

Course Syllabus
COUN 664G
Theories and Techniques of Counseling
Spring 2023

CLASS INFORMATION

Instructor: Ellen K. Carruth, PhD, LMHC, NCC

Format: Asynchronous

Phone: 206-605-5995 (cell); 660-785-4233 (campus)

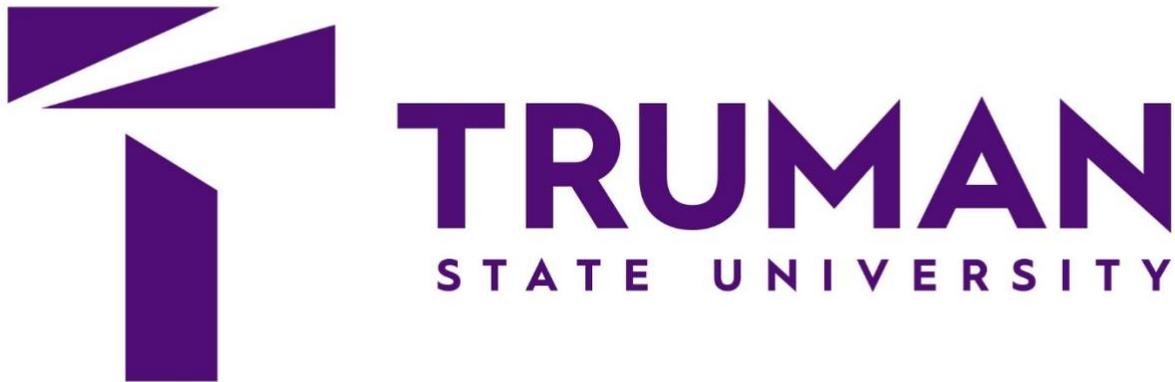
Email: ecarruth@truman.edu

{Email is my preferred method of communication}

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

Office Hours: Mondays @2:00 p.m. CST; Tuesdays @ 11:00 a.m. CST; by appointment

Zoom Virtual Office Link: [Dr. C's Zoom Office](#)



:

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

COUN 664G: Theories and Techniques of Counseling (3 credit hours)

The primary focus of this course is for the student to develop an in depth understanding of the major counseling theories and interventions utilized in counseling practice. The student builds skills in critiquing, evaluating, and applying these theories. In addition, the appropriateness of each theory for multicultural settings is examined.

Prerequisite: Admission to the Counseling Program.

II. Rationale

A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence 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.

{This is the general university statement for a 3-hour asynchronous course over 15 weeks. Please see the policy at <https://wp-internal.truman.edu/institute/files/2020/06/Guidance-on-Federal-Credit-Hour-Statements-for-Syllabi.pdf> for appropriate modification.}

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.

5. COUNSELING AND HELPING RELATIONSHIPS
 - a. theories and models of counseling
 - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - e. counselor characteristics and behaviors that influence the counseling process
 - i. development of measurable outcomes for clients
 - 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

1. FOUNDATIONS

- b. theories and models related to clinical mental health counseling

G. School Counseling Standards

3. PRACTICE

- 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
5. Establish effective counseling relationships, based on mutual respect, grounded in the use of skills, and guided by common approaches to counseling

The course competencies are as follows:

1. The student will understand the basic tenets of major counseling theories and their application to practice with clients.
2. The student will differentiate between theories for application in various counselor and client contexts.
3. The student will evaluate the major counseling theories for utility in practice with culturally diverse clients.

4. The student will synthesize the course information and assignments so as to develop his/her own personal theoretical orientation.
5. The student will develop skills and knowledge regarding graduate professional writing, incorporating correct use of APA style and formatting.

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

1. Lecture and discussion
2. Case studies
3. Individual activities
4. Group activities
5. Blackboard postings

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

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

Course Content

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

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Brooks/Cole.

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

Supplemental

Halbur, D. A., & Halbur, K. V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.). Pearson.

Wedding, D., & Corsini, R. J. (Eds.). (2019). *Current psychotherapies* (11th ed.). Cengage.

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 - 89points=B

70 - 79points=C

60 - 69points=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
<i>{Please include relevant information; To insert additional rows, right-click on the table and choose “Insert”}</i>				
Major Theory Paper Formative Quotes, Part I	5	Week 6	2F5a, 2F5d, 2F5e, 2F5i, 2F5n, 5C1b, 5G3f	1, 2, 3, 4, 5
Major Theory Paper Formative Quotes, Part II	5	Week 9	2F5a, 2F5d, 2F5e, 2F5i, 2F5n, 5C1b, 5G3f	1, 2, 3, 4, 5
Major Theory Paper	20	Week 13	2F5a, 2F5d, 2F5e, 2F5i, 2F5n, 5C1b, 5G3f	1, 2, 3, 4, 5
Final Exam	20	Week 16	2F5a, 2F5d, 2F5e, 2F5i, 2F5n, 5C1b, 5G3f	1, 2, 3
Weekly Journal	15	Weekly	2F5a, 2F5d, 2F5e, 2F5i, 2F5n, 5C1b, 5G3f	1, 2, 3, 4, 5

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Class Participation (discussions and knowledge checks)	30	Weekly	2F5a, 2F5d, 2F5e, 2F5i, 2F5n, 5C1b, 5G3f	1, 2, 3, 4, 5

Detailed Descriptions

Major Theory Paper Formative Quotes **10 points (5 points each)**

To lay the groundwork for the major theory paper, you will do this assignment twice during the semester. You will choose one theory to explore in depth each time, which will result in accruing material for the two theories for the major theory paper. Listed below are some of the major theories of counseling, followed by the name(s) of each theory’s creator(s).

Psychoanalytic (Freud)	Psychodynamic (Jung)	Eriksonian (Erikson)
Object Relations (Mahler)	Adlerian (Adler)	Existential (Frankl/May/Yalom)
Person-Centered (C.Rogers)	Gestalt (Perls/Perls)	Behavioral (Skinner)
REBT (Ellis)	Cognitive (A. Beck)	CBM (Meichenbaum)
Multimodal (Lazarus)	Reality (Glasser/Wubbolding)	Feminist (Baker/Miller/Brown Enns/Espin/Walker)
DBT (Linehan)	Narrative (White/Epston)	Solution-Focused (deShazer/Berg)
Solution-Oriented (O’Hanlon)	Transactional Analysis (Berne)	Multigenerational Family (Bowen)
Satirian Family (Satir)	Symbolic-Experiential (Whitaker)	Structural Family (Minuchin)
Strategic Family (Haley)		

For the theory you chose, find **at least two** original academic sources written by the theory’s creator(s). These must be articles written by the theory’s creator(s) published in professional, peer-reviewed journals or books written by the theory’s creator(s). Videos and textbooks may not be used as sources. All sources should be **text**, not webpages, audio, or video. Electronic copies of texts are permitted. You may have more than two qualifying original academic sources.

Please find **at least** two distinct, direct quotes from your sources that address each of the following:

- The theorist’s beliefs about human nature
- The theorist’s beliefs about why people have problems
- The theorist’s beliefs about what counselors do when using his/her/their approach
- The theorist’s beliefs about what clients do when using his/her/their approach
- The theorist’s stated therapeutic goals when using his/her/their approach

At a minimum, there will be a total of 10 distinct, direct quotes with two per category. You may wish to include significantly more since this will help with your major theory paper later in the semester, but you are not required to do so. Please be sure to draw from both sources.

Since this is a fact-finding expedition rather than a formal paper, please use a basic outline form with direct quotes in APA 7 format. After a student version of the title page (as described in the APA 7 manual, p. 30), the first page of content will look something like this:

Title of Assignment

I. Beliefs about human nature

“These are the things that I believe about people” (Author, Year, p. X).

“These are other things I believe about people” (Author, Year, p. X).

II. Why people have problems

Quote (Author, Year, p. X).

Quote (Author, Year, p. X).

III. Role of the counselor

Quote (Author, Year, p. X).

Quote (Author, Year, p. X).

IV. Role of the client

Quote (Author, Year, p. X).

Quote (Author, Year, p. X).

V. Therapeutic goals

Quote (Author, Year, p. X).

Quote (Author, Year, p. X).

Please follow the quotes you have chosen with an APA 7 formatted reference page.

Please upload a copy of each of your sources along with your quotes paper to Blackboard before class time on the due date. Articles should be copies of the actual articles, not links. For books used as original sources, please upload a scanned copy or photograph of the cover and copyright pages. For e-books, include screenshots of the cover and copyright pages. Please note that readings or other material assigned in class count as part of the textbook, whether they come from Corey or not. REMEMBER, all of these works should be written by the theory’s creator. The creator is noted in the list above.

As you are working, if your sources also cover multicultural considerations of using the theory and/or information about what influenced the genesis of the theory (e.g., the theorist’s background), you may wish to keep that information for your paper, too.

Major Theory Paper

20 points

Choose two of the following major theories to explore in depth:

Psychoanalytic (Freud)	Psychodynamic (Jung)	Eriksonian (Erikson)
Object Relations (Mahler)	Adlerian (Adler)	Existential (Frankl/May/Yalom)
Person-Centered (C.Rogers)	Gestalt (Perls/Perls)	Behavioral (Skinner)
REBT (Ellis)	Cognitive (A. Beck)	CBM (Meichenbaum)
Multimodal (Lazarus)	Reality (Glasser/Wubbolding)	Feminist (Baker/Miller/Brown Enns/Espin/Walker)
DBT (Linehan)	Narrative (White/Epston)	Solution-Focused (deShazer/Berg)
Solution-Oriented (O'Hanlon)	Transactional Analysis (Berne)	Multigenerational Family (Bowen)
Satirian Family (Satir)	Symbolic-Experiential (Whitaker)	Structural Family (Minuchin)
Strategic Family (Haley)		

You will use the original scholarly sources you gathered earlier in the semester for much of this paper. At this point, you should have a minimum of four distinct references, with at least two original sources for the first theory and at least two original sources for the second theory, written by the originators of those theories.

You must have at least **five** total references and may have more. You may draw from scholarly sources other than the theorist **ONLY** for the Biography and Multicultural Considerations sections, since some theorists may not explicitly address these points. Please choose sources other than Corey. Please upload a copy of any additional sources beyond those submitted earlier in the semester.

For each theory, please describe the following:

- Theorist's biography and influences (What about the theorist's life and characteristics might have led her/him/them to create her/his/their theory?)
[drawn from creator's material and/or other sources]
- Beliefs about human nature
[drawn exclusively from creator's material]
- Why people have problems
[drawn exclusively from creator's material]
- Role of the counselor
[drawn exclusively from creator's material]
- Role of the client
[drawn exclusively from creator's material]
- Therapeutic goals
[drawn exclusively from creator's material]
- Multicultural considerations
[drawn from creator's material and/or other sources]

For the third major section on the paper, please compare and contrast the two theories you have chosen. This should be your own analysis, not a report of someone else's. This section should cover:

- Similarities and differences between the theories (compare/contrast)
- Personal reaction to each

After the student version of the title page, each paper should look like this:

Title of Paper

Introductory text for the entire paper goes here.

Theory I

Theorist's Biography and Influences

Witty and insightful text goes here.

Beliefs About Human Nature

Etc.

Why People Have Problems

Etc.

Role of the Counselor

Etc.

Role of the Client

Etc.

Therapeutic Goals

Etc.

Multicultural Considerations

Etc.

Theory II

Theorist's Biography and Influences

Ditto with the other headings covered for Theory I

Comparison and Reaction

Similarities and Differences

Etc.

Personal Reaction

Etc.

Conclusion

Concluding text for the entire paper goes here.

The content section of the paper should be followed by a separate reference page.

Please note that this paper covers two major theories, not schools of thought. Cognitive behavioral therapy, for instance, is a school of thought. Cognitive therapy, cognitive behavioral modification, and rational emotive behavior therapy are theories within that school of thought.

REMEMBER, almost all the works should be written by the theory's creator.

Finally, please remember that this is primarily a research paper. In the counseling profession, research papers follow APA 7 format, and to receive full credit, the paper must be written and formatted in correct APA 7 style. This includes font, margins, spacing, capitalization, indentation, page numbers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. The APA 7 manual contains detailed information for proper formatting, so please read it carefully. It also includes a student-specific version of the title page, as described on page 30. In the two theory sections, virtually every sentence should have a supporting citation. Paraphrases and summarizations, rather than direct quotes, should be the norm. The manual includes sample papers beginning on page 61. Papers should consist of at least eight full pages of content, which does not include title, abstract, or reference pages. Papers may contain more than eight full pages of content.

Final Exam

25 points

The final examination consists of material from across the course, including assigned readings, lectures, practice exercises, and case applications. Format for the final exam is to be determined. Your instructor will provide more information.

Journal

15 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 the material you are reading that week, your conceptualization of the theory or theories being studied, the portions of the theory that make sense to you, the parts you wonder about, and your perceived congruence and dissonance with the theory or theories based on your observations, life experience, and interactions with your classmates. Each journal entry should be at least half a typed single-spaced page. Entries will be submitted through Blackboard each Sunday by 11:59 p.m. Central Time.

Class Participation

30 points

As in a face-to-face course, there are activities throughout the semester designed to enhance understanding of the material. These may include additional readings, discussion postings, self-assessments, synchronous engagement with peers and/or the instructor, and other elements.

Active, meaningful engagement is expected. Points in this category are assigned based upon completion and successful fulfillment of these activities in the eyes of the instructor.

IX. Topical Outline and Tentative Schedule

Date	Subject/Topic	Reading/Course Activities	Assignments Due
Week 1 (first assignment due January 20)	Substantive Engagement Assignment	Complete introduction on Blackboard	• <u>Complete introduction (discussion post)</u>
Week 1	<ul style="list-style-type: none"> Course Introduction Introduction Syllabus and Overview Theoretical Orientation and Personal Application 	<ul style="list-style-type: none"> Review ACA Code of Ethics (2014) Read Corey, Ch. 1-3 	• Complete Journal entry
Week 2	<ul style="list-style-type: none"> Psychoanalytic and Psychodynamic Approaches 	<ul style="list-style-type: none"> Read Corey, Ch. 4 Review video lecture 	<ul style="list-style-type: none"> • Complete knowledge check • Complete Journal entry
Week 3	<ul style="list-style-type: none"> Adlerian Approaches 	<ul style="list-style-type: none"> Read Corey, Ch. 5 Review video lecture 	<ul style="list-style-type: none"> • Complete discussion post • Complete Journal entry
Week 4	<ul style="list-style-type: none"> Existential Approaches 	<ul style="list-style-type: none"> Read Corey, Ch. 6 Review video lecture 	<ul style="list-style-type: none"> • Complete knowledge check • Complete Journal entry
Date	Subject/Topic	Reading/Course Activities	Assignments Due
Week 5	<ul style="list-style-type: none"> Person-Centered Approaches 	<ul style="list-style-type: none"> Read Corey, Ch.7 Review Video lecture 	<ul style="list-style-type: none"> • Complete Journal entry • FORMATIVE QUOTES (1st THEORY)
Week 6	<ul style="list-style-type: none"> Gestalt Approaches 	<ul style="list-style-type: none"> Read Corey, Ch.8 Review Video lecture 	<ul style="list-style-type: none"> • Complete discussion post • Complete Journal entry
Week 7	<ul style="list-style-type: none"> Behavior Therapy Approaches 	<ul style="list-style-type: none"> Read Corey, Ch. 9 Review video lecture 	<ul style="list-style-type: none"> • Complete knowledge check • Complete Journal entry
Week 8	<ul style="list-style-type: none"> Cognitive Behavior Therapy Approaches 	<ul style="list-style-type: none"> Read Corey, Ch. 10 Review video lecture 	<ul style="list-style-type: none"> • Complete Journal entry • FORMATIVE QUOTES (2nd THEORY)
Week 9	<ul style="list-style-type: none"> Choice Theory/Reality Therapy 	<ul style="list-style-type: none"> Read Corey, Ch. 11 Review video lecture 	<ul style="list-style-type: none"> • Complete discussion post • Complete Journal entry
Week 10	<ul style="list-style-type: none"> Feminist Therapy 	<ul style="list-style-type: none"> Read Corey, Ch. 12 Review video lecture 	<ul style="list-style-type: none"> • Complete knowledge check • Complete Journal entry
Week 11	<ul style="list-style-type: none"> Postmodern Approaches 	<ul style="list-style-type: none"> Read Corey, Ch. 13 Review video lecture 	<ul style="list-style-type: none"> • Complete discussion post • Complete Journal entry
Week 12	<ul style="list-style-type: none"> Family Systems Approaches 	<ul style="list-style-type: none"> Read Corey, Ch. 14 Review Video lecture 	<ul style="list-style-type: none"> • Complete Journal entry • MAJOR THEORY PAPER
Week 13	<ul style="list-style-type: none"> Integrative Approaches 	<ul style="list-style-type: none"> Read Corey, Ch. 15 Review video lecture 	<ul style="list-style-type: none"> • Complete knowledge check • Complete Journal entry
Week 14	<ul style="list-style-type: none"> Five Forces of Counseling 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> • Complete discussion post • Complete Journal entry
Week 15	<ul style="list-style-type: none"> Theories of Supervision 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> • Complete Journal entry
Finals (12/11-12/17)	FINAL EXAM (format TBD)		

X. Important Dates

First day of term: Tuesday, January 17

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 5, 2023

Policies

XI. Course Policies

A. Attendance & Substantive Engagement

Regular attendance and participation is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Each class participation activity that is not completed during the assigned timeframe will result in a 2.5 point deduction on the final average. Please contact your instructor if you need to miss.

B. Late Work

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

C. Proctoring

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

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

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to \$10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). Because this course will have <<insert number of proctored exams you plan for>>three (3) proctored exams, you are encouraged to choose the “course fee” model instead of the “individual test fee” model as you pay for the first exam. You will be charged a

bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

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

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

D. Response Times and Feedback

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.

XII. Departmental Policies

A. Student Diversity and Confidentiality

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

B. Attendance

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

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

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

C. Netiquette, Civil Dialog, and Professional Communication

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

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

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

D. Academic Honesty

Students are expected to exhibit honesty in their academic and professional work. Examples include proper attribution of sources, accurate reporting of clinical hours attained and research results, avoiding misrepresentation, and seeking instructor permission before reusing work submitted for another class, collaborating on assignments, or disclosing test contents. Students are also expected adhere to the American Counseling Association Code of Ethics.

E. Informed Consent Statement for Counseling Courses

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

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

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

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

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

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

Evaluating student fitness and performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students'

performances, and the American Counseling Association's Code of Ethics (2004). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

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

Minimum grade requirements

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

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

(2021-2022 Catalog

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

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

XIII. University Policies

A. Attendance

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

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Tuesday, January 17 and ending 11:59 pm Saturday January 21. **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, completing Discussion Post One.

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 *{Department Website}* or the University Catalog (<http://catalog.truman.edu>).

XV. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

Various offices that provide services to online students are identified at the [One Stop Services](#) page on online.truman.edu. 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.**