

Course Syllabus
COUN 673G
Introduction to Family and Couples Counseling
Spring 2023

CLASS INFORMATION

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

Format: Asynchronous online

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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 673G: Introduction to Family and Couples Counseling (3 credit hours)

This course provides basic skills and knowledge for those working with couples and families. Using a systemic therapeutic approach and a multicultural frame work, family development and transitions across the lifespan will be explored. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

II. Rationale

This overview course provides a framework for understanding history of family therapy, a concept of systems theory, family developmental life cycle, and contemporary theories and practices. The main purpose of this course is to assist you in understanding contemporary families in a sociocultural context, as well as issues affecting family life. Demonstration, field experiences, and practical applications are integrated to clarify and enhance you understanding of theoretical concepts.

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.

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- f. systemic and environmental factors that affect human development, functioning, and behavior

5. COUNSELING AND HELPING RELATIONSHIPS

- b. a systems approach to conceptualizing clients
- j. evidence-based counseling strategies and techniques for prevention and intervention

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling Standards

1. FOUNDATIONS

- a. understands family development and life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence and related family concerns
- b. knows the principles and models of assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans

F. Marriage, Couple, and Family Counseling

1. FOUNDATIONS

- a. history and development of marriage, couple, and family counseling
- b. theories and models of family systems and dynamics
- c. theories and models of marriage, couple, and family counseling
- d. sociology of the family, family phenomenology, and family of origin theories
- e. principles, models of assessment and case conceptualization from a systems perspective
- f. assessments relevant to marriage, couple, and family counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of marriage, couple, and family counselors
- b. structures of marriages, couples, and families
- c. family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments
- f. aging and intergenerational influences and related family concerns
- m. cultural factors relevant to marriage, couple, family functioning, and impact of immigration
- o. ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling

3. PRACTICE

- a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective
- b. fostering family wellness
- c. techniques and interventions of marriage, couple, and family counseling

- d. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

G. School Counseling Standards

1. FOUNDATIONS
 - d. models of school-based collaboration and consultation
2. CONTEXTUAL DIMENSIONS
 - a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
 - b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
 - g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
 - i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
 - n. legal and ethical considerations specific to school counseling
3. PRACTICE
 - f. techniques of personal/social counseling in school settings
 - h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
 - l. techniques to foster collaboration and teamwork within schools

V. Student Learning Outcomes

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

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

The course competencies are as follows:

1. Demonstrate functional knowledge of theories and practices in couple and family counseling
2. Understand key constructs of two or more theoretical approaches to family counseling
3. Approach couples counseling as distinct from family counseling
4. Apply basic family and couple counseling skills to case conceptualization and to counseling
5. Describe and apply a functional understanding of systems theory to family and couple counseling
6. Integrate knowledge of development and sociocultural influence into family and couple counseling
7. Understand that family functionality exists on a continuum and is changeable; all families function
8. Apply a working knowledge of multicultural considerations in counseling
9. Understand major ethical issues related to counseling families and couples

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- assigned readings
- videos, PowerPoint, YouTube, and SlideShare presentations
- supplemental reading
- online discussion groups
- reflection papers
- case conceptualizations
- application of skills and knowledge in assigned 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.

Course Content

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

Goldenberg, I., Stanton, M. & Goldenberg, H. (2018). *Family therapy: An overview* (9th ed.). Cengage.

Taibbi, R. (2017). *Doing couple therapy: Craft and creativity in work with intimate partners* (2nd ed.). Guilford Press.

Becvar, D. S., & Becvar, R. J. (1999). *Systems theory and family therapy: A primer* (3rd ed.). Hamilton Books.

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

Recommended

Patterson, J., Williams, L., Edwards, T. M., Charnow, L., & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination* (3rd ed.). Guilford Press.

McGoldrick, M., & Gearson, R. (2008). *Genograms: Assessment and intervention* (3rd ed.). W. W. Norton & Company.

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
Quizzes	20	Weekly	2F3a, 2F3f, 2F5b, 2F5j, 5C1a, 5C1b, 5F1a, 5F1b, 5F1c, 5F1d, 5F1e, 5F1f, 5F2a, 5F2b, 5F2c, 5F2f, 5F2m, 5F2o, 5F3a, 5F3b, 5F3c, 5F3d, 5G1d, 5G2a, 5G2b, 5G2g, 5G2i, 5G2n, 5G3f, 5G3h, 5G3l	1, 2, 3, 4, 5, 7
Discussion Postings	15	Weekly	2F3a, 2F3f, 2F5b, 2F5j, 5C1a, 5C1b, 5F1a, 5F1b, 5F1c, 5F1d, 5F1e, 5F1f, 5F2a, 5F2b, 5F2c, 5F2f, 5F2m, 5F2o, 5F3a, 5F3b, 5F3c, 5F3d, 5G1d, 5G2a, 5G2b, 5G2g, 5G2i, 5G2n, 5G3f, 5G3h, 5G3l	1, 2, 3, 5
Genogram and Analysis	20	Week 6	2F3f, 2F5b, 5C1a, 5C1b, 5F1d, 5F1e, 5F1f, 5F2a, 5F2b, 5F2c, 5F2f, 5F2h, 5F2m, 5F2o, 5F3a, 5F3b, 5F3c, 5F3d, 5G2a, 5G2g, 5G2i, 5G3f, 5G3h	1, 7, 8

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
<i>A Reflection on Family Systems Theory</i>	15	Week 10	2F5b, 5C1a, 5C1b, 5F1d, 5F1e, 5F1f, 5F2b, 5F2c, 5F2f, 5F2m, 5F3a, 5F3b, 5F3c, 5F3d	2, 3, 8
Case Study	30	Week 16	2F3a, 2F3f, 2F5b, 2F5j, 5C1a, 5C1b, 5F1a, 5F1b, 5F1c, 5F1d, 5F1e, 5F1f, 5F2a, 5F2b, 5F2c, 5F2f, 5F2m, 5F2o, 5F3a, 5F3b, 5F3c, 5F3d, 5G1d, 5G2a, 5G2b, 5G2g, 5G2i, 5G2n, 5G3f, 5G3h, 5G3l	1, 2, 3, 4, 5, 7, 9, 10

Detailed Descriptions

A. Quizzes

25 points

This assignment consists of the chapter quizzes from the Goldenberg textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Tuesday 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.

B. Discussion Postings

15 points

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Blackboard. Post **at least two significant** responses to **each discussion question**, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues' reflections or comments. All responses for the week will be due

by 11:59 p.m. Central Time on the Tuesday after they are assigned. Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for:

- Timely contributions
- Correct English usage, grammar, and spelling
- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Citing relevant resources to validate points
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

C. Genogram and Analysis

20 points

Students will acquire information about using genograms in family and couples counseling. They will develop a process for genogram construction, create a genogram, then explain and interpret the genogram. The outcome will be a document that includes the genogram, a paper explaining and interpreting the genogram, questions developed for a genogram interview, and a reference page of articles, videos, and other resources used in completing the assignment.

Creating the Genogram

- Construct a three-generation genogram of your family.
- Focus upon 5-9 predominant themes or issues within the family. All the themes do not necessarily need to be tied to mental health conditions or concerns. Additional possible topics include career choice, traits, academic history, etc. You may wish to interview members of the family but are not required to do so.
- Develop a list of 12 or more questions that you might ask family members if you were to construct a genogram in therapy. Refer to the assigned and supplemental readings and videos for guidance in constructing effective genogram questions. Many excellent resources can be found on the Web. Please be sure to list any resources used on the reference page.
- For the purpose of this assignment, include strength-based themes (i.e. education, faith, jobs or profession, talents, hobbies, skills, etc.) that typify the family, and issues or problems that inhibit healthy family functioning and might motivate a family to seek counseling.
- Include all individuals within the family. Include estranged or deceased family members.
- Note age, marital status, special bonds or conflicts with other individuals in the family.
- Include a Key (or Legend) with your genogram.

Written Description

Once you have constructed the genogram, write a description of the family. Include each of the following aspects of the family, as depicted in the genogram.

- Individuals in the family – their roles, characteristics, and influence on the family.

- Subsystems – characteristics of family subsystems and their influence on family functioning.
- The whole family system including...
- Characteristics of the family as a whole. Describe the unique qualities, accomplishments, rules, roles, beliefs, cultural practices, etc. that guide the family.
- How a family thrives and survives, how they encounter adversity, meet challenges, etc.
- Suprasystems that influence, control, support, make demands, create adversity, etc.
- Describe one or two suprasystems that have the greatest influence on the family.
- Other aspects of family life and interaction that offer useful information and is of interest to you as a developing counselor.
- Questions. Include the list of questions you have developed to ask a family.

Note.

- Include family strengths in addition to conflicts or challenges you choose to depict.
- If you describe confidential issues within the family, then you must create made-up names for the family and family members.

Requirements for Submission**Work Products**

- Genogram
- A written narrative describing the family (minimum six pages of text)

Attach to the narrative:

- 1) A list of references (7 required, including the assigned readings and videos).
- 2) A list of the questions that you have developed.

Format

Narrative and Reference Page. APA 7 format is required.

Genogram. The format for genogram should include key elements of genogram illustrations found in the assigned reading and video, on websites, or in genogram software like GenoPro. Creativity, and innovation are welcomed. Genograms must include a key/legend and your name.

D. Paper: *A Reflection on Family Systems and Theory*

15 points

The intent of this study is to add depth and detail to the brief introduction to Family Systems Theory (FST) that was provided in chapter four of the Goldenberg textbook. Each student will develop a fundamental knowledge that enables her/him/them to conceptualize families as human systems and to view each family in terms of its parts, the connections between those parts, and the interaction among family members (including subsystems) that defines a family. Students will recognize that, a) behavioral change in one family member influences how a family functions, and b) changes in a family system influences the behaviors of individual members. Students will come to understand that individuals are inseparable from their network of relationships, and that systems theory is not restricted to family dynamics; it is applicable to any social system. Overall, a working understanding of FST is the basis of creating enduring change with clients, whether they are seen as a family, a couple, or individually.

Goals

At the conclusion of this study, you should be able to do the following:

- Define FST in your own words.
- Recognize that FST is theory of human interaction. It is not limited to family and couple counseling.
- Compare and contrast FST to your developing knowledge and anticipated approach to working with families and/or family issues in counseling.
- Integrate FST into your understanding of human behavior and your counseling approach in any context (individual, couple, family, group, school). Integration may be intense or limited, depending upon your philosophy. My intent is that you will develop a robust understanding of FST, so you can apply it effectively in future counseling, should you choose to do so.

Activities to complete

- *Reading.* Read the supplemental textbook, *Systems Theory and Family Therapy: A Primer* by Becvar and Becvar.
- *Reflection Paper.* Submit a three to five page reflection.
- *Supplemental Activity.* (Self-Initiated) You may wish to pursue other reading, the viewing of videos and lectures on the web, and to explore other sources of information that enhance and supplement your understanding of FST.
- *Discussion Group.* Remember to continue participation in your discussion group. Your discussion group offers opportunities to exchange ideas and information, to collaborate on the assignment, and to seek clarification, assistance, and support from classmates as you complete this assignment.

Write a Reflection Paper that reflects upon your response to Family Systems Theory (FST), highlights key elements of what you have learned about FST, and describes how you might utilize or apply FST in counseling.

Begin your paper with a definition of Family Systems Theory. In your own words, define FST in not more than two paragraphs. The definition should present your understanding of systems theory after you have completed the assigned reading and the self-initiated learning that you pursued.

Then write a reflection that conveys your developing understanding, knowledge, and ideas regarding FST, using the bulleted suggestions below as a guide:

- Compare and contrast FST to your knowledge of human behavior, counseling, and the nature of change.
- Compare FST to your experiences of human interaction in families and other social systems (extended family, community, school, jobsite, church, neighborhood, government, club, etc.).
- Describe how FST may influence your philosophy or overarching theory of counseling.
- Describe the potential implications of FST regarding how you approach counseling families or couples.

The paper must be three to five pages in APA 7 format and may exceed this minimum. The page count does not include the reference page or cover page.

Your paper must be your own work. However, you are encouraged to correspond with classmates and team up via phone or computer to develop your understanding of the theory, to collaborate in learning about the application of FST in your work and daily life, to seek further information, and to plan the structure and content of the assigned paper, and etc.

E. Final Paper: *A Therapeutic Response*

30 points

This assignment serves as the final exam. It draws upon information covered this semester through the assigned readings, videos, YouTube, and Slide Share presentations.

During Week 11, you will be provided a vignette specific to your specialization (mental health or school). Address the issues in a thoughtful, organized response. Consultation with your classmates is encouraged. You are also encouraged to utilize the professional literature in Family Therapy and in Counseling. You must submit an *original* response. This means your response is in *your* own words and demonstrates *your* understanding of family therapy.

Format

- APA 7 format is required.
- Page count does not include the reference page or cover page.

Evaluation

Evaluation will be based upon the following:

- Demonstrated familiarity with a model of family therapy.
- Demonstrated ability to systemically assess family structure and to hypothesize about structure and function, interactions, developmental stages, and transitions.
- Demonstrated understanding and application of systems theory. Includes understanding how problems develop, how change occurs, and how enduring change is facilitated in counseling.
- Demonstrated ability to develop an initial treatment plan for this family.

Evaluation will take into consideration your applied understanding of material that has been covered in the class. Evaluation is, in-part, comparative. This means that your demonstration of knowledge, and the quality of your response will be compared to responses submitted by all other class members.

Your Therapeutic Response to the Vignette

In your response, do the following:

1. Description. *Briefly* describe the model that will guide your treatment approach, including but not limited to, how problems develop and how change occurs in families.
2. Develop a systemic assessment of this family. Include the following factors:
 - Stage of the Family lifecycle. Transition(s) the family may be attempting to negotiate.
 - Problematic aspects of individual psychosocial development.
 - Family structure and function.
 - Existing or potential problems within the marital dyad.
 - Other assessments that are significant in the approach you choose to use.
3. Hypothesis. Develop some basic hypotheses about how family interactions promote or inhibit change. State these hypotheses and identify the theory or model that underlies each hypothesis. Your hypotheses should cover development, communication, attempts at

change, structure, marital issues, and other areas of significance. You may also wish to discuss the contextual factors and external systems that may impact attempts at change.

4. Develop a basic treatment plan for this family. Include the following items in your plan:
 - Goals. State three to five goals with measurable outcomes.
 - Evaluation. Describe how progress toward each goal will be evaluated.
 - Include two specific interventions for each goal. Identify the model of therapy that the intervention is drawn from.
 - Structure. Who will you see and when? Will you work most with the entire family or with family subsystems? Do you anticipate seeing the parents as a couple? Will you see any family member individually? Would you suggest inviting anyone from outside of the immediate family into the sessions?
 - Prognosis.
 - What outcomes do you expect?
 - How many sessions do you anticipate it may take to achieve an outcome?
 - Recommendations, referrals, etc. (if any) for supplemental assessment or services.

IX. Topical Outline and Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>	<u>DUE BEFORE NEXT TUESDAY</u>
	SUBSTANTIVE ENGAGEMENT ASSIGNMENT – Complete your introduction on Blackboard by Friday, January 20th	
Week 1 01.17	Introduction; Syllabus and Overview; Fundamental Concepts of Family Systems; Family Development & The Family Life Cycle; Diversity, Ethnicity, Culture, Gender, SES	GOLDENBERG CH. 1-2; DISCUSSION
Week 2 01.24	Systems Theory & Systemic Thinking; Origin and Development of Family Therapy	GOLDENBERG CH. 3-4; DISCUSSION
Week 3 01.31	Professional Issues & Ethics in Counseling Families	GOLDENBERG CH. 5-6; DISCUSSION
Week 4 02.07	Transgenerational & Experiential Approaches	GOLDENBERG CH. 8-9; DISCUSSION
Week 5 02.14	Structural Approaches	GOLDENBERG CH. 10; DISCUSSION
Week 6 02.21	Strategic & Behavioral Approaches	GENOGRAM PROJECT; GOLDENBERG CH. 11-12; DISCUSSION
Week 7 02.28	Postmodern & Social Constructionist Approaches	GOLDENBERG CH. 13-14; DISCUSSION
Week 8 03.07	Mental and Physical Health Conditions in Families; Relationship Education; Evidence Based Approaches	GOLDENBERG CH. 15-17; DISCUSSION (All due 03.21)
03.14	SPRING BREAK	
Week 9 03.21	Family Systems Theory	BECVAR CH. 1-10
Week 10 03.28	Couples & Marriage: Theoretical Foundations, Clinical Goals, Relationship Obstacles	REFLECTION PAPER; TAIBBI CH. 1-4; DISCUSSION
Week 11 04.04	Structure of Couples Therapy; Beginning & Middle Stages of Work with Couples	TAIBBI CH. 5-8; DISCUSSION

Week 12 04.11	Developmental Stages of Couples; Common Problems; Solution Focused Couple Therapy	TAIBBI CH 9-11; DISCUSSION
Week 13 04.18	Working with One Partner; Emotional Focused Couple Therapy	TAIBBI CH. 12-14; DISCUSSION
Week 14 04.25	Working with Angry Couples; Intimate Partner Violence	DISCUSSION
Week 15 05.02	Final Exam	CASE STUDY

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.**