

**Course Syllabus**  
**COUN 680G Internship Elementary Education**  
**COUN 683G Internship in Clinical Mental Health**  
**Summer 2023**

**CLASS INFORMATION**

**Instructor:** Karl Witt, PhD, LPC-S (TX), NCC, CSC (TX)

**Format:** Synchronous Zoom, weekly required Wednesday 5 - 7

**Phone:** 660.785.5400

**Email:** [karlwitt@truman.edu](mailto: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 680G Internship Elementary Education (3 credit hours)**

Supervised counseling experience in elementary education roles and settings. Each student must accrue a minimum of 300 clock hours under the supervision of university faculty and appropriately credentialed on-site personnel, with at least 120 clock hours of direct service. The semester prior to enrollment, the student must complete the internship application process and be pre-approved for internship. May be repeated. Prerequisite: COUN 653G with a grade of "B" or better.

#### **COUN 683G Internship in Clinical Mental Health (3 credit hours)**

Supervised counseling experience in clinical mental health roles and settings. Each student must accrue a minimum of 300 clock hours under the supervision of university faculty and appropriately experienced and credentialed on-site personnel, with at least 120 clock hours of direct service. The semester prior to enrollment, the student must complete the internship application process and be pre-approved for internship. May be repeated. Prerequisite: COUN 670G with a grade of "B" or better.

### **II. Rationale**

This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on the job training. Internship builds on the foundation provided by academic and experiential coursework, life experience, and personal values. It allows students to develop a meaningful framework for the application of counseling skills.

### **III. Credit Hour Statement**

This course is worth three credit hours. In addition to the scheduled class meeting times, which are the equivalent of 90 minutes per week, you should expect to do an average of 20 hours of work per week related to this course outside of class. This may include, but is not limited to, 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 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 3: Professional Practice*

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- J. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and setting with clients relevant to their specialty area.
- K. Internship student complete at least 240 clock hours of direct service.
- L. Internship student have weekly interaction with supervisors that average one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

n.b. Truman's curriculum is designed to meet the clock hour requirements (600 total, 240 direct) over two semesters. Thus, each student is expected to accrue 300 clock hours of internship and at least 120 clock hours of direct service each semester.

In addition to the professional practice standards described above, these Internships incorporate the CACREP Professional Counseling Identity standards and the Entry-Level Specialty Areas standards for School Counseling & Mental Health Counseling. Please see the Syllabus Addendum for delineation of these standards.

## **V. Student Learning Outcomes**

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

1. Practices and refines counseling skills with clients experiencing personal, social, academic, and career concerns
2. Demonstrates the ability to apply and adhere to ethical and legal standards in counseling
3. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups

4. Designs and implements prevention and intervention plans related to health and wellness, atypical growth and development, language, ability levels, and multicultural issues from a strengths-based perspective
5. Engage in the processes of supervision, consultation, and collaboration
6. Selects assessment strategies appropriate to the setting and client needs
7. Display the necessary techniques for accurate and competent record-keeping in a professional situation relevant to the internship site
8. Evaluate personal philosophical and theoretical basis for counseling
9. Engage in self-exploration and self-evaluation congruent with the student's level of professional development
10. Design, implement, and evaluate programs for clients

## VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Clinical experience, including on-the-job training, simulations, video exercises, and case studies

Group discussion

Demonstrations

Research activities

Supervision – individual/triadic and group

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

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

A.

B. **Required**

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

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

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed.) – text revision (DSM-5-TR)*. <https://doi.org/10.1176/appi.books.9780890425787>

#### SCHOOL COUNSELING PRACTICUM STUDENTS ONLY

Missouri Department of Elementary and Secondary Education. (2017). *Missouri comprehensive school counseling program: A manual for program development, implementation, evaluation and enhancement* (6th ed.). Author. **OR State School Counseling Model by identified state**

<https://dese.mo.gov/media/pdf/missouri-comprehensive-school-counseling-program-manual>

\*STUDENTS CAN SELECT ONE OF THE FOLLOWING:

Degges-White, S. & Davis, N. L., (Eds) (2018). *Integrating the expressive arts into counseling practice: Theory-based interventions (2nd ed.)* Springer Publishing Co.

AND ONE OF THE FOLLOWING

Jongsma, A.E., Peterson, L.M., McInnis, W.P & Bruce, T.J. (2014). *The Child Psychotherapy Treatment Planner*. Hoboken, NJ: Wiley. ISBN: 978-1118067857

Jongsma, A.E., Peterson, L.M., McInnis, W.P & Bruce, T.J. (2014). *The Adolescent Psychotherapy Treatment Planner*. Hoboken, NJ: Wiley. ISBN: 978-1-118-06784-0

Jongsma, A.E., Peterson, L.M., McInnis, W.P & Bruce, T.J. (2021). *The complete adult psychotherapy treatment planner*, 6<sup>th</sup> ed. Wiley. (ISBN: 978-1-119-62993-1).

### ***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](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support) and <https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>, respectively. Truman's Information Technology Services also has minimum requirements found at <https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

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

- reliable internet access
- noise cancelling headphones
- microphone
- webcam

**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

**Assignment Summary Chart**

Assignment	Weight Value	Due Date
Documentation & Paperwork	20%	As assigned
Observation & Recordings	30%	As assigned
Case Study Presentation	20%	As assigned
Logs	10%	Weekly
Final Evaluations	20%	Week 9

**Detailed Descriptions****A. Attendance and Engagement**

Learning in this course is based on interaction and participation. CACREP and other licensing entities specify minimum clock-hour requirements in terms of individual supervision and group supervision (class); direct client contact hours; and total hours accrued, and these must be met to earn a passing grade in the course.

Students are required to attend class as scheduled. Participation is required. Promptness is expected, as well as staying for the entire class (e.g., child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the same room, etc.). Setting for virtual group supervision must be a confidential setting. Participation in this group supervision is required to obtain credit for the clinical hours collected. Failure to be present for group supervision/class may result in loss of clinical hours.

Participating includes attending class/group supervision which meets weekly for 1.5 hours. It will provide appropriate & supportive comments and feedback to discussions, readiness to present cases & recorded sessions as assigned, and presentation of prepared documents & logs as required. These activities involve some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience. **These are ethical issues.**

Students are expected to bring successes, concerns, and questions related to their work with clients, other on-site activities, and broader development as a counselor. Weekly topics will vary to meet the dynamic individual and collective needs of the students. Examples of topics include approaches to working with students; ethical codes, board policies, and relevant law; factors associated with and advocacy for diverse populations; student empowerment; appropriate engagement with stakeholders, including parents, teachers, administrators, and the community; program development and evaluation; counselor self-care and ongoing professional development; and the use of technology in counseling.

When on site, students are expected to participate in all aspects of the site's counseling program, as if a regular employee. This includes, but is not limited to, client contact, staff meetings, program development and evaluation, and record-keeping.

**B. Documents & Paperwork**

Throughout the course there are required paperwork and documents required. These are other forms outside of the weekly Logs. These are documents required for the course and possibly required by your state for demonstration of completed work. It is strongly recommended that you maintain your work copy of these documents as well. These will be required as stated. Examples of these are, but not limited to: copy of insurance, examples of intake forms, case notes, treatment plans, state documents, etc.

	<b>Not Present</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
	<b>0</b>	<b>50%</b>	<b>70%</b>	<b>100%</b>

<b>Included each page required for this document</b>	Absent	One or two criteria addressed and covered; more pages required	Two criteria addressed and covered. At least one missing page	All criteria addressed and covered. All pages submitted.
<b>All required information clearly and completely provided</b>	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
<b>All required signatures included &amp; dated</b>	Absent	Missing more than one signature and/or dates	Missing one signature and/or dates	All signatures and dates included

**C. Observations & Recordings**

Students are required to obtain a minimum of three recorded or live observations during this semester. Each of these three sessions must be 20 – 45 minutes in length. Recordings must be shared with instructor for evaluation. As well, site supervisor may have access to these to contribute to their evaluation of graduate counseling student. There will be opportunities to discuss the goals and expectations prior to observations. Feedback will be provided following each of these. These discussions will include areas of strengths and areas for growth. The **first** observation may be psychoeducation, small group counselling, classroom guidance, or individual client. The remaining **two** should be work with individuals. Additional requirements of these observations include appropriate use of required paperwork as noted in discussion of assignment and rubric. All three observations are required to pass this course.

School counseling site supervisors are required by DESE of Missouri to observe your work every three weeks.

#1 Observation – small group OR individual client

#2 Observation – individual client

#3 Observation – individual client

**ITEMS FOR SUBMISSION**

- Signed consent form
- Case notes
- Site supervisor evaluation
  - MEES for school counseling students
    - School Counseling Students ONLY
  - CCSR for mental health student
    - Mental Health Students ONLY

	<b>Not Present</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
	<b>0</b>	<b>50%</b>	<b>75%</b>	<b>100%</b>
<b>Logistics: setting, length of session</b>	Absent	Logistics not fitting to identified session, reconsideration of details needed	Somewhat appropriate logistic for identified session, some details needing change	Thoroughly appropriate logistic for identified session
<b>Documents: consent &amp; case notes</b>	Absent	More content/details/signatures needed for required documents	Relevant content/details, some significant details need to be developed	Thorough and complete content/details/signatures.

<b>Intro to session: role, reason, confidentiality, limits</b>	Absent	Vague and unclear explanation stated	Relevant statements given, some significant details needed to be clarified	Thorough and clear statements of each of component
<b>Appropriate approach &amp; intervention</b>	Absent	Little attention & thought given to client needs and developmental level	Some attention & thought given to client needs and developmental level, reconsiderations needed	Attention & thought given to client needs and developmental level
<b>MEES Overall Score OR CCSR Overall Score</b>	0 - .9 Below 56	1 - 1.9 57 - 88	2 - 2.9 89 - 102	3 - 4 103 - 115

**D. Case Study Presentation**

Each student will have the opportunity to present one full case study, orally. This case will be based on *third* counseling sessions observed. This works best with a client with whom you have had at least three sessions if possible. Presentation should include:

**Case Presentation** to class in should include:

1. **Pertinent Elements** of the client, presenting concerns, and background information. The client’s full name should *not* be used. Much of this information may be drawn from intake forms, history as reported by family, teachers, and others involved in client’s system, and assessment information both formal and informal.
  - a. **Social and Cultural Factors** should be included. Consider elements of the client’s social and cultural background that may have influenced their symptoms or presentation.
2. **Provisional Diagnosis & Clinical Hypothesis** must include any DSM diagnosis or ideas of what should be ruled out. Rationale for selected diagnosis
3. **Theoretical Orientation.** A justify for the use of a specific theoretical orientation, such as Adlerian, systems, cognitive, behavioral, and solution-focused. Your theory and interventions should directly address the client’s potential diagnosis as well as client’s needs, issue, and diversity.
  - a. **Initial Interventions** should match and complement your theoretical approach.
4. **Transference and Countertransference** may not be readily apparent but should be considered. Transference will examine ways the client may respond to you, the counselor, based on your appearance or presentation. Countertransference is directed on your personal history or experience and can include emotional response and values.
5. **Legal and Ethical Issues** should always be considered. Review the case for major issues may include limits of confidentiality, dual relationships, minor clients, parents, etc.
6. **Consultation and Referrals** are regularly required with counseling. This is especially true for graduate counseling students. It is important to have at least three individuals to consult with. As well, clients often need referrals for a higher level of care, three or more is recommended.
7. **Treatment Plan Worksheet** should be thoroughly completed to addressed potential diagnosis and/or issue. Goals for treatment should be included. Utilization of *Treatment Planner* is strongly recommended. Students should not generate their own treatment plan without a reliable source, must not be self generate.
8. **Full Transcript of Session w Personal comments of observations of counseling work.** Comments should include at least 3 segments were theatrical orientation or strategies and techniques reflective of theory and 3 segments of things to do differently. Oral report of resources used. (These selections should be drawn from full transcript)

	<b>Not Present</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
	<b>0</b>	<b>50%</b>	<b>70%</b>	<b>100%</b>



Pertinent Elements of the client, presenting concerns, and background information. Social and Cultural Factors	Absent	One or two criteria present, Missing details, further development needed	Two criteria addressed and covered. Ideas developed, more details needed.	Criteria fully developed, all details clearly evident
Provisional Diagnosis & Clinical Hypothesis	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Theoretical Orientation including rationale & interventions	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Transference and Countertransference considerations	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Legal & Ethical considerations w details	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Consultation & Referrals; 3 for each w contact details	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Treatment Plan Worksheet completed in full	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Full Transcript & Personal comments including 3 strengths & 3 items to change. 20%	Absent	Much of transcript missing. Present but poorly developed, more details needed	Most of transcript included. Present and organized, yet further development of idea/s needed	All of transcript included. Well developed ideas and statement.
Presentation organized and clearly presented. Verbal statement of resources / references utilized		Disorganized and undeveloped ideas. References not included.	Somewhat organized, some portions unclear. References included	Well organized & developed. Clear and concise. References included

**E. Weekly Logs**

Weekly Log of accrued practicum hours with signature of Clinical Site Supervisor will be submitted to assigned location in Blackboard. These must be submitted in Word or PDF format. Only the assignment week is submitted at time due (rather than the complete log). These are due weekly on Blackboard beginning week two. See table below for minimum hours expected.

*Minimum Clock Hour Expectations*

<b>Type of Activity</b>	<b>Minimum Requirement</b>
Direct contact hours	120 hours
Total direct and indirect contact hours	300 hours
Individual supervision by on-site supervisor	1 hour per week (15 hours minimum)
Group supervision by university supervisor	1.5 hours per week (22.5 hours minimum)

	<b>Not Present</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
	<b>0</b>	<b>50%</b>	<b>70%</b>	<b>100%</b>
<b>Required log page/s correctly submitted</b>	Absent	One or two criteria addressed and covered; more pages required	Two criteria addressed and covered. At least one missing page	All criteria addressed and covered. All pages submitted.
<b>All required information clearly and completely provided</b>	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
<b>All required information clearly and completely provided</b>	Absent	Missing more than one signature and/or dates	Missing one signature and/or dates	All signatures and dates included

**F. Final Evaluations**

Assessment of skills and components is considered throughout the semester. A final evaluation will be conducted near the end of semester by the site supervisor, student, and course instructor. The *Counselor Competency Scale Revised (CCS-R)* will be completed and submitted by each of these individuals.

	<b>Not Present</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
	<b>0</b>	<b>50%</b>	<b>70%</b>	<b>100%</b>
<b>Full document clearly and completely provided</b>	Absent	One or two criteria addressed and covered; more pages required	Two criteria addressed and covered. At least one missing page	All criteria addressed and covered. All pages submitted.
<b>All required information clearly and completely provided</b>	Absent	One or two criteria addressed and covered; yet brief & under developed. Many responses blank.	Two criteria addressed and covered. A few missing items or responses	All criteria addressed and covered. Completed & fully developed.
<b>All required signatures included &amp; dated</b>	Absent	Missing more than one signature and/or dates	Missing one signature and/or dates	All signatures and dates included
<b>Overall CCSR Scoring</b>	Below 56	88 - 57	102 - 89	115 - 103

## IX. Topical Outline and Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>	<u>DUE</u>
Week 1	Introductions; Course Overview; Site Information	Logs
Week 2	Group Supervision	Logs;
Week 3	Group Supervision	Logs; Tape 1; Observation Paperwork (MEES/CCS-R)
Week 4	Group Supervision	Logs;
Week 5	Group Supervision	Logs;
Week 6	Group Supervision	Logs; Tape 2; Observation Paperwork (MEES/CCS-R)
Week 7	Group Supervision	Logs;
Week 8	Group Supervision	Logs; Tape 3; Observation Paperwork (MEES/CCS-R); Formal Case Presentations
Week 9	Group Supervision	Logs; Evaluations; Formal Case Presentations
Week 10	Group Supervision	Logs; Formal Case Presentations

Chapter reading quizzes, journals, and other activities are due each week as detailed on Blackboard. Other components 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: May 30, 2023

Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: May 31, 2023

Last day to **drop** a course without a W: June 14, 2023

Last day to **drop** a course with a W or WF: August 4, 2023

Last day to **withdraw from all** classes: August 4, 2023

Last day of term: August 4, 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 Brightspace before Thursday, June 1st. **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](https://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 Brightspace 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=4401);  
[http://catalog.truman.edu/preview\\_program.php?catoid=22&poid=4297](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](mailto: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 Brightspace. 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](mailto: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](http://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](mailto:karlwitt@truman.edu)

**Dean of Health Sciences and Education:**

Dr. Lance Ratcliff  
Violette Hall 2300  
660.785.4383  
[lratcliff@truman.edu](mailto: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.**

## Syllabus Addendum

### C. Counseling Internship CACREP Curricular Standards

#### *CACREP Section 2: Professional Counseling Identity Standards F.*

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
  - a. history and philosophy of the counseling profession and its specialty areas
  - 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 responseteams
  - d. the role and process of the professional counselor advocating on behalf of the profession
  - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
  - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
  - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - h. current labor market information relevant to opportunities for practice within the counseling profession
  1. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
  - J. technology's impact on the counseling profession
  - k. strategies for personal and professional self-evaluation and implications for practice
  - I. self-care strategies appropriate to the counselor role
  - m. the role of counseling supervision in the profession
2. SOCIAL AND CULTRUAL 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
  - c. multicultural counseling competencies
  - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
  - e. the effects of power and privilege for counselors and clients
  - f. help-seeking behaviors of diverse clients
  - g. the impact of spiritual beliefs on clients' and counselors' worldviews
  - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3. HUMAN GROWTH AND DEVELOPMENT
  - a. theories of individual and family development across the lifespan
  - b. theories of learning
  - c. theories of normal and abnormal personality development
  - d. theories and etiology of addictions and addictive behaviors

- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- 1. ethical and culturally relevant strategies for promoting resilience and optimum development  
and wellness across the lifespan

#### 4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and *between* work, mental well-being, relationships, and other life roles and factors
- c. *processes* for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

#### 5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- 1. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. *processes* for aiding students in developing a personal model of counseling

#### 6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

#### 7. ASSESSMENT AND TESTING

- 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
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

#### 8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation



### A. *Clinical Mental Health Counseling*

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
  - a. history and development of clinical mental health counseling
  - b. theories and models related to clinical mental health counseling
  - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
  - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
  - e. psychological tests and assessments specific to clinical mental health counseling
2. CONTEXTUAL DIMENSIONS
  - a. roles and settings of clinical mental health counselors
  - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
  - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
  - d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
  - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
  - f. impact of crisis and trauma on individuals with mental health diagnoses
  - g. impact of biological and neurological mechanisms on mental health
  - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
  - i. legislation and government policy relevant to clinical mental health counseling
  - j. cultural factors relevant to clinical mental health counseling
3. PRACTICE
  - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
  - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
  - c. strategies for interfacing with the legal system regarding court-referred clients
  - d. strategies for interfacing with integrated behavioral health care professionals
  - e. strategies to advocate for persons with mental health issues

### G. *School Counseling*

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
  - a. history and development of school counseling

- b. models of school counseling programs
  - c. models of P-12 comprehensive career development
  - d. models of school-based collaboration and consultation
  - e. assessments specific to P-12 education
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
  - c. school counselor roles in relation to college and career readiness
  - d. school counselor roles in school leadership and multidisciplinary teams
  - e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
  - f. competencies to advocate for school counseling roles
  - g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
  - h. common medications that affect learning, behavior, and mood in children and adolescents
  - 1. 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
  - j. qualities and styles of effective leadership in schools
  - k. community resources and referral sources
  - 1. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
  - m. legislation and government policy relevant to school counseling
  - n. legal and ethical considerations specific to school counseling
3. PRACTICE
- a. development of school counseling program mission statements and objectives
  - b. design and evaluation of school counseling programs
  - c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
  - d. interventions to promote academic development
  - e. use of developmentally appropriate career counseling interventions and assessments
  - f. techniques of personal/social counseling in school settings
  - g. strategies to facilitate school and postsecondary transitions
  - h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
  - i. approaches to increase promotion and graduation rates
  - j. interventions to promote college and career readiness
  - k. strategies to promote equity in student achievement and college access
  - 1. techniques to foster collaboration and teamwork within schools
  - m. strategies for implementing and coordinating peer intervention programs
  - n. use of accountability data to inform decision making
  - o. use of data to advocate for programs and students