Course Syllabus
COUN 669G
Child & Adolescent Counseling Summer 2023

CLASS INFORMATION

Instructor: Juawice McCormick, Ph.D., LPC-S, NCC, NCSC, BC-TMH
Pronouns: she/her/ella
Format: *Asynchronous online course work*
Phone: 662-617-4626
Email: juawice@truman.edu
Website: All course information may be accessed through Blackboard.
Office Hours: **By appointment**

School of Health Sciences and Education Mission Statement

The School of Health Sciences and Education at Truman State University is committed to preparing students toeffectively 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 specificdisciplines.
2. To graduate master's degree students qualified to enter and succeed in doctoral programs at leadinguniversities.
3. To graduate master's degree student able to perform in appropriate professional and academicpositions.
4. To graduate master's degree students who exhibit the attributes of a liberally educated person.

Course Overview

I. Course Catalog Description
COUN 669G: Child and Adolescent Counseling (3 credit hours)
This course examines theories, techniques, and factors related to counseling children and adolescents, including cultural dynamics, normal and abnormal development, legal and ethical concerns, and special considerations in working with minors. Prerequisite: COUN 666G with a grade of 'C' or higher.

II. Rationale
Counseling with children and adolescents often requires knowledge and skills beyond working with adults. Developmental stages, establishing an effective counseling relationship, informed consent, and legal requirements all differ for this protected class of clients.

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://program alignment website.truman.edu) 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
a. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
b. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT
a. theories of individual and family development across the lifespan
b. theories of learning
c. theories of normal and abnormal personality development
d. theories and etiology of addictions and addictive behaviors
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning, and behavior
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
h. a general framework for understanding differing abilities and strategies for differentiated interventions
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

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

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling
2. CONTEXTUAL DIMENSIONS
g. Impact of biological and neurological mechanisms on mental health
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

3. PRACTICE
b. techniques and interventions for prevention and treatment of a broad range of mental health issues

c. strategies for interfacing with the legal system regarding court-refer clients

G. School Counseling
1. FOUNDATIONS
d. models of school-based collaboration and consultation

2. CONTEXTUAL DIMENSIONS
a. school counselor roles as leaders, advocates, and system change agents in P-12 schools
e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
h. common medications that affect learning, behavior, and mood in children and adolescents
i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
n. legal and ethical considerations specific to school counseling

3. PRACTICE
f. techniques of personal/social counseling in school settings
h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

V. Student Learning Outcomes
The programmatic student learning outcomes for this course are as follows:
LO 1: **Counseling Orientation and Professional Practice**
Understand the history, philosophy, and ethics of the counseling profession and become active members in professional counseling organizations.
LO 2: **Social and Cultural Diversity**
Apply and demonstrate the knowledge, skills, and practices to counsel and advocate for individuals, families, and groups through culturally appropriate practice promoting social justice, equity, and access.
LO 3: **Human Growth and Development**
Understand the importance of individual and family development across the lifespan and how this affects functioning and behavior.
LO 4: **Career Development**
Understand the interrelationship between work and mental well-being and strategies for individual career development.
LO 5: **Counseling and Helping Relationships**
Employ culturally appropriate practice in the education, prevention, evaluation, and treatment of mental and emotional disorders.
LO 6: **Group Counseling and Group Work**
Understand the foundations, approaches, and strategies to working effectively with clients in groups.
LO 7: **Assessment and Testing**
Identify and implement appropriate and holistic clinical evaluation and assessment of normal and abnormal development and behavior, including the treatment of trauma and addictions.
LO 8: **Research and Program Evaluation**

Utilize mental health research and evidenced-based treatments, and apply models of program process and outcome evaluation to professional practice.

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:
Counseling Activities
Class discussion
Class presentations
Supplemental readings
Videos / Photographs

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

Course Content

VII. Required Texts, Related Readings, and Materials/Supplies
Required
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author. (ISBN# 978-1-4338-3217-8)

Jones, B. & Durodoye, B., (2022). *Child and adolescent counseling: An integrated approach.* Springer Publishing (ISBN#978-0-8261-4763-9)

Lowenstein, L. (Ed.) (2022). *Assessment and treatment activities for children, adolescents, and families volume four: Practitioners share their most effective techniques.* Champion Press.

One of the Following Text Required:
Select one of the following recommended books for Book Report and Presentation. Other selections maybe acceptable **only** with instructor's approval.

- Axline, V. (1964). *Dibs in search of self.* The Random House Publishing Company.
- Landreth & Bratton (2019). *Child parent relationship therapy (CPRT): An evidence based 10 session filial therapy model.* Routledge.
- Leggett, E. S. & Boswell, J.N. (Eds.) (2017). *Directive play therapy: Theory, technique, and treatment.* Springer Publications.
- Malchiodi, C. A. (2020). *Trauma and expressive arts therapy: Brain, body, & imagination in the healing process.* The Guilford Press.
- Perry, B & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook—What traumatized children can teach us about loss, love, and healing.* Hachette Book Group.
- Siegel, D. & Bryson, T. P. (2018). *The yes brain: How to cultivate courage, curiosity, and resilience in your child.* Bantam Books

- Siegel, D. & Hartzell, M. (2014). *Parenting from the inside out: how a deeper self-understanding can help you raise children who thrive.* The Penguin Group.
- Solomon, A. (2012). *Far from the tree: parent, child, and the search for identity.* Scribner Publishing.

Minimum Technology Requirements
Blackboard and Zoom are two programs used in this course. To determine the minimum technology requirements for these pieces of software, please see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support and https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux , respectively. Truman's Information Technology Services also has minimum requirements found at https://its.truman.edu/docs/bringing-a-computer-to-truman/ .
Additional technology required are; a webcam, microphone, noise-cancelling headphones, camera with ability to upload to computer, & printer.

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. Grades and assignments are weighted to determine the semester grade.

90 - 100 points = A	60 - 69 points = D
80 - 89 points = B	Below 60 points = F
70 - 79 points = C	

Assignment Summary Chart

Assignment	Weight	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Posts	20%		2F1b, 2F1c, 2F1g, 2F1i, 2F1m, 2F2a, 2F2b, 2F2d, 2F2h, 2F3a, 2F3b, 2F3c, 2F3d, 2F3e, 2F3f, 2F3g, 2F3h, 2F3i, 2F5a, 2F5b, 2F5c, 2F5d, 2F5f, 2F5g, 2F5h, 2F5i, 2F5j, 2F5l, 2F5m, 2F5n, 5C2g, 5C2h, 5C3b, 5C3c, 5G1d, 5G2a, 5G2e, 5G2g, 5G2h, 5G2i, 5G2n, 5G3f, 5G3h	1, 2, 3, 4, 5, 6, 7, 8
Chapter Quizzes	30%	Weeks 3, 5, 8, & 14	2F1b, 2F1c, 2F1g, 2F1i, 2F1m, 2F2a, 2F2b, 2F2d, 2F2h, 2F3a, 2F3b, 2F3c, 2F3d, 2F3e, 2F3f, 2F3g, 2F3h, 2F3i, 2F5a, 2F5b, 2F5c, 2F5d, 2F5f, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F5l, 2F5m, 2F5n, 5C2g, 5C2h, 5C3b, 5C3c, 5G 1d, 5G2a, 5G2e, 5G2g, 5G2h, 5G2i, 5G2n, 5G3f, 5G3h	1, 2, 3, 4, 5, 6, 7, 8
Counseling Activity & Reflection	30%	As Assigned	2F2h, 2F3a, 2F3f, 2F3h,2F3i, 2F5a, 2F5b, 2F5c, 2F5d, 2F5f, 2F5g, 2F5h, 2F5j, 2F5k, 5C3b, 5G1d, 5G2a, 5G2n, 5G3f, 5G3h	1, 2, 3, 5

Paper (4)				
Special Project: Book Report Presentation	20%	Week 15	2F2a, 2F2b, 2F2h, 2F3a, 2F3b, 2F3c, 2F3d, 2F3e, 2F3f, 2F3g, 2F3h, 2F3i, 2F5l, 2F5m	1, 2, 3, 4, 5, 6, 7, 8

Detailed Descriptions
Assignments and Grading Rubrics

- ### *Discussion Board* (20%)

Discussion Board provides opportunity for class discussion. You will have **10** Discussion Post through this course. You are required to post your initial Post each Thursday by 11:55 pm (CST). Initial posts should be relevant and respond to prompt provided. With the initial post, citations for resources of information are required and included in the grading. Since most of the citations will come for the two course textbooks, a page number must be included with the citation/s. A reference listing is also required for each source cited.

Most Discussion Post will require a reply to two peers. These replies should be supportive and related. Citations and references are welcome as applicable. These must be given by Sunday 11:55 pm (CST). Make sure to integrate content from the course literature with paraphrasing and citation/s to support your content. Include the page number in the citations. Use APA format with all work. Place post content in the provided text box. Attached posts will not be accepted.

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
The extent to which this work includes the required components and integration of learning resources.	Absent	Some criteria addressed. Underdeveloped. Provided by end of week. All criteria addressed.	Relevant to prompt. All criteria addressed. Relevant to prompt and learning resources. Provided after scheduled date and time.	All criteria addressed. Fully developed and relevant. Posted in a timely manner by set date and time.
The extent to the quality and quantity of peer response was achieved.	Absent	One or two criteria addressed and covered; yet brief & underdeveloped.	Reply to peers. Supportive and related to content Two criteria addressed and covered.	Reply to peers. Supportive and related to content. All criteria addressed and covered. Concepts fully developed.
The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective.	Absent	Content and ideas reveal little critical thinking, lack of analysis and synthesis.	Some critical thinking evident, along with analysis and synthesis. Content is connected to learning objective and relevant.	The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective
Quality of presentation or writing demonstrates graduate level skills. APA 7th ed. Writing Style & Format		Incomplete or weak sentences structure. Undeveloped paragraphs. Citations/References incorrectly written.	Some APA writing items utilized. Organized and good sentence & paragraph structure & development.	Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. Citations & references correctly written.

- *Chapter Quizzes (30%)*

These are four multiple choice, timed quizzes. Questions and content will be generated from *Child and adolescent counseling: An integrated approach* (Jones, B. & Durodoye, B., 2022). Two attempts will be allowed with the highest grade recorded as the final grade.

- *Counseling Activities & Reflection Papers* (30%): Each student will provide reflection papers following an experiential activity/counseling session. *Assessment and Treatment Activities for Children, Adolescents, and Families* (Lowenstein, L., 2022) will be your required resource for these assignments. It will provide information and activities that should be the foundation for your sessions. These assignments should be more than sitting and talking to children and adolescents.

Each paper should reflect a 20 – 30 minute child/adolescent experience. The **three experiences** should include one of these listed. Each experience must include a different age group, no group may be used more than once.
- **early childhood** (3 - 5 yrs. old)
- **middle childhood** (6 – 11 yrs. old)
- **early adolescence** (11 - 14 yrs. old)
- **mid-adolescence** (15 – early adult yrs. old)

Each submission *must* include a Disclosure Statement signed by parent/guardian, child, & graduate student. Assignments will not be accepted without a fully signed disclosure statement uploaded with assignment. **If there happens to be another person in the room (for whatever reason) while you are counseling your chosen individual, you MUST also have a signed disclosure statement from the parent or guardian of that person.** Assignments must be uploaded to Blackboard as a Word document or PDF by 11:50 pm on assigned dates. See calendar. **Your disclosure statement should be the last page of your paper. The following rubric should be used to guide your work; it is how each assignment will be graded.** Use APA format which should include 3 to 4 resources and citations and references must be included.

Each paper must include, but is not limited to, the following components:
I. Introduction of person
    a. Description of person
    b. Age & category
    c. Logistics of session; location and time span
II. Developmental Characteristics
    An overview of each of these as described in the book and for the age/stage of client as described in course textbook, chapter one (Jones & Durodoye, 2022).
    a. Cognitive Development
    b. Social Development
    c. Emotional Development
    d. Self/Physical Development
    e. Appropriate citation from course text and other sources
III. Activity(ies) and/or Focus of session as described in assigned text (Lowenstein, 2022).
    a. Title and theme
    b. Recommended age and modality
    c. Goal/s
    d. Materials
    e. Appropriate citation from assigned text and other sources
IV. Process
    a. Description of your introduction to and delivery of the activity

      b. Child/adolescent's understanding of the activity
      c. What was the child/adolescent's affect
      d. What verbal statements made by the child/adolescent stood out to you
         i. Two or three
      e. Did the child/adolescent seem to enjoy/benefit from the activity
      f. Was the goal/objective achieved or observed
   V. Discussion & Conclusion
      a. Discussion of comparison to course content (textbooks & discussions)
      b. Personal observations
      c. Personal impressions of events
   VI. Reference page
      a. Three to four resources should be cited and referenced

There is no time to waste. You should immediately begin searching for an early childhood individual for your first assignment. And continue your search for a person of each age group required. *These child/adolescents cannot be your own children.*

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%
Introduction, description, age & category, logistics, location and time	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
Developmental; cognitive, social, emotional, self/physical, and citation	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
Activity description: title & theme, age and modality, goal/s, materials, and citation	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
Process: description, child/adolescent's understanding, child/adolescent's affect, verbal statements made (2 or 3), enjoy/benefit from the activity, and goal /objective achieved	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
Discussion & Conclusion: comparison to course content, personal observations, and personal impressions	Absent	Content and ideas reveal little critical thinking, lack of Conclusion analysis and synthesis.	Some critical thinking evident, along with analysis and synthesis. Content is connected to learning objective and relevant.	The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective
Quality of writing demonstrates graduate level skills. APA 7th ed. Writing Style & Format		Incomplete or weak sentences structure. Undeveloped paragraphs. Citations/References incorrectly written.	Some APA writing items utilized. Organized and good sentence & paragraph structure & development.	Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. Citations & references correctly written.

- **Book Report Presentation (20%).** *Each student must pick one of the listed books from the recommended list for this assignment. This assignment is a multiple faceted assignment with submissions at various locations in the course. Pay attention.* (A different may be selected only with Instructor's approval.) Students will provide a book report to include the required content as outlined below. The audio/visual presentations should be recorded in Zoom and uploaded in the assignment link in the course.

The following outline should guide your work for the recorded presentation.

I. Introduction and Book Summary
   a. Proved an overview of the book
   b. Identify the author/s along with background information
   c. A summary of the book
   d. Rationale for book selection
   e. Include citations from selected book
      i. Stated citation
         1. Example…'In chapter five….'
II. Relevance to the Work with children, adolescents, and/or families
   a. Strengths of how this content might be helpful to a professional counselor
      i. Identify at least three strengths
   b. Weaknesses of undeveloped areas that might have been helpful to a professional counselor
      i. One or two, three at most weaknesses
   c. Questions or information not included in the content that would be valuable to a professional counselor
   d. Include citations from selected book
      i. Oral – stated citation to include location in book
         1. Example…'In chapter five….'
III. Relevance to the Course
   a. Identify at least three ways this book material is relevant to this course content
   b. Include at least 3 portions and/or ideas from the book that agree or disagreement with the course textbook or content
   c. Include citations from selected book
      i. Oral – stated citation
         1. Example…'In chapter five….'
IV. Personal Thoughts & Conclusion
   a. What were you hoping to learn from this book
   b. What did you like and dislike
   c. Will this information be helpful to your when you become a professional counselor
      i. Why or why not
   d. Would you recommend this book for others?
      i. Why or why not
V. References
   a. Book reference
      i. Full reference of book, orally
      ii. If using a power point consider a slide with the reference of the book

	Not Present	Novice	Competent	Proficient
	0	50%	75%	100%

Intro w overview, Identify the author/s & background, book summary, rationale for selection, & citations	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
Relevance to counseling C&A, 3 strengths, 3 weaknesses, questions or information needed, and citations	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
Relevance to the course, 3 ideas shared, 3 that agree or disagreement, and citations	Absent	One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas.	Two criteria addressed and covered. A few citations included to support ideas	All criteria addressed and covered. Concepts fully developed. Citations included to support ideas
Personal Thoughts & Conclusion: hoping to learn from this book, like and dislike, helpful information (why or why not) and recommend (why or why not)	Absent	Content and ideas reveal little critical thinking, lack of Conclusion analysis and synthesis.	Some critical thinking evident, along with analysis and synthesis. Content is connected to learning objective and relevant.	The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective
Quality of presentation demonstrates graduate level skills. Organized and		Incomplete or weak sentences structure. Undeveloped ideas. Citations/References not included.	Organized and good structure sentence. Fully developed ideas and concepts. Citations/ References with limited inclusion.	Well organized, professional presentation, ideas fully developed and articulated. Citations/ References appropriately included.

IX.　　Topical Outline and Tentative Schedule

DATE	TOPIC
Week 1	**READINGS** ▪ READ Syllabus, textbook/s, all assignments ▪ **Chap. 1 Developmental Theorist & Other Considerations** (Jones & Durodoye, 2022) ▪ **Chap. 2 Systemic Influences That Impact Development** (Jones & Durodoye) ▪ **Section One: Engagement & Assessment** (Lowenstein, 2022) **ASSIGNMENT DUE** ▪ *Discussion Post #1 by Thursday 11:55 pm (CST)* * ==demonstration of academic engagement== 　　o *Introduction Video & Book selection* 　　o *Replies to 2 peers by Sunday 11:55 pm (CST)*
Week 2	**READINGS** 　　▪ **Chap. 3 Relational Considerations in C&AC** (Jones & Durodoye) 　　▪ **Chap. 4 Counseling C&A: A Cross-Cultural Perspective** (Jones & Durodoye) 　　▪ **Section Two: Feelings Expression** (Lowenstein) 　　▪ **Section Three Social Skills** (Lowenstein) **ASSIGNMENT DUE** 　　▪ *Quiz One: Part One Chapters 1 – 4* (Jones & Durodoye) *by Sunday 11:55 pm (CST)*
Week 3	**READINGS** ▪ **Chap. 5 Theoretical Frameworks and Applications** (Jones & Durodoye)

	▪ **Chap. 6 Theoretical Approaches and Modalities** (Jones & Durodoye)
	▪ **Chap. 7 Counseling Session Involving C & A** (Jones & Durodoye)
	▪ **Section Four** (Lowenstein)
	ASSIGNMENT DUE
	▪ *Discussion Post #2 by Thursday 11:55 pm (CST)*
	    o **Age & Theory**
	    o *Replies to 2 peers by Sunday 11:55 pm (CST)*
	▪ *Quiz Two: Part Two Chapters 5, 6, & 7* (Jones & Durodoye) *by Sunday 11:55 pm (CST)*

Week 4	**ACTIVITY**
	▪ *Counseling Activity One*
	
	ASSIGNMENT DUE
	
	▪ *Counseling Activities/Reflection Papers by Sunday 11:55 pm (CST)*
	▪ *Discussion Post #3 by Thursday 11:55 pm (CST)*
	    ▪ *Show & Tell One - Pictures & discussion*
	      o *Replies to 2 peers by Sunday 11:55 pm (CST)*

Week 5	**READINGS** ▪ **Chap. 8 Contemporary Issus and Contemporary Issues and Counseling Tropisms** (Jones & Durodoye) ▪ **Chap. 9 Addressing the Needs of C & A with Disabilities and Those Classified as Gifted** (Jones & Durodoye) ▪ **Chap. 10 Addressing the Needs of Children & Adolescents of Special Populations** (Jones & Durodoye) ▪ **Section Five Self-Esteem** (Lowenstein) **ASSIGNMENT DUE** *Quiz Three: Part Three Chapters 8, 9, & 10* (Jones & Durodoye) *by Sunday 11:55 pm (CST)*

Week 6	**ACTIVITY**
	▪ *Counseling Activity Two*
	ASSIGNMENT DUE
	▪ *Counseling Activities/Reflection Papers by Sunday 11:55 pm (CST)*
	▪ *Discussion Post #4 by Thursday 11:55 pm (CST)*
	    o *Show & Tell Two - Pictures & discussion*
	    o *Replies to 2 peers by Sunday 11:55 pm (CST)*

Week 7	**READINGS**
	▪ **Chap. 11 Child and Adolescent Maltreatment** (Jones & Durodoye)
	▪ **Chap. 12 Addressing Trauma with Child & Adolescent Clients** (Jones & Durodoye)
	▪ **Chap. 13 Techniques in Crisis Management Involving School Age Children** (Jones & Durodoye)
	ASSIGNMENT DUE
	▪ *Discussion Post #5 by Thursday 11:55 pm (CST)*
	    o **Case Study 12.1 Family System**
	    o *Replies to 2 peers by Sunday 11:55 pm (CST)*

Week 8	**ACTIVITY**
	▪ *Counseling Activity Three*
	ASSIGNMENT DUE
	• *Counseling Activities/Reflection Papers by Sunday 11:55 pm (CST)*
	▪ *Discussion Post #6 by Thursday 11:55 pm (CST)*
	    ▪ *Show & Tell Three - Pictures & discussion*
	    ▪ *Replies to 2 peers by Sunday 11:55 pm (CST)*

Week 9	**READINGS** ▪ **Chap. 14 Ethical and Legal Considerations** (Jones & Durodoye) ▪ **Chap. 15 Other Special Topics** (Jones & Durodoye) ▪ **Section Six Termination** (Lowenstein) **ASSIGNMENT DUE** ▪ *Quiz Four: Part Four & Five Chapters 11 - 15* (Jones & Durodoye) *by Sunday 11:55 pm (CST)*

Week 10	**ASSIGNMENT DUE**
	▪ **Book Report <u>by</u>** *Thursday 11:55 pm (CST)*
	▪ *Discussion Post # 7 by Thursday 11:55 pm (CST)*
	    ○ *Book Selection*
	    ○ *Replies to 2 peers by Friday 11:55 pm (CST)*

I. Important Dates Summer 2023
First day of term: May 30, 2023

Drop Dates:

First Day of Classes	May 30
Last Day to **Add a Course** *	May 31
Last Day to Sign Up for **Audit**	June 1
Last Day to **Drop a Course** without being charged the **$50 Add/Drop Fee** **	May 31
Last Day to Sign Up for **Credit/No Credit** Grading Option without being charged the $35 Credit/No Credit Fee	May 31
Last Day to Drop a Course without a W appearing on Transcript (**$50 Add/Drop fee** will be added to student's account)	June 14
Last Day to Drop a Course (W grade will be assigned, **$50 Add/Drop fee** will be added to student's account)	August 4
Last Day to Change to **Credit/No Credit Grading Option** (**$35 Credit/No Credit Fee** will be added to student's account)	August 4

Students are responsible to confirm these dates with registrar's office.

Policies

X.   Course Policies

A.   Attendance

Logging in to our class does not constitute attendance. It should be evident that you are actively participating in assignments and activities. 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. Please contact your instructor if you need to miss.

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You must meet this requirement within the first calendar week of the semester, **beginning at 12:00 am on Monday** and ending 11:59 pm Saturday. 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, **Discussion Post #1 Introduction**.

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

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. I would discourage you from reaching out the same evening the assignment is due as the response will likely come after the due date or time.

Regular weekly assignments such as quizzes, journals, and discussions will be graded each week. Major assignments typically take two weeks.

XI.   **Departmental Policies**

A.   Student Diversity and Confidentiality

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

B.   Attendance

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

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

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

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.

E.   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.

<ins>Minimum grade requirements</ins>

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

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

(2021-2022 Catalog
http://catalog.truman.edu/preview_program.php?catoid=20&poid=3884&returnto=1183;
http://catalog.truman.edu/preview_program.php?catoid=20&poid=3780&returnto=1183)

XII.   University Policies
   A.   Attendance
   The University-wide attendance policy can be viewed at http://policies.truman.edu/policylibrary/attendance-policy/.
   B.   Substantive Engagement
   Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday August 22 and ending 11:59 pm Saturday August 27. **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,
   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
> 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

XIII.   **Resources**

The University provides a range of academic and student support services to ensure student success. These offices can advise on learning strategies, point toward valuable services, and help troubleshoot technical problems as they arise.

A.   Center for Academic Excellence

The Center for Academic Excellence provides advising for students in their first year for most departments, as well as tutoring services. The Center is located in PML 109, and it may be reached at 660-785-7403.

B.   Counseling Services

Counseling Services are available on campus at McKinney Center. Appointments may be scheduled by calling (660) 785-4014. An after-hours crisis line is also available at 660-665-5621.

C.   IT Help Desk

The IT Service Center has combined the IT Call Center, Help Desk, and Telephone Services into a one-stop location to serve you. You will find the following services and more when you stop by PML 203 or call 660-785-4544. You may submit a customer support ticket at https://otrs.truman.edu/otrs/customer.pl.

D.   Office of Student Access and Disability Services

To obtain disability-related academic accommodations, students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements. For additional information, refer to the Office of Student Access and Disability Services website at http://disabilityservices.truman.edu/.

You may also contact OSA by phone at (660) 785-4478 or email at studentaccess@truman.edu.

E.   Writing Center

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

is easy. The Writing Center is located in PML 107.

F.   Additional Resources for Students

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

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

XIV.   Feedback

A.   Student Survey of Instruction

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

B.   Other Important Contacts

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

Chair,	Dr. Karl Witt
Department of Counseling:	660.785.5400
	karlwitt@truman.edu
Dean,	Dr. Lance Ratcliff
School of Health Sciences and Education:	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**