

Course Syllabus
COUN 663G
Group Counseling
Spring 2023

CLASS INFORMATION

Instructor: Karl Witt, Ph.D., LPC-S (TX), NCC, CSC (TX)

Format: Primarily asynchronous online with some synchronous group components

Phone: 660.785.5400

Email: karlwitt@truman.edu (This is the best way to contact me.)

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

Office Hours: M-R 8-9 a.m., 12-1 p.m.; M 6-9 p.m. (All times Central.)

Zoom Virtual Office Link: <https://zoom.us/j/94691423037>



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 student able to perform in appropriate professional and academic positions.
3. To graduate master's degree students who exhibit the attributes of a liberally educated person.
4. To graduate master's degree students qualified to enter and succeed in doctoral programs at leading universities.

Course Overview

I. Course Catalog Description

COUN 663G: Group Counseling (3 credit hours)

This class examines research, theory, ethics, planning and practice in a group setting using a combination of learning approaches through reading, discussion, personal reflection, and practice. Lecture material includes information from the text and other sources. Participation is an important element of this class. An experiential group experience is required for this class. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

II. Rationale

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. Though there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This course allows students to explore the group experience as both a leader and participant while learning the fundamentals of effective group counseling and applicability for client populations.

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

- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - k. strategies for personal and professional self-evaluation and implications for practice
2. SOCIAL AND CULTURAL DIVERSITY
 - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
5. COUNSELING AND HELPING RELATIONSHIPS
 - f. counselor characteristics and behaviors that influence the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
6. GROUP COUNSELING AND GROUP WORK
 - a. theoretical foundations of group counseling and group work
 - b. dynamics associated with group process and development
 - c. therapeutic factors and how they contribute to group effectiveness
 - d. characteristics and functions of effective group leaders
 - e. approaches to group formation, including recruiting, screening, and selecting members
 - f. types of groups and other considerations that affect conducting groups in varied settings
 - g. ethical and culturally relevant strategies for designing and facilitating groups
 - h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. ASSESSMENT AND TESTING
 - j. use of environmental assessments and systematic behavioral observations
8. RESEARCH AND PROGRAM EVALUATION
 - e. evaluation of counseling interventions and programs

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling Standards

1. FOUNDATIONS
 - b. theories and models related to clinical mental health counseling
 - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of clinical mental health counselors

- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- 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

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- c. school counselor roles in relation to college and career readiness
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- j. interventions to promote college and career readiness

V. Student Learning Outcomes

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

- 6. Create and manage groups designed to address academic, career, personal and social/emotional concerns

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Student presentations and role plays
 Case studies
 Individual activities
 Group activities

Certain minimum technical skills are required for students in a fully online program. These include accessing and navigating TruView (<https://truview.truman.edu>), proficiency with university email (accessed through TruView or <http://gmail.com>), accessing material and submitting assignments

via Blackboard (<http://blackboard.truman.edu>), word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom).

In this specific course, students must also be able to play video files either linked or embedded within the course and demonstrated advanced proficiency in Zoom, such as the use of screen sharing.

Course Content

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

Gladding, S. T. (2020). *Groups: A counseling specialty* (8th ed.). Pearson.

Schroeder, W. (2021). *Counseling activities workbook*. Achieve Publishing.

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

Supplemental

Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). BasicBooks.

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:

- regular weekly internet access
- noise cancelling headset and microphone
- webcam

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

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

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

VIII. Course Requirements and Grading

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

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

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
Final Exam	25	Weekly	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6d, 2F6e, 2F6f, 2F6g, 2F7j, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l	6
Group Participation	6	Weekly	2F6h 2F1k, 2F2d, 2F5f, 2F5g, 2F6b, 2F6c, 2F6d, 2F6g, 2F6h, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2n, 5G3e, 5G3f, 5G3l	6
Group Facilitation	20	Weekly (facilitation rotates)	2F1k, 2F2d, 2F5f, 2F5g, 2F6b, 2F6c, 2F6d, 2F6g, 2F6h, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2n,	6

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
			5G3e, 5G3f, 5G3l	
Journal	24	Weekly	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6c, 2F6d, 2F6g, 2F7j, 2F8e, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l	6
Group Proposal	25	Week 13 (04.19)	2F1e, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6e, 2F6f, 2F6g, 2F7j, 2F8e, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l	6

Detailed Descriptions

A. Final Exam 25 points

The final examination consists of the chapter quizzes from the Gladding textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Wednesday the week after the reading is assigned by 11:59 p.m. Central Time. The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, **I will not re-open quizzes after the due date has passed.**

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is designed to reward timely reading and to diminish the stress often associated with final exams.

B. Group Participation 6 points

One important aspect of a group counseling course is experiential participation in and observation of a group as it moves from the initial session to termination, thereby allowing students to connect theory to practice. Each student is expected to participate in the sessions **with her/his/their group. There are no make-up sessions.** To minimize the potential for grading bias, groups are facilitated by professional counselors other than the instructor. Facilitators report attendance and participation to the instructor each session. Content of the groups will not be shared with the instructor unless ethical, legal, or interpersonal concerns arise that may require remediation for continuation in the program.

C. Group Facilitation 20 points

In addition to attending and participating in each group session, students will co-facilitate a role-play of a group session addressing some issue of diversity and/or mental health concern and incorporating a specific group stage. Please plan for your presentation and exercise(s) to range from 80 - 90 minutes. The role-play should demonstrate issues, techniques, interventions, and/or exercises that will demonstrate the stage and address the needs of the population you are serving. Students will use the *Counseling Activities Workbook* (Schroeder, 2021) for activities.

The discussion and focus will demonstrate what stage of group is represented, why the group activity would be accessible for the population highlighted, and provide any ethical or diversity issues that may be important considerations for this population or activity. Prepare a proposed agenda for the group you will lead including goals for the sessions and any group activities or exercises. Activities and exercises are to be selected from the *Counseling Activities Workbook* (Schroeder, 2021).

Provide a one page handout with basic information of the stage and criteria along with handouts of your exercises. The other students in the class will be active observers and will participate in the role-play.

Objectives of this facilitation demonstration are:

- Demonstration of opening the group appropriately to include: review of rules, purpose of group (title of activity)
 - See Gladding (2020) page 97 #3 for a better understanding
- Discussion will demonstrate the stage of group represented, specific issues/considerations to know for the stage.
- Demonstrate issues, techniques, interventions and/or exercises used with the population and group stage.
- Demonstrate knowledge of ethical considerations and discuss relevant issues of diversity that may be important considerations for the population chosen.
- Provision of handout highlighting key aspects of the stage discussed and exercises. Upload document in Assignment link. Use Word or PDF format.
 - Activities & exercises to be selected from the *Counseling Activities Workbook* (Schroeder, 2021).

The following rubric will be used for this assignment.

	Not Present	Novice	Competent	Proficient
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	0	50%	75%	100%
Facilitator/s open the group following example #3 (p. 97) and to include review of rules & title of activity.	Absent	One or two criteria addressed and covered; yet brief & under developed. Many items or responses blank.	Two or Three criteria addressed and covered. Few missing items or responses	All criteria addressed and covered. Completed & fully developed.
Discussion will demonstrate the stage of group represented, specific issues/considerations to know for the stage.	Absent	One or two criteria addressed and covered; yet brief & under developed. Many items or responses blank.	Two or Three criteria addressed and covered. Few missing items or responses	All criteria addressed and covered. Completed & fully developed.
Demonstrate issues, techniques, interventions and/or exercises used with the population and group stage.	Absent	One or two criteria addressed and covered; yet brief & under developed. Many items or responses blank.	Two or Three criteria addressed and covered. Few missing items or responses	All criteria addressed and covered. Completed & fully developed.
Demonstrate knowledge of ethical considerations and discuss relevant issues of diversity that may be important considerations for the population chosen.	Absent	One or two criteria addressed and covered; yet brief & under developed. Many items or responses blank.	Two or Three criteria addressed and covered. Few missing items or responses	All criteria addressed and covered. Completed & fully developed.
Provision of handout highlighting key aspects of the stage discussed and exercises.	Absent	Incomplete or weak sentences structure. Citations/References missing or incorrectly written.	Organized and good structure & development. Citations/References incorrectly written.	Strong Formatting, organization, fully developed. Citations & references correctly written.

D. Journal

24 points

Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe your experiences in group using the following format:

Part I: Observations

Describe what happened during the week's group session. Include a general description of what occurred; specific events or interactions that were particularly significant for you; and examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group. **Please remember to use pseudonyms in place of classmates' real names to help protect their confidentiality.**

Part II: Personal Reactions and Reflection

Discuss your personal reactions to what happened in the group. What do you think and how do you feel (i.e., what were your emotions) about what happened? Describe any personal meanings you gained that you would like to share with the professor. Did you discover something new

about yourself or confirm something you already knew? Did you “try on” any new behaviors? How did these behaviors work for you? Specify any plans or goals you want to apply to develop what you learned.

Each entry should be between one and two full double-spaced pages in Georgia, 11-point font with one inch margins and uploaded as attachments rather than using the usual journal tool. Please note that you must attend the group to be able to journal about it.

E. Group Proposal 25 points

Create a proposal for a counseling group you would like to organize and lead in either a mental health or school setting. Using APA 7 format, write a proposal in paragraph form that includes:

Overview

- Group duration (long term or short term), and whether the group is developmental, preventative, or remedial
- Group structure and goals (why does the group exist? what is the focus? what might participants gain from the group?)
- Rationale for group, rather than individual, counseling
- Group logistics (when, where, and how often the group will meet)
- Evaluation (how will you evaluate the group, i.e., how do you know the group is accomplishing its goal? How often will you evaluate?)

Membership

- Member recruiting (target population, voluntary or mandatory, selection techniques, announced or hand-picked, screening techniques, desired size)

Leadership

- Group leadership (leader qualifications, sole leader or co-leaders, member involvement in leadership)
- Theoretical framework (what framework will you work from? What techniques and procedures might you employ?)
- Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward his or her personal goals?)
- Individual consultation (to what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in group only? How might you suggest a referral for a particular member?)

Session format and flow

- Informed consent (what aspects will you include? what safeguards will you use?)
- Ground rules (what ground rules will be in place, and how will they be communicated?)
- Ethics (considerations and guidelines)
- Group stages (what do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?)

Please note that the term “at-risk” is a very general one. A student who is at risk because her mother died probably has different needs than a student who did not do well on a STAAR exam. Similarly, a student who did not do well on a STAAR exam may have a very different set of needs than a student who is not turning in homework. Please specifically describe the target audience of the group intervention.

Similarly, for those choosing a theoretical approach within the cognitive behavioral systems, please specify the particular framework you intend to use, e.g., REBT, cognitive therapy, etc. Though similar, each has its own strengths and particular methods.

Following the title page, the content portion of the paper should look like this:

Title of Paper

Introductory text for the entire paper goes here.

Overview

Witty and insightful text goes here.

Membership

Witty and insightful text goes here.

Leadership

Witty and insightful text goes here.

Session Format and Flow

Witty and insightful text goes here.

Conclusion

Concluding text for the entire paper goes here.

Papers should consist of at least five full pages of content, which does not include title, abstract, or reference pages. Please remember to follow APA 7 format including the section headers provided above, and note that this is a paper, not simply a question and answer outline. It should flow as a narrative and cover all of the information involved. Be sure to remove the extra space between paragraphs!

IX. Topical Outline and Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>	<u>DUE BEFORE NEXT WEDNESDAY</u>
	SUBSTANTIVE ENGAGEMENT ASSIGNMENT – Complete your introduction on Blackboard by Friday, January 20th	
Week 1 01.18	Introduction; Syllabus and Overview; History of Group Work; Types of Groups	INFORMED CONSENT; QUIZZES CH. 18, 1; JOURNAL
Week 2 01.25	Group Dynamics and Group Leadership	QUIZZES CH. 2, 3; JOURNAL

Week 3 02.01	Group Stages: Forming	QUIZ CH. 4; JOURNAL
Week 4 02.08	Group Stages: Storming and Norming	QUIZ CH. 5; JOURNAL
Week 5 02.15	Group Stages: Performing	QUIZ CH. 6; JOURNAL
Week 6 02.22	Group Stages: Adjourning	QUIZ CH. 7; JOURNAL
Week 7 03.01	Group Ethics	QUIZ CH. 10; JOURNAL
Week 8 03.08	Diversity and Social Justice in Group Work; Specialty Groups and Creativity in Groups	QUIZZES CH. 8, 9; JOURNAL (All due 03.23)
03.15	SPRING BREAK	
Week 9 03.22	Groups for Children	QUIZ CH. 11; JOURNAL
Week 10 03.29	Groups for Adolescents	QUIZ CH. 12; JOURNAL
Week 11 04.05	Groups for Adults	QUIZ CH. 13; JOURNAL
Week 12 04.12	Groups for Older Adults	GROUP PROPOSAL ; QUIZ CH. 14; JOURNAL
Week 13 04.19	Reality, Adlerian, & Person-Centered Approaches	QUIZ CH. 15
Week 14 04.26	Existential, Gestalt, REBT, & TA Approaches	QUIZ CH. 16
Week 15 05.03	Solution-focused, Narrative, & Psychodramatic Approaches	QUIZ CH. 17
Week 16 05.10	FINAL EXAM DUE	

Chapter reading quizzes, journals, and other activities are due each week as detailed on Blackboard. Other readings may also be assigned during the course of the semester. The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

X. Important Dates

First day of term: January 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 to **withdraw from all** classes: May 5, 2023

Last day of term: May 12, 2023

Policies

XI. Course Policies

A. Attendance

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 Friday, January 20th. **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 zero (0) proctored exams, you are encouraged to choose the “course fee” model instead of the “individual test fee” model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

Proctored exam information will be provided prior to any proctored exam. Be aware you must use Google Chrome to take the exam, install the Proctorio Chrome browser extension (from

getproctorio.com), and show an official photo identification (ID). You can use either a valid driver's license, passport, or school ID.

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

D. Response Times and Feedback

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 weekly assignments such as quizzes, journals, and discussions within a calendar week. Major assignments typically take two to three weeks.

E. Other

During face-to-face and synchronous interactions, please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

In the counseling profession, papers and presentations generally follow APA format. Please see Blackboard course content or the *APA Publication Manual, 7th edition*, for more information. If you do not have a copy of the APA Manual, *purchase one*.

Assignments in this course may be submitted through a plagiarism checker. Please check papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers free of plagiarism, please consult the *APA Publication Manual, 7th edition*, or visit the Writing Center.

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 2022-2023 Catalog (<http://catalog.truman.edu/content.php?catoid=22&navoid=1331>) 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.

(2022-2023 Catalog http://catalog.truman.edu/preview_program.php?catoid=22&poid=4401; http://catalog.truman.edu/preview_program.php?catoid=22&poid=4297)

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, January 16, 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, the introductory assignment noted on the course calendar.

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

XIV. Resources

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

A. Center for Academic Excellence

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

B. Counseling Services

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

C. IT Help Desk

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

D. Office of Student Access and Disability Services

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

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

E. Writing Center

I encourage you to use the University’s [Writing Center](#) for your writing projects. It is not a proofreading service. The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why). They can help you understand and better your writing craft. They can also do brainstorming if

you're having a hard time getting started. And they have an online scheduler, so making an appointment is easy. The Writing Center is located in PML 107.

F. Additional Resources for Students

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

Information on the Counseling program can be accessed via the website (<https://www.truman.edu/majors-programs/graduate-studies/ma-counseling/>) or the University Catalog (<http://catalog.truman.edu>).

XV. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

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

Chair 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.**