

Course Syllabus
COUN 642G
Advanced Topics in Counseling
Teaching Methods and Practices/Classroom Management for Counselors
Tchg Mthds Prac/Cls Mgt – Coun 642G
Summer 2023

CLASS INFORMATION

Instructor: Jana Vanderslice, Ph.D., L.P.C.-S., N.C.C.

Format: Asynchronous online

Phone: I will give this to you during the first week of class.

Email: JVander@Truman.edu (University Email) or Dr.JanaVanderslice@Gmail.com (Personal Email)

Please use the university email address first. If it is an emergency, send an email to the Truman address and then send a text stating that you sent an emergency email to the Truman address.

Website: All course information may be accessed through BrightSpace.

Office Hours: As needed. Please do not hesitate to set up a zoom appointment. I would love to help you however I can.

Zoom Virtual Office Link: Will be posted in Bright Space.



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 642G: Advanced Topics in Counseling (3 credit hours)

In-depth study of selected topics in counseling. Emphasis on current theory and research. Can be repeated for additional credits as long as there is no duplication of materials covered by previous enrollment. Prerequisite: Admission to the Counseling program.

Teaching Methods and Practices for Counselors/Classroom Management for Counselors

This course is designed to provide counseling students with a basic readiness for teaching and classroom management. It serves as an introduction to "what to teach and how to teach". Prerequisite: Admission to the Counseling program.

II. Rationale

Counselors frequently engage in teaching activities, such as psychoeducation or classroom guidance. This course equips them with the fundamentals they need to engage others in the learning process with intentionality and to assess their effectiveness.

III. Credit Hour Statement

This course is worth three credit hours. During a week you should expect to do an average of 675 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

IV. Proficiencies for Counselors

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

the program alignment website (<https://consumerinformation.truman.edu/stateauthorization/>) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- b. the multiple professional roles and functions of counselors across specialty areas, and their relationship with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- k. strategies for personal and professional self-evaluation and implications for practice

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- 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
- h. a general framework for understanding differing abilities and strategies for differentiated interventions

7. ASSESSMENT AND TESTING

- i. use of assessments relevant to academic/educational, career, personal, and social development

CACREP Section 5: Entry-Level Specialty Areas

G. School Counseling Standards

3. PRACTICE

- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

V. Student Learning Outcomes

The course competencies are based on the Missouri Standards for the Preparation of Educators and are follows:

1. Demonstrate an elementary knowledge of present theories of teaching/learning process in a diverse society and gain an appreciation for the diversity of children in the classroom (MoSPE 1C5; 2.3; 2C4; 2C6)
2. Learn how and why children are categorized in the classroom (MoSPE 2.1; 2.3; 2-4; 2.5)
3. Demonstrate their ability to analyze the classroom from the perspective of teachers, students, subject matter/content, and context (MoSPE Standards 1-9)
4. Work with other education students and teachers to discover the "components" of children's learning (MoSPE Standards 2-9)
5. Learn how management of the classroom and management of the curriculum are linked to empowerment of children (MoSPE Standards 1-9)
6. Observe teaching and learning in classrooms
7. Question and apply the functions and characteristics of the various models of teaching (MoSPE Standards 1 & 3)
8. Demonstrate insights gained from the readings by applying them to class discussions and observation reports (MoSPE Standards 8-9)
9. Demonstrate their ability to plan and implement curriculum via individual lessons, projects, and possible units of study with clearly stated content and behavioral objectives, well developed activities, and strong media support in the microteaching clinical laboratory (MoSPE Standards 1-4 & 6-7)
10. Analyze their place in the education of society, in the profession of teaching, and in individual classrooms (MoSPE Standards 8-9)

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

1. Short video lectures
2. Online discussions
3. Comparing and contrasting resources
4. Online exams
5. Literature reviews and reading assignments
6. Analysis of counseling theories integrated into teaching and classroom management
7. Creating teaching resources including a classroom guidance mini-unit
8. Student presentations and practice teaching lessons
9. Self evaluation and reflection of presentation and teaching

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

Course Content

I. Required Texts, Related Readings, and Materials/Supplies

Required

Arends, R. (2015). *Learning to teach* (10th ed.). McGraw-Hill.

American Psychological Association. (2023). *Class-wide management strategies: 5-part video series*. <https://www.apa.org/education-career/k12/classroom>

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).
- Douglas, A.C. (2021). [Meeting children where they are: The neurosequential model of therapeutics - national council for adoption \(adoptioncouncil.org\)](https://adoptioncouncil.org/publications/meeting-children-where-they-are-the-neurosequential-model-of-therapeutics/).
<https://adoptioncouncil.org/publications/meeting-children-where-they-are-the-neurosequential-model-of-therapeutics/>
- Perry, B. (2021). [Stress, trauma, and the brain: Insights for educators--Educator strategies for the classroom - Bing video](https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=E6B04C51867C9CF6E929E6B04C51867C9CF6E929&view=detail&FORM=VDRVRV&ajaxhist=0)
<https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=E6B04C51867C9CF6E929E6B04C51867C9CF6E929&view=detail&FORM=VDRVRV&ajaxhist=0>
- Perry, B. (2021). [Stress, trauma, and the brain: Insights for educators--Regulating yourself and your classroom - Bing video](https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=F972979D10EA17416A8FF972979D10EA17416A8F&view=detail&FORM=VDRVRV&ajaxhist=0)
<https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=F972979D10EA17416A8FF972979D10EA17416A8F&view=detail&FORM=VDRVRV&ajaxhist=0>
- Perry, B. (2021). [Stress, trauma, and the brain: Insights for educators--The neurosequential model](https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=19B424C058B8379B7DE419B424C058B8379B7DE4&view=detail&FORM=VIRE).
<https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=19B424C058B8379B7DE419B424C058B8379B7DE4&view=detail&FORM=VIRE>
- Perry, B. (2021). [Stress, trauma, and the brain: Insights for educators--The power of connection - Bing video](https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=627F24D3A7BF535E5CC5627F24D3A7BF535E5CC5&view=detail&FORM=VDRVRV&ajaxhist=0).
<https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=627F24D3A7BF535E5CC5627F24D3A7BF535E5CC5&view=detail&FORM=VDRVRV&ajaxhist=0>

Ethical Codes

- American Counseling Association. (2014, January 1). *Code of Ethics*. Retrieved from Counseling.org: https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2
- American School Counselor Association. (2016, January 1). *ASCA Ethical Standards*. Retrieved from SchoolCounselor.org:
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- Forester-Miller, H. &. (1996). *A Practitioner's Guide to Ethical Decision Making*. Retrieved from Counseling.org: https://www.counseling.org/docs/ethics/practitioners_guide.pdf?sfvrsn=2

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://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>. Truman's Information Technology Services also has minimum requirements found at <https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

You will also need a webcam, microphone, and noise-cancelling headphones for your synchronous mini-unit presentation and mini-teaching demonstration.

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.

II. Course Requirements and Grading

The course grade is based on a 600 possible points. Letter grades are earned based on the percentage of points accrued.

540 - 600 points (90-100%)= A

480 - 539 points (80-89%) = B

420 - 479 points (70-79%) = C

360 - 419 points (60-69%) = D

Below 359 points (< 60%) = F

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Online Discussion & Class Participation	50	Week 1-10	2F1b, 2F2a, 2F3b, 2F3f, 2F3h, 5G3c	1, 2, 3, 4, 5, 7, 8, 9, 10
Scope and Sequence/Resource Evaluation Project	50	Week 2	2F1b, 2F3a, 5G3c	3, 9
Take-Home Exam I	100	Week 5	2F1b, 2F3b, 2F7i	1, 2
Counseling Connection Paper	50	Week 7	5G3c	1, 3, 5, 7, 8, 10
Classroom Guidance Mini-Unit Presentation & Mini-Teaching Lesson	100	Week 8	2F1b, 2F1k, 2F2a, 2F3a, 2F3h, 5G3c	1, 2, 3, 6, 7, 9
Classroom Guidance Mini-Unit	150	Week 9	2F1b, 2F1k, 2F2a, 2F3a, 2F3h, 5G3c	1, 2, 3, 7, 9
Take-Home Exam II	100	Week 10	2F1b, 2F3b, 2F7i	1, 2

Detailed Descriptions

A. Online Discussion and Class Participation 50 points

Each week you will have several discussion threads regarding the assigned readings, video modules, etc. You will post your initial answers by Wednesday midnight. You will then respond to at least two postings of other students by Sunday midnight. Thinking, learning, writing, and responding on these discussion threads will be one of the best parts of this class! You will be able to get to know your classmates, learn from each other, and develop your professional thinking skills as a counselor. Appropriate, kind behavior is expected in each posting.

B. Scope and Sequence/Resource Evaluation Project 50 points

Use the provided “Scope and Sequence Resource Evaluation” worksheet to compare at least two published programs pertaining to a particular counseling-related subject. ***This should be the topic you are focusing on for your mini-unit curriculum project (e.g., tobacco awareness, bullying, character development, etc.). Outline what is in the curriculum program (scope). Note briefly, how and in what order the topics are presented (the sequence). Other categories are listed in the table on the worksheet.

C. Take-Home Exams I and II 100 points each

We will have two take-home exams this semester. These exams will cover the weekly readings in the textbook and the video modules assigned for each week. They are cumulative, which is to say that the second exam will cover material included on the first exam. If you keep up with the weekly readings & video modules, you will do great on these exams!

D. Counseling Connection Paper 50 points

Consider how counseling theories, skills, and dispositions potentially intersect with classroom management. Write a two to four page paper in APA format describing how theories of counseling, development, motivation, and/or learning might inform your approach to classroom management. For example, what might Choice Theory look like when looking at behaviors during a guidance lesson? How might Rogerian principles apply? Behavioral theory?

In the paper, please provide a synopsis of the theory(ies) you choose and highlight key elements. Describe how that theory(ies) could be applied in an instructional or psychoeducational setting. Please be sure to include ways that the approach might be modified for diverse communities and other considerations for using this specific approach. The page count does not include the title, abstract, or reference pages, though title and reference pages are still required. Please be sure to remove the extra space between paragraphs automatically inserted by Microsoft Word.

E. Unit Presentation & Mini-Teaching Lesson 100 points

You will give a five minute presentation of your mini-unit and then teach a fifteen minute portion of a lesson from your unit on zoom for a small group of classmates. You will be able to sign up for a teaching time during the second or third week of the semester. If you will be using handouts or worksheets, please post online or email the worksheets to the other students in your group at least two days before your presentation. HINT! Over plan your teaching segment. It is always better to have too much to do than to run out of things to do and have to end early.

After you teach you will write a one to two page self evaluation and reflection paper. See the handout “Unit Presentation & Mini-Teach Self Evaluation and Reflection Paper” for specifics areas to address in your paper. Use APA format.

F. Classroom Guidance Mini-Unit

150 points

This is the course's signature assignment. Create a week-long mini-curriculum with a minimum of five lesson plans related to an area of personal or professional interest. Please choose a relevant topic that you might teach in your clinical placement. Since you will have PK-12 certification, you are free to select an appropriate subject or grade level lesson of your choice. Use the "Classroom Guidance Mini-Unit Worksheet" to write your unit. You may choose to use the Madeline Hunter lesson plan format, 5E's lesson plan format, or the ASCA lesson plan format. Please refer to the following guidelines when putting it together:

Mini-Unit Development

Follow the directions on the "Classroom Guidance Mini-Unit Worksheet". Please refer to the following guidelines for creating your mini-unit:

- Name your unit
- Choose a topic/theme for your unit
- List approaches used - Choose at least three of the following models:
 - Presentation model
 - Direct instruction
 - Concept teaching
 - Cooperative learning
 - Problem-based instruction
 - Discussion Model
- Logistics
 - Length of time for unit and for each lesson
 - Location of lesson (classroom, multipurpose room, cafeteria, etc.)
 - Grade level
- Write unit synopsis
 - Brief description of the content of the unit
 - Purpose of the unit - "Why am I teaching this? Why is it important to my students?"
- Unit overall objectives
 - General objectives for the overall unit
 - Use the TLW (The Learner Will) format for the objectives
 - Objectives should be stated in a way that is clear and measurable
- Standards met
 - Link to Missouri GLEs/CLEs for counselors (<https://dese.mo.gov/college-careerreadiness/school-counseling/curriculum>), the ASCA National Model, Missouri Comprehensive School Counseling Standards, and/or other state counseling standards
 - List only those goals and standards that will drive your instruction
 - You may cluster the standards addressed (concepts in curriculum are often not taught in isolation)
- Pre-/post- assessment and evaluation (Refer to Bloom's Taxonomy and Depth of Knowledge). How will you prove that your teaching was effective?
 - Ensure the assessment(s) reflects – and measures the skills targeted in –the objectives of the lesson and unit.

- Examples include pre-test/post-test, project completion with rubric for evaluation, Test/quiz with rubric/scoring guide, unit assessment, etc.
- You may also use achievement data, attendance records, discipline referrals, etc.
- References
 - Use APA formatting
 - Include all resources you used - websites, books, teaching resources, etc.

You will make a five minute presentation to the class about your proposed unit (see description of Unit Presentation & Mini-Teaching Lesson) - the unit does NOT have to be completed on the day of your presentation - and receive feedback from me and your classmates about how to improve it. Please take this feedback seriously. When you teach, you will be working closely with colleagues who will offer valuable advice about how to improve your teaching and your planning. This presentation is a small taste of what that will be like in a professional setting. The finalized project will be due week 9.

G. Extra Credit

25 points each

The online take-home tests will be challenging. You may do extra credit work to earn points to improve your class grade. The extra credit projects will be due by week 9.

- Watch a 30 minute classroom guidance lesson either in person or online. Write a one to two page reflection paper regarding what you observed and learned. Use APA format.
- Interview a teacher or school counselor regarding their classroom management. Write a one to two page reflection paper regarding what you learned and what you want to integrate into your own classroom management. Use APA format.
- Read and write a one paragraph review for five different children's books that could be used in classroom guidance, small groups, or with individuals. Be sure and include how you would use the book. Cite the book using an APA reference format.
- What ideas do you have? What questions would you like to pursue as an extra credit project? You may propose an extra credit project via email. I will consider the idea and respond to you. Do not start the extra credit project until you have approval. *NOTE- the proposal is not the extra credit project. The completed project will be the source of the extra credit.

Topical Outline and Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>	<u>Readings Due</u>	<u>Projects Due</u>
Week 1	<ul style="list-style-type: none"> • Introduction • Syllabus and Overview • Teaching 	<ul style="list-style-type: none"> • ARRENDS CH. 3 • Lesson Plan Format Handouts 	<ul style="list-style-type: none"> • Discussion Boards (DUE BY SATURDAY TO VERIFY ATTENDANCE) • INFO SHEET
Week 2	<ul style="list-style-type: none"> • Presenting and Explaining • Instruction 	<ul style="list-style-type: none"> • ARRENDS CH. 7-8 • APA Module 1: Introduction and Class-wide Management Strategies (Online Video) 	<ul style="list-style-type: none"> • Discussion Boards • SCOPE & SEQUENCE/RESOURCE EVALUATION
Week 3	<ul style="list-style-type: none"> • Concept and Inquiry-based Teaching 	<ul style="list-style-type: none"> • ARRENDS CH. 9 • APA Module 2: The Multi-Tiered System of Supports (MTSS) (Online Video) 	<ul style="list-style-type: none"> • Discussion Boards
Week 4	<ul style="list-style-type: none"> • Cooperative Learning/Lesson Plan Critique • PBL 	<ul style="list-style-type: none"> • ARRENDS CH. 10-11 • APA Module 3: Functional Behavioral Assessment (Online Video) 	<ul style="list-style-type: none"> • Discussion Boards
Week 5	<ul style="list-style-type: none"> • Classroom Discussion Differentiation in Instruction • Motivation 	<ul style="list-style-type: none"> • ARRENDS CH. 12, 4 • APA Module 4: Dealing with Challenging Behavior (Online Video) 	<ul style="list-style-type: none"> • Discussion Boards • EXAM I
Week 6	<ul style="list-style-type: none"> • Classroom Management Fundamentals • Differentiation in Classroom Management 	<ul style="list-style-type: none"> • ARRENDS CH. 5, 2 • APA Module 5: Classroom Management and Student Engagement in the Era of COVID-19 (Online Video) 	<ul style="list-style-type: none"> • Discussion Boards
Week 7	<ul style="list-style-type: none"> • Exceptionality in Learning and Classroom Management • Connecting Counseling Approaches, Learning, and Classroom Management 	<ul style="list-style-type: none"> • Bruce Perry Online Videos • Douglas Neurosequential Journal Article 	<ul style="list-style-type: none"> • Discussion Boards • COUNSELING CONNECTION PAPER
Week 8	<ul style="list-style-type: none"> • Evaluation and Assessment 	<ul style="list-style-type: none"> • ARRENDS CH. 6 	<ul style="list-style-type: none"> • Discussion Boards • PRESENTATION & MINI-TEACHING LESSON • PRESENTATION & MINI-TEACH SELF EVALUATION AND REFLECTION PAPER
Week 9	<ul style="list-style-type: none"> • Connecting the Models • School Leadership and Collaboration 	<ul style="list-style-type: none"> • ARRENDS CH. 13-14; 	<ul style="list-style-type: none"> • Discussion Boards • CLASSROOM GUIDANCE MINI-UNIT
Week 10	<ul style="list-style-type: none"> • Classroom Management Fundamentals, Round 2 • Foundations of Teaching 	<ul style="list-style-type: none"> • ARRENDS CH. 1 	<ul style="list-style-type: none"> • Discussion Boards • EXAM II • Extra Credit Due

Chapter reading quizzes, journals, and other activities are due each week as detailed on Bright Space. 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.

III. 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

I. Course Policies

A. Attendance

Participation is required each week. If you have an emergency or need extra time please notify me as soon as possible. See “Online Discussion and Class Participation” in the Course Content section for specific requirements. Please also see the departmental attendance policy that follows.

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. 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). You are encouraged to choose the “course fee” model instead of the “individual test fee” model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge

to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

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

For additional information about online proctoring, students may visit the Proctorio Support for Students website.

D. Response Times and Feedback

General circumstances, I will respond to emails and phone calls within 24 to 48 hours. When sending email or leaving phone message it is important to identify your name, course, and best contact information. Keep in mind if there is a question about an upcoming assignment, emails and/or phone calls should be made with the response time in mind. Regular weekly assignments such as quizzes, journals, and discussions will be graded each week. Major assignments typically take two weeks.

II. 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

III. 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, May 29, 2023, and ending 11:59 pm Saturday, June 3, 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, posting in the week’s online discussion and turning in your “Info Sheet”.

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)

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

I. 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>).

II. 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.**