Course Syllabus
COUN 653G
Practicum in School Counseling
Fall 2024

CLASS INFORMATION
Instructor: Karl Witt, Ph.D., LPC-S (TX), NCC, CSC (TX)
Format: Required synchronous Zoom Wednesdays, 8:00-10:00 p.m. Central
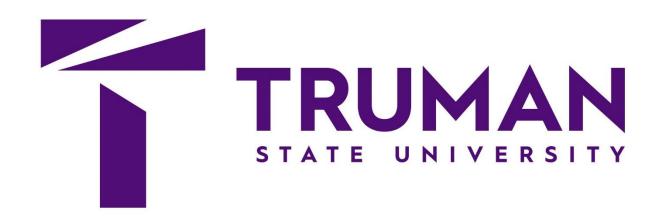**Phone:** 660.785.5400
Email: karlwitt@truman.edu (This is the best way to contact me.)
Website: All course information may be accessed through Brightspace.
Office Hours: M-R 8-9 a.m., 12-1 p.m.; M 6-8 p.m. (All times Central.)
Zoom Virtual Office Link: https://zoom.us/j/94691423037

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 653G: Practicum in School Counseling (3 credit hours)

Supervised counseling experience in roles and settings with clients relevant to Pre-Kindergarten through Grade 12 education. Each student must accrue a minimum of 100 clock hours under the supervision of university faculty and appropriately experienced and credentialed on-site personnel, with at least 40 clock hours of direct service. The semester prior to enrollment, the student must complete the practicum application process and be pre-approved for practicum. Prerequisites: COUN 672G and COUN 663G with grades of "B" or better.

This course fulfills one of the requirements for COUN 653G on the applicable counseling degree plan.

II.   Rationale

This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on the job training on an introductory scale. Practicum builds on the foundation provided by academic and experiential coursework, life experience, and personal values. It allows students to develop a meaningful framework for the application of counseling skills.

III.   Credit Hour Statement

This course is worth three credit hours. In addition to the scheduled class meeting times, which are the equivalent of 90 minutes per week, you should expect to do an average of 10 hours of work per week related to this course outside of class. This may include, but is not limited to, 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 student.

IV.   Proficiencies for Counselors

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

Students intending to pursue licensure in some states may require additional client-facing hours as part of this course in order to meet the educational requirements for licensure in their state. Students should make sure to remind their Practicum instructor of the state in which they are located and/or in which they intend to practice to adapt their experience accordingly.

Standards addressed in this course include:

CACREP Section 3: Professional Practice

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
I. Practicum students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

n.b. Students must meet the clock hour requirements (100 total, 40 direct) over a single semester.

In addition to the professional practice standards described above, these Internships incorporate the CACREP Professional Counseling Identity standards and the Entry-Level Specialty Areas standards for School Counseling & Mental Health Counseling. Please see the Syllabus Addendum for delineation of these standards.

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)
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 SLOs 1-8, 10.

The course competencies are as follows:

1. Practices and refines counseling skills with clients experiencing personal, social, academic, and career concerns
2. Demonstrates the ability to apply and adhere to ethical and legal standards in counseling
3. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups
4. Designs and implements prevention and intervention plans related to health and wellness, atypical growth and development, language, ability levels, and multicultural issues from a strengths-based perspective
5. Engage in the processes of supervision, consultation, and collaboration
6. Selects assessment strategies appropriate to the setting and client needs
7. Display the necessary techniques for accurate and competent record-keeping in a professional situation relevant to the internship site
8. Evaluate personal philosophical and theoretical basis for counseling
9. Engage in self-exploration and self-evaluation congruent with the student's level of professional development
10. Design, implement, and evaluate programs for clients

VI.   Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Clinical experience, including on-the-job training, simulations, video exercises, and case studies
Group discussion
Demonstrations
Research activities
Supervision – individual/triadic and group

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).

This course also involves the ability to record and upload counseling sessions.

Course Content

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

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

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.) *– text revision (DSM-5-TR)*. https://doi.org/10.1176/appi.books.9780890425787

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

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

Missouri Department of Elementary and Secondary Education. (2017). *Missouri comprehensive school counseling program: A manual for program development, implementation, evaluation and enhancement* (6th ed.). Author. https://dese.mo.gov/media/pdf/missouri-comprehensive-school-counseling-program-manual

Other states models as appropriate

AND ONE OF THE FOLLOWING

Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2023). *The child psychotherapy treatment planner*, (6th ed.). Wiley.

Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2024). *The adolescent psychotherapy treatment planner*, (6th ed.). Wiley.

Jongsma, A. E., Jr., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner* (6th ed.) Wiley.

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.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/.

Because this is an online course, the following is required:
• a private and confidential setting

- Truman HIPAA-compliant Zoom account
- reliable internet access
- noise cancelling headphones
- 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 100-point scale. The total number of points earned will determine the semester grade.

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

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

Assignment Summary Chart

Assignment	Point Value	Due Date
Observation and Recordings (20 points each)	60	As assigned
Case Study Conceptualization	20	As assigned
Logs, Summary, and Record of Hours	10	Weekly
Final Evaluations	10	Weeks 14 and 15

Detailed Descriptions

A. Attendance and Engagement

Learning in this course is based on interaction and participation. CACREP and other licensing entities specify minimum clock-hour requirements in terms of individual supervision and group supervision (class); direct client contact hours; and total hours accrued, and these must be met to earn a passing grade in the course.

Students are required to attend class as scheduled. Participation is required. Promptness is expected, as well as staying for the entire class (e.g., child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the same room, etc.). Setting for virtual group supervision must be a confidential setting. Participation in this group supervision is required to obtain credit for the clinical hours collected. Failure to be present for group supervision/class may result in loss of clinical hours.

Participating includes attending class/group supervision which meets weekly for 1.5 hours. It will provide appropriate & supportive comments and feedback to discussions, readiness to present cases & recorded sessions as assigned, and presentation of prepared documents & logs as required. These activities involve some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience. **These are ethical issues.**

Students are expected to bring successes, concerns, and questions related to their work with clients, other on-site activities, and broader development as a counselor. Weekly topics will vary to meet the dynamic individual and collective needs of the students. Examples of topics include approaches to working with students; ethical codes, board policies, and relevant law; factors associated with and advocacy for diverse populations; student empowerment; appropriate engagement with stakeholders, including parents, teachers, administrators, and the community; program development and evaluation; counselor self-care and ongoing professional development; and the use of technology in counseling.

When on site, students are expected to participate in all aspects of the site's counseling program, as if a regular employee. This includes, but is not limited to, client contact, staff meetings, program development and evaluation, and record-keeping.

B. Observations and Recordings (3)

Students are required to obtain a minimum of three recorded or live observations during this semester. Each of these three sessions must be 20 – 45 minutes in length. Recordings must be shared with instructor for evaluation. As well, site supervisor may have access to these to contribute to their evaluation of graduate counseling student. There will be opportunities to discuss the goals and expectations prior to observations. Feedback will be provided following each of these. These discussions will include areas of strengths and areas for growth. The **first** observation may be psychoeducation, small group counselling, classroom guidance, or individual client. The remaining **two** should be work with individuals. Additional requirements of these observations include appropriate use of required paperwork as noted in discussion of assignment and rubric. All three observations are required to pass this course.

School counseling site supervisors are required by DESE of Missouri to observe your work every three weeks.

#1 Observation – small group OR individual client
#2 Observation – individual client
#3 Observation – individual client
ITEMS FOR SUBMISSION
- Signed consent form
- Case notes
- Site supervisor evaluation
  - MEES for school counseling students
    - School Counseling Students ONLY
  - CCSR for mental health students
    - Mental Health Students ONLY

	Not Present	Novice	Competent	Proficient
Logistics: setting, length of session 10%	Absent	Logistics not fitting to identified session, reconsideration of details needed; setting not appropriate for counseling	Somewhat appropriate logistic for identified session, some details needing change	Thoroughly appropriate logistic for identified session
Documents: Consent, case notes, and/or treatment plan 15%	Absent	More content/details/signatures needed for required documents. Case notes or treatment plan not included.	Relevant content/details, some significant details need to be developed. Notes and/or treatment plan present, more development needed.	Thorough and complete content/details /signatures. Notes and/or treatment plan well developed
Intro to session: Role/goal, reason, confidentiality, limits 30%	Absent	Vague and unclear explanation stated	Relevant statements given, some significant details needed to be clarified	Thorough and clear statements of each of component. Goal/ reason for session clearly stated.
Appropriate approach, skills, & intervention. Theory application 35%	Absent	Little attention & thought given to client needs and developmental level. More skill development required.	Some attention & thought given to client needs and developmental level, reconsiderations needed. Good basic skills applied. Some evidence of theory application present.	Attention & thought given to client needs and developmental level. Some advanced skills applied or enlarging the meaning of content. Clear evidence of theory application.
MEES Overall Score OR CCSR Overall Score 10%	0 - .9 Below 56	1 – 1.9 57 - 88	2 - 2.9 89 - 102	3 – 4 103 - 115

C. Case Study Conceptualization

Each student will complete the full development of a case conceptualization. This case will include the presentation of pertinent elements as well as other elements as described in the outline below. This case will / may be based on third counseling sessions observed. Student will also provide an oral presentation of each of the component in group supervision. Use instructions outline and rubric to guide this work. Client consent form must also be submitted. ***Case Presentation*** to class in should include:

1. ***Pertinent Elements*** of the client, presenting concerns, and background information. The client's full name should ***not*** be used. Much of this information may be drawn from intake forms, history as reported by family, teachers, and others involved in client's system, and assessment information both formal and informal.

   a. **Social and Cultural Factors** should be included. Consider elements of the client's social and cultural background that may have influenced their symptoms or presentation.

2. ***Provisional Diagnosis & Clinical Hypothesis*** must include any DSM diagnosis or ideas of what should be ruled out. Rationale for selected diagnosis

3. ***Theoretical Orientation***. Justify the use of a specific theoretical orientation, such as Adlerian, systems, cognitive, behavioral, and solution-focused. Your theory and interventions should directly address the client's potential diagnosis as well as client's needs, issue, and diversity.

   a. Initial Interventions should match and complement your theoretical approach.

4. ***Transference and Countertransference*** may not be readily apparent but should be considered. Transference will examine ways the client may respond to you, the counselor, based on your appearance or presentation. Countertransference is directed on your personal history or experience and can include emotional response and values.

5. ***Legal and Ethical Issues*** should always be considered. Review the case for major issues, which may include limits of confidentiality, dual relationships, minor clients, parents, etc.

6. ***Consultation and Referrals*** are regularly required with counseling. This is especially true for graduate counseling students. It is important to have at least three individuals to consult with. As well, clients often need referrals for a higher level of care, three or more is recommended.

7. ***Treatment Plan Worksheet*** should be thoroughly completed to address potential diagnosis and/or issue. Goals for treatment should be included. Utilization of a Treatment Planner is strongly recommended. Students should not generate their own treatment plan without a reliable source and it must not be self generated.

8. ***Full Transcript of Session*** with personal comments of observations of counseling work. Comments should include at least 3 segments with theoretical orientation or strategies and techniques reflective of the theory and 3 segments of things to do differently. Provide an oral report of resources used. (These selections should be drawn from full transcript)

	Not Present	Novice	Competent	Proficient

Pertinent Elements of the client, presenting concerns, and background information. Social and Cultural Factors **15%**	Absent	Only one of the two principal criteria addressed, under developed, incomplete concepts	Both criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Criteria fully developed, all details clearly evident
Provisional Diagnosis & Clinical Hypothesis **12%**	Absent	One or two criteria addressed and covered; yet brief & under developed.	Both criteria addressed and covered. Ideas developed, more details needed. Codes and diagnostic criteria not included.	All criteria addressed and covered. Concepts fully developed. Codes and diagnostic criteria included.
Theoretical Orientation including rationale & interventions **13%**	Absent	One or two criteria addressed and covered; yet brief & under developed.	Both principles criteria addressed and covered. Ideas developed, more details needed. Rationale vague and brief. Lack of description of theory	All criteria addressed and covered. Concepts fully developed. x Rationale for selection clearly stated. Unique elements of theory and interventions described.
Transference and Countertransference considerations **10%**	Absent	Only one criterion addressed and covered; yet brief & under developed.	Both criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Legal & Ethical considerations pertain to this client w details **10%**	Absent	Only one of the two principle criteria addressed, under developed, incomplete concepts.	Both criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Consultation & Referrals; three for each w contact details **10%**	Absent	Only one consultant listed and/or only one referral provided.	Both principles criteria addressed and covered. Ideas developed; at least 2 consultants and at least 2 referrals.	All principle criteria addressed and covered; 3 consultations and 3 referrals. Concepts fully developed.
Treatment Plan Worksheet completed in full **10%**	Absent	One or two criteria addressed and covered; yet brief & under developed.	Two criteria addressed and covered. Ideas developed, more details needed.	All criteria addressed and covered. Concepts fully developed.
Full Transcript of Session w Personal comments of observations of counseling work. Three of theoretical application and 3	Absent	Missing portions of transcript, illegible, or disorganized. Identifications of only one of each of the principle criteria described.	Much of transcript was provided, some portions incomplete. Identifications of at least two principle criteria described.	All of the transcript was provided. Identifications of the three principle criteria described.

things to do differently 15%				
Organization of material and content. APA style with construction of writing. **5%**		Poorly organized, incomplete sentence structure, poor grammar w errors, etc.	Fairly well organized, some sentence structure, some grammar errors	Well organized, APA format of sentence structure and grammar.

D. Weekly Logs

Weekly Log of accrued practicum hours with signature of Clinical Site Supervisor will be submitted to assigned location in Brightspace. These must be submitted in Word or PDF format. Only the assignment week is submitted at time due (rather than the complete log). These are due weekly on Brightspace beginning week two. See table below for minimum hours expected.

Minimum Clock Hour Expectations

Type of Activity	Minimum Requirement
Direct contact hours	40 hours
Total direct and indirect contact hours	100 hours
Individual supervision by on-site supervisor	1 hour per week (15 hours minimum)
Individual supervision by university supervisor	1 hour per week (15 hours minimum)
Group supervision by university supervisor	1.5 hours per week (22.5 hours minimum)

	Not Present	Novice	Competent	Proficient
Log submitted at or before required date & time 25%	Absent	Submitted more than one week after required date	Submitted during the week of required date	Submitted on or before required date & time
Required signature/s & by designated supervisor 25%	Absent		Second submission with designated supervisor signature	Signature/s by designated supervisor
Data / hours is correctly reported 50%	Totally erroneous data OR wrong log week, must be reviewed, corrected, and resubmitted	Many errors with data / hours, must be reviewed, corrected, and resubmitted	Some errors with data / hours, corrections needed and resubmitted	Data / hours is correctly reported

E. Evaluations
   There are several evaluations required for each semester. This includes five in total:
   - Emergency / Crisis Management Plan
   - CCS-R (2)
     - Site supervisor evaluation
     - Student self evaluation

- Site Supervisor's Evaluation of the counseling program
- Student's Evaluation of Clinical Experience

CCS-R

Assessment of skills and components is considered throughout the semester. A final evaluation will be conducted near the end of semester by the site supervisor, student, and course instructor. The *Counselor Competency Scale Revised* (CCS-R) will be completed and submitted by each of these individuals.

	Not Present	**Novice**	**Competent**	**Proficient**
All pages included; submission compliant with schedule 20%	Absent	Submission more than beyond the acceptable scheduled time	Missing pages, submission pass scheduled date/time.	All / full criteria addressed and covered. All pages submitted, in order, easy to read. On time submission.
All required information clearly and completely provided 30%	Absent	Some criteria addressed and covered; yet brief & under developed. Many responses blank or narrative missing	Criteria addressed and covered. A few missing items or responses, more details needed in narrative	All criteria addressed and covered. Completed & fully developed narrative
All required signatures included & dated 20%	Absent	Missing signatures and dates	Missing one signature and/or dates	All signatures and dates included
Overall CCSR Scoring 30%	Below 56	88 - 57	102 - 89	115 - 103

Other Evaluations & Forms

Additional evaluations and forms are required to provide data for program and instructor evaluation.

- Emergency / Crisis Management Plan
- Student Evaluation of Clinical Experience
- Site Supervisor Evaluation of Counseling Program

	Not Present	**Novice**	**Competent**
All pages included, submitted at assigned time 25%	Absent	Missing pages, late submission	All criteria addressed. All pages submitted, accessible, and visible. Submitted as scheduled
All required information clearly and	Most portions left blank	Most required information addressed, not clear,	All criteria addressed and covered. Completed &

completely provided 40%		not complete, missing narrative	fully developed. Narrative included.
All required signatures included & dated 25%	Absent	Missing more than one signature and/or dates	All signatures and dates included

IX.   Topical Outline and Tentative Schedule

DATE	TOPIC

Week 1
 	
Aug 21
	DISCUSSION
	• Syllabus
	• Course Overview
	• Textbook & Materials
	• Introductions
	    o Site supervisor
	    o State licensure rules
	    o Sites information and details
	    o University Supervisor (individual)
	    o State & District Comprehensive School Counseling Models
	• Design, Assignments, & Feedback
	• Questions and thoughts
	
	DUE
	• Log Wk 1 (& zero as applicable)

Week 2
 	
Aug 28
	DISCUSSION
	
	• Observations/Counseling Sessions
	    o Consent Forms
	    o Theoretical Orientation
	    o Goal Setting & Planning
	    o Case Notes
	    o Treatment Planner & DMS 5
	DUE
	• Log Wk 2
	• Form - Emergency / Crisis Plan

Week 3
 	
Sep 4
	DISCUSSION
	• Reflections
	• Sites w photos
	    o Site information and details
	    o Demographics of clients
	• Preparation & discussion of Observation #1
	    o Consent forms
	    o Theoretical orientation
	    o Goal setting & planning
	    o Case notes

	○ MEES / CCSR **DUE** • Log Wk 3 •
Week 4 **Sep 11**	**DISCUSSION** • Reflections • Observation #1 feedback and comments **DUE** • Log Wk 4 • <mark># 1 Observation</mark>
Week 5 **Sep 18**	**DISCUSSION** • Reflections • Observation #1 feedback and comments **DUE** • Log Wk 5
Week 6 **Sep 25**	**DISCUSSION** • Reflections • Observation #1 feedback and comments **DUE** • Log Wk 6
Week 7 **Oct 2**	**DISCUSSION** • Reflections • Observation #1 feedback and comments • Preparation & discussion of observation #2 **DUE** • Log Wk 7
Week 8 **Oct 9**	**DISCUSSION** • Reflections • Observation #2 feedback and comments **DUE** • Log Wk 8 • <mark>#2 Observation</mark>
Week 9 **Oct 16**	**DISCUSSION** • Reflections • Observation #2 feedback and comments **DUE** • Log Wk 9
Week 10	**DISCUSSION** • Reflections

Oct 23	• Observation #2 feedback and comments **DUE** Log Wk 10
Week 11 **Oct 30**	**DISCUSSION** • Reflections • Observation #2 feedback and comments • Case Studies Review & Preparation for Observation #3 **DUE** Log Wk 11
Week 12 **Nov 6**	**DISCUSSION** • Reflections • Case Studies Review & Preparation for Observation #3 **DUE** Log Wk 12
Week 13 **Nov 13**	**DISCUSSION** • Reflections • Case Study Presentation and Observation #3 feedback and comments **DUE** • Log Wk 13 • <mark>Case Study Presentation & #3 Observation</mark>
Week 14 **Nov 20**	**DISCUSSION** • Reflections • Case Study Presentation and Observation #3 feedback and comments **DUE** • Log Wk 14 • Evaluation: Site Supervisor CCSR • Evaluation: Student's Self Evaluation CCSR
Nov 27	• **Thanksgiving Break**
Week 15 **Dec 4**	**DISCUSSION** • Reflections • Case Study Presentation and Observation #3 feedback and comments **DUE** • Log Wk 15 (with Thanksgiving Week as needed) • Evaluation – Student Evaluation of Clinical Experience • Evaluation – Site Supervisor Evaluation of TSU Program • Final Summary Logs & Record of Hours
Week 16	**DISCUSSION** • Reflections

Dec 11	• Group Termination **DUE** • Log Wk 16 • Final Summary Logs & Record of Hours

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

X.   Important Dates

First day of term: August 19, 2024
Drop dates:
    Last day to **drop** <u>without</u> $50 Add/Drop Fee: August 23, 2024
    Last day to **drop** a course <u>without</u> a W: September 12, 2024
    Last day to **drop** a course with a W: December 6, 2024
Last day to **withdraw from all** classes: December 6, 2024
Last day of term: December 13, 2024

Policies

XI.   Course Policies

A. Attendance

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

To comply with federal requirements, Truman requires students to demonstrate engagement with each course within the first few calendar days of the semester. To that end, please complete your initial introduction in Brightspace before Friday, August 23rd. **<u>Failure to meet the terms of the university policy will result in administrative removal from the course.</u>**

B. Late Work

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

C. Proctoring

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

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

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to $10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). Because this course will have zero (0) proctored exams, you are encouraged to choose the "course fee" model instead of the "individual test fee" model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

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

For additional information about online proctoring, students may visit the Proctorio Support for Students website.

D. Response Times and Feedback

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

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

E. 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 particular 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 outlined in the syllabus

and/or campus policies. **When in doubt, a student is expected to ask the instructor about the policy on a particular assignment. Please be aware that some assignments will likely _not_ be approved, especially when they contain confidential client material.**

    F. Other

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

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

Assignments in this course may be submitted through a plagiarism checker. Students are expected to submit original work of their own creation, independent of other students and artificial intelligence, unless otherwise noted. Please check papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers free of plagiarism, please consult the *APA Publication Manual, 7th edition*, or visit the Writing Center.

XII.   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.

(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 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 Monday, August 19, 2024 and ending 11:59 pm Saturday, August 24, 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, the introductory assignment noted on the course calendar.

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/).

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 her:
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 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. 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 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 Chair if the matter cannot be resolved with the faculty member.