

Course Syllabus
COUN 654G
Social and Cultural Foundations
Summer 2024

CLASS INFORMATION

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

Format: Asynchronous online

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 Health Sciences and Education Mission Statement

The School of Health Sciences and Education at Truman State University is committed to preparing students to effectively serve as professional and leaders in their communities and field by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.

Five Pillars

- Professional programs grounded in the liberal arts and sciences
- Leadership development
- Interdisciplinary collaboration
- Diverse learning and service opportunities
- Pursuit of continued scholarship and research

Graduate Program Objectives

Truman's Graduate Program Objectives are:

1. To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.

2. To graduate master's degree 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 654G: Social and Cultural Foundations (3 credit hours)

Theory and application of multicultural competency in the helping professions. Concepts covered are the theory and application of multicultural knowledge and sensitivity, ethical treatment of individuals in a diverse society, demonstrated knowledge, skills and personal self-awareness relevant for helping professionals. Prerequisite: Admission to the Counseling program.

II. Rationale

Living in a diverse society provides counselors and counselors-in-training the opportunity to encounter a wide array of cultures in their practices. This course allows students to explore their own cultures and the biases and internalized messages about those who are different from themselves. Awareness, in turn, leads to the possibility of positive change more consistent with the ethics and aspirations of the counseling field.

III. Credit Hour Statement

This course is worth three credit hours. During a week you should expect to do an average of 675 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

IV. Proficiencies for Counselors

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

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling Standards

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling

G. School Counseling Standards

3. PRACTICE

- 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 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, 2, and 5.

The course competencies are as follows:

1. The student will demonstrate an understanding of the nature and impact of human and cultural diversity.
2. The student will examine the interaction of various aspects of diversity with the student's own life and experiences.
3. The student will consider the intersections of diversity and worldviews within the counseling relationship.
4. The student will synthesize the course information and assignments to gain a new awareness of the student's impact on others and others' impact on the student.
5. The student will develop skills and knowledge regarding graduate professional writing, incorporating correct use of APA style and formatting.

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Lecture and discussion
Student presentations
Case studies
Individual activities
Group activities
Brightspace postings and discussion

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).

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

Course Content

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

Required

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9th ed.). John Wiley & Sons.

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

Supplemental

Anderson, S. K., & Middleton, V. A. (2011). *Explorations in diversity: Examining privilege and oppression in a multicultural society* (2nd ed.) Brooks/Cole.

Lum, D. (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (4th ed.). Brooks/Cole.

Minimum Technology Requirements

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

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

- regular weekly internet access
- noise cancelling headset and microphone
- webcam

Virtual Private Network (VPN) and Remote Desktop Access

This course may include videos, practice exercises, or other content that requires an “on-campus” computer. Though students are welcome to physically go to the Truman campus 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.

Bookstore Website: <https://www.bkstr.com/trumanstatestore/home>

Truman Library Website: <http://library.truman.edu>

NOTE: A student is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

VIII. Course Requirements and Grading

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

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

Assignment Summary Chart

Assignment	Point Value	Due by the End of Week	CACREP Standards Addressed	SLO Addressed
Final Exam	25	Weekly	2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2h, 5C2j, 5G3h	1, 2
Discussion Postings	10	Weekly	2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2h, 5C2j, 5G3h	1, 2, 5
Pop Culture Assignment	5	Week 2	2F2a, 2F2d, 5C2j, 5G3h	2
Multicultural Event or Activity	15	Week 5	2F2a, 2F2c, 2F2d, 2F2e, 2F2g, 2F2h, 5C2j, 5G3h	2, 5
Cultural Self-Analysis	20	Week 7	2F2a, 2F2c, 2F2d, 2F2e, 2F2g	2
Journal and Final Reflection	15	Weekly; Week 9	2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2h, 5C2j, 5G3h	1, 2, 5
Case Studies	10	Week 10	2F2a, 2F2b, 2F2d, 2F2e,	1, 2, 5

Assignment	Point Value	Due by the End of Week	CACREP Standards Addressed	SLO Addressed
			2F2f, 2F2g, 2F2h, 5C2j, 5G3h	

Detailed Descriptions

A. Final Exam 25 points

The final examination consists of the chapter quizzes from the Sue textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Tuesday the week after the reading is assigned by 11:59 p.m. Central Time. The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, **I will not re-open quizzes after the due date has passed.**

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is designed to reward timely reading and to diminish the stress often associated with final exams.

B. Discussion Postings 10 points

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Brightspace. Post **at least two significant** responses to **each discussion question**, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues' reflections or comments. All responses for the week will be due by 11:59 p.m. Central Time on the Tuesday after they are assigned. Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for:

- Timely contributions
- Correct English usage, grammar, and spelling
- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Citing relevant resources to validate points
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

C. Pop Culture Assignment 5 points

Watch at least 2 episodes of any television situation comedy that has aired new episodes within the last five years. Both episodes should come from the same show. After watching the programs, identify any minority characters, and write a minimum two to four page paper in APA format describing the portrayal of any one of these minority characters. Detail whether the portrayal of this character was accurate or stereotypical and whether the writers, directors, and actors used the character's minority status alone as a source of humor. The page count does not include the title, abstract, or reference pages, though title and reference pages are still required. Please be sure to remove the extra space between paragraphs automatically inserted by Microsoft Word.

D. Multicultural Event or Activity 15 points

Attend at least one activity that relates to a cultural, ethnic, value, or identity issue. You should spend at least 2 hours engaged in the activity/event. You are encouraged to attend an event with a group about which you have the MOST preconceived ideas, and a primary purpose is to experience noticeably being in the minority. Past experiences and religious activities related to your own current or former faith system may not be used for this assignment. For example, if you or your family of origin identify with Christianity, attending the service of another Christian denomination does not qualify. Provide a minimum 2-page paper in APA format that discusses why you chose this activity, when it took place, your expectations before the event, your experience through the event, and your reflections of the experience following the event. A portion of the paper should include ways this experience might influence your work as a counselor and ways in which you can better prepare for this future client. Activities may include, but are not limited to, attending a religious service, attending a funeral of another religion, attending a meeting for a campus multicultural organization, or participation in another activity that may be related to a cultural, ethnic, value, or identity issue different from your own. Please note that you must receive prior instructor approval for the event you choose.

E. Cultural Self-Analysis 20 points

Write a paper examining your cultural identity and its impact on your life and interactions with others in terms of the following questions. Please be sure to explicitly address all of the questions in each section. Papers should flow as a narrative story rather than a question and answer format.

Race, Ethnicity, Geography, and National Origin

What do you identify as your national background, racial group, and ethnic identity? In what geographic region were you reared? Are you the product of a rural or urban environment? What values are typical of that region? Where did your ancestors come from? Why and how did you or your ancestors come to the United States? In what ways did you/they adjust to this new home? What aspects of your/their culture of origin were retained? What impact does this way of entering the United States and the subsequent adjustment have on your culture? On your identity?

Religion and Spirituality

What was your religious affiliation (if any) during your childhood? How did this come to be in your family? How are conflicts due to religious values resolved? What do you think this religious preference reflects about your heritage/culture? What is your religious/spiritual affiliation now (if any)? If it has changed, how did that transformation happen?

Gender and Sexuality

What are your gender and sexual orientation? How are gender and orientation differences handled in your family of origin? How is sexism in your culture addressed? What behaviors, characteristics, beliefs, and values are defined by gender in your culture? How are gender roles divided? How is conflict between gender roles handled? What are some specific rules for marriage and childrearing in your culture?

Age and Accessibility

What is your age? Consider your interactions with your peers and those in your age group. Give two examples of how you treat those the same age as your children or younger; your parents; your grandparents or older. How does your age affect your experience in your family of origin? How has your degree of ability and accessibility shaped you as a person?

Class and Socioeconomics

What is the socioeconomic history of your family? What role or meaning does socioeconomics have for people with backgrounds similar to yours? If your socioeconomic history is different now, how did that transformation happen? What were music, art, and clothing preferences like in your family of origin? What were the political preferences of your family of origin? How did this come to be in your family? What do you think this political preference reflects about your heritage/culture? What is your political preference now? If it has changed, how did that transformation happen?

Personal Relationships

Think of significant people in your life when you were a child/adolescent (e.g., parents/guardians, close relatives, teachers, clergy, siblings, etc.). What do you remember about their attitudes and feelings toward multicultural and diverse populations? How were racism, heterosexism, genderism, ageism, classism, etc. addressed? What did you overhear them saying about multicultural and diverse groups? Who determined the “social norms” and “rules” of your family? How were they enforced? How were they passed to younger members of the family/group? What events can you remember that involved personal contact with diverse groups? What were/are your thoughts, feelings, and reactions? How many of your close, long-time friends were members of multicultural and diverse groups? In what ways, if any, were these friendships different from other friendships you have with friends who reflect your own cultural groups? What significant events have affected your family and those closest to you?

Group Membership

When did you first become aware that you were a member of each of the groups that have shaped your identity, whether you chose to embrace or reject those aspects? Please add any other information you think is pertinent to your cultural identity.

Each paper should look like this:

Title of Paper

Introductory text for the entire paper goes here.

Race, Ethnicity, Geography, and National Origin

Relevant text goes here.

Religion and Spirituality

Relevant text goes here.

Gender and Sexuality

Relevant text goes here.

Age and Accessibility

Relevant text goes here.

Class and Socioeconomics

Relevant text goes here.

Personal Relationships

Relevant text goes here.

Group Membership

Relevant text goes here.

Conclusion

Concluding text for the entire paper goes here.

To receive full credit, the paper must be written and formatted in correct APA 7 style. This includes font, margins, spacing, capitalization, indentation, page numbers, headers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. Please refer to the APA 7 manual for details and examples. Papers should consist of at least **ten** full pages of content, which does not include title, abstract, or reference pages. Papers may contain more than ten full pages of content. Since this is primarily a personal narrative, I do not expect a reference page or citations unless you are drawing facts and opinions from other sources.

F. Journal and Final Reflection 15 points

Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe your experience in this course, its impact on your day to day life, and how your life, perceptions, biases, etc., have changed based on what you learned in class, what you read outside class, and your interactions with your classmates. Explicit guiding prompts for each week will be listed on Brightspace. Each journal entry should be at least half a typed single-spaced page. Entries will be submitted through Brightspace each Tuesday by 11:59 p.m. Central Time.

At the conclusion of this course, you will prepare a final reflection paper. In this paper, you will review your experiences in this class, using your journal to guide you. You will address what you have learned, what has been the most valuable, what may have surprised you to learn about yourself, how this class has impacted you, etc. This should not be a simple restatement of your journal content. This paper should be a minimum of 3 full pages in APA format, not including the title page, abstract, or references (if applicable).

G. Case Studies 10 points

Provide written evaluations of the case studies posted in Brightspace. Read each case study, and answer the questions at the end. Please write the question, and use complete sentences.

IX. Topical Outline and Tentative Schedule

Date	Scheduled Topic	DUE BEFORE NEXT TUESDAY
	SUBSTANTIVE ENGAGEMENT ASSIGNMENT – Complete your introduction on Brightspace by Friday, May 31st at noon Central	
Week 1 05.28	Introduction; Syllabus and Overview; The Nature of Multicultural Counseling and Multicultural Competencies	INFORMED CONSENT; EVENT PROPOSAL; QUIZZES CH. 1, 2, 8; JOURNAL; DISCUSSION;
Week 2 06.04	The Political Dimensions of Counseling; Systemic Oppression; Microaggressions	POP CULTURE; QUIZZES CH. 4, 5; JOURNAL; DISCUSSION
Week 3 06.11	Barriers to Multicultural Counseling; The Practice of Multicultural Counseling	QUIZ CH. 3, 9, 10; JOURNAL; DISCUSSION
Week 4 06.18	Racial Identity Development	QUIZZES CH. 6, 7; JOURNAL; DISCUSSION
Week 5 06.25	Counseling with Members of Racial/Ethnic Populations, Part I	MULTICULTURAL EVENT; QUIZZES CH. 12, 15, 16, 19; JOURNAL; DISCUSSION
Week 6 07.02	Counseling with Members of Racial/Ethnic Populations, Part II	QUIZZES CH. 13, 14, 17, 18; JOURNAL; DISCUSSION

Week 7 07.09	Counseling with Members of Sexual and Gender Populations	CULTURAL SELF-ANALYSIS; QUIZ CH. 20; JOURNAL; DISCUSSION
Week 8 07.16	Counseling with Poverty, Members of Older Populations, and Members of Abled Populations	QUIZZES CH. 21, 23, 24; JOURNAL; DISCUSSION
Week 9 07.23	Counseling with Women	FINAL REFLECTION; QUIZ CH. 22; DISCUSSION
Week 10 07.30	Counseling with Religion and Spirituality; Applications of Multicultural Counseling; Multicultural Assessment	CASE STUDIES; QUIZ CH. 11; DISCUSSION

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: May 28, 2024

Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: May 29, 2024

Last day to **drop** a course without a W: June 12, 2024

Last day to **drop** a course with a W: August 2, 2024

Last day to **withdraw from all** classes: August 2, 2024

Last day of term: August 2, 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, May 31st. **Failure to meet the terms of the university policy will result in administrative removal from the course.**

B. Late Work

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent

for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

C. Proctoring

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

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

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

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

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

D. Response Times and Feedback

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

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

E. Other

During face-to-face and synchronous interactions, please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate. To create a respectful class environment, please

refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

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

Assignments in this course may be submitted through a plagiarism checker. 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. Departmental Policies

A. Student Diversity and Confidentiality

The courses in this program are not always lecture courses. Rather, the program is sometimes reliant upon interactions, and these may bring differing perspectives to light. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that we, as a faculty preparing professional counselors, will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the program and individual courses. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom, with clients, and during supervision. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time or supervision. If you are concerned about the welfare of a classmate, please contact a faculty member immediately.

B. Attendance

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

By default, University policy allows a student to miss 1/16th of class meetings for **sanctioned** purposes. This translates into a single class for most long-semester graduate courses. The full list of sanctioned purposes is in the University policy (<https://policies.truman.edu/policylibrary/attendance-policy/>) but includes “health related absences for which valid documentation is presented” and “absences covered by Truman’s non-discrimination policy (e.g. special religious observances, military commitments).” Absences related to accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing** as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to complete any in-class exercises “within a reasonable length of time”. Please note that accreditation expectations, particularly related to Practicum and Internship, must still be met to earn credit in those courses.

C. Netiquette, Civil Dialog, and Professional Communication

Greenidge (2016) provides recommended rules of etiquette for online communications (netiquette). Among the recommendations for written communication such as emails and discussion posts:

- respect others and the opinions of others
- be polite
- refrain from writing in ALL UPPERCASE, as this conveys dissatisfaction and anger
- revise before submitting to ensure clear communication
- avoid acronyms, internet lingo, and text speak (e.g., BTW, idk, l8r) to reduce confusion
- write concisely and clearly, using short paragraphs to increase readability
- identify sources
- contribute substantial responses
- attend to language, since readers lack the benefit of nonverbal cues; clarify when needed, and pause before responding, if another’s communication comes across as insensitive or offensive

Greenidge, W. (2016). Interacting productively with faculty and peers. In C. J. Sheperis & R. J. Davis (Eds.), *Online counselor education: A guide for students* (1st ed., pp. 129-150). Sage.

D. Academic Honesty

Students are expected to exhibit honesty in their academic and professional work. Examples include proper attribution of sources, accurate reporting of clinical hours attained and research results, avoiding misrepresentation, and seeking instructor permission before reusing work submitted for another class, collaborating on assignments, or disclosing test contents. Students are also expected adhere to the American Counseling Association Code of Ethics.

E. Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession, clients, and the public at large. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective counselor.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the American Counseling Association's Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
- Students are expected to adhere to the American Counseling Association's Code of Ethics (2014) in classwork and interactions with clients, classmates, colleagues, supervisors, and faculty.

(This statement is slightly modified from a parallel statement at The University of Texas at Tyler.)

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

Faculty, training staff, supervisors, and administrators of the Counseling program at Truman State University have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a

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

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Slightly modified from The University of Texas at Tyler version of the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.

Evaluating student fitness and performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (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 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, May 27, 2024 and ending 11:59 pm Saturday, June 1, 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: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>.

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

D. Non-Discrimination

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

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

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

Ryan Nely

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

The institution's complaint procedure can be viewed at

<http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf>, and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>.

E. FERPA

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

F. Academic Honesty

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

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

G. SafeAssign

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

H. Statement on Disruptive Behavior

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

Learner Support and Feedback to the University

XIV. Resources

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

A. Center for Academic Excellence

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

B. Counseling Services

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

C. IT Help Desk

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

D. Office of Student Access and Disability Services

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

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

E. Writing Center

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

F. Additional Resources for Students

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

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

XV. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

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

Chair of Counseling:

Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Dean of Health Sciences and Education:

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

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