

Course Syllabus
COUN 676G
Professional Practice in CMHC
Fall 2023

CLASS INFORMATION

Instructor: Karl Witt, Ph.D., LPC-S (TX), NCC, CSC (TX)

Format: Asynchronous online

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

Office Hours: M-R 8-9 a.m., 12-1 p.m.; M 6-9 p.m. (All times Central.)

Zoom Virtual Office Link: <http://zoom.us/j/94691423037>



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 676G: Professional Practice in CMHC (3 credit hours)

This course addresses business, legal, and ethical aspects of professional counseling practice, including advanced application of state-specific practices, multicultural considerations, records management, national credentialing, and third party payer procedures and practices. Prerequisite: COUN653G or COUN 670G with a grade of 'B' or better

II. Rationale

Understanding the roles and responsibilities of counselors in the community, agencies, and private practice is crucial to counselor success. Novice counselors are often at a loss on practical elements such as billing and third party payment and the application of state-specific regulations that, though not counseling-specific, impact professional practice.

III. Credit Hour Statement

This course is worth three credit hours. During a week you should expect to do an average of 450 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

IV. Proficiencies for Counselors

Counselors-in-training must master proficiencies from two major sources: local state laws pertaining to counselor licensure and certification and the standards developed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Since the Truman State University counseling program operates across multiple states, students are advised to check the program alignment website (<https://consumerinformation.truman.edu/stateauthorization/>) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

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

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

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- i. legislation and government policy relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

V. Student Learning Outcomes

The programmatic student learning outcomes are as follows:

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

2. Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility
3. Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan
4. Articulate the pervasiveness of work and identify ethical and culturally relevant strategies to equip clients for meaningful work and leisure
5. Demonstrate the ability to engage clients through established theoretical frameworks and basic skills to build culturally appropriate, strength-focused relationships grounded in client's goals
6. Incorporate ethical and culturally relevant strategies in the creation and management of groups designed to address academic, career, personal, or social/emotional concerns within various settings
7. Use ethical and culturally appropriate assessment principles to select valid, reliable instruments for identifying and/or diagnosing client career, academic, and mental health concerns and use the findings to guide work with clients
8. Apply a practitioner's perspective to both the critical consumption of professional counseling literature, with particular attention to ethical and cultural considerations, as well as to the evaluation of programs and work with individual clients
9. Provide ethical and culturally relevant prevention and intervention services in community and mental health settings through counseling, collaboration, and consultation, as appropriate (Mental Health Counseling specialization)
10. Use counseling, collaborative, and consultative relationships in school and community settings to advocate for and address clients' academic, career, personal, and social-emotional needs, as informed by national and state models (School Counseling specialization)

This course will specifically focus on SLO 9.

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- assigned readings
- videos, PowerPoint, YouTube, and SlideShare presentations
- online discussion groups
- reflection papers
- case conceptualizations
- application of skills and knowledge in assigned activities

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

Course Content

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

Required

Wheeler, A. M., & Bertram, B. (2019). *The counselor and the law: A guide to legal and ethical practice* (8th ed.). American Counseling Association.

Grodzki, L. (2015). *Building your ideal private practice: A guide for therapists and other healing professionals* (2nd ed.). W. W. Norton & Company.

American Counseling Association. (2014). *ACA Code of Ethics*. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

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

Supplemental

Herlihy, B., & Corey, G. (2015). *ACA ethical standards casebook* (7th ed.). Alexandria, VA: American Counseling Association.

Minimum Technology Requirements

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

Virtual Private Network (VPN) and Remote Desktop Access

This course may include videos, practice exercises, or other content that requires an “on-campus” computer. Though students are welcome to physically go to the Truman campus labs to access this content, this solution is not practical for many. There are two methods to make any computer an “on-campus” one: the Truman VPN and Truman's remote desktop access.

To access the VPN, please go to <https://secure.truman.edu/its-s/vpn/login2.asp?page=/its-s/vpn/index.asp>. To access the remote desktop, please go to <https://view.truman.edu/>. Both systems use the same login and password as other Truman systems.

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
Discussion Postings	15	Weekly	2F1b, 2F1c, 2F1d, 2F1e, 2F1g, 2F1i, 5C2a, 5C2c, 5C2i, 5C2k, 5C2l, 5C2m, 5C3c, 5C3d, 5C3e	9
Cross-Campus Collaborative Case Interprofessional Activity and Reflection	15	Participation – Ongoing; Reflection – Week 15	5C2a, 5C2l, 5C3d, 5C3e	9
Application Packet	10	Week 3	2F1g, 2F1i, 5C2k	9
Professional Résumé	10	Week 4	2F1b, 5C2a, 5C2k	9

Informed Consent	10	Week 5	2F1i, 5C2c, 5C2k, 5C2l, 5C2m	9
Case Studies	10	1 – Week 6 2 – Week 7 3 – Week 14	2F1b, 2F1c, 2F1d, 2F1e, 2F1g, 2F1i, 5C2a, 5C2c, 5C2i, 5C2k, 5C2l, 5C2m, 5C3c, 5C3d, 5C3e	9
Insurance Panel Presentation	10	Week 9	2F1b, 2F1g, 5C2c, 5C2k, 5C2m	9
Resource List	10	Week 10	2F1b, 2F1c, 2F1e, 5C2a, 5C2a, 5C2c, 5C3d, 5C3e	9
Advocacy Activity	10	Week 13	2F2d, 2F2e, 2F2g, 2F2i, 5C2i, 5C3c, 5C3e	9

Detailed Descriptions

A. Discussion Postings

15 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 Brightspace. 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 Thursday 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

B. Cross-Campus Collaborative Case Interprofessional Activity and Reflection 15 points

Participate as the counseling and mental health professional in a staffing exercise with students from across healthcare professional training programs at Truman and A.T. Still University campuses in Missouri, Arizona, and California. Additional details will be provided as the semester progresses.

The Activity begins in September and goes through November. At the conclusion of the activity, write a minimum 3-page paper in APA format that discusses your expectations before the activity, your experience throughout the activity, and your reflections of the experience following the activity. A portion of the paper should include ways this experience might influence your work as a counselor, your understanding and relationships with other healthcare professionals, and work with future clients.

C. Application Packet 10 points

Complete the application packet for initial licensure status, including any appropriate signatures that may be required. When requesting signatures, please help the signer be aware that this is for your actual application packet, so they properly verify everything.

D. Professional Résumé 10 points

Develop a professional résumé highlighting your education and experience.

E. Informed Consent 10 points

Suppose you have just earned your degree and are working as an entry-level counselor in a group practice. The other members of the practice have asked you to create a new informed consent based on the requirements described in the LPC Board rules, the American Counseling Association Code of Ethics, your texts, and other resources. Please be sure to include information about setting fees, payment arrangements, cancellations, and minor clients. Since you are an entry-level counselor under supervision, please also include appropriate information for your level of licensure.

F. Case Studies 10 points

Provide written evaluations of case studies, supporting your answers with citations from both the American Counseling Association Code of Ethics and your state regulations.

G. Insurance Panel Presentation 10 points

In groups of two or three, investigate the process and record a presentation for becoming listed as a provider on an insurance panel, including information on filing service claims. Please include any necessary paperwork for the panel you are exploring.

H. Resource List 10 points

Create a table listing the resources for your community. Because counselors are often called upon to act as a referral source, this list should contain a wide variety of information. Contacts should include crisis and suicide hotlines, food banks, child support services, child and domestic abuse advocacy centers, social service resources (e.g. CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, parenting classes, and court-ordered programs.

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
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I. Advocacy Activity

10 points

The ability to advocate for 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, Nathaniel Moran, the representative for Texas District 1, is at moran.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 Brightspace 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 Brightspace for writing your letter.

IX. Topical Outline and Tentative Schedule

Date	Scheduled Topic	<u>DUE BEFORE NEXT THURSDAY</u>
	SUBSTANTIVE ENGAGEMENT ASSIGNMENT – Complete your introduction in Brightspace by Friday, August 25th	
Week 1 08.24	Introduction; Syllabus and Overview; An Overview of Counseling in Community Settings	W&B CH 1, APPENDIX D; DISCUSSION

Week 2 08.31	Counseling Boards: Structures, Functions, and Counselor Scope of Practice	W&B CH 2, GRODZKI CH 7; DISCUSSION
Week 3 09.07	Requirements for Licensure; Application Procedures & Licensing	DISCUSSION; APPLICATION PACKET DUE
Week 4 09.14	Applying for Positions; Counseling and the Law: Federal, State, and Local	DISCUSSION; PROFESSIONAL RESUME DUE
Week 5 09.21	Advertising, Intake, & Informed Consent	W&B CH 3; GRODZKI CH 8, 9; DISCUSSION; INFORMED CONSENT DUE
Week 6 09.28	Confidentiality & Reporting Requirements: Duty to Warn & Threats of Self-Harm	W&B CH 5, 6, 9; DISCUSSION; CASE STUDY DUE
Week 7 10.05	Health Records & Managing a Practice	W&B CH 7, 11; GRODZKI CH 7, 13; DISCUSSION; CASE STUDY
Week 8 10.12	FALL BREAK	
Week 9 10.19	Insurance Panels	GRODZKI CH 12; DISCUSSION; INSURANCE PANEL PRESENTATIONS
Week 10 10.26	Custodial Concerns: Parenting Coordination & Facilitation	DISCUSSION; RESOURCE LIST DUE
Week 11 11.02	Distance Counseling & Working Across State Lines	W&B CH 8; GRODZKI CH 10; DISCUSSION
Week 12 11.09	Complaints, Hearings, & Sanctions; Court Testimony	W&B CH 4, 10; DISCUSSION
Week 13 11.16	Advocacy	DISCUSSION; ADVOCACY ACTIVITY DUE
11.23	THANKSGIVING BREAK	
Week 14 11.30	Ethics & Ethical Decision-Making; AI in Counseling	DISCUSSION; CASE STUDY DUE
Week 15 12.07	Continuing Education & Regular License Renewal; Inactive & Retirement Status	DISCUSSION; CCCCA REFLECTION DUE

Chapter reading quizzes, journals, and other activities are due each week as detailed in Brightspace. 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: 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: December 8, 2023

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

Last day of term: December 15, 2023

Policies

XI. Course Policies

A. Attendance

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

To comply with federal requirements, Truman requires students to demonstrate engagement with each course within the first few calendar days of the semester. To that end, please complete your initial introduction in Brightspace before Friday, August 25th. **Failure to meet the terms of the university policy will result in administrative removal from the course.**

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 zero (0) proctored exams, you are encouraged to choose the “course fee” model instead of the “individual test fee” model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

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

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

D. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within two business days of receiving them. If calling by phone, please be sure to leave a message with a phone number.

It is my intent to grade regular weekly assignments such as quizzes, journals, and discussions within a calendar week. Major assignments typically take two to three weeks.

E. Other

During face-to-face and synchronous interactions, please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

In the counseling profession, papers and presentations generally follow APA format. Please see Brightspace course content or the *APA Publication Manual, 7th edition*, for more information. If you do not have a copy of the APA Manual, *purchase one*.

Assignments in this course may be submitted through a plagiarism checker. Please check papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers free of plagiarism, please consult the *APA Publication Manual, 7th edition*, or visit the Writing Center.

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 2023-2024 Catalog (<http://catalog.truman.edu/content.php?catoid=24&navoid=1467>) for additional information). In addition, certain courses, including Practicum and Internship, require minimum grades in specific preceding courses.

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

(2023-2024 Catalog

http://catalog.truman.edu/preview_program.php?catoid=24&poid=4925&returnto=1450;
http://catalog.truman.edu/preview_program.php?catoid=24&poid=4821&returnto=1450)

XIII. University Policies

A. Attendance

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

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday, August 21, 2023 and ending 11:59 pm Saturday, August 26, 2023. **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, the self-introduction.

C. Emergency Procedures

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

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



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

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the “Truman” tab. Click

on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Update Emergency Text Messaging Information” link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

D. Non-Discrimination

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

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

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

Ryan Nely

Institutional Compliance Officer, Title IX and Section 504 Coordinator
Office of Institutional Compliance
Violette Hall, Room 1308
100 E. Normal Ave.
Kirksville, MO 63501
Phone: (660) 785-4354
titleix@truman.edu

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

E. FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an “educational need to know”. These employees and offices may include your academic

advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

F. Academic Honesty

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=24&navoid=1459#Academic Dishonesty](http://catalog.truman.edu/content.php?catoid=24&navoid=1459#Academic_Dishonesty))

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

G. SafeAssign

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

H. Statement on Disruptive Behavior

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

Learner Support and Feedback to the University

XIV. Resources

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

A. Center for Academic Excellence

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

B. Counseling Services

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

C. IT Help Desk

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

D. Office of Student Access and Disability Services

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

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

E. Writing Center

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

F. Additional Resources for Students

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

Information on the Counseling program can be accessed via <https://www.truman.edu/majors-programs/graduate-studies/ma-counseling/> or the University Catalog (<http://catalog.truman.edu>).

XV. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

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

Chair of Counseling:

Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Dean of Health Sciences and Education:

Dr. Lance Ratcliff
Violette Hall 2300
660.785.4383
lratcliff@truman.edu

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