

Course Syllabus
COUN 644G
Research Methods in Counseling
Fall 2023

CLASS INFORMATION

Instructor: Daniel Bates, Ph.D., LMHC, LPCC, NCC

Format: Asynchronous

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Email: dgbates@truman.edu {Email is my preferred method of communication}

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

Office Hours: Wednesday @ 12pm to 6pm and Thursday 2pm to 6pm CST; by appointment

Zoom Virtual Office Link: [Zoom Link](#)



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 644G: Research Methods in Counseling (3 credit hours)

This course is designed to assist students in gaining knowledge and information regarding research procedures utilized in quantitative and qualitative research, methods and procedures used in needs assessment, program evaluation, and the assessment of accountability. Descriptive and inferential statistics and their application in ethical counseling and educational research are explored throughout. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

II. Rationale

Counselors are both consumers and producers of research. Ethically, counselors are called upon to continually evaluate their effectiveness in work with clients. The rise of evidence-based practice and managed care provide additional impetus. To effectively create and use research, counselors must understand the essential components of research design and evaluation.

III. Credit Hour Statement

This course is worth three credit hours. During a week you should expect to do an average of 450 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

IV. Proficiencies for Counselors

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

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

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

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors

G. School Counseling

3. PRACTICE

- b. design and evaluation of school counseling programs

V. Student Learning Outcomes

The programmatic student learning outcomes are as follows:

1. Apply counseling ethical standards and demonstrate a strong professional counselor identity
2. Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility
3. Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan
4. Articulate the pervasiveness of work and identify ethical and culturally relevant strategies to equip clients for meaningful work and leisure
5. Demonstrate the ability to engage clients through established theoretical frameworks and basic skills to build culturally appropriate, strength-focused relationships grounded in client's goals
6. Incorporate ethical and culturally relevant strategies in the creation and management of groups designed to address academic, career, personal, or social/emotional concerns within various settings
7. Use ethical and culturally appropriate assessment principles to select valid, reliable instruments for identifying and/or diagnosing client career, academic, and mental health concerns and use the findings to guide work with clients
8. Apply a practitioner's perspective to both the critical consumption of professional counseling literature, with particular attention to ethical and cultural considerations, as well as to the evaluation of programs and work with individual clients

9. Provide ethical and culturally relevant prevention and intervention services in community and mental health settings through counseling, collaboration, and consultation, as appropriate (Mental Health Counseling specialization)
10. Use counseling, collaborative, and consultative relationships in school and community settings to advocate for and address clients' academic, career, personal, and social-emotional needs, as informed by national and state models (School Counseling specialization)

This course will specifically focus on SLOs 8.

The course student learning outcomes are as follows:

1. Describe key components of common research designs
2. Differentiate among common qualitative and quantitative research designs
3. Describe key components of common quantitative and qualitative research designs
4. Engage with current counseling research
5. Develop a counseling-related study or program evaluation

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Lecture and discussion
Test reviews
Student presentations
Individual practice
Group practice
Research activities

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

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

Course Content

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

Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2016). *Research design in counseling* (4th ed.). Cengage.

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

Supplemental

Erford, B. T. (2008). *Research and evaluation in counseling*. Lahaska.

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

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

- regular weekly internet access
- noise cancelling headset and microphone
- webcam

Virtual Private Network (VPN) and Remote Desktop Access

This course may include videos, practice exercises, or other content that requires an “on-campus” computer. Though students are welcome to physically go to the Truman campus labs to access this content, this solution is not practical for many. There are two methods to make any computer an “on-campus” one: the Truman VPN and Truman's remote desktop access.

To access the VPN, please go to <https://secure.truman.edu/its-s/vpn/login2.asp?page=/its-s/vpn/index.asp>. To access the remote desktop, please go to <https://view.truman.edu/>. Both systems use the same login and password as other Truman systems.

Bookstore Website: <https://www.bkstr.com/trumanstatestore/home>

Truman Library Website: <http://library.truman.edu>

NOTE: A student is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

VIII. Course Requirements and Grading

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

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

n.b. Please see the special note on proctored exams in the Course Policies section.

Assignment Summary Chart

Assignment	Percent Value	Due Date	CACREP Standards Addressed	SLO Addressed
Quizzes	30	Weekly	2F8b, 2F8d, 2F8f, 2F8g, 5C2a, 5G3b	8
IRB Training	10	Week 3	2F8j	8
Article Review	10	Week 10	2F8a, 2F8e, 2F8i, 5G3b	8
Applied Measurement Project – Part I	10	Week 5	2F8d, 2F8e, 2F8j, 5C2a, 5G3b	8
Applied Measurement Project – Part II	20	Week 9	2F8d, 2F8e, 2F8h, 2F8j	8
Applied Measurement Project – Part III	10	Week 13	2F8d, 2F8e, 2F8i, 2F8j	8
Applied Measurement Project – Part IV	10	Week 15	2F8d, 2F8e, 2F8i, 2F8j	8

Detailed Descriptions

A. Class Participation 15 percent

As in a face-to-face course, there are activities throughout the semester designed to enhance understanding of the material. These may include additional readings, discussion postings, self-assessments, synchronous engagement with peers and/or the instructor, and other elements. Active, meaningful engagement is expected. Points in this category are assigned based upon completion and successful fulfillment of these activities in the eyes of the instructor.

B. Quizzes 15 percent

Quizzes consist of the chapter quizzes from the Heppner textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Tuesday the week after the reading is assigned by class time (5:00 p.m. Central Time). The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, **I will not re-open quizzes after the due date has passed.**

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is designed to reward timely reading and revisiting the material.

C. IRB Training 10 percent

Complete the online training on research ethics located at <https://grants.nih.gov/policy/humansubjects/training-and-resources.htm> and the corresponding quizzes in Brightspace.

D. Article Review 10 percent

Write a review of a **research** article related to school counseling in the outline form listed below. (Hint: If an article does not have a methodology section, it is not a research article.) The article must have been published within the last five years in *Professional School Counseling*, the *Journal of School Counseling*, the *Journal of Mental Health Counseling*, or any journal listed at <http://www.counseling.org/publications/counseling-journals>. Other national peer-reviewed counseling journals may also be used with written consent from the instructor. **For each item below, include in parentheses the page and paragraph numbers where the information is located.** The review should contain the following:

1. Cover page in APA 7 format
2. Article citation in APA 7 format
3. Introductory section and literature review
 - a. Statement of the problem
 - b. Research hypotheses, questions, or objectives to be addressed
 - c. Underlying and related studies, e.g.:
 - i. Simon & Simon (1992): summary
 - ii. Brooks & Dunn (2006): summary
 - iii. Smith & Wesson (2012): summary
 - iv. Turner & Hooch (2004): summary
4. Research design and methods
 - a. Population and sample
 - b. Criteria for participation
 - c. Sample selection (type of sampling used)
 - d. Instrumentation (how data is collected)
 - e. Methodology (what was done)
5. Study limitations
6. Conclusions (describing the results and tying them back to the literature)
7. Implications for practice

From your examination of this article, please answer the following questions:

8. How did the researchers address multicultural concerns?
9. What was done well in this article? How could it have been improved?
10. Why is this article important to counselors in a school or community setting? How does it advance the overall counseling profession?

Please write the number and the question for each section. Other than the article citation, each response should employ correct grammar and complete sentence structure. Incidents of self-plagiarism (i.e., recycling work from another class) will result in a zero. Please upload a copy of the article with the assignment – credit will not be awarded unless the article is included.

E. Applied Measurement Project 50 percent

Complete and present an applied measurement project. Determine a problem of interest related to your area of specialization (school or clinical mental health), create a hypothesis comparing two or more

groups, and develop a specific plan to test the hypothesis. The plan should include the development of an instrument (e.g., survey, questionnaire, or interview), discuss procedures for evaluating the validity and reliability of the instrument, and address the appropriateness of the plan for diversity and multicultural concerns within the population of interest.

You might think about the task as if you were a consultant hired to work on a particular problem. For example,

- (1) How might you measure (evaluate) the impact of a particular program, e.g., how effective is the school district's abstinence program in preventing teen pregnancy?
- (2) How might you measure (diagnose) the prevalence of a particular attitude, e.g. how do students feel about the dress code policy?
- (3) How might you measure a psychological construct, e.g., how can we best measure or describe individual differences in shyness?

The project should be a minimum of five full pages in standard paragraph form, not including the title page, references, or copies of the instrumentation. The format of the paper will be consistent with APA guidelines. APA information is available through Brightspace course content and the *APA Publication Manual, 7th edition*. Portions of the project will be due in bullet or outline form at times throughout the semester as announced in class. The entire project is due the week before the last week of class.

The presentation of the project to the class will last at least 10 minutes. At a minimum, students will develop an appropriate PowerPoint and provide copies of the instrument(s) used in this hypothetical study. Students will also rate the projects of their peers. Part of the grade will depend upon the ability to distinguish between high and low quality presentations.

Required Sections

I. Introduction

A. State the research problem

- What is the situation you are examining? Write your topic so that it is clear, communicable and narrow. Check with me for guidance on your topic.

B. Explain how the proposed study is grounded in the research literature

- Why is this topic important? Who says so? What do we already know about this issue? Include at least two journal references.

C. List the groups being compared and the research hypothesis

II. Research designs and methods

A. Define any applicable vocabulary

B. Create an operational definition of the terms in your problem

- Remember to create a definition that is measurable, variable, and concise. Make sure the definition is consistent with the procedure you plan to use to measure your construct. For

the shyness example above, an operational definition might be: the amount of time a person spends alone

C. Create an operational procedure

- This is an observable way to measure your construct. For the shyness example, this might consist of either a questionnaire or self-report about daily routine or an observation of children's behavior during free time. Either way, spell out your method to make it clear that the construct is being validly measured. If you were doing the shyness study and you planned to use a questionnaire, for example, you would need to construct a sample questionnaire. You must provide a copy of the instrument you use and address its validity and reliability. If you planned to use the observations, you would need to spell out the methodology of those observations. For example, 200 2nd graders will be observed during recess.... Either way, you will need to address the expected number of data points and why you expect that particular number

D. Identify your sample

- Who comprises the sample for this study? How would you recruit them? Describe the type of sampling you plan to use and why this type of sampling is appropriate for your study. Also, describe social and cultural factors that may influence the validity of your study and your choice of sampling techniques.

E. Protection of participants

- All studies involve some risk. Outline possible risks and benefits to participants for participating in your study, and address measures you will take to protect study participants.

III. Data Collection and Analysis

A. Describe the type of data you expect to collect from your research

B. Construct a theory of variability

- What will diversity (variability) look like in your operational procedure? For example, using the recess observations to study shyness: Some children will spend time alone, and some will spend time in groups. More narrowly defined, variability can be described as the percentage of free time a child spends alone (10%, 20%, 30%, etc.)

C. Discuss your methods for analyzing your data

- What statistical or qualitative research methods will you use to make meaning from your raw data?

IV. Results

A. Draw a conclusion.

- Ask yourself what the observed or measured variability means. In our example, a logical conclusion might be that children who spend a greater percentage of their free time alone are considered shyer than those who spend more of their free time with others. Also report possible sources of error. Is your experiment more likely to yield a Type I or Type II error? Why would the outcome of your experiment not accurately reflect the truth?

B. Summarize your findings.

C. Implications

- How might your findings affect your professional setting? How does this influence your work as a counselor in that setting? How do your findings advance the counseling profession?

IX. Topical Outline and Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>	<u>Chapters Covered</u>
Week 1	Introduction; Syllabus and Overview; Models: Scientist-Practitioner & Practitioner-Scientist; Counseling Outcome Research Substantive Engagement <ul style="list-style-type: none"> • Week 1 Discussion Forum • Syllabus Quiz 	Heppner 2, 20
Week 2	Ethical, Legal, and Diversity Issues <ul style="list-style-type: none"> • Week 2 Quiz • Week 2 Discussion Forum 	Heppner 3; ACA 2014 Code of Ethics
Week 3	Nature of Research; Definitions, Hypotheses, and Error; IRB TRAINING DUE <ul style="list-style-type: none"> • Week 3 Quiz • Week 3 Discussion Forum 	Heppner 6
Week 4	Validity, Reliability, and Trustworthiness <ul style="list-style-type: none"> • Week 4 Quiz • Week 4 Discussion Forum 	Heppner 7
Week 5	Choosing Populations and Samples; APPLIED MEASUREMENT PROJECT – PART I DUE <ul style="list-style-type: none"> • Week 5 Discussion Forum 	Heppner 8, 9
Week 6	Quantitative Designs <ul style="list-style-type: none"> • Week 6 Quiz • Week 6 Discussion Forum 	Heppner 11, 12
Week 7	Quantitative Designs (con.) <ul style="list-style-type: none"> • Week 7 Quiz • Week 7 Discussion Forum 	Heppner 13
Week 8	Qualitative Designs <ul style="list-style-type: none"> • Week 8 Quiz • Week 8 Discussion Forum 	Heppner 16
Week 9	Qualitative Designs (con.); APPLIED MEASUREMENT PROJECT – PART II DUE <ul style="list-style-type: none"> • Week 9 Discussion Forum 	Heppner 17
Week 10	Independent and Dependent Variables; ARTICLE REVIEW DUE <ul style="list-style-type: none"> • Week 10 Discussion Forum 	Heppner 18, 19
Week 11	Statistical Methods <ul style="list-style-type: none"> • Week 11 Quiz • Week 11 Discussion Forum 	
Week 12	Statistical Methods (con.) <ul style="list-style-type: none"> • Week 12 Quiz • Week 12 Discussion Forum 	
Week 13	Bias and Error; APPLIED MEASUREMENT PROJECT – PART III DUE	Heppner 23

	<ul style="list-style-type: none"> • Week 13 Discussion Forum 	
Week 14	Needs Assessment and Program Evaluation <ul style="list-style-type: none"> • Week 14 Quiz • Week 14 Discussion Forum 	Heppner 22
Week 15	APPLIED MEASUREMENT PROJECT – PART IV DUE	
Week 16		

Chapter reading quizzes, journals, and other activities are due each week as detailed on Brightspace. Other readings may also be assigned during the course of the semester. The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

X. Important Dates

First day of term: Monday, August 21

Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: August 25, 2023

Last day to **drop** a course without a W: September 15, 2023

Last day to **drop** a course with a W or WF: December 8, 2023

Last day to **withdraw from all** classes: December 8, 2023
Last day of term: December 8, 2023

Policies

XI. Course Policies

A. Attendance & Substantive Engagement

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

B. Late Work

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

C. Proctoring

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

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

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

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

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

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

D. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within two business days of receiving them. If calling by phone, please be sure to leave a message with a phone number.

XII. Departmental Policies

A. Student Diversity and Confidentiality

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

B. Attendance

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

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

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

C. Netiquette, Civil Dialog, and Professional Communication

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

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

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

D. Academic Honesty

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

E. Informed Consent Statement for Counseling Courses

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

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

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

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

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

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

Evaluating student fitness and performance

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

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

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

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

Minimum grade requirements

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

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

(2021-2022 Catalog

http://catalog.truman.edu/preview_program.php?catoid=20&poid=3884&returnto=1183;
http://catalog.truman.edu/preview_program.php?catoid=20&poid=3780&returnto=1183)

XIII. University Policies

A. Attendance

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

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Tuesday, January 17 and ending 11:59 pm Saturday January 21. **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, completing Discussion Post One.

C. Emergency Procedures

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

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



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

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the “Truman” tab. Click on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Update Emergency Text Messaging Information” link. During a

campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

D. Non-Discrimination

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

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been

impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. Faculty and staff are considered “mandated reporters” and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

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

Ryan Nely

Institutional Compliance Officer, Title IX and Section 504 Coordinator

Office of Institutional Compliance

Violette Hall, Room 1308

100 E. Normal Ave.

Kirksville, MO 63501

Phone: (660) 785-4354

titleix@truman.edu

The institution’s complaint procedure can be viewed at

<http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf>, and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>.

E. FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an “educational need to know”. These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar’s Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

F. Academic Honesty

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic Dishonesty](http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty))”

Please see <https://www.truman.edu/wp-content/uploads/2013/05/Academic-Integrity-Policy.pdf> for additional details.

G. SafeAssign

Truman State University subscribes to SafeAssign via 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.

E. Writing Center

I encourage you to use the University's [Writing Center](#) for your writing projects. It is not a proofreading service. The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why). They can help you understand and better your writing craft. They can also do brainstorming if you're having a hard time getting started. And they have an online scheduler, so making an appointment is easy. The Writing Center is located in PML 107.

F. Additional Resources for Students

A list of additional resources is available at <https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/>.

Information on the Counseling program can be accessed via the *{Department Website}* or the University Catalog (<http://catalog.truman.edu>).

XV. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

Various offices that provide services to online students are identified at the [One Stop Services](#) page on online.truman.edu. Should you need to consult with administrators that oversee this department and course, here is the contact information for those individuals:

Chair of Counseling:

Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Dean of Health Sciences and Education:

Dr. Lance Ratcliff
Violette Hall 2300
660.785.4383
lratcliff@truman.edu

Hopefully, your experience with this class is positive. When and if you feel a complaint about this or another course is required, however, the procedure for lodging a complaint can be found on the University's [Report a Complaint](#) page. Students taking an online course from outside the state of Missouri should follow the complaint procedure [offered here](#). **Students are always asked to address their complaint to the professor of the course first when possible, then take their concerns to the Department Chair if the matter cannot be resolved with the faculty member.**