Course Syllabus
COUN 674G
Introduction to Addictions
Fall 2023

CLASS INFORMATION
Instructor: Cameron Ortega, PhD, LPC-S (TX), LCDC (TX)
Format: Asynchronous online
Phone: 956-453-0053
Email: cortega@truman.edu*preferred contact method
Website: All course information may be accessed through Brightspace.
Office Hours: Monday 12:00 PM CST – 2:00PM CST; Wednesday 5:00PM CST – 7:00PM CST; and appointment
Zoom Virtual Office Link: Schedule time with Dr. Ortega

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 6XXG: Course Title (3 credit hours)

An introduction to theories of addiction and substance abuse and the impact upon society, families and the individual. Treatment approaches will be explored. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

II. Rationale

The range of addictions (e.g., substance-based, gaming, sexual), their etiology, and their impact are increasingly recognized across a number of counseling contexts in schools and the community at large. Counselors need to understand addictions, particularly for prevention, treatment, and in the context of co-occurring conditions to maximize their effectiveness.

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 (https://consumerinformation.truman.edu/stateauthorization/) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

    d. the role and process of the professional counselor advocating on behalf of the profession
    e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

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

3. HUMAN GROWTH AND DEVELOPMENT
    a. theories of individual and family development across the lifespan
    b. theories of learning
    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
    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

5. COUNSELING AND HELPING RELATIONSHIPS
    a. theories and models of counseling
    b. a systems approach to conceptualizing clients
    h. developmentally relevant counseling treatment or intervention plans
    k. strategies to promote client understanding of and access to a variety of community-based resources

6. GROUP COUNSELING AND GROUP WORK
    d. characteristics and functions of effective group leaders
    e. approaches to group formation, including recruiting, screening, and selecting members

7. ASSESSMENT AND TESTING
    e. use of assessment for diagnostic and intervention planning purposes

CACREP Section 5: Entry-Level Specialty Areas

C. *Clinical Mental Health Counseling Standards*

1. FOUNDATIONS
    d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

2. CONTEXTUAL DIMENSIONS
    b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
    e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
    h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
    i. legislation and government policy relevant to clinical mental counseling

       3. PRACTICE
         e. strategies to advocate for persons with mental health issues

     G. School Counseling Standards

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

       2. CONTEXTUAL DIMENSIONS
         a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
         b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
         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
         k. community resources and referral sources
         m. legislation and government policy relevant to school counseling

       3. PRACTICE
         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 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)

The course competencies are as follows:

1. Appraise various drugs of abuse and essential components for early treatment
2. Review the components of treatment planning for individual and group treatments
3. Assess the value of one of the substance abuse programs (e.g., AA, NA, Al-Anon)
4. Design a treatment program for eating disorders
5. Assess components of family programs, discharge process, and aftercare

VI.   Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- Case Studies
- Individual Activities
- Lecture
- Peer Discussion
- Student Presentation and Role Plays

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).

Course Content
VII.   Required Texts, Related Readings, and Materials/Supplies
Required

van Wormer, K., & Davis, D. R. (2018). *Addiction treatment: A strengths perspective* (4th ed.).

Cengage.

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

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/.

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 laps 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.

$$90 - 100 \% = A$$

$$80 - 89 \% = B$$

$$70 - 79 \% = C$$

$$60 - 69 \% = D$$

Below 60 % = F

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Quizzes	195/40%	Weekly	2F1d, 2F1e, 2F2a, 2F3a, 2F3d, 2F5b, 2F6d, 2F6e, 2F7e,	5
Final Exam	100/20%	Week 15	2F1d, 2F1e, 2F2a, 2F3a, 2F3d, 2F5b, 2F6d, 2F6e, 2F7e	5
Discussions	60/40%	Week 1, 4, 5, 8, 11, 12	2F1d, 2F1e, 2F3a, 2F3c, 2F3d, 2F3e, 2F3f, 2F5a, 2F5b, 2F5f, 2F5g, 2F5k, 5C2b, 5C2e, 5C2h, 5C2i, 5C3e, 5G1d, 5G2a, 5G2b, 5G2g, 5G2h, 5G2i, 5G2k, 5G2m, 5G3h	2, 4, 5
Definition and Etiology Paper	100/40%	Week 3	2F3c, 2F3d, 5C1d,	5
Reaction Paper	50/40%	Week 2	2F3a, 2F3c	2, 5
Addiction in Children and Adolescents	100/40%	Week 6	2F3a, 2F3c, 2F3d, 2F3e, 2F3f, 5G2i, 5G2h, 5G3h	1, 2, 3, 5
Instrument Critique	100/40%	Week 7	2F7e, 5C2b	2
Addictions Podcast	200/40%	Week 13	2F3f, 2F3g, 5G2a, 5G2b, 5G2g	1, 2, 3, 5
Addictions and Identifiers	100/40%	Week 9	2F3d, 5G2i	1, 2, 5
Resource List	75/40%	Week 10	2F5h, 2F5k, 5C2b, 5G1d, 5G2k	1, 5

Detailed Descriptions

A. **Quizzes (40%)**   195 points

The chapter quizzes come from the van Wormer and Davis textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Sunday

(11:59 PM CST) the week the reading is assigned. 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.

B. **Final Exam (20%)**   100 points

This is your final exam for the semester. Unlike the other quizzes, this one is timed. You are not allowed to use your book or other resources. You will be given 100 questions based on the text in the book and have two and a half hours to complete the final.

C. **Assignments (40%)**

- Discussions   60 points

  Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics. Post at least two significant responses to each discussion question, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues' reflections or comments. Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for:

  - Timely contributions
  - Correct English usage, grammar, and spelling.
  - Offering up ideas or resources and inviting a critique of them
  - Asking challenging questions
  - Articulating, explaining, and supporting positions on ideas
  - Citing relevant resources to validate points.
  - Exploring and supporting issues by adding explanations and examples
  - Reflecting on and re-evaluating personal opinions
  - Offering a critique, challenging, discussing, and expanding ideas of others
  - Negotiating interpretations, definitions, and meanings
  - Summarizing previous contributions and asking the next question
  - Proposing actions based on ideas that have been developed.

- Definition and Etiology Paper   100 points

  What is an addiction? In 2-4 pages, write a paper describing your understanding of the nature of addictions and how they develop. The content should be based on the first two chapters of the text. Papers should follow APA format and include at least two peer-reviewed professional references within the last five years other than your text.

- Reaction Paper   50 points

Write a one-page response paper to the content provided in Blackboard.

- Addiction in Children and Adolescents   100 points

  In a two-to-three-page paper, describe the special risks that addictions hold for children and adolescents. Address both the effects of having an addiction and being in a family system where
  a member has an addiction. Papers should follow APA format and include at least two peer reviewed professional references other than your text.

- Instrument Critique   100 points

  Compare and contrast two of the instruments described in chapter 7 of the van Wormer text in paragraph form. At least one full paragraph should be devoted to noting similarities, at least one full paragraph should be devoted to contrasting differences, and at least one full paragraph should be devoted to making and supporting a recommendation for one instrument over the other. The entire exercise should be two to four pages, not including the title page or references.

- Addiction's Podcast   200 points

  You will be working in pairs (assigned). As a pair you will be creating a 20-30 minute (no commercials please) podcast on a topic in Addictions Counseling. You will be using artificial intelligence to assist you with the outline and topics of your podcast. As a group you will conduct research and present the research in a podcast format. Though out the podcast you will verbally cite your sources as you present the material. Think of this as a creative verbal research paper.

  You will find detailed instructions in for the development and submission of the assignment in Brightspace.

- Addictions and Identifiers   100 points

  In a two-to-three-page paper, describe how addictions intersect demographic, identity, social, and cultural factors. At a minimum, the paper should address race and ethnicity, geography, spirituality, gender and sexuality, age and accessibility, class and socioeconomic variables. Papers should follow APA format and include at least two peer-reviewed professional references other than your text.

- Resource List   75 points

  Compile a list of local counseling services and related resources for prevention and intervention of addictions-related conditions. Please remember to provide resources for family members in addition to the identified client. Please report the list in table form with these column headers:

Name/Type of Service	Service Category	Name of Contact	Services Provided	Qualification to Receive Services	Phone Number	Street Address	Email Address or Website

IX.   Topical Outline and Tentative Schedule

Date	Scheduled Topic	Chapters Covered	Assignments Due
Module 1: 8/21-8/27	The Nature of Addiction	van Wormer 1	Discussion; Quiz
Module 2: 8/28-9/3	Historical Perspectives	van Wormer 2	Quiz; Reaction Paper
Module 3: 9/4-9/10	Substance Misuse, Dependence, and the Body	van Wormer 3	Quiz; Definition & Etiology
Module 4: 9/11-9/17	Substance Misuse with a Co-Occurring Mental Disorder or Disability	van Wormer 4	Discussion; Quiz
Module 5: 9/18-9/24	Gambling, Eating Disorders, Shopping and Other Behavioral Addictions	van Wormer 5	Discussion; Quiz
Module 6: 9/25-10/1	Addiction Across the Lifespan	van Wormer 6	Quiz; Addiction in Children & Adolescents
Module 7: 10/2-10/8	Screening and Assessment	van Wormer 7	Quiz; Instrument Critique
Module 8: 10/9-10/15	Strengths and Evidence-Based Helping Strategies	van Wormer 8	Discussion; Quiz
Module 9: 10/16-10/22	Mutual Help Groups and Spiritual/Religious Resources	van Wormer 9	Quiz; Addiction and Identifiers
Module 10: 10/23-10/29	Family Risk and Resiliencies	van Wormer 10	Quiz; Resource List
Module 11: 10/30-11/5	Ethnicity, Culture, and the Socioeconomic Determinants of Addiction	van Wormer 11	Discussion; Quiz
Module 12: 11/6-11/12	Gender, Sex, and Sexual Orientation Difference	van Wormer 12	Discussion; Quiz
Module 13: 11/13-11/19	Public Policy	van Wormer 13	Quiz; Addiction's Podcast
Break: 11/20-11/26	Thanksgiving Break		
11/27-12/8	Final Exam		Comprehensive Final Exam

X.   Important Dates

First day of term: *August 21, 2023*.
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 18, 2023
Last day of term: December 15, 2023

Policies

XI.   **Course Policies**

A. Attendance

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

To comply with federal requirements, Truman requires students to demonstrate engagement with each course within the first few calendar days of the semester. To that end, please complete your initial introduction in Brightspace before Friday, August 26th. Failure to meet the terms of the university policy will result in administrative removal from the course.

B. Late Work

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

Please contact the instructor as soon as possible if you will not be able to turn in an assignment on time. After 3 days, missing assignments will automatically be assigned a grade of zero if there has not been an agreement between student and instructor for an extension.
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C. Proctoring

There are no proctored exams in this course. Below is the information on proctored exams

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 days of receiving them. If calling by phone, please be prepared to leave a message with a phone number to call you back. Email is quicker. You can also set up a zoom appointment with me outside of my office hours through my using the booking link listed at the beginning of the syllabus. It is best to let me know via email if you plan to attend office hours in advance so that I can prepare to meet with you and so that you aren't stuck in the virtual waiting room while I'm meeting with another student. I typically check email at least twice a day (morning and end of the day in Central time) throughout the work week and do not regularly check my work email over the weekend or in the evenings.

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

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.

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.

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 2023-2024 Catalog (http://catalog.truman.edu/content.php?catoid=24&navoid=1467) 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.
(2023-2024 Catalog
http://catalog.truman.edu/preview_program.php?catoid=24&poid=4925&returnto=1450;
http://catalog.truman.edu/preview_program.php?catoid=24&poid=4821&returnto=1450)

XIII. University Policies

A. Attendance

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

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday {*Insert date*} and ending 11:59 pm Saturday August 26, 2023 **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, of completion of person first language quiz.

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=24&navoid=1459#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 https://www.truman.edu/majors-programs/graduate-studies/ma-counseling/ or the University Catalog (http://catalog.truman.edu).

XV. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

Various offices that provide services to online students are identified at the One Stop Services page on online.truman.edu. 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.**