Course Syllabus
COUN 603G
Assessment and Appraisal
Fall 2024

CLASS INFORMATION
Instructor: Daniel Bates, Ph.D., LPCC-S, NCC, BC-TMH

Format: Asynchronous

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Website: All course information may be accessed through Brightspace.
Office Hours: Monday @ 12pm to 6pm and Tuesday 2pm to 6pm EST; by appointment
Zoom Virtual Office Link: Zoom Link

School of Business and Professional Studies Mission Statement

The School of Business and Professional Studies utilizes high-impact learning experiences, professionally-defined bodies of knowledge, and the integration of theory and practice to empower student success and facilitate an exemplary liberal arts and sciences education.

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 603G: Assessment and Appraisal (3 credit hours)

This course provides information on the various types of assessment and appraisal used in the counseling profession. It includes topics on measurement basics, types of reliability and validity important to test selection, interpretation of results, and ethics and legal issues in assessment with varied populations and within various settings. In addition, this course covers screening for suicide, harm to self, and substance use. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

This course fulfills the requirements for *COUN 6X03G* on the applicable counseling degree plan.

II.   Rationale

Assessment is an essential part of counseling. Counselors regularly assess their clients through informal information-gathering, standardized testing, and as part of the diagnostic process. To effectively select, administer, and interpret formal and informal instruments, counselors must understand both ethical and cultural factors and fundamental concepts of reliability, validity, and applicability.

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 (http://program alignment website.truman.edu) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

4. CAREER DEVELOPMENT
   d. approaches for assessing the conditions of the work environment on clients' life experiences
   e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
   i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

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
   e. use of assessments for diagnostic and intervention planning purposes
   f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
   g. statistical concepts, including scales of measurement, measures of central tendency,

        indices of variability, shapes and types of distributions, and correlations
h. reliability and validity in the use of assessments
i. use of assessments relevant to academic/educational, career, personal, and social development
j. use of environmental assessments and systematic behavioral observations
k. use of symptom checklists, and personality and psychological testing
l. use of assessment results to diagnose developmental, behavioral, and mental disorders
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

CACREP Section 5: Entry-Level Specialty Areas

C. *Clinical Mental Health Counseling Standards*

1. FOUNDATIONS
e. psychological tests and assessments specific to clinical mental health counseling

3. PRACTICE
a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

G. *School Counseling Standards*

1. FOUNDATIONS
e. assessments specific to P-12 education

3. PRACTICE
e. use of developmentally appropriate career counseling interventions and assessments

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 SLOs 2 and 7.

The course competencies are as follows:
*   Explain the ethical principles and practices associated with assessment.
*   Apply cultural competence in the assessment process.
*   Analyze the criteria for selecting appropriate assessment tools.
*   Evaluate the administration techniques of various assessments.
*   Develop individualized treatment plans based on assessment data.
*   Analyze and synthesize assessment data to draw meaningful conclusions and arrive at diagnoses.
*   Effectively communicate assessment results to clients and stakeholders.
*   Apply assessment tools to evaluate career development.
*   Analyze family and interpersonal dynamics using assessment data.
*   Apply legal and ethical requirements for reporting in abuse and neglect cases.

VI.   Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Lecture and discussion

　　　Student presentations
　　　Individual practice
　　　Group practice
　　　Brightspace postings

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.com/hc/en/article?id=zm_kb&sysparm_article=KB0060748, , respectively. Truman's Information Technology Services also has minimum requirements found at https://its.truman.edu/docs/bringing-a-computer-to-truman/.

In this specific course, students must also be able to play video files either linked or embedded within the course.

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

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Brooks/Cole.

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

Assigned readings. See Brightspace for peer-reviewed articles uploaded to the module that will be assigned for that week.

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/.

Because this is an online course, the following is required:
• regular weekly internet access
• noise cancelling headset and microphone
• webcam

Virtual Private Network (VPN) and Remote Desktop Access

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

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

Bookstore Website: https://truman.bncollege.com

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 percentage scale. Assignments and assignment categories are weighted to make up a specific percentage of your grade in order to convert to a 100-

point scale.

        90   - 100 = A
        80   -   89 = B
        70 - 79 = C
        60   -   69 = D
        Below 60 = F
        n.b. Please see the special note on proctored exams in the Course Policies section.

Assignment Summary Chart

Assignment	Percentage Value	Due Date	CACREP Standards Addressed	SLOs Addressed
Quizzes	15	Weekly	2F4d, 2F4e, 2F4i, 2F7a, 2F7b, 2F7c, 2F7e, 2F7f, 2F7g, 2F7h, 2F7i, 2F7m, 5C1e, 5G1e	7
Participation	15	As assigned/ Weekly	2F4d, 2F4e, 2F7b, 2F7c, 2F7e, 2F7f, 2F7i, 2F7j, 2F7k, 2F7l, 2F7m, 5C1e, 5C3a, 5C3b, 5G1e, 5G3e	2, 7
Evaluation Activities	35	Week 5	2F7a, 2F7e, 2F7f, 2F7g, 2F7h, 2F7i, 2F7m	2
Instrument Reviews	15	Week 7	2F4i, 2F7e, 2F7f, 2F7i, 2F7m, 5C1e, 5G1e	2, 7
Comprehensive Assessment Report	15	Week 10	2F4e, 2F7b, 2F7e, 2F7f, 2F7h, 2F7i, 2F7, 2F7l, 2F7m, 5C1e, 5C3a, 5G1e	2, 7

Detailed Descriptions

Points will be awarded for the following activities:

A. Participation   15 percent

Each module consists of a variety of activities to engage you in learning the materials. You will have written discussions, readings, videos, and web materials to review, as well as Cengage activities. You are expected to engage in review of all materials presented and will be assigned points for discussion boards according to the rubric in Brightspace (7.5%) and your performance in the textbook activities (exclusive of quizzes; 7.5%). Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of discussion questions pertaining to assigned chapters or topics will be posted on Brightspace. You are required to post your **initial post early in the week following module release (Friday) and respond substantively to at least two peers by Sunday. Discussion board postings are due by the end of the day (11:59 pm CST)**. Instructions will be provided in Brightspace. The first response for each topic will be to the original statement or question, while any required additional responses will elaborate upon colleagues' reflections or comments or add to the discussion in some way. Before responding, it will be important to thoughtfully read the appropriate material.

Discussions are expected to meet the following criteria:
- 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

Responses by your instructor will be posted when/if guidance is needed and in the form of summaries posted to announcements at the end of each week. You will receive specific feedback if your weekly participation is not meeting standards. See rubric in Brightspace for additional details. Your participation grade will be reduced at the end of the term if it is determined that you are not participating as outlined in ungraded portions of the participation requirements.

This may include, but is not limited to, logging in to Brightspace regularly, completing readings and watching/reviewing assigned materials.

B. Quizzes   15 percent

Quizzes consist of the chapter quizzes from the Whiston textbook. You are expected to complete each quiz as you finish reading a chapter. They are due at the end of the module in which they are contained. Because you have at least a week to complete quizzes, **I will not re-open quizzes after the due date has passed**. The quizzes are open-book.

C. Evaluation Activities   35 percent

In this assignment, you will gain hands-on experience with psychological assessments by administering them either to yourself or an anonymized participant. This practical exercise will enhance your understanding of various psychological measurements, their applications, and their interpretations. The insights and data gathered from this assignment will form a critical part of your Comprehensive Assessment report at the end of the semester.

The objectives of this assignment are to understand the purpose and variables measured by different psychological assessments, evaluate the reliability and validity of these assessments, develop skills in administering, scoring, and interpreting psychological assessments, apply theoretical knowledge to practical scenarios, and prepare a comprehensive assessment report integrating the results and interpretations of these evaluations.

To complete this assignment, you will use 8 psychological assessments. For each chosen assessment, you will provide a brief description that includes the name of the assessment, the primary variable or construct it measures, an overview of the assessment's reliability (e.g., test-retest reliability, internal consistency), and an overview of the assessment's validity (e.g., construct validity, criterion validity) along with any critiques or weaknesses of the assessment, with citations to assessment developers.

Next, you will administer each assessment either to yourself or to an anonymized participant, ensuring that ethical standards and confidentiality are maintained throughout the process. You will then score each assessment accurately according to the provided guidelines or scoring manual, documenting the scoring process for transparency. Following this, you will interpret the results of each assessment, discussing what the scores mean in the context of the measured variable and including any relevant norms or comparison data.

You will compile a report for each evaluation activity that includes the description, administration, scoring, and interpretation sections. Each report should be clear, concise, and professionally written. **Think of yourself as an evaluator, writing a report for a client.** These individual reports will be integrated together and serve as the basis for the Comprehensive Assessment Report where you will analyze and synthesize the results to provide a holistic evaluation.

Each report should be approximately 1-2 pages in length, double-spaced, using a standard font (e.g., Times New Roman, 12 pt). Ensure all sources and references are cited in APA format and attach a title page and reference page which are not counted towards the final page count.

D. Instrument Reviews (7.5 each)   15 percent

Locating an appropriate instrument is an important part of the assessment process. Submit a written review and oral presentation comparing and contrasting two tests designed to measure the same construct, such as personality, academic development, intelligence, social development, types of psychological diagnoses, career discernment, substance use disorder

screening, process addiction screening, values inventory, skills inventory, interest inventory, or career readiness. The instruments reviewed should pertain to your specific training emphasis, either clinical mental health or school counseling. Sources for information should include the *Mental Measurement Yearbook*, *Tests in Print*, or the official test manual from the assessment's publisher. Be sure to appropriately cite sources and to include quotation marks for direct quotes.

Each test review should be reported in the following outline form:

1. Test name
2. Test author
3. Publication
    a. Publisher
    b. Date of initial publication and most recent revision
    c. Current total cost of examination
    d. Individual costs of examination (booklets, answer sheets, manuals, etc.)
4. Test description
    a. Item types
    b. Available forms
    c. Age groups
5. Test/scale development
    a. Development history
    b. Version changes
6. Test use
    a. Purpose
    b. Target population and groups for which the test is not applicable
7. Administration details
    a. Time required
    b. Training required
    c. Standardization procedure and administration format (e.g., large group, small group, individual, quiet environment, lighting, spacing, etc.)
    d. Special materials needed
    e. Other administrative details
8. Scoring procedures
9. Normative data
    a. Initial norming group
    b. Subsequent norming groups
10. Reliability
    a. Test-retest
    b. Alternate form
    c. Internal consistency
    d. Reviewer's comments on reliability
11. Validity
    a. Reviewer's comments on validity
12. General evaluation
    a. Special merits and strengths of the test
    b. Criticisms and limitations of the test

       c. Reviewer's recommendation
   13. References

   E. Comprehensive Assessment Report   15 percent

During the course of the semester, you will take, score, interpret, and summarize into a written comprehensive report, the results for assessments taken. A list is included in the course documents section and the assessments are throughout the course. Each assessment will be conducted according to the procedures dictated in the respective instrument's manual. In addition to the instrument scores, please include other relevant data to support your findings such as age, gender of client, family background data, academic history and performance, and any impressions that you have. Please note, you are not required to disclose personal details beyond your comfort level. You are free to fictionalize background details and it will not be assumed that what you are including is the truth.

Consolidate and integrate this information into an 8 to 10-page comprehensive report of the assessment data, results, interpretations and professional opinions. If you choose, this report can be written to another counselor, teacher, or treatment team. Special attention should be given to communicating the purpose, results, and interpretation of each test in non-technical terms while also providing a thorough explanation. As such, you will need to explain concepts such as T-scores and norms (where applicable) in non-technical terms as well as help the client understand how to interpret these scores. Be sure to include a general description of each test, what it measures and the norming group, and interpretation and meaning of scores. The report should consist of the following sections (see your book for details on each section):

    I.   Identifying Information
   II.   Reason for Referral
  III.   Background Information (what would be obtained in an initial interview)
  IV.   Behavioral Observation (MSE)
   V.   Test Results and Interpretation (separate for each assessment, include date administered)
  VI.   Diagnostic Impressions and Summary (be sure to integrate information, including assessments and background, as well as provide treatment recommendations)

Proper administration, scoring, and interpretation will be demonstrated through the details included in your report. Be sure to identify any discrepancies and provide plausible explanations for their existence.

IX. Topical Outline and Tentative Schedule

Date	Scheduled Topic	Chapters Covered
Week 1 8/19-8/25	Introduction; Syllabus and Overview; Ethical, Legal, and Diversity Issues **This week's materials are due Sunday 8/27 @ 11:59 pm**	Whiston 1, 5, & 6; ACA 2014 Code of Ethics
Week 2 8/26-9/1	Initial Assessment Week 2 Quiz **Assignment due: Instrument Review #1**	Whiston 8 *Assigned reading
Week 3 9/2-9/8	Statistical Concepts and the Normal Curve • Week 3 Discussion Board	Whiston 2 *Assigned reading

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Date	Scheduled Topic	Chapters Covered
Week 4 9/9-9/15	Reliability, Validity, and Item Analysis • Week 4 Quiz **Assignment due: Instrument Review #2**	Whiston 3 & 4 *Assigned reading
Week 5 9/16-9/22	Using Assessments and Communicating Results • Week 5 Discussion Board	Whiston 7 & review 8 (pp. 151-153; 159; 163-167) *Assigned reading
Week 6 9/23-9/29	Assessment & Diagnosis • Week 6 Quiz **Assignment due: Evaluation Activity #1**	Whiston 15 *Assigned reading
Week 7 9/30-10/6	Intelligence & Ability; Achievement & Aptitude • Week 7 Discussion Board	Whiston 9 & 10 *Assigned reading
Week 8 10/7-10/13	Personality • Week 8 Quiz **Assignment due: Evaluation Activity #2**	Whiston 12 *Assigned readings
Week 9 10/14-10/20	Marriage & Family • Week 9 Discussion Board **Assignment due: Evaluation Activity #3**	Whiston 14
Week 10 10/21-10/27	Career • Week 10 Quiz **Assignment due: Evaluation Activity #4**	Whiston 11 *Assigned readings
Week 11 10/28-11/3	Behavioral • Week 11 Discussion Board **Assignment due: Evaluation Activity #5**	Whiston 13
Week 12 11/4-11/10	Aggression & Child Abuse • Week 12 Quiz **Assignment due: Evaluation Activity #6**	Whiston 8 (pp. 154-158; 160-162) *Assigned Readings
Week 13 11/11-11/17	Suicide Assessment • Week 13 Discussion Board **Assignment due: Evaluation Activity #7**	*Assigned Readings
Week 14 11/18-11/24	Outcome Assessment • Week 14 Quiz **Assignment due: Evaluation Activity #8**	Whiston 16 *Assigned Readings
Week 15 11/25-12/1	Thanksgiving Break	
Week 16 12/2-12/8	**Comprehensive Assessment Report Due**	

Chapter reading quizzes, journals, and other activities are due each week as detailed on Brightspace, by Sunday at 11:59 pm. Exceptions are noted in the schedule above. 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: Monday, August 19
Drop dates:
    Last day to **drop** <u>without</u> $50 Add/Drop Fee: August 23, 2023
    Last day to **drop** a course <u>without</u> a W: September 12, 2023
    Last day to **drop** a course with a W: December 6, 2023
    Last day to withdraw from all classes: December 6, 2023
    Thanksgiving Break: November 26-29
    Last day of term: December 13, 2023

Policies

XI. Course Policies

A. Attendance & Substantive Engagement

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.

B. Late Work

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

C. Proctoring

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

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

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to $10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). Because this course will have *<<insert number of proctored exams you plan for>>three (3)* proctored exams, you are encouraged to choose the "course fee" model instead of the "individual test fee" model as you pay for the first exam. You will be charged a

bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

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

E. Use of Generative Artificial Intelligence

This policy outlines the appropriate and ethical use of generative artificial intelligence (AI) tools, such as ChatGPT, DALL-E, and others, in coursework and academic activities. The aim is to ensure that these tools enhance learning while maintaining academic integrity and encouraging original thought and creativity.

Permitted Uses
Students may use generative AI tools for the following purposes, provided they adhere to the guidelines specified in this policy:
- **Brainstorming and Ideation:** Using AI to generate ideas, outlines, or initial drafts for assignments, projects, or creative works.
- **Editing and Proofreading:** Utilizing AI tools for grammar and spell-checking, as well as suggestions for improving clarity and style.
- **Research Assistance:** Employing AI to help locate sources, summarize articles, or provide explanations of complex topics, as long as the original sources are cited.

Prohibited Uses
The following uses of generative AI tools are not permitted:
- **Assignment Completion:** Directly submitting AI-generated content as your own work, including essays, reports, or any other graded assignments.
- **Original Analysis and Critical Thinking:** Relying on AI to perform analyses or solve problems that are intended to assess your own critical thinking and understanding.
- **Misrepresentation:** Presenting AI-generated content as your own original ideas or failing to acknowledge the use of AI in your work.

XII. Counseling Program 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 (2014). 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 2024-2025 Catalog (http://catalog.truman.edu/content.php?catoid=25&navoid=1526) 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.
(2024-2025 Catalog
http://catalog.truman.edu/preview_program.php?catoid=25&poid=5203&returnto=1509;
http://catalog.truman.edu/preview_program.php?catoid=25&poid=5237&returnto=1509;
http://catalog.truman.edu/preview_program.php?catoid=25&poid=5099&returnto=1509)

XIII. University Policies

A. Attendance

The University-wide attendance policy can be viewed at
http://catalog.truman.edu/content.php?catoid=25&navoid=1518#Attendance_Policy

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Tuesday, January 17 and ending 11:59 pm Saturday January 21. **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, completing Discussion Post One.

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: https://youtu.be/k3TpzmchDz4(formerly http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/"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 "Everyday Tools" link under "Tools". Then click on "Truman Tab Tools". Click on the registration link "Update Emergency Text Messaging Information". During a campus emergency, information will also be posted on the TruAlert website http://trualert.truman.edu/.

D. Discrimination and Title IX

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 sexual 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. The Title IX Coordinator is here to help. This is a collaborative process that seeks to empower reporting parties so that they may safely and comfortably access the University and its programs and activities. Many common questions and concerns regarding the reporting process are addressed here: https://titleix.truman.edu/frequently-asked-questions/

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

> Office of Institutional Compliance
> Violette Hall, Room 1308
> 100 E. Normal Ave.
> Kirksville, MO 63501
> Phone: (660) 785-4354
> titleix@truman.edu

Reports can be submitted directly to the Institutional Compliance Office in person, via email, or via phone, or they can be submitted electronically at: https://titleix.truman.edu/make-a-report/

The University's Nondiscrimination Reporting and Resolution procedures can be viewed at: https://titleix.truman.edu/complaint-reporting-resolution-procedure/"https://titleix.truman.edu/complaint-reporting-resolution-procedure/ or http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf.

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=25&navoid=1518#Academic_Dishonesty)

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

G. TurnItIn

Truman State University subscribes to TurnItIn via Brightspace. Papers and essay exams written for this course will be submitted through TurnItIn to ensure Academic Integrity is maintained. Your submissions are shared with the University and Global database of TurnItIn 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 or online. Appointments may be scheduled by calling (660) 785-4014 or contacting ucs@cmfcares.com. 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 Pickler Memorial Library 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 https://online.truman.edu/truman-online/student-services/ or online.truman.edu. Should you need to consult with administrators that oversee this program and course, here is the contact information for those individuals:

Chair of Counseling: Dr. Karl Witt
                                                                           660.785.5400
                                                                           karlwitt@truman.edu

Dean of Business and Professional Studies: Dr. Rashmi Prasad
                                                                           Violette Hall 2400
                                                                           660.785.4346
                                                                           rprasad@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.**