

Course Syllabus
COUN 677G
Rehabilitation Foundation and Ethics
Summer 2024

CLASS INFORMATION

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Co-Instructor: Anne Metz, PhD, LPC

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Format: Synchronous online

Website: All course information may be accessed through Brightspace.

Link to [Schedule Office Hours](#): Other times available; email if the times available do not work for you.



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

Course Overview

I. Course Catalog Description

COUN 677G: Course Title (3 credit hours)

This course addresses legal and ethical aspects of professional counseling practice in rehabilitation settings, including risk management, federal law and public policy pertaining to disability, roles and job functions of rehabilitation counselors, and current trends.

Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G

II. Rationale

This course is designed as an orientation to rehabilitation counseling and will provide students with the opportunity to acquire information about the historical practice of rehabilitation counseling, the laws and polices that pertain to rehabilitation counseling, and the roles, contexts, and settings of rehabilitation counselors. To effectively form counseling partnerships with clients with disabilities, rehabilitation counselors must understand theories of disability and disability identity development, models of service, and interdisciplinary care approaches. A cross-disability and multicultural focus will be presented throughout, allowing opportunities for students to explore their own thoughts, feelings, and perceptions about various disability topics to cultivate attitudes conducive to a rehabilitation counseling role. The course includes a review of credentialing and licensure, current trends, rehabilitation ethics, professional organizations, and client advocacy strategies.

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 2: Professional Counseling Identity Standards F.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - a. history and philosophy of the counseling profession and its specialized practice areas
 - b. the multiple professional roles and functions of counselors across specialized practice areas
 - c. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams including i) collaboration and consultation, ii) community outreach, and iii) emergency response management
 - d. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
 - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards for specialized practice areas
 - h. legislation, regulatory processes, and government/public policy relevant to and impact on professional counseling and specialized practice areas
 - i. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
 - j. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling and specialized practice areas

2. SOCIAL AND CULTURAL DIVERSITY
 - a. theories and models of multicultural counseling, cultural and disability identity development, and social justice and advocacy
 - b. the influence of heritage, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on individuals' worldviews
 - c. the influence of heritage, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on help-seeking and coping behaviors
 - d. the influence of intersectional individual identities and social and cultural group identities on the development of worldviews
 - e. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the US and globally
 - f. the effects of stereotypes, overt and covert discrimination, power, oppression, privilege, marginalization, and violence for counselors and clients
 - g. the effects of various socio-cultural influences on mental and physical health and wellness, including public policies, social movements, and cultural values
 - h. disproportional effects of poverty and health disparities towards people with minoritized identities
 - i. principles of independence, inclusion, choice and self-empowerment, and universal access to services within and outside the counseling relationship

- j. strategies for identifying and eliminating barriers, prejudices, and process of intentional and unintentional oppression and discrimination
 - k. competencies of professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural and disability identities
3. LIFESPAN DEVELOPMENT
- e. theories of cultural and disability identity development
 - i. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
 - j. systemic, cultural and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
 - m. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
 - n. models of psychosocial adjustment to illness and disability

CACREP Section 5: Entry-Level Specialty Areas

Rehabilitation Counseling Standards (R)

- c. individual response to disability, including the role of families, communities, and other social networks
- e. strategies to enhance adjustment to disability
- f. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
- g. principles of independent living, self-determination, and informed choice
- h. rehabilitation service delivery systems, including housing, independent living, case management, educational programs, and public/proprietary vocational rehabilitation programs
- i. benefit systems used by individuals with disabilities, including but not limited to Social Security, governmental monetary assistance, workers' compensation insurance, long-term disability insurance, and veterans' benefits
- j. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- r. techniques to promote self-advocacy skills of individuals with disabilities
- s. facilitating client knowledge of and access to community and technology services and resources
- t. strategies to advocate for persons with disabilities

This course additionally addresses the following Commission on Rehabilitation Counselor Certification Knowledge Domains, in line with the CRC exam content requirements:

Professional Orientation and Ethical Practice

- Uphold professional ethical standards for rehabilitation counselors and manage risk. [C]
- Understand and apply laws and public policy affecting individuals with disabilities. [R]
- Advocate for diversity, understand, and apply appropriate services that address multicultural counseling issues. [C]

- Understand and apply appropriate rehabilitation terminology and concepts. [R]
- Understand and identify the differing professional roles, functions, and effective relationships with other providers and professionals. [C]
- Understand the credentialing issues related to the rehabilitation counseling profession and advocate for appropriate solutions. [C]
- Understand the differing organizational structures of rehabilitation counseling practice settings (e.g., public, private-for-profit, and not-for-profit service delivery systems). [R]
- Understand, synthesize, and apply knowledge of historical and philosophical foundations of rehabilitation counseling. [R]

Counseling Theories, Techniques, and Evidence-Based Practices

- Apply clinical problem-solving and critical-thinking skills. [C]
- Understand rehabilitation techniques for individuals with disabilities. [R]
- Understand individual counseling theories. [C]
- Utilize individual counseling practices, interventions, and techniques. [C]
- Apply evidence-based psychosocial/psychiatric rehabilitation interventions in rehabilitation counseling practice. [R]
- Understand theories and techniques of clinical supervision. [C]

Community Resources and Partnerships

- Understand the programs and services available for specific and underserved populations. [R]
- Understand Social Security programs, benefits, work incentives, and disincentives. [R]
- Possess knowledge of funding sources and community resources for rehabilitation services. [R]

V. Student Learning Outcomes

The programmatic student learning outcomes for this course are as follows:

1. Apply counseling ethical standards and demonstrate a strong professional counselor identity.
2. Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility
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 client's personal, career, and independent living goals in the most integrated and equitable settings, as informed by national standards.

The course competencies are as follows:

1. Recognize major historical and legislative events and public policies in rehabilitation counseling on the local, state, and federal level
2. Describe rehabilitation counselor roles, functions and context in different settings
3. Identify personal attitudes, strengths and limitations with respect to working with people with disabilities in effective counseling relationships

4. Recognize professional organizations, associations and community resources for rehabilitation counselors
5. Describe rehabilitation theories (including major theories of disability) and models of service relevant to working with people with disabilities
6. Apply the use of the DSM V and ICD to case studies
7. Apply the principles of multicultural counseling to case studies from a holistic perspective
8. Demonstrate knowledge of ethical standards and develop effective decision-making skills when facing ethical and legal dilemmas relevant to rehabilitation settings

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

This course will be taught asynchronously online. Included will be video lectures, textbook readings, supplemental readings, discussions, student reflections, and quizzes.

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 <http://gmail.com>), accessing material and submitting assignments via Blackboard (<http://blackboard.truman.edu>), word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom).

Course Content

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

Tarvydas, V. & Hartley, M.T. (2017). *The professional practice of rehabilitation counseling* (3rd ed.). Austin, TX: Pro-Ed.

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

Supplemental

Heumann, J. (2021). *Being Heumann*. Beacon Press.

Stone, J. H. (2005). *Culture and Disability: Providing Culturally Competent Services*. Thousand Oaks, CA: Sage Publishers, Inc.

Minimum Technology Requirements

Blackboard and Zoom are two programs used in this course. To determine the minimum technology requirements for these pieces of software, please see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support 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/>.

Other Supplies

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

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

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
Music Within Reflection	10	Module 2	2F1a, 2F1b, 2F1c, 2F1d, 2F1h, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2i, 2F2j, 2F3j, Rc, Re, Rf, Rg, Rh, Rt	1, 11
Disability Immersion	20	Module 4	2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2h, 2F2i, 2F2j, 2F2k, 2F3e, 2F3i, 2F3j, 2F3m, 2F3n, Rc, Rf	1, 11
Rehabilitation Counseling Research Paper	20	Module 9	2F1a, 2F1b, 2F1c, 2F1d, 2F1f, 2F1g, 2F1h, 2F1i, 2F1j, 2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2h, 2F2i, 2F2j, 2F2k, 2F3e, 2F3i, 2F3j, 2F3m, 2F3n, Rc, Re, Rf, Rg, Rh, Ri, Rj, Rr, Rs, Rt	1, 11

Detailed Descriptions

A. Music Within Reflection 10 Points

After watching the movie Music Within write a 3-5 page summary. Include at least the following: a summary of the movie, your response to the portrayal of disability, your understanding of the legal and policy advances for people with disabilities addressed in the film, and the how the movie does or does not contribute to accurate representation of disabilities in media/public awareness of disability.

B. Disability Immersion 20 Points

This project is designed to increase your knowledge of and interaction with people with disabilities. Either (a) interact with an individual or individuals with a disability for a minimum of four one-hour interactions or (b) conduct an in-depth interview or set of interviews with a person with a disability. Submit a written review of your experience with a minimum of three relevant article citations. The individual or individuals you interview should be identified by a pseudonym and must understand and consent to their inclusion in this report. If you are unable to fulfill the interview requirement with a person or persons with disabilities, meet with the instructor to consider ways to adapt the assignment.

C. Rehabilitation Counseling Research Paper 90 Points

Throughout the 10-week semester, students will write a research paper on a topic related to rehabilitation counseling. The topic must be approved by the professor. Students will submit an outline, multiple drafts, and the final paper, receiving feedback and guidance at each stage. At the end of the semester, the final research paper will be submitted to a rehabilitation counseling-focused journal for consideration for publication.

IX. Topical Outline and Tentative Schedule

Date	Topic	Readings	Assignments
Module 1: 5/28-6/2	Week 1: Overview, What is Disability? Week 2: Rehabilitation Counseling as a Specialty Practice, Scope of Practice	Ch 1, 2	Discussion Research Paper Outline Due
Module 2: 6/3-6/9	Week 3: Rehabilitation Counseling History and Credentialing Week 4: Disability Models, Policy and Law	Ch 3, 4 Ch 5, 6	Music Within Reflection Research Paper Writing

Date	Topic	Readings	Assignments
Module 3: 6/10-6/16	Week 5: Disability Culture and Disability Rights Week 6: Disability Culture and Disability Rights Continued	Ch 7, 9,	Research Paper Draft #1
Module 4: 6/17-6/23	Week 7: Counseling and Assessment Week 8: Case Conceptualization	Ch 11, 12	Disability Immersion Due Work on Revisions
Module 5: 6/24-6/30	Week 9: Career Development and Forensic Rehabilitation Week 10: Assistive Technology and Ethics	Ch 15, 16 Ch 17, 21	Research Paper Draft #2 (Revisions)
Module 6: 7/1-7/7	Week 11: Psychiatric Rehabilitation	Ch 20	Work on Revisions
Module 7: 7/8-7/14	Week 12: Disability Issues in a Global Context, Emergency Management	Ch 10	Research Paper Draft (Revisions)
Module 8: 7/15-7/21	Week 13: Rehabilitation Supervision	Ch 22	Work on Revisions
Module 9: 7/22-7/28	Week 14: Cultural Competence and Social Justice; Disability Justice and Anti-Ableism	Ch 18	Research Paper Final
Module 10: 7/29-8/2	Week 15: Final Assignment		Submission of Paper to Journal

X. Important Dates

XI. Important Dates

First day of term: 5/28/2024 Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: 5/29/24

Last day to **drop** a course without a W: 6/12/2024 Last day to **drop** a course with a W or WF: 8/2/2024

Last day to **withdraw from all** classes: 8/2/2024 Last day of term: 8/2/2023

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 participates in online discussions or activities about academic matters; or 2) initiates contact

with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. **Each class participation activity that is not completed during the assigned timeframe will result in a 2.5 point deduction on the final average.** Please contact your instructor if you need to miss.

B. Late Work

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

C. Proctoring

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

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

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to \$10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). Because this course will have *<<insert number of proctored exams you plan for>>three (3)* proctored exams, you are encouraged to choose the “course fee” model instead of the “individual test fee” model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

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

(from getproctorio.com), and show an official photo identification (ID). You can use either a valid driver's license, passport, or school ID.

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

D. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within two 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.

I. Departmental Policies

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.

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.

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.

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.

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.)

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 (2004). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

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

Minimum grade requirements

All Truman State University graduate programs, including Counseling, have minimum grade requirements related to continued enrollment, academic probation, academic suspension, and graduation. These include an expectation of an overall GPA of 3.00 or higher; the ability to retake one (1) course in which a grade of "C", "D", or "F" was earned; and all grades earned at Truman counting in GPA calculations, whether repeated or not (Please see the 2023-2024 Catalog (<http://catalog.truman.edu/content.php?catoid=24&navoid=1467>) for additional information). In addition, certain courses, including Practicum and Internship, require minimum grades in specific preceding courses.

Regardless of GPA, no more than 2 grades of “C” may count toward degree requirements. No grade below “C” may count. Please note that some states require grades of “B” or better in every class for applicants to be licensed.

(2023-2024 Catalog

http://catalog.truman.edu/preview_program.php?catoid=24&poid=4925&returnto=1450;

http://catalog.truman.edu/preview_program.php?catoid=24&poid=4821&returnto=1450)

University Policies

Attendance

The University-wide attendance policy can be viewed at

<http://policies.truman.edu/policylibrary/attendance-policy/>.

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 5/27/2024 and ending 11:59 pm Saturday 06/01/2024 **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, completions of “*Person First Language in Substance Use Treatment*” assignment.

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/>.

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/>.

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/>.

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.

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.

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

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.

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.

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.

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>.

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.

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.

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>).

Feedback

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.

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.**