources

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

#### A. Center for Academic Excellence

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

#### B. Counseling Services

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

#### C. IT Help Desk

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

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

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

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

#### E. Writing Center

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

#### F. Additional Resources for Students

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

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

## XV. Feedback

### A. Student Survey of Instruction

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

### B. Other Important Contacts

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

#### **Chair of Counseling:**

Dr. Karl Witt  
660.785.5400  
[karlwitt@truman.edu](mailto:karlwitt@truman.edu)

#### **Dean of Health Sciences and Education:**

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

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