

Course Syllabus
COUN 671G Intervention, Prevention & Crisis Response
Fall 2023

CLASS INFORMATION

Instructor: M. Elsa Soto Leggett, PhD, LPC-S (TX), LPC (MO), RPT-S, CSC (TX)

Format: Asynchronous online

Phone: 713.742.2178 (voice messages & texts)

Email: mleggett@truman.edu

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

Office Hours: Tuesday 6 – 8 Central Time [Book time with Leggett, M. Elsa](#)

Zoom Virtual Office Link: [Visit w Dr. Leggett](#)



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 671G Intervention, Prevention, and Crisis Response (3 credit hours)

This class will focus on an examination of trauma and its biopsychosocial impact upon individuals. Specific focus will be provided on the theory, neuropsychological impact, response models, and the application of skills and techniques in crisis intervention.

II. 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.

III. 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
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

3. HUMAN GROWTH AND DEVELOPMENT

- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. COUNSELING AND HELPING RELATIONSHIPS

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

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- 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

- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses

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

- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

3. PRACTICE

- f. techniques of personal/social counseling in school settings

V. Student Learning Outcomes

1. Analyze the impact of crisis, trauma, and disaster events on individuals, couples, families, and communities.
2. Analyze theories, response models, and intervention strategies related to effective crisis intervention.
3. Analyze evidence-based strategies to address topics such as natural/man-made disasters, suicide, sexual assault, and interpersonal violence.
4. Evaluate appropriate use of diagnosis and assessment related to crisis, trauma, and disaster events and responses.
5. Analyze cultural, ethical, and legal considerations related to crisis, trauma, and disaster events and responses.
6. Demonstrate an understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.
7. Analyze implications and effects of vicarious trauma.
8. Apply self-care strategies.
9. Identify national and community-based resources that provide services to clients who have been impacted by crisis, trauma, and disaster events

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- Lecture
- Discussion boards and peer engagement
- Training for psychological first aid and crisis
- Personal reflection and journaling
- Case study and practical application

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.

James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Cengage.

Van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. The Penguin Group.

Minimum Technology Requirements

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

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 | Weight | Due Date | CACREP Standards Addressed | SLO Addressed |
|---|--------|---------------------|--|------------------------|
| Discussion Postings | 10 | Weekly, as assigned | 2F2a, 2F2b, 2F3g, 2F5d, 2F5j, 2F5k, 2F5l, 2F5m | 1, 2, 4, 5, 6 |
| Personal Reflection Paper | 10 | Week 2 | 2F1k, 2F1l, 2F3g | 1, 4, 6 |
| Psychological First Aid Training and Suicide Prevention | 15 | Week 3 | 2F1b, 2F1c, 2F5j, 2F5k, 2F5m, 2F7a, 2F7b, 5C1b, 5C1e, 5C3a, 5C3b, 5G2e | |
| Triage Assessment Form – Case Study | 15 | Week 4 | 2F3g, 2F5j, 2F5k, 2F5l, 2F5m, 2F7a, 2F7b, 2F7c, 5C1b, 5C1c, 5C2b, 5C2f, 5C3a, 5C3b, 5G1e, 5G2e, 5G2g, 5G3f | 2, 4 |
| Crisis Resource Portfolio | 15 | Week 17 | 2F1b, 2F1c, 2F3g, 2F5k, 2F5m, 2F5j, 2F5k, 2F5m, 2F7a, 2F7b, 2F7c, 5C1c, 5C2f, 5C3a, 5C3b, 5G2e, 5G2g, 5G3f | 2, 3, 4, 9 |
| Self Care Project | 10 | Week 10 | 2F1k, 2F1l | 7, 8 |
| Book Report | 15 | Week 10 | 2F1b, 2F1c, 2F3g, 2F5j, 2F5k, 2F5m, 2F7a, 5C1b, 5C1c, 5C2f, 5C3a, 5C3b, 5G3f | 1, 2, 3, 4, 5, 6, 7, 9 |

Detailed Descriptions

A. Discussion Board (8)

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. Discussion Board provides opportunity for class discussion. You will have 8 Discussion Post through this course. You are required to post your initial Post each Thursday by 11:55 pm (CST). Initial posts should be relevant and respond to prompt provided. Students are expected to make an initial post of 200-300 words. With the initial post, citations for resources of information are required and included in the grading. Since most of the citations will come for the two course textbooks, a page number must be included with the citation/s. A reference listing is also required for each source cited.

Most Discussion Post will require a reply to two peers. Each of the response post should consist of 100-150 words. All posts should be supported by a minimum of 2 peer-reviewed articles not included in the course materials, with references in APA 7 format. Reply post are due by Sunday @ 11:55 pm cst. Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for the following, also review the rubric to guide your work.

- 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

For **video posting** the same rubric is utilized yet there are different requirements. For these postings content should reflect an integration of course content and readings along with allowance of personal understanding of material. There should also be a verbal citation, for example student would state the name of source along with the page number. An example of such a statement might be; *“Van Der Kolk states on page 53 that individuals continue to experience their past traumas as though they are in the present.”* Then alongside the upload of the video post, references must be listed in the Discussion text box to support the statements given. Likewise, **video replies** should follow the same format of verbal citations and a listing of references.

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

B. Personal Reflection Paper (2)

This is a reflective assignment to explore your experiences, strengths, and possible growth edges coming into this course. A prompt will be provided in Brightspace and papers should be approximately 3-4 pages in length. APA format required.

This semester you will learn more about responding to specific types of crises (i.e., grief and loss, suicide, domestic violence, natural disasters, etc...). Take a look over the topics listed in your syllabus-reflect on any personal “issues” that may arise. Share your thoughts and feelings to your degree of comfort. All reflection papers will be kept confidential and you are welcome to schedule a meeting with me if you would like to discuss any concerns further. Also, seek professional help if you sense the need to discuss your reactions, thoughts, and feelings to these assignments.

*Reflection 1

This paper will allow students to examine their own understanding of crisis intervention. Then to reflect on statements and ideas to share their meaning and application to their own lives. More details are included in the course in D2L.

First, in your own words provide a summary of your understanding of crisis intervention.

Then, read each of the statements listed below and reflect on the meaning and application they have to you. In your reflection, provide examples and identify specific thoughts and feelings you have.

This paper should be 3-4 pages not including the title page.

- Being able to rely on life experiences and emotional maturity to remain stable and consistent.
- Being able to remain calm and poised in order to de-escalate the situation.

- Using creativity and flexibility to adapt to rapidly changing situations.
- Maintaining an energetic and resilient self to keep up with the rigor of working in a crisis situation or working with clients who have undergone crisis/traumatic experiences.
- Using effective clinical skills in a timely fashion in order to create a trusting and safe environment.
- Respecting issues of diversity in enhancing rapport and facilitating emotional safety.

***Reflection 2**

Reviewing the week’s resources and reading on the cycle of violence. Also consider the myths as stated on page 295 (James & Gilliland). Share your thoughts. Note any significant emotions or thoughts that come to mind as you review the material. Keep in mind that all entries will be confidential.

Reflection Rubric

| | Not Present | Novice | Competent | Proficient |
|--|-------------|---|--|---|
| | 0 | 50% | 75% | 100% |
| The extent to which this work includes the required components and integration of learning resources. Submitted as scheduled | Absent | Some criteria addressed. Underdeveloped. Provided by end of week. All criteria addressed. | Relevant to prompt. All criteria addressed. Relevant to prompt and learning resources. Provided after scheduled date and time. | All criteria addressed. Fully developed and relevant. Posted in a timely manner by set date and time. |
| The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective. | Absent | Content and ideas reveal little critical thinking, lack of analysis and synthesis. | Some critical thinking evident, along with analysis and synthesis. Content is connected to learning objective and relevant. | The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective |
| Quality of presentation or writing demonstrates graduate level skills. APA 7 th ed. Writing Style & Format | | Incomplete or weak sentence structure. Undeveloped paragraphs. | Some APA writing items utilized. Organized and good sentence & paragraph structure & development. | Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. |

C. Psychological First Aid Training and Suicide Prevention Training (2)

Links to the appropriate trainings will be posted on Brightspace. Students should expect to complete the Psychological First Aid (PFA) training **AND** to select one of the suicide prevention trainings listed in the assignment description. Proof of completion is required (i.e., certificate, etc.).

In addition to submitting available proofs of completion, students will submit a document with 1-2 pages of reflection **each** for the PFA training and the suicide prevention training. Reflections should include

- Title of training
 - Include url link
- Site and authors/creators of training
- Overview of training

- How you would integrate into your work as a counselor
 - Questions you still have
- Personal thoughts and an outstanding concept
 - Would you recommend the training
- Certificate of completion

Training Rubric

| | Not Present | Novice | Competent | Proficient |
|---|-------------|---|--|---|
| | 0 | 50% | 75% | 100% |
| Training title, site, and authors/creators | Absent | One criterion addressed and covered; yet brief & under developed. | Two criteria addressed and covered. | All criteria addressed and covered. Concepts fully developed. |
| Overview and integration | Absent | One criterion addressed; brief & under developed. | Two criteria addressed and covered. | All criteria addressed and covered. Concepts fully developed. |
| Personal thoughts, outstanding concept, recommend | Absent | Content and ideas reveal little critical thinking | Some critical thinking evident, along with analysis and synthesis. | The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information |
| Quality of writing demonstrates graduate level skills. APA 7 th ed. Writing Style & Format | | Incomplete or weak sentences structure. Undeveloped paragraphs. | Some APA writing items utilized. Organized and good sentence & paragraph | Strong use of APA writing style; Formatting, organization, ideas & paragraphs fully developed. |
| Certificate of completion | Absent | | | Submitted |

D. Triage Assessment Form – Case Study

Reviewing the Triage Assessment Systems and Form (pp. 59 – 64) Forms. Students will review the case of Rita, Climate of Client Growth (pp. 82 – 95). Then complete a TAF and write a paper for the case study. Additional directions are found in Brightspace. Also notice downloadable TAF documents are available in the assignment link. APA format required.

Triage Rubric

| | Not Present | Novice | Competent | Proficient |
|---|-------------|--|---|---|
| | 0 | 50% | 75% | 100% |
| The extent to which this work includes the required components and integration of learning resources. Submitted as scheduled | Absent | Some criteria addressed. Underdeveloped. Provided by end of week. | All criteria addressed. Relevant to prompt and learning resources. Provided after scheduled date and time. | All criteria addressed. Fully developed and relevant. Posted in a timely manner by set date and time. |
| The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective. | Absent | Content and ideas reveal little critical thinking, lack of analysis and synthesis. | Some critical thinking evident, along with analysis and synthesis. Content is connected to learning objective and relevant. | The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective |
| Quality of presentation or writing demonstrates graduate level skills. APA 7th ed. Writing Style & Format | | Incomplete or weak sentence structure. Undeveloped paragraphs. | Some APA writing items utilized. Organized and good sentence & paragraph structure & development. | Strong use of APA writing style; Formatting, organization, ideas & paragraphs fully developed. |

E. Crisis Resource Portfolio

Develop a crisis response portfolio which includes researching and identifying national and local crisis response and intervention resources. For this assignment, students will create a portfolio of general crisis resources as well as local community specific agencies that service the specific crises introduced throughout the semester. The portfolio should be designed to fit the site you anticipate working in as a professional counselor; school private practice, agency, hospital, etc. More details are included in the assignment in the course.

Overview of portfolio content should include:

- **Introduction Summary:** Identify the differences between crisis intervention and long-term counseling. Identify the setting, city, and state for the development of this portfolio. Explain any potential need to anticipate the use for portfolio.
- **General Resources:** identify local crisis center(s), local crisis hotline, and include any CITs within your community.
- **Suicide prevention resources:**
 - Include at least one suicide assessment you might use
 - Identify specific resources that address the crisis of lethality in your community
 - Include a summary of laws in your state that address suicidality and homicidality
 - Identify whether or not your community has a trained police unit that could help in responding to mental health crises
- **Sexual violence resources:**
 - Identify local agencies that provide services relevant to survivors of sexual violence
 - Include at minimum your local rape crisis centers
- **Domestic violence resources:**
 - Identify local agencies that provide services to survivors of domestic violence
 - *Also consider separate areas of need, noting if these resources are specific to domestic violence survivors or not: emergency shelter, counseling, case management, legal aid*
- **Family resources:**
 - Identify services relevant to families in crisis including your local grief and loss center or support groups
 - Include at minimum your local child advocacy center
- **Mandatory reporting**
 - Research your state's mandatory reporting, duty to warn, and duty to protect laws. Provide a summary of your findings
 - Provide the specific information for the mandatory reporting process in your state
- **School resources**
 - Identify agencies that might assist with school crises. These could be geared toward individuals or your community may have already had a response team activated in the past for a trauma impacting a school district
 - Also research your state laws regarding bullying in school and provide a summary with citations

- If you are a school counseling student- research your school district's crisis plan and provide a short summary
- Disaster resources
 - Provide your definition of disaster mental health
 - Add any local resources that provide disaster response, or relevant Red Cross information
- Reference page
 - Listing of all resources and citations

Portfolio Rubric

| | Not Present | Novice | Competent | Proficient |
|---|-------------|---|---|--|
| | 0 | 50% | 75% | 100% |
| Identify, setting, city, and state; potential need General Resources: local crisis center(s), local crisis hotline, and any CITs within community. | Absent | One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas. | Two criteria addressed and covered. Ideas developed. A few citations included to support ideas | All criteria addressed and covered. Concepts fully developed. Citations included to support ideas |
| Resources for suicide prevention; sexual violence; domestic violence; rape center | Absent | One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas. | Two criteria addressed and covered. A few citations included to support ideas | All criteria addressed and covered. Concepts fully developed. Citations included to support ideas |
| Resources for families; child/adolescent advocacy; and mandatory reporting | Absent | One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas. | Two criteria addressed and covered. A few citations included to support ideas | All criteria addressed and covered. Concepts fully developed. Citations included to support ideas |
| Resources for school resources; and disaster | | One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas. | Two criteria addressed and covered. A few citations included to support ideas | All criteria addressed and covered. Concepts fully developed. Citations included to support ideas |
| Quality of writing demonstrates graduate level skills. APA 7 th ed. Writing Style & Format | | Incomplete or weak sentences structure. Undeveloped paragraphs. Citations/References incorrectly written. | Some APA writing items utilized. Organized and good sentence & paragraph structure & development. | Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. Citations & references correctly written. |

G. Self-Care Project

Take time to review the specific resources for this assignment. Students will find resources in the specific assignment. More specifically read through *Fit your own mask first: Professional Self-care for Helpers* (mental health academy) found in the assignment materials. While all of the content will be valuable to your self-care, for this assignment you will focus on Part One (pp 5 - 25). Items to submit for this assignment are the following and should be submitted in PDF format.

- Exercise: Asking growth mindset questions (p. 13)
 - Responses (3 pages)
- Exercise: Your turn: Analyze a goal, positively (p. 19)
 - Response (1 page)
- Part 1 Reflective Assessment (p. 22 – 25)
 - Responses (4 pages)

Self-Care Rubric

| | Not Present | Novice | Competent | Proficient |
|--|-------------|--|---|---|
| | 0 | 50% | 75% | 100% |
| The extent to which this work includes the required components and integration of learning resources. Submitted as scheduled | Absent | Some criteria addressed. Underdeveloped. Provided by end of week. | All criteria addressed. Relevant to prompt and learning resources. Provided after scheduled date and time. | All criteria addressed. Fully developed and relevant. Posted in a timely manner by set date and time. |
| The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective. | Absent | Content and ideas reveal little critical thinking, lack of analysis and synthesis. | Some critical thinking evident, along with analysis and synthesis. Content is connected to learning objective and relevant. | The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective |
| Quality of presentation or writing demonstrates graduate level skills. APA 7 th ed. Writing Style & Format | | Incomplete or weak sentence structure. Undeveloped ideas | Organized and good sentence & paragraph structure & development. | Strong writing style; Formatting, organization, ideas & paragraphs fully developed. |

H. Book Report

Students will provide a written book report on *The body keeps the score: Brain, mind, and body in the healing of trauma* (Van der Kolk, B. 2014). Use the outline below to guide your work. The book report paper should be 3 - 5 page paper. It must be APA format; 1" margins, double spaced, running header, title, page numbers, headings, citations, reference listings, etc. See your APA Publication Manual 7th ed. for details. The paper must be a Word or PDF format and uploaded to the assigned assignment link.

- I. Introduction and Book Summary
 - a. Provide an overview of the book
 - b. Identify the author/s along with background information
 - c. A summary of the book
 - d. Include citations
- II. Relevance to the course content
 - a. Identify at least three ways this book material is relevant to this course content
 - b. Include at least 3 concepts and/or ideas from the book that agree or disagreement with the course textbook or content
 - i. Course content should come from the text book *Crisis Intervention*, trainings attended, and/or articles.
 - c. Include citations from all resources included
- III. Personal Thoughts & Conclusion
 - a. What was the most outstanding idea you take away from this book
 - b. Will this information be helpful to you when you become a professional counselor
 - i. Why or why not
 - c. Would you recommend this book for others?
 - i. If so, to whom and why
 - ii. If not, why
 - d. Include citations
- IV. References

- a. In addition to the book, 3 other references should be included
- i. Keep in mind that references listed must match the citations included in the body of the paper

Book Report Rubric

| | Not Present | Novice | Competent | Proficient |
|---|-------------|---|---|---|
| | 0 | 50% | 75% | 100% |
| Intro w overview, Identify the author/s & background, book summary, & citations | Absent | One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas. | Two criteria addressed and covered. A few citations included to support ideas | All criteria addressed and covered. Concepts fully developed. Citations included to support ideas |
| Relevance to course, 3 ideas comparative to other course materials, and citations | Absent | One or two criteria addressed and covered; yet brief & under developed. No citations included supporting ideas. | Two criteria addressed and covered. A few citations included to support ideas | All criteria addressed and covered. Concepts fully developed. Citations included to support ideas |
| Personal Thoughts & Conclusion: outstanding concept, helpful information (why or why not), recommend (why or why not) and citations | Absent | Content and ideas reveal little critical thinking, lack of Conclusion analysis and synthesis. | Some critical thinking evident, along with analysis and synthesis. Content is connected to learning objective and relevant. | The extent of critical thinking, analysis, and synthesis of content and ideas. The ability to make meaning of the information and demonstrate mastery of knowledge relative to learning objective |
| Quality of writing demonstrates graduate level skills. APA 7 th ed. Writing Style & Format | | Incomplete or weak sentences structure. Underdeveloped paragraphs. Citations/References incorrectly written. | Some APA writing items utilized. Organized and good sentence & paragraph structure & development. | Strong use of APA writing style; Formatting, organization, Headings, ideas & paragraphs fully developed. Citations & references correctly written. |

IX. Topical Outline and Tentative Schedule

| DATE | TOPIC |
|-----------------------------------|--|
| Week 1 August 21 | <p>BEGIN WITH REVIEWING</p> <ul style="list-style-type: none"> ▪ Syllabus ▪ D2L course video ▪ Textbook & Materials <p>READINGS</p> <ul style="list-style-type: none"> ▪ READ Syllabus, textbook/s, all assignments ▪ Ch. 1 Approaching Crisis Intervention (James & Gilliland) ▪ Additional readings found in D2L <ul style="list-style-type: none"> ○ Myer, R. A., & Moore, H. B. (2006). Crisis in context theory: An ecological model. <i>Journal of Counseling & Development</i>, 84(2), 139-147. <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> ▪ Discussion Post #1 by Thursday 11:55 pm (CST) * demonstration of academic engagement <ul style="list-style-type: none"> ○ Introduction Video ○ Replies to 2 peers by Sunday 11:55 pm (CST) |
| Week 2 | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 2 Culturally Effective Helping (James & Gilliland) • Additional Articles |

| | |
|--|--|
| <p>August 28</p> | <ul style="list-style-type: none"> ○ Goodman, R. D., & West-Olatunji, C. A. (2009). Applying critical consciousness: Culturally competent disaster response outcomes. <i>Journal of Counseling & Development</i>, 87(4), 458-465. ○ National Association of School Psychologists. (2004). <i>Culturally competent crisis response: Information for school psychologists and crisis teams</i>. https://www.schoolcounselor.org/asca/media/asca/Crisis/cc_crisis.pdf <p>VIEW</p> <ul style="list-style-type: none"> • TEDx Talks. (2015, April 20). <i>Challenges and Rewards of a culturally-informed approach to mental health Jessica Dere TEDxUTSC</i> [Video]. YouTube. https://youtu.be/VrYmQDiunSc [Run time: 17:57. Video is closed-captioned.] <p>COMPLETE Training</p> <ul style="list-style-type: none"> • Psychological First Aid (PFA) Online Training available at https://learn.nctsn.org/login/index.php You will need to create a free account to access this training. Complete the PFA interactive course and save your certificate upon completion. <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Personal Reflection Paper #1 by Sunday 11:55 pm cst <ul style="list-style-type: none"> ○ See details in D2L course |
| <p>Week 3 September 5</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 3 The Intervention & Assessment Models (James & Gilliland) • Ch. 4 The Tools of the Trade (James & Gilliland) • Additional Articles <ul style="list-style-type: none"> ○ Myer, R. A., & Conte, C. (2006). Assessment for crisis intervention. <i>Journal of Clinical Psychology</i>, 62(8), 959-970. ○ Roberts, A. R., & Ottens, A. J. (2005). The seven-stage crisis intervention model: A road map to goal attainment, problem solving, and crisis resolution. <i>Brief Treatment and Crisis Intervention</i>, 5(4), 329. ○ The National Child Traumatic Stress Network. (n.d.). <i>Screening and assessment</i>. https://www.nctsn.org/treatments-and-practices/screening-and-assessment ○ American Counseling Association. (n.d.). <i>Fact sheet #10. 1:1 crisis counseling</i>. https://www.counseling.org/docs/trauma-disaster/fact-sheet-10--10n1-crisis-counseling.pdf?sfvrsn=3f511f70_2 <p>VIEW</p> <ul style="list-style-type: none"> • SAMHSA. (2019, August 21). <i>Crisis counseling skills</i> [Video]. YouTube. https://youtu.be/528pfiNJt70 [Run time: 6:43. Video is closed-captioned.] <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Case Study by Sunday 11:55 pm cst [where is the case study <ul style="list-style-type: none"> ○ Rita in Climate of Client Growth (pp. 82 – 95) • TAF forms (pp. 60 – 64) |
| <p>Week 4 September 11</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 5 Crisis Case Handling (James & Gilliland) • Ch. 6 Telephone & Online Crisis Counseling (James & Gilliland) <p>VIEW</p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> ○ TED. (2015, November 24). <i>How data from a crisis text line is saving lives</i> Nancy Lubin [Video]. YouTube. https://youtu.be/KOtFDsC8JCo [Run time: 9:39. Video is closed-captioned.] <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Psychological First Aid Training Reflection Paper & Certificates by Sunday 11:55 pm cst |
| <p>Week 5 September 18</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 7 Posttraumatic Stress Disorder (James & Gilliland) • Ch. 8 Crisis of Lethality (James & Gilliland) • Ch. 1 Lesson from Vietnam Veterans (Van der Kolk) • DSM-5 Trauma and Stressor Related Disorders – pp. 265-290 <p>VIEW</p> <ul style="list-style-type: none"> • TED. (2014, September). <i>How childhood trauma affects health across a lifetime</i> [Video]. https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime [Run time: 15:51. Video is closed-captioned.] • Xavier Center for Traumatic Stress Research. (2019, September 3). <i>10 interventions for young children</i> [Video]. YouTube. https://youtu.be/JNpunTqECm8 [Run time: 11:46. Video is closed-captioned.] <p>COMPLETE Suicide Training</p> <ul style="list-style-type: none"> • Suicide Training available. See resources in Brightspace <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Discussion Post # 2 by Thursday 11:55 pm (CST) <ul style="list-style-type: none"> ○ <i>Replies to 2 peers by Sunday 11:55 pm (CST)</i> |
| <p>Week 6 September 25</p> | <p>READINGS</p> <ul style="list-style-type: none"> ▪ Ch. 9 Sexual Assault (James & Gilliland) ▪ Ch. 10 Partner Violence (James & Gilliland) ▪ Ch. 2 Revolutions in Understanding Mind & Brain (Van der Kolk) <p>Additional Articles</p> <ul style="list-style-type: none"> ▪ Walsh, F. (2016). Family resilience: A developmental systems framework. <i>European journal of developmental psychology</i>, 13(3), 313-324. <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> ▪ Personal Reflection Paper #2 by Sunday 11:55 pm cst |
| <p>Week 7 October 2</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 11 Family Crisis Intervention (James & Gilliland) • Ch. 12 Personal Loss (James & Gilliland) • Ch. 3 Looking into the Brain: The Neuroscience Revolution (Van der Kolk) <p>Additional Articles</p> <ul style="list-style-type: none"> • American Counseling Association. (n.d.). <i>Grief and loss resources</i>. https://www.counseling.org/knowledge-center/mental-health-resources/grief-and-loss-resources <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Suicide Prevention Training Reflection Paper & Certificates by Sunday 11:55 pm cst |
| <p>Week 8 ACES October 9</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 13 Crises in Schools Family Crisis Intervention (James & Gilliland) • Ch. 4 Running for Your Life: The Anatomy of Survival (Van der Kolk) • Ch. 5 Body – Brain (Van der Kolk) |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Ch. 6 Losing Your Body (Van der Kolk) <p>Additional Articles</p> <ul style="list-style-type: none"> • American School Counselor Association. (n.d.). <i>Helping students during crisis</i>. https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/helping-kids-during-crisis <p>Watch:</p> <ul style="list-style-type: none"> • SAMHSA. (2103, August 1). <i>Helping youth cope with disaster</i> [Video]. YouTube. https://youtu.be/O4GftUhGAtc [Run time: 49:16. Video is closed-captioned.] <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Discussion Post # 3 by Thursday 11:55 pm (CST) <ul style="list-style-type: none"> ◦ Replies to 2 peers by Sunday 11:55 pm (CST) |
| <p>Week 9 October 16</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 14 Violent Behavior in Institutions (James & Gilliland) • Ch. 7 Getting on the Same Wavelength (Van der Kolk) • Ch. 8 Trapped in Relationships (Van der Kolk) <p>Additional Reading</p> <ul style="list-style-type: none"> • <i>Fit your own mask first: Professional Self-care for Helpers</i> (mental health academy) Part One <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Discussion Post # 4 by Thursday 11:55 pm (CST) <ul style="list-style-type: none"> ◦ Replies to 2 peers by Sunday 11:55 pm (CST) |
| <p>Week 10 October 23</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 15 Legal & Ethical issues (James & Gilliland) • Ch. 16 Human Services Workers (James & Gilliland) • Ch. 9 What's Love Got to Do with It (Van der Kolk) • Ch. 10 Developmental Trauma (Van der Kolk) <p>ASSIGNMENT DUE</p> <p>Self-Care Project by Sunday 11:55 pm cst</p> |
| <p>Week 11 TCA October 30</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 17 Disaster Response (James & Gilliland) • Ch. 11 Uncovering Secrets (Van der Kolk) • Ch. 12 The Unbearable Heaviness of Remembering (Van der Kolk) • Ch. 13 Healing from the Trauma (Van der Kolk) <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Discussion Post # 5 by Thursday 11:55 pm (CST) <ul style="list-style-type: none"> ◦ Replies to 2 peers by Sunday 11:55 pm (CST) |
| <p>Week 12 November 6</p> | <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Crisis Resource Portfolio by Sunday 11:55 pm cst |
| <p>Week 13 November 13</p> | <p>READINGS</p> <ul style="list-style-type: none"> • Ch. 14 Language (Van der Kolk) • Ch. 15 Letting Go of the Past: EMDR (Van der Kolk) • Ch. 16 Learning to Inhabit your body: Yoga (Van der Kolk) • Ch. 17 Putting the Pieces Together: Self-Leadership (Van der Kolk) <p>ASSIGNMENT DUE</p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Discussion Post # 6 by Thursday 11:55 pm (CST) <ul style="list-style-type: none"> ◦ Replies to 2 peers by Sunday 11:55 pm (CST) |
| Thanksgiving Holiday | |
| Week 14 November 27 | READINGS <ul style="list-style-type: none"> • Ch. 18 Filling in the Holes: Creating Structures (Van der Kolk) • Ch. 19 Applied Neuroscience (Van der Kolk) • Ch. 20 Finding Your Voice (Van der Kolk) ASSIGNMENT DUE <ul style="list-style-type: none"> • Discussion Post # 7 by Thursday 11:55 pm (CST) <ul style="list-style-type: none"> ◦ Replies to 2 peers by Sunday 11:55 pm (CST) |
| Week 15 December 4 | ASSIGNMENT DUE <ul style="list-style-type: none"> • Book Report by Sunday 11:55 pm (CST) |
| Week 16 December 11 | ASSIGNMENT DUE <ul style="list-style-type: none"> • Discussion Post # 8 by Thursday 11:55 pm (CST) <ul style="list-style-type: none"> ◦ Replies to 1 peer by Friday 11:55 pm (CST) |

Chapter reading quizzes, journals, and other activities are due each week as detailed on Brightspace, typically by the end of the week ending on Sunday. 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 [Fall 2023](#)

First day of term: August 21, 2023

Drop dates

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

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

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

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

Last day of term: December 15, 2023

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

Policies

XI. Course Policies

C. 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, **Weekly Meeting on January 18th @ 5:00 pm CST.**

D. 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.

E. Proctoring

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

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

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

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

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

Response Times and Feedback

General circumstances, I will respond to emails and phone calls within 24 to 48 hours. When sending email or leaving phone message it is important to identify your name, course, and best contact information. Keep in mind if there is a question about an upcoming assignment, emails and/or phone calls should be made with the response time in mind. I would discourage you from reaching out the same evening the assignment is due as the response will likely come after the due date or time.

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

XII. Departmental Policies

F. 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.

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

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

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

the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.

Evaluating student fitness and performance

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

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

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 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,

C. Emergency Procedures

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

<http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>.

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



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

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

D. Non-Discrimination

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

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

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

Ryan Nely
Institutional Compliance Officer, Title IX and Section 504 Coordinator
Office of Institutional Compliance
Violette Hall, Room 1308
100 E. Normal Ave.
Kirksville, MO 63501
titleix@truman.edu

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

E. FERPA

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

F. Academic Honesty

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

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

G. SafeAssign

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

H. Statement on Disruptive Behavior

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

Learner Support and Feedback to the University

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, Department of Counseling: | Dr. Karl Witt 660.785.5400 karlwitt@truman.edu |
|---|---|

| | |
|---|--|
| Dean, School 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**