

**Course Syllabus**  
**COUN 661G**  
**Professional Practice in Schools**  
**Summer 2023**

**CLASS INFORMATION**

**Instructor:** Juawice McCormick, Ph.D., LPC-S, NCC, NCSC, BC-TMH

**Format:** Asynchronous online

**Phone:** 662-617-4626

**Email:** juawice@truman.edu

**Website:** All course information may be accessed through Brightspace.

**Office Hours:** By appointment



**School of Health Sciences and Education Mission Statement**

The School of Health Sciences and Education at Truman State University is committed to preparing students 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 661G: Professional Practice in Schools (3 credit hours)**

This course addresses legal and ethical aspects of professional counseling practice in school settings, including advanced application of state-specific practices, special populations and multicultural considerations, records management, national credentialing, and effective development and delivery of comprehensive school counseling programs. Prerequisite: COUN 653G or COUN 670G with a grade of 'B' or higher

### **II. Rationale**

Understanding the roles and responsibilities of a school counselor is crucial to student and counselor success alike. Administrators, teachers, parents, and other stakeholders often have conflicting ideas around counselors and their contribution to the school environment. When effective, proactive organization and administration of services is combined with collaboration and consultation, counselors can actively demonstrate their unique contributions to student engagement, development, and achievement.

### **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
  - a. history and philosophy of the counseling profession and its specialty areas
  - 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
  - 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
  - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
  - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - h. current labor market information relevant to opportunities to practice within the counseling profession
  - 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
  - b. theories of learning
  
5. COUNSELING AND HELPING RELATIONSHIPS
  - c. theories, models, and strategies for understanding and practicing consultation
  - j. evidence-based counseling strategies and techniques for prevention and intervention
  - k. strategies to promote client understanding of and access to a variety of community-based resources
  - l. suicide prevention models and strategies
  - m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

*CACREP Section 5: Entry-Level Specialty Areas*

### *G. School Counseling Standards*

1. FOUNDATIONS
  - a. history and development of school counseling
  - b. models of school counseling programs
  - c. models of P-12 comprehensive career development
  - d. models of school-based collaboration and consultation
  
2. CONTEXTUAL DIMENSION
  - 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
  - c. school counselor roles in relation to college and career readiness
  - d. school counselor roles in school leadership and multidisciplinary teams
  - e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
  - f. competencies to advocate for school counseling roles
  - g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
  - 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
  - j. qualities and styles of effective leadership in schools
  - k. community resources and referral sources
  - l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
  - m. legislation and government policy relevant to school counseling
  - n. legal and ethical considerations specific to school counseling
  
3. PRACTICE
  - a. development of school counseling program mission statements and objectives
  - b. design and evaluation of school counseling programs
  - c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
  - d. interventions to promote academic development
  - e. use of developmentally appropriate career counseling interventions and assessments
  - g. strategies to facilitate school and postsecondary transitions
  - h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
  - i. approaches to increase promotion and graduation rates
  - j. interventions to promote college and career readiness
  - k. strategies to promote equity in student achievement and college access
  - l. techniques to foster collaboration and teamwork within schools
  - m. strategies for implementing and coordinating peer intervention programs
  - n. use of accountability data to inform decision making
  - o. use of data to advocate for programs and students

## V. **Student Learning Outcomes**

The programmatic student learning outcomes for this course are as follows:

### LO 1: Counseling Orientation and Professional Practice

Apply counseling ethical standards and demonstrate a strong professional counselor identity.

### LO 2: Social and Cultural Diversity

Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility.

### LO 3: Human Growth and Development

Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan.

### LO 4: Career Development

Articulate the pervasiveness of work and identify ethical and culturally relevant strategies to equip clients for meaningful work and leisure.

### LO 5: Counseling and Helping Relationships

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.

### LO 6: Group Counseling and Group Work

Incorporate ethical and culturally relevant strategies in the creation and management of groups designed to address academic, career, personal, and social/emotional concerns within various settings.

### LO 7: Assessment and Testing

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.

### LO 8: Research and Program Evaluation

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.

### LO 9: Clinical Mental Health Counseling

Provide ethical and culturally relevant prevention and intervention services in community and mental health settings through counseling, collaboration, and consultation, as appropriate.

### LO 10: School Counseling

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 state and national models.

## VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

This course will be taught asynchronously online. Included will be video lectures, textbook readings, supplemental readings, discussions, student reflections, and 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*

Erford, B. T. (2019). *Transforming the school counseling profession* (5th ed.). Pearson.

American School Counselor Association. (2020). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Author.

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

### *Minimum Technology Requirements*

Blackboard and Zoom are two programs used in this course. To determine the minimum technology requirements for these pieces of software, please see [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support) and <https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>, respectively. Truman's Information Technology Services also has minimum requirements found at <https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

### *Other Supplies*

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

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

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

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

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

### VIII. Course Requirements and Grading

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

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

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

#### Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Chapter Quizzes	25	Weekly	2F1a, 2F1f, 2F1g, 2F1h, 2F1j, 2F5l, 2F5m, 5G1a, 5G1b, 5G1c, 5G1d, 5G2g, 5G2j, 5G2l, 5G3g, 5G3h, 5G3l	1, 2, 3, 4, 7, 10
Discussion Postings	10	Weekly	2F1b, 2F1c, 2F1i, 2F5l, 2F5m, 5G2a, 5G2b, 5G2c, 5G2d, 5G2e, 5G2f, 5G2j, 5G2m, 5G2n, 5G3a, 5G3b, 5G3d, 5G3h, 5G3l, 5G3n, 5G3o	1, 2, 4, 8, 10
Journal	10	Weekly	2F1b, 2F1d, 2F1e, 2F1i, 2F1k, 2F2e,	1, 2, 3, 4, 5, 8, 10

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
			2F2h, 2F5c, 2F5j	
Article Review	10	End of Week 3		1, 2, 8
Lesson Plans	15	Academic – End of Week 5 Career – End of Week 6 Social/Emotional – End of Week 9	2F1b, 2F1k, 2F2h, 2F3b, 2F5j, 5G2c, 5G2d, 5G3c, 5G3d, 5G3e, 5G3i, 5G3j, 5G3k, 5G3n	2, 4, 7, 8, 10
Resource List	10	End of Week 7	2F1b, 2F1c, 2F1e, 2F2f, 2F2h, 2F5j, 2F5k, 5G1d, 5G2b, 5G2d, 5G2j, 5G2k, 5G3d, 5G3i, 5G3j, 5G3m	10
Advocacy Activity	10	End of Week 8	2F1b, 2F1d, 2F1e, 2F2h, 5G2a, 5G2m	10
Group Intervention	10	End of Week 9	2F1k, 2F5j, 5G3n	6, 10

### Detailed Descriptions

#### A. Examinations

Chapter Quizzes 25 points

Chapter quizzes are based on readings in the Erford textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Tuesday the week after the reading is assigned by 11:59 p.m. Central Time. The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, **I will not re-open quizzes after the due date has passed.**

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is meant to reward reading and to diminish overall stress levels.

#### B. Discussion Postings 10 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 will be posted on Blackboard. 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. All responses for the week will be due by 11:59 p.m. Central Time on the Tuesday after they are assigned. 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

C. Journal                      10 points

Counselor training programs are tasked with helping students become reflective practitioners. In part, this means that we take time to consider how events shape us and how we, in turn, influence those with whom we work.

Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe your experience in this course, its impact on your day to day life, and how your life, perceptions, biases, etc., have changed based on what you learned in class, what you read outside class, and your interactions with your classmates. Explicit guiding prompts for each week will be listed on Blackboard. Each journal entry should be approximately half a typed page. Entries will be submitted through Blackboard each week.

D. Article Review              10 points

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

1. Cover page in APA 7 format
2. Article citation in APA 7 format
3. Introductory section and literature review
  - a. Statement of the problem
  - b. Research hypotheses, questions, or objectives to be addressed
  - c. Underlying and related studies, e.g.:
    - i. Simon & Simon (1992): summary
    - ii. Brooks & Dunn (2006): summary
    - iii. Smith & Wesson (2012): summary
    - iv. Turner & Hooch (2004): summary
4. Research design and methods
  - a. Population and sample
  - b. Criteria for participation

- c. Sample selection (type of sampling used)
  - d. Instrumentation (how data is collected)
  - e. Methodology (what was done)
5. Study limitations
  6. Conclusions (describing the results and tying them back to the literature)
  7. Implications for practice

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

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

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

E. Lesson Plans            15 points (5 points per plan)

Develop three developmentally appropriate lesson plans for your school setting of interest (elementary, middle, high). One plan will address an academic concern, the second will address a career concern, and the third will address a social/emotional concern. Please note the first, second, and third plans are due on different dates; you are not required to do all three areas each time. Each lesson plan should be designed to last 50 minutes, include an activity, list required resources, explicitly address multicultural concerns, provide evidence of differentiated instruction, and include an evaluation of student learning. For younger students, the 50 minutes may be divided into two 25-minute sessions. If the lesson is divided, please be sure to clearly note the break between day 1 and day 2 in your plan. If materials are alluded to in the lesson (e.g., surveys, worksheets, etc.), copies must be provided as part of the lesson plan. A detailed script for each plan must be included. For example, what will be your opening remarks? How will you introduce the lesson? What specific questions will you ask? How will you determine if the lesson was effective? Again, plans will be due at different points in the semester based on topic.

Please note that academic lesson plans pertain to counseling goals for academic success, not a subject area lesson. Appropriate topics include items such as stress management, time management, test-taking strategies, test-taking anxiety, listening, study skills, grade/school transitions, goal setting, graduation requirements, scholarships, financial aid, etc. A remedial math lesson, for instance, would not qualify for this assignment.

F. Resource List            10 points

Create a table listing the resources for your community. Because school counselors are often called upon to act as a referral source, this list should contain a wide variety of information. Contacts should include local therapists (including specialists in family dynamics), crisis and suicide hotlines, food banks, child support services, child abuse advocacy centers, support groups for childhood disorders, social service resources (e.g., CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, court-ordered programs, and tutors. The resource list should contain the name and type of the resource, the name of the contact, a summarization of services provided, qualifications to receive services, and contact information (e.g., phone number, street address, and email or website). A minimum of 15 resources should be listed, and the format should be in a table with the following 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
----------------------	------------------	-----------------	-------------------	-----------------------------------	--------------	----------------	--------------------------

### G. Advocacy Activity 10 points

The ability to advocate for students, clients, and the counseling profession with legislators is an increasingly important professional activity. There are several issues directly pertaining to mental health, education, and other counseling-related issues before the United States' Congress this session.

Choose a proposed bill that appeals to you from the list at <http://www.govtrack.us/congress/bills/>. Next, go to <http://www.govtrack.us/congress/members> and enter your zip code to find your United States Representative and Senators. You will be emailing one of these people via their individual government website. Representatives have websites in the form name.house.gov. For example, Louis Gohmert, the representative for Texas District 1, is at gohmert.house.gov. Senators' websites are name.senate.gov (e.g., cornyn.senate.gov).

Compose a formal letter to your Congressperson sharing your view on the bill you have chosen. Sample information is available on Blackboard for guidance. Once written, go to the website for your Representative or Senator, email the letter to your Congressperson, and save the confirmation.

Write a paper longer than one page describing the issue and bill you chose and your reasons for choosing that issue and bill. Upload this paper, a copy of the letter you sent to your legislator, the confirmation, and the pdf copy of the bill text from the govtrack website. If you receive a response before the assignment is due, you may upload this in place of the confirmation.

For additional support, the American Counseling Association (counseling.org) provides information and resources in the Government Affairs section. Information for the current legislative session should be available.

Please also see the Basic Tips for Advocacy included on Blackboard for writing your letter.

### H. Group Intervention 10 points

Design **and implement** a group intervention for students at your school in cooperation with the counseling office. The group should consist of at least three sessions and at least four students or parents. Write at least a full page describing your idea, a full page summary for each session, and at least a full page reflecting on the experience. The reflection should contain elements that went well and changes for future implementations. The paper must be in paragraph form (i.e., no bulleted lists) and follow proper APA format. Be sure to employ pseudonyms and other protective measures to preserve the confidentiality and dignity of your clients.

To receive full credit, the paper must be written and formatted in correct APA 7 style. This includes font, margins, spacing, capitalization, indentation, page numbers, headers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. Please refer to the APA 7 manual for details and examples. Papers should consist of at least five full pages of content, which does not include title, abstract, or reference pages. Papers may contain more than five full pages of content. Please be sure to include a properly formatted title page.

### IX. Topical Outline and Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>	<u>DUE BEFORE NEXT TUESDAY</u>
Week 1	Introduction; Syllabus and Overview; An Overview of Counseling in School Settings	QUIZZES CH.1, 3; JOURNAL; DISCUSSION
Week 2	Counseling Ethics and Ethical Decision-Making; Counseling and the Law: Federal, State, and Local	QUIZZES CH. 7, 16; ETHICS QUIZ; JOURNAL; DISCUSSION
Week 3	Comprehensive, Developmental Guidance and Counseling	QUIZ CH. 2; ARTICLE REVIEW; JOURNAL; DISCUSSION
Week 4	Data-Driven Practice, Programming, and Accountability	QUIZZES CH. 4, 5, 6; JOURNAL; DISCUSSION
Week 5	Lesson Planning and Classroom Guidance	QUIZ CH. 10; ACADEMIC LESSON PLAN; JOURNAL; DISCUSSION
Week 6	Career Counseling	QUIZ CH. 11, 12; CAREER LESSON PLAN; JOURNAL; DISCUSSION
Week 7	Consultation: Models and Implementation	QUIZ CH. 14; RESOURCE LIST; JOURNAL; DISCUSSION
Week 8	Multicultural Concerns & Advocacy	QUIZZES CH. 8, 9; ADVOCACY ACTIVITY; JOURNAL; DISCUSSION
Week 9	The Practice of Counseling in Schools	QUIZ CH. 13, 15, 17; SOCIAL/EMOTIONAL LESSON PLAN; GROUP INTERVENTION; JOURNAL; DISCUSSION
Week 10	Crisis Planning and Suicide	JOURNAL; DISCUSSION

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

### X. Important Dates

First day of term: May 30

Drop dates:

Last Day to [Add a Course](#) \* May 31

Last Day to Sign Up for [Audit](#) June 1

Last Day to [Drop a Course](#) without being charged the [\\$50 Add/Drop Fee](#) \*\* May 31

Last Day to Sign Up for [Credit/No Credit](#) Grading Option without being charged the \$35 Credit/No Credit Fee May 31

Last Day to Drop a Course without a W June 14  
 appearing on Transcript (**\$50 Add/Drop fee** will be added to student's account)

Last Day to Drop a Course August 4  
 (W grade will be assigned, **\$50 Add/Drop fee** will be added to student's account)

Last Day to Change to **Credit/No Credit Grading Option** (\$35 **Credit/No Credit Fee** will be added to student's account) August 4

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

## Policies

### XI. Course Policies

#### A. Attendance

Logging in to our class does not constitute attendance. It should be evident that you are actively participating in assignments and activities. Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Please contact your instructor if you need to miss.

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You must meet this requirement within the first calendar week of the semester, **beginning at 12:00 am on Monday** and ending 11:59 pm Saturday. Failure to do so, or to provide an explanation of an extenuating circumstance by that date and time will result in your removal from the course. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, **Discussion Post #1 Introduction**.

#### B. Late Work

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

#### C. Proctoring

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

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

testing. Students with concerns may discuss the location of an appropriate space for the recordings with their instructor or advisor.

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to \$10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). Because this course will have *<<insert number of proctored exams you plan for>>three (3)* proctored exams, you are encouraged to choose the “course fee” model instead of the “individual test fee” model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

Proctored exam information will be provided prior to any proctored exam. Be aware you must use Google Chrome to take the exam, install the Proctorio Chrome browser extension (from [getproctorio.com](https://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.

## **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=3884&returnto=1183);

[http://catalog.truman.edu/preview\\_program.php?catoid=20&poid=3780&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 Monday *{Insert date}* and ending 11:59 pm Saturday *{Insert date}*. **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, *{Insert assignment you need them to complete}*.

### 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](mailto:titleix@truman.edu)

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

#### E. FERPA

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

#### F. Academic Honesty

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

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

#### G. SafeAssign

Truman State University subscribes to SafeAssign via 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](mailto: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](http://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](mailto:karlwitt@truman.edu)

**Dean of Health Sciences and Education:**

Dr. Lance Ratcliff  
Violette Hall 2300  
660.785.4383  
[lratcliff@truman.edu](mailto: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.**