Course Syllabus
COUN 672G
Counselor as Consultant and Agent of Change
Summer 2023

CLASS INFORMATION
Instructor: K. Lynn Pierce, Ph.D., LPC (GA), CRC, ACS
Teaching Assistant: Keeanya Sauls, M. Ed, LPC (Lindsey Wilson College Doctoral Student)
Format: Optional Synchronous Zoom Wednesdays 7:00 p.m. – 8:30 p.m. Central Time; Asynchronous components
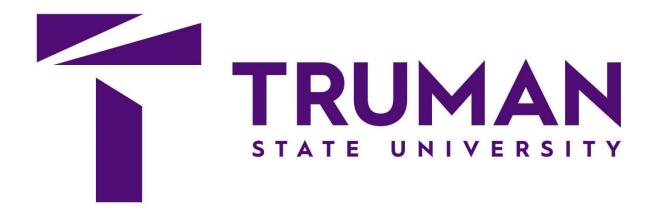**Phone:** (660) 785-4208
Email: klpierce@truman.edu *preferred contact method
Website: All course information may be accessed through Brightspace.
Office Hours: 8:00 am to 12:00 pm Monday and Thursday; 6:00 pm to 7:00 pm Wednesday
            By appointment: email for times or schedule at https://app.simplymeet.me/klynnpierce
Zoom Virtual Office Link: https://zoom.us/j/96751062547

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 672G Counselor as Consultant and Agent of Change (3 credit hours)
This course builds upon basic counseling skills and provides exposure to additional and more nuanced counseling roles and circumstances. Consultation theory and models of collaboration will be explored with specific applications to school and mental health agency settings. Other topics include an introduction to case conceptualization and treatment planning, basic crisis responses, and the provision of services via technological means. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

II.   Rationale

Counseling is a rapidly changing profession. As such, counselors need to be able to work effectively with other counselors; other professionals, particularly within education and mental health; and other stakeholders as both consultant and consultee, to optimize effective treatment. These conditions extend to face-to-face and technology-assisted interactions.

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

b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

j. technology's impact on the counseling profession

k. strategies for personal and professional self-evaluation and implications for practice

2. SOCIAL AND CULTURAL DIVERSITY

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

h. a general framework for understanding differing abilities and strategies for differentiated interventions

5. COUNSELING AND HELPING RELATIONSHIPS

c. theories, models, and strategies for understanding and practicing consultation

d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

e. the impact of technology on the counseling process

f. counselor characteristics and behaviors that influence the counseling process

g. essential interviewing, counseling, and case conceptualization skills

h. developmentally relevant counseling treatment or intervention plans

i. development of measurable outcomes for clients

j. evidence-based counseling strategies and techniques for prevention and intervention

k. strategies to promote client understanding of and access to a variety of community based resources

l. suicide prevention models and strategies

6. GROUP COUNSELING AND GROUP WORK

g. ethical and culturally relevant strategies for designing and facilitating groups

7. ASSESSMENT AND TESTING

c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

CACREP Section 5: Entry-Level Specialty Areas
C. Clinical Mental Health Counseling Standards
1. FOUNDATIONS

c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. CONTEXTUAL DIMENSIONS

a. roles and settings of clinical mental health counselors

l. legal and ethical considerations specific to clinical mental health counseling

m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

　　　　　　　b. techniques and interventions for prevention and treatment of a broad range of mental health issues
　　　G. School Counseling Standards
　　　1. FOUNDATIONS
　　　　　　　d. models of school-based collaboration and consultation
　　　2. CONTEXTUAL DIMENSIONS
　　　　　　　b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
　　　　　　　n. legal and ethical considerations specific to school counseling
　　　3. PRACTICE
　　　　　　　f. techniques of personal/social counseling in school settings
　　　　　　　l. techniques to foster collaboration and teamwork within schools

V.   Student Learning Outcomes

The programmatic student learning outcomes for this course are as follows:
1. The student will develop and understand the fundamentals of consultation
2. The student will differentiate between consultation and collaboration
3. The student will build upon fundamental counseling skills and apply them to advanced circumstances
4. The student will demonstrate and apply skills for conceptualizing client concerns
5. The student will identify considerations specific to online environments
6. The student will adapt counseling skills and approaches to online environments

VI.   Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:
• Discussion
• Lecture
• Optional synchronous meetings as scheduled
• Individual and group recorded practice & role play
• Readings
• Quizzes

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.
Gilbertson, J. (2020). *Telemental health: The essential guide to providing successful online therapy.* PESI Publishing & Media.

Sommer-Flanagan, J. & Sommer-Flanagan, R. (2016). *Clinical interviewing* (6th ed.). Wiley. ebook
ISBN: 978-1-119-36508-2 / print ISBN: 978-1-119-21558-5

Recommended {*optional*}

Erford, B. T. (2018). Orientation to the counseling profession: Advocacy, ethics, and essential
professional foundations (3rd ed.). Pearson.
Young, M. E. (2021). Learning the art of helping: Building blocks and techniques (7th ed.). Pearson

Additional Required Material
American Counseling Association. (2014). *ACA code of ethics*. Author.
American School Counselor Association. (2016). *ASCA ethical standards for school counselors*.
Author.
Carney, J. M., & Jefferson, J. F. (2014). Consultation for mental health counselors: Opportunities
and guidelines for private practice. *Journal of Mental Health Counseling, 36*(4), 3023-314.
Hoffman, M. A., Phillips, E. L., Noumair, S. S., Geisler, C., Gray, J., Homer, J., Horne, S., Paulk, D.
L., Remer, R., Robinson, S., Rocha-Singh, I., Tinsley, D. J., Toporek, R., & Ziegler, D.
(2006). Toward a feminist & Multicultural model of consultation and advocacy. *Journal of
Multicultural Counseling and Development,* 34, 116 – 128.
Holcomb-McCoy, C., & Bryan, J. (2010). Advocacy and empowerment in parent consultation:
Implications for theory and practice. *Journal of Counseling and Development, 88,* 259-268.
Kirmayer, L., Groleau, D., Guzder, J., Blake, C., & Jarvis, E. (2003). Cultural consultation: A model
of mental health service for multicultural societies. *The Canadian Journal of Psychiatry*,
48(3), 145 – 153.
National Board for Certified Counselors. (2016). *Policy regarding the provision of distance
professional services.* Author.
Sangganjanavanich, V. F., & Lenz, A. S. (2012). The experiential consultation training model.
Counselor Education & Supervision, 51, 296-307.

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://help.blackboard.com/Learn/Student/Getting_Started/BrowserSupport 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/.

{*Please include additional minimum technology requirements as appropriate, e.g., a webcam,
microphone, and noise-cancelling headphones for synchronous classes. If using a proctoring
service, please be sure to include those technology requirements here.*}

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

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

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

VIII.   Course Requirements and Grading

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

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

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Board	10%	As Assigned	2F1b, 2F1c, 2F1i, 2F1j, 2F1k, 2F2e, 2F2f, 2F2h, 2F3h, 2F5c, 2F5d, 2F5e, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F5l, 2F6g, 2F7c, 5C1c, 5C2a, 5C2l, 5C2m, 5C3a, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 2, 4, 5, 6
Skill Development Sessions	50%	As assigned	2F1b, 2F1c, 2F1i, 2F1j, 2F1k, 2F2h, 2F3h, 2F5c, 2F5d, 2F5e, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F7c, 5C1c, 5C2a, 5C2l, 5C3a, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 3, 4, 6
Counseling Documentation Case Notes & Forms	10%	As Assigned	2F1b, 2F1c, 2F1i, 2F1j, 2F2e, 2F2f, 2F2h, 2F3h, 2F5c, 2F5d, 2F5e, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F5l, 2F6g, 2F7c, 5C1c, 5C2a, 5C2l, 5C3a, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 4, 5, 6
Exam	15%	Week 7	2F1b, 2F1c, 2F1i, 2F1j, 2F1k, 2F2e, 2F2f, 2F2h, 2F3h, 2F5c, 2F5d, 2F5e, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F5l, 2F6g, 2F7c, 5C1c, 5C2a, 5C2l, 5C2m, 5C3a, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 2, 4, 5, 6
Counseling, Consultation, and Collaboration Paper	15%	Week 10	2F1b, 2F1c, 2F2f, 2F2h, 2F3h, 2F5c, 2F5j, 2F5k, 5C2a, 5C2l, 5C3b, 5G1d, 5G2b, 5G2n, 5G3f, 5G3l	1, 2

Detailed Descriptions

A. Discussion Board (10%)
Discussion Board provides opportunity for class discussion. You will have 5 Discussion Post through this course. You are required to post your initial post each Friday by 11:55 pm (CST). Initial posts should be relevant and respond to prompt provided. Content of post must be provided in the text box for readers to assess easily. Your post should include your thoughts along with an integration of literature readings for the week and previous weeks. With this integration you are demonstrating the range of your understanding of the course content. 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 discussions 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).

B. Skill Development Sessions (50% @ 16.67 each)
For these assignments, you will work with a fellow student to conduct three 20 - 40 minute video recorded practice sessions. Your goal is to display the basic and advanced counseling skills specified for each video in a telehealth counseling environment. Details about each video are located in Brightspace.

For these videos, you will play two roles – that of the counselor and the client. However, it is your work as a counselor that will be graded, not your work as a client. You should work with the same student throughout the course for these assignments. When acting as the counselor please record the session using Zoom. Once done, you will stop the recording and switch roles with your partner, becoming the client. Please remember that you may need to log out of Zoom to reset the timer. When you are the client:

- think about what you want to talk about before beginning the session
- make sure it is something you are comfortable sharing in this format
- consider using a real dilemma you are experiencing, some examples:
    o changing jobs
    o moving
    o making a decision
- Be as genuine as possible while maintaining appropriate professional boundaries and using discernment around the topics explored, as discussed for skills videos in previous classes and in the syllabus overview meeting. If you have questions about this, speak with the instructor.

SESSION ONE is to reflect an initial session with your mock client, minimum of 20 minutes & no longer than 40 minutes. Preparation for this session would require the mock client to complete the consent, intake forms, and other forms as listed in the assignment prior to beginning & recording of the session. This session will focus on the review of key components of the data shared. (Do not read the data back to your mock client.) Read, and review, Chapter 8 (Sommer-Flanagan ie al., 2016) as well as viewing the accompanied videos 8.1 & 8.2 for the chapter. Also review Chapter 3 and videos 3.1 – 3.6 (Sommer-Flanagan ie al., 2016). See rubric to guide your work.
Goals for this session are:

1. Identifying, evaluating, and exploring the client's chief complaint or problem
2. Obtaining data related to the client's interpersonal behavior and psychosocial history
3. Evaluating the client's current life situation and functioning
4. Self evaluation of counseling skills via CCS-R

*Submit CCS-R and video. Both of these are due by Sunday @ 11:55 pm.

SESSION TWO is to reflect a second session on setting and confirming goals with your mock client, minimum of 20 minutes & no longer than 40 minutes. Preparation for this session would require you review Chapter 6 (Sommer-Flanagan ie al., 2016) with specific attention to therapeutic questions that will encourage your mock client towards change and videos 6.1 & 6.2. Also, look back to your reading in Young (2021) Chapter 9 with focus on Goal Setting portion. See rubric to guide your work.
Goals for this session are:

1. Prioritizing and selection client problems & goals
2. Analyzing client problem and goal
    a. Goal should be simple and specific (Young, 2021, p.207)
    b. Only one goal should be constructed & clearly stated
3. Demonstrate listening and relationship development skills
    a. Focus on one therapeutic approach & questions (one theory)
4. Consent form (previous form)
5. Emergency plan for telemental health counseling (previous form)
6. SOAP Notes (updated for this session)
7. Self evaluation of counseling skills via CCS-R (updated for this session)

*Submit items 4, 5, 6, & 7 and the video in assigned assignment link. All materials due by Sunday @ 11:55 pm.

SESSION THREE is to reflect a final and termination session on with your mock client, minimum of 20 minutes & no longer than 40 minutes. Preparation for this session would require you to revie Chapter 12 Young (2021) with regards to the portion on Termination. As well, review videos 3.6 and tables 3.5 (Sommer-Flanagan ie al., 2016). While this material is more specific to termination of a session, the concepts are similar and can be helpful to your session. Also, see other materials included in the Brightspace course.

Goals for this session are:

1. Focus on the termination process
2. Review goal/s and gains made in treatment
3. Create a mental health maintenance plan
    a. Future functioning and coping skills
    b. New skills
    c. Plans for unfinished goals/work
4. Creative approach with listening and relationship skills
5. Consent form (previous form)
6. Emergency plan for telemental health counseling (previous form)
7. SOAP Notes (updated for this session)
8. Self evaluation of counseling skills via CCS-R (updated for this session)

*Submit items 4, 5, 6, & 7 and the video in assigned assignment link. All materials are due by Sunday @ 11:55 pm.

C. Counseling Documentation: Forms & Case Notes (10%)

Various recorded sessions will include forms and case notes. These will be completed per your mock client/peer information.

• Appropriateness Assessment (Gilbertson, 2020, p. 134)
• Consent Form
• Telemental Health Informed Consent (Gilbertson, 2020, pp. 128-129)
• Emergency Plan (Gilbertson, 2020, pp. 130-131)
• Client Intake Form OR
• Psychosocial History Interview Sample Questions (Sommer-Flanagan ie al., 2016, Table 8.1)
• SOAP Notes (Sommer-Flanagan ie al., 2016, Table 2.2)

D. Counseling, Consultation, and Collaboration Paper (15%)

In a four to six page paper, describe the similarities and differences between counseling, consultation, and collaboration. The paper should provide an overview of each concept, include definitions, model preferred, describe the roles of the parties involved, and note the knowledge, skills, and professional dispositions applicable for each. Please give concrete examples of each concept illustrating its use in your desired setting (school or mental health). Please follow APA 7 format for the paper. The page limit does not include the title or reference pages.

• Introduction of consultation
    o similarities & difference between counseling, consultation, and collaboration
    o definitions
• Model of Preference
    o Rationale for selection & description
• Role & Responsibilities
    o describe the roles of the all parties involved
    o note the knowledge &skills
    o professional dispositions applicable for each

• Case Example
    o Identify setting
    o Illustration of elements in use
• Conclusion

E. Exam (15 %)
One exam will be given from the Sommer-Flanagan et al. material & textbook. The exam is open-book. You may use your study materials as well. This is not a group effort and should be done in alone. You are allowed two attempts, and the highest score will be the grade recorded.

IX.   Topical Outline and Tentative Schedule

Date	Scheduled Topic
Week 1	SYNCHRONOUS MEETING Optional on Wednesday @ 7 – 8:30 pm READINGS • READ Syllabus, textbook/s, assignments • View Instructor's Introduction video • Chap 1 An Introduction to the Clinical Interview (Sommer Flanagan et al.) • Chap 2 Preparation (Sommer Flanagan et al.) • Chap. 1 The Basics (Gilbertson) • Chap. 2 Legal & Ethical Issues (Gilbertson) VIDEOS • Video 1.1 – 1.6 (Sommer Flanagan et al.) • Video 2.1 – 2.4 (Sommer Flanagan et al.) ASSIGNMENT DUE • Discussion Post #1 by Thursday 11:55 pm (CST) o * Demonstration of academic engagement • Replies to 2 peers by Sunday 11:55 pm (CST)
Week 2	READINGS • Chap 3 An Overview of the Process (Sommer Flanagan et al.) • Chap 4 Nondirective Listening Skills (Sommer Flanagan et al.) • Chap 5 Directive Listening Skills (Sommer Flanagan et al.) • Chap. 3 Setting up Your Practice (Gilbertson) • Chap. 4 Treatment Adaptations & Techniques (Gilbertson) VIDEOS • Video 3.1 – 3.5 (Sommer Flanagan et al.) • Video 4.1 – 4.6 (Sommer Flanagan et al.) • Video 5.1 – 5.3 (Sommer Flanagan et al.) ASSIGNMENT DUE • Discussion Post #2 by Thursday 11:55 pm (CST) • Replies to 2 peers by Sunday 11:55 pm (CST)
Week 3	SYNCHRONOUS MEETING Optional on Wednesday @ 7 – 8:30 pm

	READINGS
	    • Chap 6 Skills for Directing Clients Toward Action (Sommer Flanagan et al.)
	    • Chap 7 Evidence Based Relationships (Sommer Flanagan et al.)
	    • Chap 8 Intake Interviewing & Report Writing (Sommer Flanagan et al.)
	    • Chap. 7 Forms (Gilbertson)
	
	VIDEOS
	    • Video 6.1 – 6.4 (Sommer Flanagan et al.)
	    • Video 7.1 –7.3 (Sommer Flanagan et al.)
	    • Video 8.1 – 8.6 (Sommer Flanagan et al.)
	
	ASSIGNMENT DUE
	    • Discussion Post #3 by Thursday 11:55 pm (CST)
	    • Replies to 2 peers by Sunday 11:55 pm (CST)

Week 4	READINGS
	    • National Board for Certified Counselors. (2016). Policy regarding the provision of distance professional services. Author.
	
	ASSIGNMENT DUE
	    • Skills Development Session # 1
	        ○ 20 – 40 minute Recorded Intake Session DUE Sunday by 11:45 pm
	        ○ CCSR Self Evaluation

Week 5	SYNCHRONOUS MEETING Optional on Wednesday @ 7 – 8:30 pm
	
	READINGS
	    • Chap 9 Mental Health Examination (Sommer Flanagan et al.)
	    • Chap 10 Suicide Assessment (Sommer Flanagan et al.)
	    • Chap 11 Diagnosis & Treatment Planning (Sommer Flanagan et al.)
	    • Chap. 6 Future for Telehealth (Gilbertson)
	
	VIDEOS
	    • Video 9.1 –9.4 (Sommer Flanagan et al.)
	    • Video 10.1 – 10.6 (Sommer Flanagan et al.)
	    • Video 11.1 – 11.7 (Sommer Flanagan et al.)
	
	ASSIGNMENT DUE Sunday by 11:45 pm
	    • Appropriateness Assessment (Gilbertson, 2020, p. 134)
	    • Consent Form
	    • Telemental Health Informed Consent (Gilbertson, 2020, pp. 128129)
	    • Emergency Plan (Gilbertson, 2020, pp. 130131)
	    • Client Intake Form
	    • SOAP Notes (Sommer Flanagan ie al., 2016, Table 2.2)

Week 6	ASSIGNMENT DUE
	    • Skills Development Session # 2 DUE Sunday by 11:45 pm
	        ○ 20 – 40 minute Recorded Goal Setting Session
	        ○ Consent form (previous form)

	o Emergency plan for telemental health counseling (previous form) o SOAP Notes (New/Updated) o CCSR (New/Updated)
Week 7	SYNCHRONOUS MEETING Optional on Wednesday @ 7 – 8:30 pm READINGS • Chap 12 Challenging Clients & Demanding Situations (Sommer Flanagan et al.) • Chap 13 Interviewing Young Clients (Sommer Flanagan et al.) • Chap 14 Interviewing Couples & Families (Sommer Flanagan et al.) • Chap 15 Electronic & Telephonic Interviewing (Sommer Flanagan et al.) VIDEOS • Video 12.1 – 12.5 (Sommer Flanagan et al.) • Video 13.1 – 13.6 (Sommer Flanagan et al.) • Video 14.1 – 14.7 (Sommer Flanagan et al.) • Video 15.1 – 15.6 (Sommer Flanagan et al.) ASSIGNMENT DUE • EXAM Sommer Flanagan et al. Chapters 1 – 15 by Sunday at 11:55 pm CST
Week 8	ASSIGNMENT DUE • Skills Development Session # 3 DUE Sunday by 11:45 pm o 20 – 40 minute Recorded Termination Session o Consent form (previous form) o Emergency plan for telemental health counseling (previous form) o SOAP Notes (New/Updated) o CCSR (New/Updated)
Week 9	SYNCHRONOUS MEETING Optional on Wednesday @ 7 – 8:30 pm READINGS • Review American Counseling Association. (2014). ACA code of ethics. Author. (Consultation Components) • American School Counselor Association. (2016). ASCA ethical standards for school counselors. Author. (Consultation Components) • Review Chapter 13 Supervision & consultation, pp. 423 – 432 (& power point) in Erford, B. T. (2018). Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (3rd ed.). Pearson. • Review Chapter 14 Consultation, collaboration, & encouraging parent involvement power point from Erford, B. T. (2019). Transforming the school counseling profession (5th ed.) Pearson. • READ Sangganjanavanich, V. F., & Lenz, A. S. (2012). The experiential consultation training model. Counselor Education & Supervision, 51, 296307. • READ ANY TWO of the Following o Carney, J. M., & Jefferson, J. F. (2014). Consultation for mental health counselors: Opportunities and guidelines for private practice. Journal of Mental Health Counseling, 36(4), 3023314.

	o Hoffman, M. A., Phillips, E. L., Noumair, S. S., Geisler, C., Gray, J., Homer, J., Horne, S., Paulk, D. L., Remer, R., Robinson, S., RochaSingh, I., Tinsley, D. J., Toporek, R., & Ziegler, D. (2006). Toward a feminist & Multicultural model of consultation and advocacy. Journal of Multicultural Counseling and Development, 34, 116 – 128. o HolcombMcCoy, C., & Bryan, J. (2010). Advocacy and empowerment in parent consultation: Implications for theory and practice. Journal of Counseling and Development, 88, 259268. o Kirmayer, L., Groleau, D., Guzder, J., Blake, C., & Jarvis, E. (2003). Cultural consultation: A model of mental health service for multicultural societies. The Canadian Journal of Psychiatry, 48(3), 145 – 153. o Warren, J. M., & Baker, S. B. (2013). School counselor consultation: Enhancing teacher performance through rational emotivesocial behavior consultation. In G. R. Walz, & J. C. Bleuer (Eds.), American Counseling Association VISTAS 2013 Alexandria, VA: Counseling Outfitters. **ASSIGNMENT DUE** • Discussion Post # 4 by Thursday 11:55 pm (CST) • Replies to 2 peers by Sunday 11:55 pm (CST)
Week 10	**ASSIGNMENT DUE** • Counseling, Consultation, and Collaboration Paper by Friday 11:55 pm (CST) • Discussion Post # 5 by **Thursday 11:55 pm** (CST) • Replies to at least 1 peer by **Friday 11:55 pm** (CST)

X.   Important Dates

First day of term: May 30
Drop dates:
    Last day to **drop** <u>without</u> $50 Add/Drop Fee: May 31
    Last day to **drop** a course <u>without</u> a W: June 14
    Last day to **drop** a course with a W or WF: August 4
Last day to **withdraw from all** classes: August 4
Last day of term: August 4

Policies

XI.   Course Policies

A. Attendance

Attendance in this online class will be determined by the completion of assignments and weekly activities (weekly quizzes and discussion posts) on Blackboard. Please plan to log into the course regularly and to engage with your peers in discussions.

There is also a requirement to meet with your assigned partners for mock counseling. These meetings can be flexible but must be completed in the week assigned.

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 1 week, missing assignments will automatically be assigned a grade of zero if there has not been an agreement between student and instructor for an extension.

C. 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 booking link: https://app.simplymeet.me/klynnpierce. 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 Eastern 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.

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

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

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

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

Evaluating student fitness and performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (2004). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory

progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

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

Minimum grade requirements

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

Regardless of GPA, no more than 2 grades of "C" may count toward degree requirements. No grade below "C" may count. Please note that some states require grades of "B" or better in every class for applicants to be licensed.
(2021-2022 Catalog
http://catalog.truman.edu/preview_program.php?catoid=20&poid=3884&returnto=1183;
http://catalog.truman.edu/preview_program.php?catoid=20&poid=3780&returnto=1183)

XIII. University Policies

A. Attendance

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

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Tuesday the 30th of May and ending 11:59 pm Saturday June 3rd. **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, participation in the initial post of the week 1 discussion board.

C. Emergency Procedures

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

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

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

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "Truman" tab. Click on the registration link in the lower right of the page under the "Update and View My Personal Information" channel on the "Update Emergency Text Messaging Information" link. During a campus emergency, information will also be posted on the TruAlert website http://trualert.truman.edu/.

D. Non-Discrimination

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

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. Faculty and staff are considered "mandated reporters" and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

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

Ryan Nely
Institutional Compliance Officer, Title IX and Section 504 Coordinator
Office of Institutional Compliance
Violette Hall, Room 1308

100 E. Normal Ave.
Kirksville, MO 63501
Phone: (660) 785-4354
titleix@truman.edu

The institution's complaint procedure can be viewed at
http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf, and the complaint form is accessible at http://titleix.truman.edu/make-a-report/.

E. FERPA

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

F. Academic Honesty

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

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

G. SafeAssign

Truman State University subscribes to SafeAssign via Blackboard. Papers and essay exams written for this course will be submitted through SafeAssign to ensure Academic Integrity is maintained. Your submissions are shared with the University and Global database of SafeAssign whereby the content of your submissions will be compared to other future submissions.

H. Statement on Disruptive Behavior

"Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and instructor's ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem…" and may be reported to the Office of Citizenship and Community Standards. *(Quotation from Washington State University).*

Learner Support and Feedback to the University

XIV. **Resources**

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

A. Center for Academic Excellence

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

B. Counseling Services

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

C. IT Help Desk

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

D. Office of Student Access and Disability Services

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

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

E. Writing Center

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

F. Additional Resources for Students

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

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

XV. **Feedback**

    A. Student Survey of Instruction

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

    B. Other Important Contacts

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

Chair of Counseling:	Dr. Karl Witt 660.785.5400 karlwitt@truman.edu
Dean of Health Sciences and Education:	Dr. Lance Ratcliff Violette Hall 2300 660.785.4383 lratcliff@truman.edu

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