

Course Syllabus
COUN 671G
Intervention, Prevention, and Crisis Response
Summer 2023

CLASS INFORMATION

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

Format: Asynchronous online

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

Office Hours: 8:00 am to 12:00 pm Monday and Thursday; 6:00 pm to 7:00 pm Wednesday

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

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



School of Health Sciences and Education Mission Statement

The School of Health Sciences and Education at Truman State University is committed to preparing students to effectively serve as professional and leaders in their communities and field by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.

Five Pillars

- Professional programs grounded in the liberal arts and sciences
- Leadership development
- Interdisciplinary collaboration
- Diverse learning and service opportunities
- Pursuit of continued scholarship and research

Graduate Program Objectives

Truman's Graduate Program Objectives are:

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

Course Overview

I. Course Catalog Description

COUN 671G: Intervention, Prevention, and Crisis Response (3 credit hours)

This class will focus on an examination of trauma and its biopsychosocial impact upon individuals. Specific focus will be provided on the theory, neuropsychological impact, response models, and the application of skills and techniques in crisis intervention.

II. 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.}

III. Proficiencies for Counselors

Counselors-in-training must master proficiencies from two major sources: local state laws pertaining to counselor licensure and certification and the standards developed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Since the Truman State University counseling program operates across multiple states, students are advised to check the program alignment website (<https://consumerinformation.truman.edu/stateauthorization/>) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
 - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

- k. strategies for personal and professional self-evaluation and implications for practice
 - l. self-care strategies appropriate to the counselor role
2. SOCIAL AND CULTURAL DIVERSITY
 - a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
 - b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
 3. HUMAN GROWTH AND DEVELOPMENT
 - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 5. COUNSELING AND HELPING RELATIONSHIPS
 - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - j. evidence-based counseling strategies and techniques for prevention and intervention
 - k. strategies to promote client understanding of and access to a variety of community-based resources
 - l. suicide prevention models and strategies
 - m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
 7. ASSESSMENT AND TESTING
 - a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
 - b. methods of effectively preparing for and conducting initial assessment meetings
 - c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling Standards

1. FOUNDATIONS
 - b. theories and models related to clinical mental health counseling
 - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 - e. psychological tests and assessments specific to clinical mental health counseling
2. CONTEXTUAL DIMENSIONS
 - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
 - f. impact of crisis and trauma on individuals with mental health diagnoses
3. PRACTICE
 - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues

G. School Counseling Standards

1. FOUNDATIONS

e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

3. PRACTICE

f. techniques of personal/social counseling in school settings

IV. Student Learning Outcomes

1. Analyze the impact of crisis, trauma, and disaster events on individuals, couples, families, and communities.
2. Analyze theories, response models, and intervention strategies related to effective crisis intervention.
3. Analyze evidence-based strategies to address topics such as natural/man-made disasters, suicide, sexual assault, and interpersonal violence.
4. Evaluate appropriate use of diagnosis and assessment related to crisis, trauma, and disaster events and responses.
5. Analyze cultural, ethical, and legal considerations related to crisis, trauma, and disaster events and responses.
6. Demonstrate an understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.
7. Analyze implications and effects of vicarious trauma.
8. Apply self-care strategies.
9. Identify national and community-based resources that provide services to clients who have been impacted by crisis, trauma, and disaster events

V. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- Lecture
- Discussion boards and peer engagement
- Training for psychological first aid and crisis
- Personal reflection and journaling
- Case study and practical application

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

Course Content

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

James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Cengage.

Van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. The Penguin Group.

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

Recommended

Rothschild, B. (2000). *The body remembers: The psychophysiology of trauma and trauma treatment*. W.W. Norton & Company.

Minimum Technology Requirements

Brightspace 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/>.

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.

VII. Course Requirements and Grading

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

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Postings and Journals	25	Weekly, as assigned	2F2a, 2F2b, 2F3g, 2F5d, 2F5j, 2F5k, 2F5l, 2F5m	1, 2, 4, 5, 6
Personal Reflection Paper 1	10	Week 1	2F1k, 2F1l, 2F3g	1, 4, 6

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Psychological First Aid Training and Suicide Prevention	15	Week 3	2F1b, 2F1c, 2F5j, 2F5k, 2F5m, 2F7a, 2F7b, 5C1b, 5C1e, 5C3a, 5C3b, 5G2e	
Triage Assessment Form – Case Study	10	Week 4	2F3g, 2F5j, 2F5k, 2F5l, 2F5m, 2F7a, 2F7b, 2F7c, 5C1b, 5C1c, 5C2b, 5C2f, 5C3a, 5C3b, 5G1e, 5G2e, 5G2g, 5G3f	2, 4
Crisis Resource Portfolio	10	Week 17	2F1b, 2F1c, 2F5k, 2F5m, 2F7c	2, 3, 4, 9
Self Care Project	5	Week 10	2F1k, 2F1l	7, 8
Final paper and personal reflection	25	Week 10	2F1b, 2F1c, 2F3g, 2F5d, 2F5j, 2F5k, 2F5m, 2F7a, 2F7b, 5C1b, 5C1c, 5C2f, 5C3a, 5C3b, 5G2e, 5G2g, 5G3f	1, 2, 3, 4, 5, 6, 7, 9

Detailed Descriptions

A. Discussion Postings 25 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 the end of day Friday on the week they are assigned. This provides time to respond to peers prior to the Sunday deadline for weekly work. 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

You are expected to make an initial post of 300-350 words before viewing your classmates' responses to the topic. Each response post should consist of 200-250 words. All posts should be supported by a minimum of 2 peer-reviewed articles not included in the course materials, with references in APA 7 format.

Some weeks you will be given a journal prompt instead, to contribute to your final paper instead of a discussion post. The directions and weekly assignment list will make clear which type of assignment you are to complete and the specific requirements. Journals will be viewed only by the instructor.

B. Personal Reflection Paper 1 10 points

This is a reflective assignment to explore your experiences, strengths, and possible growth edges coming into this course. A prompt will be provided in Brightspace and papers should be approximately 3-4 pages in length.

C. Psychological First Aid Training and Suicide Prevention training 15 points

Links to the appropriate trainings will be posted on Brightspace. Students should expect to complete the Psychological First Aid (PFA) training and to select one of the suicide prevention trainings listed in the assignment description.

In addition to submitting available proofs of completion, students will submit a document with 1-2 pages of reflection **each** for the PFA training and the suicide prevention training. Reflections should include what you learned from the training, how you would integrate PFA into your practice, questions you still have, etc.

D. Triage Assessment Form – Case Study 10 points

Following directions on Brightspace you will pick one of several case studies and complete a TAF and 2-3 page paper for the case study of your choice.

E. Crisis Resource Portfolio 10 points

Develop a crisis response portfolio which includes researching and identifying national and local crisis response and intervention resources. For this assignment, you will create a portfolio of general crisis resources as well as local community specific agencies that service the specific crises introduced throughout the semester.

G. Self-Care Project 5 points

Complete the ProQOL (https://www.proqol.org/ProQol_Test.html). The ProQOL is a tool that measures the negative and positive effects of helping others who experience suffering and trauma (Stamm, 2012).

Taking some time to reflect on your ProQOL results and using the resources provided to you this week, develop a creative way to display your self-care plan. In your plan, make sure to demonstrate your understanding of self-care as an ethical mandate, discuss key findings/insights you learned about yourself, identify areas you want to highlight and need to give attention to, and list specific strategies you plan to take to maintain wellness as a professional counselor.

H. Crisis Paper 20 points

Students will submit a 6-8 page paper including elements from their journals, self reflective work during the semester, and their own assessment of their growth and learning during the course using the prompts available on Brightspace

VIII. Topical Outline and Tentative Schedule

Date	Scheduled Topic	Chapters Covered
Week 1	Introduction to Crisis Response and Intervention Cultural Competence in Crisis Response PERSONAL REFLECTION 1 DUE END OF WEEK 1	James & Gilliland 1, 2
Week 2	Crisis Intervention Models & Techniques PSYCHOLOGICAL FIRST AID TRAINING DUE WEEK 3	James & Gilliland 3, 4
Week 3	Handling Crises in the Community TRIAGE ASSESSMENT FORM DUE WEEK 4	James & Gilliland 3, 4, 5, 6
Week 4	Traumatic Stress Response and Treatment Crises of Lethality	James & Gilliland 7, 8 Van der Kolk 1, 2, 3
Week 5	Sexual Violence Partner Violence	James & Gilliland 9, 10 Van der Kolk 4, 5, 6, 7, 8
Week 6	Crisis in Families CRISIS RESOURCE PORTFOLIO DUE WEEK 7	James & Gilliland 11, 12 Van der Kolk 9, 10
Week 7	Crisis in the Schools Violence in Institutions	James & Gilliland 13, 14 Van der Kolk 11, 12
Week 8	Legal & Ethical Issues in Crisis Response	James & Gilliland 15 Van der Kolk 13, 14
Week 9	Disaster Response Counselor Self-Care; SELF-CARE PROJECT DUE WEEK 10 FINAL PAPER AND REFLECTION DUE WEEK 10	James & Gilliland 16, 17 Van der Kolk 15, 16, 17
Week 10	Healing of Trauma; Wrap up <i>PLEASE NOTE THIS WEEK OF CLASS ENDS ON FRIDAY: All assignments must be completed by Friday at 11:55pm Central time to be accepted</i>	Van der Kolk 18, 19, 20

Chapter reading quizzes, journals, and other activities are due each week as detailed on Brightspace, typically by the end of the week ending on Sunday. 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.

IX. Important Dates

First day of term: May 30

Drop dates:

Last day to **drop** without \$50 Add/Drop Fee: May 31

Last day to **drop** a course without a W: June 14

Last day to **drop** a course with a W or WF: August 4

Last day to **withdraw from all** classes: August 4

Last day of term: August 4

Policies

X. Course Policies

A. Attendance

Attendance in this online class will be determined by the completion of assignments and weekly activities (discussion posts and other assignments or quizzes) on Brightspace. Please plan to log into the course regularly and to engage with your peers in discussions.

B. Late Work

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

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

C. Response Times and Feedback

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

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

XI. 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)

XII. University Policies

A. Attendance

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

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday *{Insert date}* and ending 11:59 pm Saturday *{Insert date}*. **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or

financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, *{Insert assignment you need them to complete}*.

C. Emergency Procedures

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>.

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings, available at the QR code shown or at the following link: <http://police.truman.edu/emergency-procedures/academic-buildings/>.



This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>.

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the “Truman” tab. Click on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Update Emergency Text Messaging Information” link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

D. Non-Discrimination

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity, and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered “mandated reporters” and therefore are required to report potential violations of the University’s Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who

is available to speak in depth about the resources and options. Faculty and staff are considered “mandated reporters” and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

For more information on discrimination or Title IX, or to file a complaint, contact:

Ryan Nely

Institutional Compliance Officer, Title IX and Section 504 Coordinator

Office of Institutional Compliance

Violette Hall, Room 1308

100 E. Normal Ave.

Kirksville, MO 63501

Phone: (660) 785-4354

titleix@truman.edu

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

XIII. 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>).

XIV. 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.**