Course Syllabus
COUN 657G
Diagnosis in Counseling
Fall 2024

CLASS INFORMATION

Instructor: Anne Metz, PhD LPC (NM, VA, OR, CA, CO)
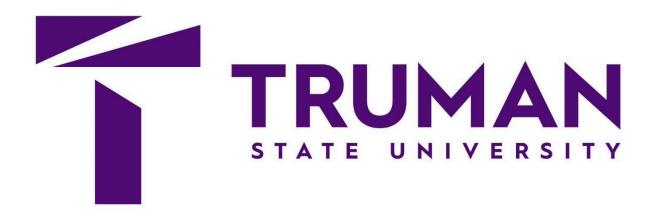**Format:** *Asynchronous online*
Phone: 720-248-7368
Email: metz@truman.edu (email preferred)
Website: All course information may be accessed through Brightspace.
Office Hours: Monday 11-2; Tuesday 11-3; Wednesday, 11-3 - MUST MAKE APPOINTMENT
Zoom Virtual Office Link: Visit w Dr. Metz

School of Business and Professional Studies Mission Statement

- TBD

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 657G: Course Title (3 credit hours)

This course examines the theory supporting and the practice of mental health diagnosis using the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Specific disorders are reviewed by placing emphasis on symptom recognition and assessing client concerns. This course includes diagnostic concerns and interventions relevant to school settings, including learning-related diagnoses. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

II. **Rationale**

Understanding the various forms and degrees of mental illness and impairment is a crucial skill for counselors in all work settings. COUN 657G is intended for students who have little or no background in abnormal psychology to assist them in diagnosing patterns of abnormal behavior, selecting the best intervention strategies and critically examining current controversies in the field. Our framework for study includes the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD), from which the "common language" spoken by mental health professionals is derived. Additionally, holistic approaches to conceptualization, diagnosis, and treatment planning will be explored.

III. **Credit Hour Statement**

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

IV. **Proficiencies for Counselors**

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

program alignment website (https://consumerinformation.truman.edu/stateauthorization/) for their specific state.

Standards addressed in this course include:

CACREP Section 5: Entry-Level Specialty Areas
    A.   C. Clinical Mental Health Counseling Standards
        1. FOUNDATIONS
        c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
    2. CONTEXTUAL DIMENSIONS
        d. diagnostic process, including differential diagnosis and the current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
        e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
        f. impact of crisis and trauma on individuals with mental health diagnoses
        g. impact of biological and neurological mechanisms on mental health
        j. cultural factors relevant to clinical mental health counseling
        l. legal and ethical considerations specific to clinical mental health counseling
    3. PRACTICE
        b. techniques and interventions for prevention and treatment of a broad range of mental health issues
    B.   School Counseling Standards
    1. FOUNDATIONS
        e. assessments specific to P-12 education
    2. CONTEXTUAL DIMENSIONS
        g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
        h. common medications that affect learning, behavior, and mood in children and adolescents

V.   Student Learning Outcomes

The programmatic student learning outcomes are as follows:

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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
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

The course competencies are as follows:

1. Understand the basic principles of etiology and diagnosis of mental, emotional, and learning disorders
2. Begin to form clinical hypotheses and identify psychopathological behavior based on the assessment of behavioral and emotional data as well as mental status
3. Learn to translate dysfunctional behavior, emotional disturbance, learning difficulties, and mental deficit into appropriate diagnostic and statistical manual categories
4. Collect, analyze, and interpret intake and learning and mental health history information in order to implement a treatment plan
5. Be familiar with managed care issues such as reimbursement, right to practice, and access and privileges within the system
6. Analyze the ethical considerations relevant to accurate diagnosing, and
7. Be exposed to multicultural issues inherent in therapeutic sessions from a theoretical standpoint and client-counselor's perspective.

VI.   Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Readings as assigned
Discussions
Case studies (both as discussion prompts and assignments)
Video review

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

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.).

Cowan, E. W. (2017). *Ariadne's thread: Case studies in the therapeutic relationship* (2ⁿᵈ. ed.).

Harrisonburg, VA: CreateSpace.

World Health Organization. (2019). *International statistical classification of diseases and*

related health problems (11th ed.). https://icd.who.int/

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

Recommended

Torrey, E.F. (2013). *American psychosis: How the federal government destroyed the mental illness*

treatment system. New York: Oxford University Press.

Van der kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma.*

New York: Penguin Books.

Supplemental {*optional*}

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

American School Counselor Association. (2022). *ASCA ethical standards for school counselors.*

PDR Network. (2022). *Prescribers' digital reference*.

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/.

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.

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://www.bkstr.com/trumanstatestore/home

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

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

VIII.   Course Requirements and Grading

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

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

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

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Questions	10	As scheduled	C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b, G.1.e, G.2.g, G.2.h	2, 3, 7
Quizzes	100	As scheduled	C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b, G.1.e, G.2.g, G.2.h	2, 3, 7
CC-D-TP 1 (Dance of Nayana)	25		C.1.c, C.2.d, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
CC-D-TP 2 (Streets of Laredo)	25		C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7
CC-D-TP 3 (Many Chambered Heart)	25		C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7
CC-D-TP 4 (Truth is a Razor)	25		C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b, G.1.e, G.2.g	2, 3, 7
CC-D-TP 5 (Daddy Dearest)	25		C.1.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.b	2, 3, 7
Professionalism	24		n/a	

Detailed Descriptions

Case Conceptualization, Diagnosis, and Treatment Plan (CC-D-TP)

Students will practice case conceptualization, differential diagnosis, and treatment planning for a series of case studies. Instructor feedback will be provided for each graded case study prior to students beginning the next case study, to slowly build student competence and confidence.

These case studies span individuals across the lifespan and explore developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. For each case study, students will complete the Case Conceptualization, Diagnosis, and Treatment Planning Worksheet. To complete this worksheet, students will need to review the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM). Students will also need to plan treatment modalities and evaluate placement criteria within the continuum of care.

Students are expected to complete all cases in the series, either individually or in groups as assigned. These assignments will be graded on pertinent elements and social/cultural influences, provisional diagnosis and clinical hypothesis, theoretical approach and initial interventions, transference and countertransference, and legal/ethical considerations.

CC-D-TP Grading Rubric

Criteria	Level 4 (4 points)	Level 3 (3 points)	Level 2 (2 points)	Level 1 (1 point)
Pertinent elements	Identifies the most salient and important pieces of information in the case. Concise, but not overly detailed. Covers all of the most pertinent information, but is selective.	Identifies many salient and important pieces of information in the case. Covers the most pertinent information, but is not selective or is overly detailed.	Identifies some salient and important pieces of information. Covers some information, but is not selective or is overly detailed.	Misses salient and important pieces of information. Includes numerous impertinent or irrelevant details.

Criteria	Level 4 (4 points)	Level 3 (3 points)	Level 2 (2 points)	Level 1 (1 point)
Social and Cultural Factors	Considers elements of this person's social and cultural background may have influenced their symptoms or presentation, including such as primary support group, income level, family background, marital status, parental status, legal status, work history, and access to medical care. Considers cultural variables such as age, gender, race and ethnicity, social class, ability status, sexual/affective orientation, spiritual or religious tradition, membership of any cultural subgroups, and cultural norms within the person's geographical location. Describes how these variables may impact stigma or a person's attitude toward mental health as well as discrimination, oppression, prejudice, or marginalization may have impacted the person. If information about social or cultural background is unknown, indicate this specifically.	Adequately considers elements of this person's social and cultural background, including such as primary support group, income level, family background, marital status, parental status, legal status, work history, and access to medical care. Adequately addresses age, gender, race and ethnicity, social class, ability status, sexual/affective orientation, spiritual or religious tradition, membership of any cultural subgroups, discrimination, oppression, prejudice, or marginalization.	Superficially addresses of social and cultural background, age, gender, race and ethnicity, social class, ability status, sexual/affective orientation, spiritual or religious tradition, membership of any cultural subgroups, discrimination, oppression, prejudice, or marginalization.	Fails to address pertinent social, cultural, ethnic, religious, social class, geographic features as well as experiences of oppression, stigma, discrimination, and marginalization.
Provisional Diagnosis/Clinical Hypothesis	Provides a formal provisional DSM diagnosis for the case. Articulate why you selected that diagnosis, by listing symptoms that the person is experiencing. Provide a rationale for why you selected this diagnosis rather than other competing choices	Provides a formal provisional DSM diagnosis for the case. Minimally provides rationale for this diagnosis instead of competing choices	Provides a formal provisional DSM diagnosis for the case. Fails to provide rationale for this diagnosis instead of competing choices ("differential diagnosis"). Diagnosis is in	Provides a formal provisional DSM diagnosis for the case. Diagnosis is not the ballpark; neglects to identify hypothesis regarding

Criteria	Level 4 (4 points)	Level 3 (3 points)	Level 2 (2 points)	Level 1 (1 point)
	("differential diagnosis"). Your diagnosis should be "in the ballpark." Indicate what kinds of information you would need to finalize the diagnosis. identifies about core issues that need to be resolved for the client's symptoms to be addressed fully.	("differential diagnosis"). Diagnosis is in the ballpark, and some mention of what info will be needed to finalize diagnosis. Superficial hypothesis regarding core issues.	the ballpark, and but does not identify what info is needed to finalize diagnosis. Superficial hypothesis regarding core issues.	core issues.
Theoretical Approach	Theory and interventions directly address the diagnosis. Provides a strong rationale for selecting this approach. Theoretical approach should be accurately described and does not meld elements of other theories. See CC-D-TP_Guidance Document for examples of this	Theory and interventions directly address the diagnosis. Provides a superficial rationale for selecting this approach. Theoretical approach is described with some accuracy.	Theory and interventions directly address the diagnosis. Provides minimal rationale for theory selection, and does not convey strong understanding of theoretical approach in description.	Theory and interventions do not address the diagnosis. Provides no rationale for selecting this approach. Theoretical approach is either not described or described incorrectly.
Initial Interventions	Interventions directly target primary diagnosis, and are consistent with theoretical orientation.	Interventions directly target primary diagnosis, but are inconsistent with theoretical orientation.	Interventions do not directly target primary diagnosis, but are inconsistent with theoretical orientation.	Interventions are irrelevant to primary diagnosis, and are inconsistent with theoretical orientation.
Transference and Countertransference	Demonstrates high level of creativity, candor, and awareness of self and client in identifying transference and counter-transference.	Demonstrates adequate level of creativity, candor, and awareness of self and client in identifying transference and	Demonstrates limited creativity, candor, and awareness of self and client in identifying transference and counter-transference.	Fails to demonstrate awareness of self and client in identifying transference and counter-transference.

Criteria	Level 4 (4 points)	Level 3 (3 points)	Level 2 (2 points)	Level 1 (1 point)
		counter-transference.		
Legal and Ethical	Identifies salient ethical and legal issues; articulates standard ethical practice in description of how these issues will be addressed with client. See CC-D-TP_Guidance Document for examples	Identifies some ethical and legal issues; articulates some awareness of ethical practice.	Fails to identify major ethical or legal issues in the case and/or identifies issues that are not pertinent or likely. Provides some ideas for remedying these ethical issues.	Fails to identify major ethical or legal issues in the case and/or identifies issues that are not pertinent or likely. Suggestions for addressing the issue are either unethical or illegal.
Treatment plan	Interventions directly target the goals, and are consistent with the theoretical approach and initial interventions. Expected results clearly identified for each goal.	Fails to address ONE of the following criteria in tx plan: a) Interventions directly target the goals, and b) are consistent with the theoretical approach and initial interventions. c) Expected results clearly identified for each goal.	Fails to address TWO of the following criteria in tx plan: a) Interventions directly target the goals, and b) are consistent with the theoretical approach and initial interventions. c) Expected results clearly identified for each goal.	Fails to address ALL of the following in tx plan: a) Interventions directly target the goals, and b) are consistent with the theoretical approach and initial interventions. c) Expected results clearly identified for each goal.

Professionalism grade

Professional Disposition	Met	Not Met
Openness to new ideas	Consistently demonstrates willingness to consider and implement new ideas or approaches. Actively seeks out innovative solutions.	Resistant to new ideas. Frequently dismisses suggestions without consideration. Prefers to stick with familiar methods only.

Professional Disposition	Met	Not Met
Flexibility	Adapts readily to changes in tasks, schedules, or work environment. Comfortable with ambiguity and shifting priorities.	Struggles with changes. Becomes frustrated or unproductive when faced with unexpected alterations to plans or routines.
Cooperativeness	Works well in team settings. Contributes positively to group efforts and supports colleagues. Shares information and resources willingly.	Often uncooperative or competitive in team settings. Reluctant to share information or assist others. May prioritize individual goals over team objectives.
Openness to feedback	Receives constructive criticism graciously. Actively seeks feedback and uses it for personal and professional growth.	Defensive when receiving feedback. Rarely seeks input from others. Shows little evidence of incorporating feedback into practice.
Awareness of impact on others	Demonstrates understanding of how their actions and words affect colleagues and stakeholders. Adjusts behavior accordingly.	Shows little awareness or concern for how their behavior impacts others. May frequently cause unintended conflicts or tensions.
Ability to deal with conflict	Addresses conflicts calmly and professionally. Seeks win-win solutions and maintains positive relationships despite disagreements.	Avoids addressing conflicts or handles them inappropriately. May become overly emotional or aggressive when faced with disagreements.
Ability to accept responsibility	Takes ownership of their work and decisions. Admits mistakes and takes initiative to correct them.	Frequently makes excuses or blames others for problems. Reluctant to admit errors or take corrective action.
Professional communication skills	Communicates clearly and effectively in various professional contexts. Uses appropriate tone and medium for different audiences.	Communication is often unclear, inappropriate, or unprofessional. May struggle with written or verbal expression in work settings.
Ability to express feelings effectively and appropriately	Expresses emotions in a controlled, constructive manner. Uses "I" statements and maintains professionalism even when discussing sensitive topics.	Has difficulty managing emotions in the workplace. May suppress feelings entirely or express them in ways that are disruptive or inappropriate.
Ability to manage ambiguity	Comfortable working in situations with unclear outcomes or directions. Can make decisions and progress despite uncertainty.	Becomes paralyzed or highly stressed when faced with ambiguous situations. Requires constant clarity and direction to function effectively.
Ethical behaviors	Consistently demonstrates integrity and adheres to professional ethical standards. Makes ethical decisions even when under pressure.	Occasionally compromises ethical standards for personal gain or convenience. May ignore or be unaware of ethical implications of actions.
Initiative and Motivation	Self-starter who actively seeks out new responsibilities and learning opportunities. Goes above and beyond job requirements.	Requires constant supervision and prompting to complete tasks. Shows little interest in taking on new challenges or improving skills.

IX.   Topical Outline and Tentative Schedule

Week	Topic	Dates	Assignments	Readings
1	Intro to the DSM	Aug 19 - Aug 25	Quiz 1; Substantive engagement + Discussion	Videos, Intro to DSM + Ariadne's Thread 1-48
2	CC-D-TP & Continuum of Care	Aug 26 - Sep 1	Quiz 2; Week 2 Discussion	Videos, Review CC-D-TP resources
3	Mood Disorders	Sep 2 - Sep 8	Quiz 3	Videos, DSM, Daddy Dearest
4	Neurodevelopmental & Neurocognitive Disorders	Sep 9 - Sep 15	Quiz 4; Daddy Dearest	Videos, DSM
5	Schizophrenia Spectrum and Other Psychotic Disorders	Sep 16 - Sep 23	Quiz 5	Videos, DSM, Truth is a Razor
6	Personality Disorders	Sep 23 - Sep 29	Quiz 6	Videos, DSM, Truth is a Razor
7	Sex Paraphilia Elimination Disorders	Sep 30 - Oct 6	Quiz 7; Truth is a Razor	Videos, DSM
8	Obsessive-Compulsive and Related Disorders	Oct 7 - Oct 13	Quiz 8	Videos, DSM, Many Chambered Heart
9	Anxiety Disorders	Oct 14 - Oct 20	Quiz 9; Many Chambered Heart	Videos, DSM
10	Trauma- and Stressor-Related Disorders	Oct 21 - Oct 27	Quiz 10	Videos, DSM, Streets of Loredo
11	Impulse Control Disorders, Sleep, Eating and Feeding	Oct 28 - Nov 3	Quiz 11; Streets of Laredo	Videos, DSM
12	Dissociative &	Nov 4 - Nov 10	Quiz 12	Videos, DSM,

	Somatic Disorders			Dance of Nayana
13	Substance Use Disorders	Nov 11 - Nov 17	Quiz 13; Dance of Nayana	Videos, DSM
14	Mental Health in Schools, Part I	Nov 18 - Nov 24	Discussions	See Brightspace
15	Thanksgiving Break	Nov 25 - Dec 1	Enjoy the week off!	
16	Mental Health in Schools, Part II	Dec 2 - Dec 6	Discussions 1-3	See Brightspace

X.   Important Dates

First day of term: Monday, August 19, 2024
Drop dates:
    Last day to **drop** without $50 Add/Drop Fee: Fri., Aug. 23
    Last day to **drop** a course without a W: Thurs., Sept. 12
Last day to **drop** a course with a W: Fri., Dec. 6
Last day to **withdraw from all** classes: Fri., Dec. 6
Last day of term: Fri., Dec. 6

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 constituteattendance. 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 tomiss.

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 Canvas before Sunday 6/2 at 11:59 p.m. **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 *<<insert number of proctored exams you plan for>>three (3)* proctored exams, you are encouraged to choose the "course fee" model instead of the "individual test fee" model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

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

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

D. Response Times and Feedback

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

Regular weekly assignments such as quizzes, journals, and discussions will be graded each week. Major assignments typically take two to three weeks.

E. Grade review

If you would like to discuss your grade or my quiz feedback, you will be required to complete a grade review form.

Here's the link to this form.

https://forms.gle/igahLMCeNv9d9E4q9

Until this form is fully completed, I will not discuss quizzes. This form must be completed within 48 hours of grades being posted. If it is after 48 hours, I will not respond to grade disputes. (For clarity, quiz disputes will be due by Tuesday at midnight following the Sunday due date).

F. **A. Use of Generative Artificial Intelligence**

AI use is not permitted. Assistance from Generative AI tools, such as ChatGPT

or Microsoft Copilot, is not allowed for any learning activities or assignments in this course.

Utilities that are "AI-enhanced" such as spell-checkers, Microsoft 365 products and Grammarly

ARE allowed, but students should ask when in doubt. All submissions must be produced without

the assistance of Generative AI. A student found in violation of this policy may be considered to

have committed academic dishonesty and will be subject to the consequences outlined in the

syllabus and/or campus policies.

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 2023-2024 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 {*Insert date*} and ending 11:59 pm Saturday {*Insert date*}. **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, {*Insert assignment you need them to complete*}.

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/.

A.   Discrimination and Title IX

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

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

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

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

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

E. FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be

aware. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know". These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see http://www.truman.edu/registrar/ferpa/.

A. 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.

B. 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.

C. 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

II.   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).

III.   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.**