

Course Syllabus
COUN 656G
Counseling Skills
Spring 2023

CLASS INFORMATION

Instructor: K. Lynn Pierce, Ph.D., LPC (GA), CRC, ACS

Format: Synchronous Zoom Wednesdays 5:00 p.m. – 7:30 p.m. Central Time; Asynchronous components

Phone: (660) 785-4208

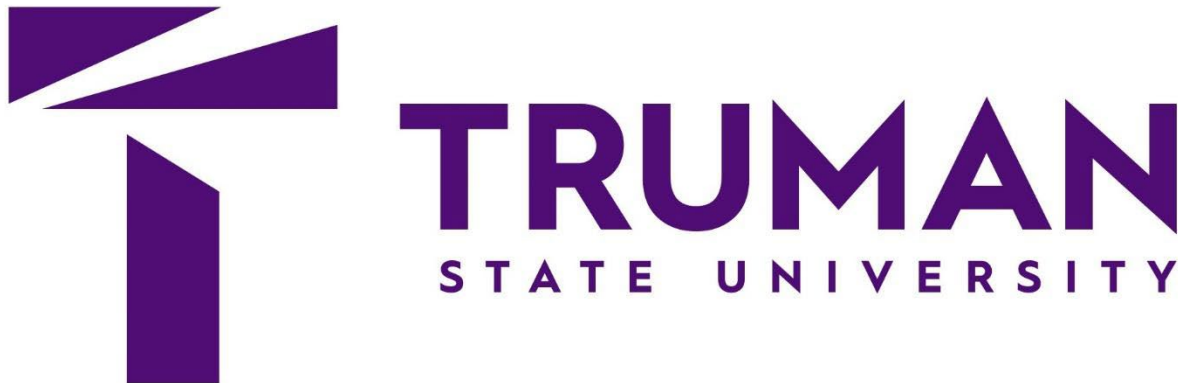
Email: klpierce@truman.edu *preferred contact method

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

Office Hours: 8:00 am to 12:00 pm Monday and Thursday; 5:00 pm to 6:00 pm Wednesday

By appointment: email for times or schedule at <https://app.simplymeet.me/klynnpierce>

Zoom Virtual Office Link: <https://zoom.us/j/96751062547>



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.

Course Overview

I. Course Catalog Description

Counseling Skills (3 credit hours)

This class focuses upon the development of applied micro counseling skills and advanced counseling skills used in school or clinical mental health settings. Prerequisite: Admission to the Counseling program.

II. Rationale

This class provides an overview of counseling theories, research, and applications as it applies to basic interviewing techniques and skills for beginning counselors in training. The focus of the course is to help students develop counseling skills and to learn how to become a reflective practitioner.

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 2: Professional Counseling Identity Standards F.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - d. the role and process of the professional counselor advocating on behalf of the profession
 - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

- j. technology's impact on the counseling profession
 - k. strategies for personal and professional self-evaluation and implications for practice
 - l. self-care strategies appropriate to the counselor role
 - m. the role of counseling supervision in the profession
3. HUMAN GROWTH AND DEVELOPMENT
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
5. COUNSELING AND HELPING RELATIONSHIPS
- f. counselor characteristics and behaviors that influence the counseling process g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence-based counseling strategies and techniques for prevention and intervention
 - k. strategies to promote client understanding of and access to a variety of community based resources
 - l. suicide prevention models and strategies
 - m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
 - n. processes for aiding students in developing a personal model of counseling

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling Standards

2. CONTEXTUAL DIMENSIONS
- l. legal and ethical considerations specific to clinical mental health counseling
 - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. PRACTICE
- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues

G. School Counseling Standards

2. CONTEXTUAL DIMENSIONS
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
 - g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
 - n. legal and ethical considerations specific to school counseling
3. PRACTICE
- d. interventions to promote academic development
 - f. techniques of personal/social counseling in school settings

V. Student Learning Outcomes

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

1. Practice ethically with a strong professional counselor identity
2. Account for cultural factors in work with clients and engage in self-examination and reflective practice
3. Apply principles of human development to work with clients and differentiate between typical and atypical forms of development
4. Recognize the pervasiveness of work and equip clients to engage in meaningful work and leisure
5. Establish effective counseling relationships, based on mutual respect, grounded in the use of skills, and guided by common approaches to counseling
6. Create and manage groups designed to address academic, career, personal, and social/emotional concerns
7. Use assessment principles to select valid, reliable instruments for diagnosing client career, academic, and mental health concerns and using the results to inform work with clients
8. Critically consume professional counseling literature from a practitioner standpoint and evaluate the effects of programs and work with individual clients.
9. CMHC: Provide prevention and intervention services to clients representative of diverse populations through effective counseling, collaborative, and consultative relationships in community and mental health settings.
10. SC: Use counseling, collaborative, and consultative relationships in school and community settings to advocate for and address clients' academic, career, personal, and social-emotional needs, as informed by national and state models

The course competencies are as follows:

1. The student will develop and understand the fundamentals of counseling
2. The student will develop and demonstrate basic counseling, interviewing, and attending skills
3. The student will articulate the meaning of reflective practice and its application to their own counseling identities
4. The student will identify the behaviors and knowledge that support an orientation to wellness and prevention for their clients
5. The student will demonstrate and apply skills for conceptualizing client concerns

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- Lecture
- Textbook readings
- Supplemental readings
- Discussions/Small groups
- Partner work
- Structured individual feedback, real-time (mock supervision)
- Student reflections

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

Course Content

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

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

Kottler, J. E. (2017). On being a therapist (5th ed.). Oxford University Press.

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

Other assigned readings posted in Blackboard.

Supplemental {optional}

American Counseling Association. (2014). ACA code of ethics. Author. American School Counselor

Association. (2016). ASCA ethical standards for school counselors. Author.

Minimum Technology Requirements

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

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

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

*** This course will also use MyLab in addition to your book to complete supplemental assignments. Instructions to access MyLab will be given on blackboard and in the first synchronous class meeting***

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

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

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

II. Course Requirements and Grading

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

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

Assignment Summary Chart

Assignment	Percent of Total Grade	Due Date	CACREP Standards Addressed	SLO Addressed
MyLab Activities and Classroom Practice/Participation	15%	Weekly	2F1d, 2F1i, 2F1j, 2F1k, 2F1l, 2F1m, 2F3h, 2F5f, 2F5i, 2F5j, 2F5k, 2F5l, 2F5m, 2F5n, 5C2l, 2C2m, 5C3a, 5C3b, 5G2b, 5G2g, 5G2n, 5G3d, 5G3f	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Journals	15%	Weekly	2F1d, 2F1i, 2F1j, 2F1k, 2F1l, 2F1m, 2F3h, 2F5f, 2F5i, 2F5j, 2F5k, 2F5l, 2F5m, 2F5n, 5C2l, 2C2m, 5C3a, 5C3b, 5G2b, 5G2g, 5G2n, 5G3d, 5G3f	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Broaching Activity	10%	Week 10	2F5f, 2F5g, 2F1k	1, 2, 3, 5, 9
Partner Roleplays and Mock Supervision Experience (Baseline; Skills I; Skills II)	50%	Week 3; Week 7; Week 13	2F1k, 2F1l, 2F1m, 2F5g, 5C2l, 5C2m, 5C3a, 5C3b, 5G3d, 5G3f	1, 2, 3, 5, 9, 10
Final Reflection Paper	10%	Week 15	2F1k, 2F5f, 2F5h, 2F5g	1, 2, 5, 9, 10

Detailed Descriptions

A. MyLab Activities and Classroom Practice/Participation 15%

Each week you will be expected to complete readings in both your Young textbook, as well as your Kottler book. Some weeks may have additional readings or substitute readings that can be found in Blackboard. In addition, you will complete the assigned MyLab activities. All of these materials are due by the Sunday following the module release date at 11:59 p.m. Unless otherwise stated, modules will release by 12:00 a.m. on Mondays. Each week there will be a “weekly checklist” page in the folder for that week on Blackboard that will outline the

assignments for that week in detail to assist you.

B. Weekly Journals 15%

Each week, there will be a weekly journal due in the course. A prompt will be available in the weekly checklist page on Blackboard. These journals are designed to stimulate your thinking or involve you in an experience or observation.

The journals are also extremely important for me to keep in touch with you and your progress. You will be developing your skills as a reflective practitioner, but I also welcome you to provide comments or ask questions in this medium.

These journals are graded as complete/incomplete.

C. Broaching Activity 10%

The broaching activity will take the place of the Week 10 journal. Materials will be available on Blackboard

D. Partner Roleplays and Mock Supervision Experience 50%

There will be 3 roleplay-counseling sessions (Baseline, Skills I, and Skills II). Students will record these sessions with an assigned partner, and then the week after the session is recorded will meet with the instructor for an approximately half hour meeting for individualized feedback and supervision. Students must demonstrate appropriate skill acquisition prior to moving on to the next recorded counseling session. Thus, the Instructor holds the right to request of any student that 1) additional counseling sessions be recorded, and/or 2) extra one-on-one review/critique sessions occur with the instructor if deemed necessary for the personal or professional growth of the student.

Baseline Counseling Session:

You will do a **15**-minute counseling session. This session is meant for you to become comfortable recording, test technology, and get to know your 'client'. You will use your natural ability to conduct a first counseling session and be an appropriate client for your roleplay partner. This experience will serve as a baseline and will not be graded.

Skills I Counseling Session and Transcription/Assessment:

The second tape will be a **20**-minute recorded session in which you will demonstrate basic competence in the skills you have learned thus far in the course. You must complete the Transcription form by transcribing 10 minutes of this session; please complete the Transcription form by transcribing both the five minutes of the session where you were at your best as well as the five minutes of the session where you struggled the most in order to assist you in assessing your skill set. The Transcription Form will be discussed in class and posted to Blackboard. There will also be a session evaluation form to help you reflect on the session and prepare for the supervision meeting. You will work with the same partner from the practice session. The session will be graded on a point/letter grade basis.

Skills II Counseling Session and Transcription/Assessment:

The final tape will be a **30**-minute recorded session. You will demonstrate competency in all the skills learned during the semester. Ten minutes of the session must be transcribed. Again, select the 5 “best” minutes of the session and the 5 minutes where you struggled the most. You will again complete a transcription form and session evaluation in addition to submitting your tape. You will work with the same partner. The session will be graded on a point/letter grade basis.

E. Final Paper

10%

At the end of the semester, you will submit a final reflection paper. You may go beyond the guidelines below, but include these at a minimum. You are strongly encouraged to review your journal entries and feedback from the semester before writing the final evaluation paper. Make sure you write a coherent paper with an introduction and a conclusion. Do not simply write it as a Q/A based on the prompts below.

Part One: Conceptualization

- Consider the client’s narrative over the semester. What were the key experiences, problems, and/or concerns discussed during counseling? Describe relevant demographic, historical, cultural, and/or developmental information.
- Consider the client’s thoughts, feelings, and behaviors during the counseling sessions. How did those manifest? How, if at all, did they change?
- Consider your personal reactions to the client and their story (i.e., physical, emotional, and cognitive reactions). How did your reactions affect the session and the therapeutic process overall (i.e., your motivation, therapeutic presence, and ability to facilitate change)? How did you manage these reactions and what might you continue to do to address them?
- Consider your use of skills/ techniques across the semester. With which skills/techniques do you feel most comfortable? With which skills/techniques do you feel the least comfortable, and what is your plan to become more comfortable?
- Are there parts of the supervision experience that worked or did not work well for you? Are there things you would like to carry into your practicum supervision and discuss in terms of needs for success or skills related to the supervision process you would like to practice before moving into practicum?

Part Two: Personal Reflection

- Allow your thoughts to return to the first day of class. What did you know about being an effective counselor and facilitating the counseling process?
- Allow your thoughts to return to the present. What did you learn about being an effective counselor and facilitating the counseling process? What is your take-away from this experience?
- Allow your thoughts to wander into the future. What do you want to learn about being an effective counselor and facilitating the counseling process? How might you take an active role in this learning process?
- Overall, what did you learn about yourself, both as a person and as a professional counselor in training

III. Topical Outline and Tentative Schedule

<u>Dates</u>	<u>Week</u>	<u>Topic</u>	<u>Readings</u>	<u>Group Meeting</u> (Full class meetings are at Wednesdays 6:00 pm CST)	<u>Assignments Due</u> (11:59 pm Sunday)
1/17-1/22	Week 1	Helping as a Personal Journey	Young Ch. 1; Kottler Ch. 1	Full class meeting	Journal; MyLab assignments
1/23-1/29	Week 2	The therapeutic relationship	Young Ch. 2; Kottler Ch. 2	Full class meeting	Journal; MyLab assignments
1/30-2/5	Week 3	Cultural climate	Young Ch. 3; Kottler Ch. 3;	Full class meeting, time given to record baseline video with partners	Journal; MyLab assignments; Baseline tape
2/6-2/12	Week 4	Invitational skills	Young Ch. 4; Kottler Ch. 4	No class- meet with instructor for supervision intake	Journal; MyLab assignments; 1st supervision meeting
2/13-2/19	Week 5	Paraphrasing	Young Ch. 5; Kottler Ch. 5	Full class meeting	Journal; MyLab assignments
2/20-2/26	Week 6	Feelings	Young Ch. 6; Kottler Ch. 6	Full class meeting	Journal; MyLab assignments
2/27-3/5	Week 7	Skills 1 tape		No class- record Skills I tape with partner and do session evaluation/transcript	Skills I tape, evaluation, and transcript
3/6-3/12	Week 8	Reflecting meaning and summarizing	Young Ch. 7; Kottler Ch. 7	Full class meeting (short) Meet with instructor for skills I supervision	Journal; MyLab assignments; Supervision meeting
3/13-3/19		Spring Break			
3/20-3/26	Week 9	Challenging and feedback	Young Ch. 8; Kottler Ch. 8	Full class meeting	Journal; MyLab assignments
3/27-4/2	Week 10	Broaching	Blackboard readings; Kottler Ch, 9	Full class meeting	Broaching Assignment; MyLab assignments
4/3-4/9	Week 11	Assessment and goal setting	Blackboard readings; Young Ch. 9	Full class meeting	Journal; MyLab assignments
4/10-4/16	Week 12	Change techniques I & II	Young Ch. 10; Young Ch. 11	Full class meeting	Journal; MyLab assignments

<u>Dates</u>	<u>Week</u>	<u>Topic</u>	<u>Readings</u>	<u>Group Meeting</u> (Full class meetings are at Wednesdays 6:00 pm CST)	<u>Assignments Due</u> (11:59 pm Sunday)
4/17-4/23	Week 13	Session #2		No Class- record Skills II with partner, complete session eval and transcription	Skills II tape, evaluation, and transcript
4/24-4/20	Week 14	Outcome evaluation and termination	Young Ch. 12; Remainder of Kottler book	No class- meet with instructor for skills II supervision	No Journal; MyLab Assignments; finish Kottler; Supervision meeting
5/1-5/5	Week 15	Exam Week	Final Paper		Final Paper

IV. Important Dates

First day of term: January 17, 2023

Drop dates:

Last day to drop without \$50 Add/Drop Fee: January 23, 2023

Last day to drop a course without a W: February 10, 2023

Last day to drop a course with a W or WF: May 5, 2023

Last day of classes: May 5, 2023

Last day of finals: May 12, 2023

Policies

V. Course Policies

A. Attendance

Please note that we have a number of class meetings during the semester, noted in the syllabus and in the weekly overviews in Blackboard. During weeks meetings are scheduled we will meet at 6:00 p.m. CST on Wednesday for 1.5 hours. Attendance at these meetings is mandatory and missing more than one may negatively impact your grade in the class.

There is also a requirement to meet with your assigned partners for mock counseling and with me for mock supervision in the latter part of the course. These meetings can be flexible but must be completed in the week assigned.

Additionally, due to the reduced lecture time and not meeting as a group every week in the class, there are weekly assignments both skill based and reflective. Submission of these assignments in a timely manner will also contribute to your attendance/participation grade, particularly in weeks without a face to face component.

B. Late Work

It is the student's responsibility to turn in assignments by the deadline stated. Ten percent may be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time.

Please contact the instructor as soon as possible if you will not be able to turn in an assignment on time. After 1 week, missing assignments will automatically be assigned a grade of zero if there has not been an agreement between student and instructor for an extension.

C. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within two days of receiving them. If calling by phone, please be prepared to leave a message with a phone number to call you back. Email is quicker. You can also set up a zoom appointment with me outside of my office hours through my booking link: <https://app.simplymeet.me/klynnpierce>. It is best to let me know via email if you plan to attend office hours in advance so that I can prepare to meet with you and so that you aren't stuck in the virtual waiting room while I'm meeting with another student. I typically check email at least twice a day (morning and end of the day in Eastern time) throughout the work week and do not regularly check my work email over the weekend or in the evenings.

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

VI. Departmental Policies

A. Student Diversity and Confidentiality

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

B. Attendance

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

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

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

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

C. Netiquette, Civil Dialog, and Professional Communication

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

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

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

D. Academic Honesty

Students are expected to exhibit honesty in their academic and professional work. Examples include proper attribution of sources, accurate reporting of clinical hours attained and research results, avoiding misrepresentation, and seeking instructor permission before reusing work

submitted for another class, collaborating on assignments, or disclosing test contents. Students are also expected adhere to the American Counseling Association Code of Ethics.

E. Informed Consent Statement for Counseling Courses

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

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

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

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

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

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Slightly modified from The University of Texas at Tyler version of the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.

Evaluating student fitness and performance

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

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness

and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

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

Minimum grade requirements

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

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

(2021-2022 Catalog

http://catalog.truman.edu/preview_program.php?catoid=20&poid=3884&returnto=1183;

http://catalog.truman.edu/preview_program.php?catoid=20&poid=3780&returnto=1183)

VII. 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 Tuesday January 17, 2023 and ending 11:59 pm Saturday January 21, 2023. **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, attendance in the first synchronous class session on Wednesday August 24 2022, 6:00-7:00 p.m. Central Time.

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

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

VIII. Resources

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

A. Center for Academic Excellence

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

B. Counseling Services

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

C. IT Help Desk

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

D. Office of Student Access and Disability Services

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

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

E. Writing Center

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

F. Additional Resources for Students

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

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

IX. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

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

Chair of Counseling:

Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Dean of Health Sciences and Education:

Dr. Lance Ratcliff
Violette Hall 2300
660.785.4383
lratcliff@truman.edu

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