

Course Syllabus
COUN 641G
Professional Orientation and Ethics
Fall 2024

CLASS INFORMATION

Instructor: Caitlyn Ybarra, Ph.D., LPC-S (VA), NCC, LPC (MO), BC-TMH

Format: Asynchronous online

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

Office Hours: Monday 8am to 2pm and Tuesday 11am to 3pm CST

Virtual Office Link: [Book time with Ybarra, Caitlyn](#)



School of Business and Professional Studies Mission Statement

(in progress)

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 student able to perform in appropriate professional and academic positions.
3. To graduate master's degree students who exhibit the attributes of a liberally educated person.
4. To graduate master's degree students qualified to enter and succeed in doctoral programs at leading universities.

Course Overview

I. Course Catalog Description

COUN 641G: Professional Orientation and Ethics (3 credit hours)

This is an introductory counseling course covering some of the basic issues and trends in the counseling profession. Issues to be addressed include history of the helping professions, professional roles and functions, professional organizations, ethical standards and legal issues, professional preparation standards, professional credentialing, and public policy processes.

This course fulfills the requirements for COUN 641G on the applicable counseling degree plan.

II. Rationale

This course is designed to meet program goals for the Master of Arts in Counseling, specifically:

Students understand the history and philosophy of the counseling profession, ethical and legal considerations in professional counseling, professional credentialing, and professional organizations.

It is a foundational course in the core curriculum for the Master of Arts: Clinical Mental Health Counseling and the Master of Arts in School Counseling programs. The course is designed as an orientation to the counseling profession and ethical counseling decision making and behaviors.

The course includes a review of the history of the counseling profession, the various work settings of counselors, credentialing and licensure, current trends and issues, the counseling process, ethical standards, professional writing, multicultural diversity, advocacy for the profession, and advocacy for clients.

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://programalignment.website.truman.edu>) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession.
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues.
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

CACREP Section 5: Entry-Level Specialty Areas

C. *Clinical Mental Health Counseling*

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling.
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders.
- e. psychological tests and assessments specific to clinical mental health counseling

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 network
- f. impact of crisis and trauma on individuals with mental health diagnoses
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors 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.

G. *School Counseling*

1. FOUNDATIONS

- b. models of school counseling programs

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools.
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- f. competencies to advocate for school counseling roles
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions.
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

V. **Student Learning Outcomes**

The programmatic student learning outcomes for this course 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)
11. Provide rehabilitation counseling and vocational services to clients with physical, mental, developmental, cognitive, and emotional disabilities in rehabilitation and community settings to advocate for and address clients' personal, career, and independent living goals in the most integrated and equitable settings, as informed by national standards (Rehabilitation specialization)

This course will specifically focus on SLO 1.

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- Lectures
- Textbook readings
- Supplemental readings
- Discussions
- Student reflections
- Exam

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*

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

Corey, G., Corey, M., & Corey, C. (2019). *Issues and Ethics in the helping Professions* (10th ed). Cengage

Erford, B. T. (2018). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (3rd ed.). Pearson.

American Counseling Association. (2014). [*ACA code of ethics*](#). Author.

American School Counselor Association. (2016). [*ASCA ethical standards for school counselors*](#). Author.

National Board for Certified Counselor (2017). [*Ethics Policies and Procedures*](#). Author.

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.

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

- reliable internet access

- noise cancelling headphones.
- microphone
- webcam
- laptop or personal computer with Microsoft Word and Blackboard-compatible browser (e.g., Chrome, Firefox)

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

Final course grades will be based on assignments and exam performance. Final percentage will be used to assign course grades according to the following scale.

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

Assignment Summary Chart

Assignment	Percent of Total Grade	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Posts	10%	Weeks 1, 2, 5, 7, 9, 10, 11, 12	2f1j, 2f1b, 2f1a, 2f1g, 5c1a, 5c2a, k, 5g2l, 5c1b, c, d, e 5c2c, f, j, m 5g1b, 5g2n, 5g3f, g, h, k	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Professional Organization Paper	10%	Week 3	2f1a, b, f, g 5c1a, 5c2a, k 5g2l	1, 3, 4, 5, 10
Mandatory Report for suspected abuse	10%	Week 4	2f1c, d, e, i 5c2f, l, 5g2f, n	7, 10, 11
Interview with a Professional Counselor	15%	Week 6	2f1a, b, f, g, h, k, l, m 5c1a, 5c2a, c, k 5g1a, 5g2a, b, f, l	1, 4, 5, 9
EDMM Paper	15%	Week 10	2f1d, l, m 5c2i, 5g2n, 5g3h	2, 3, 6, 8
Self-Care Assessment/Activity	10%	Week 14	2f1k, 2f1l	-----
Exams (Midterm/Final)	30%	Weeks 8, 15	2f1, 5c1 & 2 5g1, 2, & 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Table 2.F.1 Standard 2.F.1 Coverage

	CACREP Standard	Relevant Course(s)	Location Covered
a.	history and philosophy of the counseling profession and its specialty areas	COUN 641G	Discussion Posts, Professional Organization assignment, Exams
b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service	COUN 641G	Discussion posts, Professional Organization Assignment, Mandatory Reporting for suspected abuse assignment, Interview with a

	and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation		professional counselor, Exams
c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	COUN 641G	Professional Organization Paper, Discussion posts, Mandatory reporting for suspected abuse assignment, Interview with a professional counselor, Ethical Decision-making model paper, Exams
d.	the role and process of the professional counselor advocating on behalf of the profession	COUN 641G	Discussion posts, Interview with a professional counselor, Ethical Decision-Making Model, Exams
e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	COUN 641G	Discussion posts, Interview with a professional counselor, Exams
f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	COUN 641G	Discussion posts, Interview with a professional counselor, Self-care assessment/self-care activity worksheet, Exams
g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	COUN 641G	Discussion posts, Interview with a professional counselor, Mandatory reporting assignment, Ethical Decision-Making Model Paper, Exams
h.	current labor market	COUN 641G	Discussion posts,

	information relevant to opportunities for practice within the counseling profession		Interview with a professional counselor
i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	COUN 641G	Discussion Posts, Professional organization assignment, Interview with a professional counselor, Exams
j.	technology's impact on the counseling profession	COUN 641G	Discussion posts, Interview with a professional counselor, Mandatory reporting for suspect of abuse, Self-care assessment/self-care activity worksheet, Exams
k.	strategies for personal and professional self-evaluation and implications for practice	COUN 641G	Discussion posts, Interview with a professional counselor, Self-care assessment/self-care activity worksheet, Exams
l.	self-care strategies appropriate to the counselor role	COUN 641G	Discussion posts, Interview with a professional counselor, Self-care assessment/self-care activity worksheet, Exams
m.	the role of counseling supervision in the profession	COUN 641G	Discussion post, Interview with a professional counselor, exams

Detailed Descriptions

A. Discussion Board (10%)

Discussion Board provides opportunity for class discussion. You will have 10 Discussion Post through this course. You are required to post your initial Post each Thursday by 11:55 pm (CST). Initial posts should be relevant and respond to prompt provided. With the initial post, citations for resources of information are expected and included in the grading. Since most of the citations will come for the two course

textbooks, a page number must be included with the citation/s. A reference listing is also required for each source cited.

Most Discussion Post will require a reply to two peers. These replies should be supportive and related. Citations and references are welcome as applicable. These must be given by Sunday 11:55 pm (CST). Make sure to integrate content from the course literature with paraphrasing and citation the information in your responses. Include the page number in the citations. Use APA format with all work.

B. Exams (15% each = 30%)

These are exams multiple choice, timed exams. Exam #1 is Erford's chapters 1 - 12. Exam #2 over the Corey et al. chapters 1 - 12. The exams will reflect the number of chapters that are covered. Two attempts will be allowed with the highest grade recorded as the final grade.

C. Professional Organizations (10%)

You will learn about the various professional counseling organizations tied to your specific area of mental health and school counseling work. You must select at least three professional **counseling** organizations appropriate to your future work. Explore each of these organizations, general information is available at the organization's website as well as any parenting organization. These must be **counseling** organizations. You will submit a mind mapping document reviewing all three counseling organizations and revealing:

1. Name of the organization
 - At least one state
 - At least two national
2. Web or URL link
3. Targeted population or issue it addresses
4. How you will benefit you as a practitioner
 - Two or three ideas
5. Well organized and fully developed

To Prepare review some of the following Mind Mapping websites. Consider a free sign up. You are not limited to these, they are suggestion, you can decide which would work best for your ideas.

- [MIRO](#)
- [Mind Meister](#)
- [Lucidchart](#)

D. Mandatory Reporting for Suspected Abuse (10%)

Following review of state statues and laws, **develop a video, flow chart or brochure or padlet**. This should provide the viewer/reader an understanding the meaning of, when, how, and to whom/where to report abuse/neglected. You must upload the video link or document you create. The document must be a Word or PDF document. It should include:

1. instructions on steps required for mandatory reporting for **both child & elder abuse**.
2. identify who is responsible for reporting and what information is required for reporting.
3. website and phone number for reporting
4. definitions of abuse
5. List of statue/s supporting this reporting must be included.

6. Well organized and fully developed.

E. Interview With a Professional Counselor (15%)

Consider the area of counseling you are working towards. Find a professional counselor currently in that setting to interview. The interview should be with a professional counselor in practice. This counselor may be either a licensed mental health practitioner in private practice, employed by a community mental health center or agency, counseling center, or a certified school counselor. Interviews must be with counselors only, fully licensed or certified. You may not interview a psychiatrist, psychologist, social worker, or aba therapist. You may not interview a friend or co-worker or your supervisor or a relative/family member. This interview may be conducted via Zoom or face to face. Telephone interviews are not recommended. Prepare questions before beginning interview. Include the following content, but not limited to:

- Introduction of professional counselor, their professional education & their work experience
- Identification of license/ certification
- Continuing education requirements by license and/or certification & professional counseling organizations memberships
- Professional areas needing growth & areas of strength. Hopes for professional future in counseling.
- Conclusion- insights you gained from interview, impact this has on your future professional hopes as a counselor.
- APA 7th writing style and format

This paper should be 4-5 pages, these do not include the title page or reference listing. It must use APA 7th edition writing format. Three to five resources are required. Using Headings, level one & two, will organize your work and are strongly recommended. Remember to include citations from the course literature/books and follow these with references. See chapter two in the Publication Manual of the American Psychological Association (7th ed.) to learn more about APA organization, writing, and format.

F. Ethical Decision-Making Model Paper (EDMM) (15%)

Review the readings of the 2 articles provided on Ethical Decision-Making Models and Practitioner's Guide to Ethical Decision Making (Forester-Miller & Davis, 2016) and any additional articles or resources you have found on your own. Select an ethical dilemma case study attached here. Then, write a paper including the steps in your EDMM regarding that model. This paper should include the following components:

- a) Introduction to the case study along with any contributing elements or facts. Include a clear identification of the problem or dilemma of the scenario.
- b) Identify the ACA code of ethics that apply to this case. It is possible there is more than one, if so, identify only up to three that apply to this specific case.
- c) Identify the NBCC directives OR ASCA standards that apply to this case. It is possible there is more than one, if so, identify only up to two that apply to this specific case.
- d) Identify your state along with the statues and rule & regulations that apply to this

case.

- e) Examine the nature and dimensions of the case as possible with the information provided.
- f) Generate potential courses of action and potential consequence.
- g) Describe how you will evaluate the action taken.
- h) Include when the implementation of the action might take place, best guess as appropriate for conjecture.
- i) Include a conclusion of your personal reflections on the issue and insights gained in this assignment.

The paper must be written in APA 7th ed. format: title page, body of paper, reference page, and Times New Roman, size 12 font, 8 – 12 pages. At least four (or more) resources should be included in citations and followed with references. Most of these citations can include the course resources and textbook/s.

It should use APA 7th edition writing format. Using Headings may help to organize your work and are recommended. Remember to include citations from the course literature/books and follow these with references. See chapter two in the Publication Manual of the American Psychological Association (7th ed.) to learn more about APA organization, writing, and format.

G. Self-Care Assessment/Self Care Activity (10%)

Understanding the importance of self-care is key to being an effective mental health practitioner. Following assigned readings on this topic, review and complete your self-assessment worksheet. Spend one day participating in one item on your strategies. Then write a short 2-page reflection paper on the one item of action you selected and any outcomes you experienced. The paper should include the following:

- Introduction to self-care for counselors
 - Information about yourself learned from the Self Care Assessment
 - Selected activity, level of participation, and outcome or change because of participation.
 - Conclusion of personal thoughts, gains, and/or insights
- Keep in mind all work should reflect APA format.

You will submit the following to items for this assignment. (They should be in Word and/or PDF format.)

- Completed *Self-Care Assessment Worksheet* and *Self-Care Worksheet*
- Reflection paper

IX. Topical Outline and Tentative Schedule

Date	Week	Topic/readings	Assignments due
Module One: Counseling Orientation			
8/19 – 8/25	Week 1	<ul style="list-style-type: none"> ▪ Read syllabus, textbook/s, assignments. ▪ Find and download state licensing laws & rules for your state through the official state government website of your state. 	<ul style="list-style-type: none"> ▪ Discussion post #1 by Thursday 11:55pm (CST) ▪ Replies to 2 peers by Sunday 11:55 pm (CST)
8/26 – 9/1	Week 2	<ul style="list-style-type: none"> ▪ Chapter 1 (Erford) <i>becoming a professional counselor</i>. ▪ Chapter 2 (Erford) <i>professional counseling organization, licensure, certification & accreditation</i> 	<ul style="list-style-type: none"> ▪ Discussion post #2 by Thursday 11:55 pm (CST) ▪ Replies to 2 peers by Sunday 11:55 pm (CST)
9/2 – 9/8	Week 3	<ul style="list-style-type: none"> ▪ Chapter 3 (Erford) <i>ethical & legal issues in counseling</i> ▪ Chapter 1 (Corey et al.) <i>Introduction to professional ethics</i> 	<ul style="list-style-type: none"> ▪ Professional organization assignment by Sunday 11:55 pm (CST)
9/9 – 9/15	Week 4	<ul style="list-style-type: none"> ▪ Chapter 2 (Corey et al.) <i>The counselor as a person and as a professional</i> ▪ Chapter 3 (Corey et al.) <i>Values and the helping relationship</i> 	<ul style="list-style-type: none"> ▪ Mandatory reporting for suspect of abuse by Sunday 11:55 pm (CST)
9/16 – 9/22	Week 5	<ul style="list-style-type: none"> ▪ Chapter 4 (Erford) <i>theories of counseling</i> ▪ Chapter 5 (Erford) <i>the counseling process</i> ▪ Chapter 6 (Erford) <i>micro skills</i> 	<ul style="list-style-type: none"> ▪ Discussion post #3 by Thursday 11:55 pm (CST) ▪ Replies to 2 peers by Sunday 11:55 pm (CST)
9/23 – 9/29	Week 6	<ul style="list-style-type: none"> ▪ Chapter 7 (Erford) <i>crisis prevention & intervention</i> ▪ Chapter 8 (Erford) <i>mental health & rehabilitation counseling</i> ▪ Chapter 9 (Erford) <i>school, college, & career counseling</i> 	<ul style="list-style-type: none"> ▪ Interview with a professional counselor by Sunday 11:55 pm (CST)
9/30 – 10/6	Week 7	<ul style="list-style-type: none"> ▪ Chapter 10 (Erford) <i>human development throughout the life span</i> ▪ Chapter 11 (Erford) <i>multicultural counseling</i> ▪ Chapter 4 (Corey et al.) <i>Multicultural perspectives & diversity issues</i> 	<ul style="list-style-type: none"> ▪ Discussion post #4 by Thursday 11:55 pm (CST) ▪ Replies to 2 peers by Sunday 11:55 pm (CST)
10/07 – 10/13	Week 8		<ul style="list-style-type: none"> ▪ Exam # 1 Erford's chapters 1 - 11 by Sunday 11:55 pm (CST)
Module Two: Counseling Ethics			
10/14 – 10/20	Week 9	<ul style="list-style-type: none"> ▪ Chapter 5l (Corey et al.) <i>Client's right & counselor's responsibilities</i> ▪ Chapter 6 (Corey et al.) <i>Confidentiality: ethical & legal</i> ▪ Chapter 12l (Erford) <i>assessment, case conceptualization, diagnosis, & treatment planning</i> ▪ Assignment due 	<ul style="list-style-type: none"> ▪ Discussion post #5 by Thursday 11:55 pm (CST) ▪ Replies to 2 peers by Sunday 11:55 pm (CST)
10/21 –	Week 10	<ul style="list-style-type: none"> ▪ Document & article 	<ul style="list-style-type: none"> ▪ Discussion post #6 by Thursday

10/27		<ul style="list-style-type: none"> Ethical decision-making models and <i>Practitioner's Guide to Ethical Decision Making</i> (Forester-Miller & Davis, Nd), 	<ul style="list-style-type: none"> 11:55 pm (CST) Case study and ethical decision-making model (EDMM) Replies to 2 peers by Sunday 11:55 pm (CST)
10/28 – 11/3	Week 11	<ul style="list-style-type: none"> Chapter 13 (Erford) <i>Supervision and Consultation</i> Chapter 9 (Corey et al.) <i>Ethical issues in supervision</i> 	<ul style="list-style-type: none"> Discussion post # 7 by Thursday 11:55 pm (CST) Replies to 2 peers by Sunday 11:55 pm (CST)
11/4 – 11/10	Week 12	<ul style="list-style-type: none"> Chapter 7 (Corey et al.) <i>Managing boundaries & multiple relationships.</i> Chapter 8 (Corey et al.) <i>Professional competence & training</i> Chapter 10 (Corey et al.) <i>Issues in theory & practice</i> 	<ul style="list-style-type: none"> Discussion post # 8 by Thursday 11:55 pm (CST) Replies to 2 peers by Sunday 11:55 pm (CST)
11/11 – 11/17	Week 13	<ul style="list-style-type: none"> Chapter 11 (Corey et al.) Ethical issues in couples & family therapy Chapter 12 (Corey et al.) Ethical issues in group work 	<ul style="list-style-type: none"> Ethical decision-making model Paper (EDMM)
11/18 – 11/24	Week 14	<ul style="list-style-type: none"> Self-care assessment/self-care activity <u>Evaluating a Self-Developed Physical Wellness Self-Care Plan</u> <u>Self-Care Assessment Worksheet</u> 	<ul style="list-style-type: none"> Self-care assessment/self-care activity worksheet Complete one item of action from your described wellness plan.
11/25 – 11/29	Thanksgiving Break		
11/30 – 12/6	Week 15		<ul style="list-style-type: none"> Exam # 2: Corey et al. Chapters 1 –12 by Friday 11:55 pm (CST)

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

X. Important Dates Fall 2024

First day of term: August 19th, 2024

Drop dates:

Last day to **drop** without \$50 Add/Drop Fee: August 23rd, 2024.

Last day to **drop** a course without a W: September 12th, 2024.

Last day to **drop** a course with a W or WF: December 6th, 2024.

Last day to **withdraw from all** classes: December 6th, 2024.

Last day of term: December 6th, 2024

Students are responsible for confirming these dates with the registrar's office.

Policies

XI. Course Policies

A. Attendance

Logging in to our class does not constitute attendance. It should be evident that you are actively participating in assignments and activities. Regular attendance is expected. For the purposes of online asynchronous courses, a student will be in attendance in an online class when the individual:

- 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Please contact your instructor if you need to miss. The University-wide attendance policy can be viewed at <http://policies.truman.edu/policylibrary/attendance-policy/>.

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. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within 24 to 28 hours of receiving them. If calling by phone, please be prepared to leave a message with a phone number to call you back. Email is quicker. You can also set up a teams appointment with me during my office hours through my booking link: [Book time with Ybarra, Caitlyn](#). It is best to let me know via email if you plan to attend office hours in advance so that I can prepare to meet with you and so that you aren't stuck in the virtual waiting room while I'm meeting with another student. I typically check email several times per day (morning and end of the day in Eastern time) throughout the work week and do not regularly check my work email over the weekend or in the evenings.

Regular weekly assignments such as quizzes, journals, and discussion posts will be graded within two weeks from the assignment due date. Major assignments may take up to three weeks to be graded.

D. Use of Generative Artificial Intelligence

The use of generative AI tools, such as ChatGPT or Microsoft Copilot, will be permitted on specific learning activities or assignments in this course, as the instructor specifies as appropriate. Students using generative AI must clearly report the specific use, including the model, platform, and prompts, as well as use appropriate citations. Assignments and learning activities in which AI use is not permitted must be produced without the assistance of generative AI. A student who does not cite their GenAI usage will be considered to have

committed academic dishonesty and will be subject to the consequences outlines in the syllabus and/or university policies. When in doubt, a student is expected to ask the instructor about the policy on a particular assignment.

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 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 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.)

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 19th, 2024, and ending 11:55 pm Saturday, August 24th, 2024. **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, **Discussion Post #1 Introduction**.

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. 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/> 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 may risk earning a failing grade on the

assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic Dishonesty](http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty))”

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

G. 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. 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. 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 School 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.**