Course Syllabus
COUN 693G
Teaching Methods and Practices/Classroom Management for Counselors
Summer 2024

CLASS INFORMATION
Instructor: Jana Vanderslice, Ph.D., L.P.C.-S., N.C.C.
Format: Asynchronous online
Phone: I will give this to you during the first week of class.
Email: JVander@Truman.edu (University Email) or Dr.JanaVanderslice@Gmail.com (Personal Email)
    Please use the university email address first. If it is an emergency, send an email to the Truman address and then send a text stating that you sent an emergency email to the Truman address.
Website: All course information may be accessed through Brightspace.
Office Hours: As needed. Please do not hesitate to set up a zoom appointment. I would love to help you however I can.
Zoom Virtual Office Link: Appointments available on an individual basis.

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 693G - Teaching Methods and Practices/Classroom Management for Counselors
This course is designed to provide counseling students with basic readiness for teaching and classroom management. It serves as an introduction to "what to teach and how to teach." Prerequisite: Admission to the Counseling program.

II.   Rationale
Counselors frequently engage in teaching activities, such as psychoeducation or classroom guidance. This course equips them with the fundamentals they need to engage others in the learning process with intentionality and to assess their effectiveness.

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

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

Standards addressed in this course include:
CACREP Section 2: Professional Counseling Identity Standards F.
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
    b. the multiple professional roles and functions of counselors across specialty areas, and their relationship with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
    k. strategies for personal and professional self-evaluation and implications for practice

    2. SOCIAL AND CULTURAL DIVERSITY
      a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

    3. HUMAN GROWTH AND DEVELOPMENT
      a. theories of individual and family development across the lifespan
      b. theories of learning
      e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
      f. systemic and environmental factors that affect human development, functioning, and behavior
      h. a general framework for understanding differing abilities and strategies for differentiated interventions

    7. ASSESSMENT AND TESTING
      i. use of assessments relevant to academic/educational, career, personal, and social development

    CACREP Section 5: Entry-Level Specialty Areas
    G. School Counseling Standards
    3. PRACTICE
      c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

V.   Student Learning Outcomes
The programmatic student learning outcomes are as follows:
1. Apply counseling ethical standards and demonstrate a strong professional counselor identity
2. Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility
3. Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan
4. Articulate the pervasiveness of work and identify ethical and culturally relevant strategies to equip clients for meaningful work and leisure
5. Demonstrate the ability to engage clients through established theoretical frameworks and basic skills to build culturally appropriate, strength-focused relationships grounded in client's goals
6. Incorporate ethical and culturally relevant strategies in the creation and management of groups designed to address academic, career, personal, or social/emotional concerns within various settings
7. Use ethical and culturally appropriate assessment principles to select valid, reliable instruments for identifying and/or diagnosing client career, academic, and mental health concerns and use the findings to guide work with clients
8. Apply a practitioner's perspective to both the critical consumption of professional counseling literature, with particular attention to ethical and cultural considerations, as well as to the evaluation of programs and work with individual clients
9. Provide ethical and culturally relevant prevention and intervention services in community and mental health settings through counseling, collaboration, and consultation, as appropriate (Mental Health Counseling specialization)

10. Use counseling, collaborative, and consultative relationships in school and community settings to advocate for and address clients' academic, career, personal, and social-emotional needs, as informed by national and state models (School Counseling specialization)
11. Provide rehabilitation counseling and vocational services to clients with physical, mental, developmental, cognitive, and emotional disabilities in rehabilitation and community settings to advocate for and address clients' personal, career, and independent living goals in the most integrated and equitable settings, as informed by national standards (Rehabilitation specialization)

The course competencies are based on the **Missouri Standards for the Preparation of Educators** and are follows:
1. Demonstrate an elementary knowledge of present theories of teaching/learning process in a diverse society and gain an appreciation for the diversity of children in the classroom (MoSPE 1C5; 2.3; 2C4; 2C6)
2. Learn how and why children are categorized in the classroom (MoSPE 2.1; 2.3; 2-4; 2.5)
3. Demonstrate their ability to analyze the classroom from the perspective of teachers, students, subject matter/content, and context (MoSPE Standards 1-9)
4. Work with other education students and teachers to discover the "components" of children's learning (MoSPE Standards 2-9)
5. Learn how management of the classroom and management of the curriculum are linked to empowerment of children (MoSPE Standards 1-9)
6. Observe teaching and learning in classrooms
7. Question and apply the functions and characteristics of the various models of teaching (MoSPE Standards 1 & 3)
8. Demonstrate insights gained from the readings by applying them to class discussions and observation reports (MoSPE Standards 8-9)
9. Demonstrate their ability to plan and implement curriculum via individual lessons, projects, and possible units of study with clearly stated content and behavioral objectives, well developed activities, and strong media support in the microteaching clinical laboratory (MoSPE Standards 1-4 & 6-7)
10. Analyze their place in the education of society, in the profession of teaching, and in individual classrooms (MoSPE Standards 8-9)

VI.   Instructional Methods and Minimum Technical Skills
Instructional methods for this course include:
1. Short video lectures
2. Online discussions
3. Comparing and contrasting resources
4. Open book research exams
5. Literature reviews and reading assignments
6. Individual choice research projects
7. Creating teaching resources including a classroom guidance mini-unit
8. Creating podcasts to practice teaching
9. Online research
10. Analysis of real world counseling situations
11. Self reflection of learning and performance

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 BrightSpace (http://blackboard.truman.edu), word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom).

Course Content

I.   **Required Texts, Related Readings, and Materials/Supplies**
       Required
       Arends, R. (2015). *Learning to teach* (10th ed.). McGraw-Hill.

       American Psychological Association. (2023). *Class-wide management strategies: 5-part video series*. https://www.apa.org/education-career/k12/classroom

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

       Douglas, A.C. (2021). *Meeting children where they are: The neurosequential model of therapeutics - national council for adoption (adoptioncouncil.org)*.
       Https://adoptioncouncil.org/publications/meeting-children-where-they-are-the-neurosequential-model-of-therapeutics/

       Perry, B. (2021). *Stress, trauma, and the brain: Insights for educators--Educator strategies for the cassroom - Bing video*
       Https://www.bing.com/videos/search?&q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=E6B04C51867C9CF6E929E6B04C51867C9CF6E929&view=detail&FORM=VDRVRV&ajaxhist=0

       Perry, B. (2021). *Stress, trauma, and the brain: Insights for educators--Regulating yourself and your classroom - Bing video*
       Https://www.bing.com/videos/search?&q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=F972979D10EA17416A8FF972979D10EA17416A8F&view=detail&FORM=VDRVRV&ajaxhist=0

       Perry, B. (2021). *Stress, trauma, and the brain: Insights for educators--The neurosequential model*.
       Https://www.bing.com/videos/search?q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=19B424C058B8379B7DE419B424C058B8379B7DE4&view=detail&FORM=VIRE

       Perry, B. (2021). *Stress, trauma, and the brain: Insights for educators--The power of connection - Bing video*.
       Https://www.bing.com/videos/search?&q=bruce+perry+neurosequential+model&docid=603534731518356400&mid=627F24D3A7BF535E5CC5627F24D3A7BF535E5CC5&view=detail&FORM=VDRVRV&ajaxhist=0

       Ethical Codes
       American Counseling Association. (2014, January 1). *Code of Ethics*. Retrieved from Counseling.org: https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

       American School Counselor Association. (2016, January 1). *ASCA Ethical Standards*. Retrieved from SchoolCounselor.org:
       https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

       Forester-Miller, H. &. (1996). *A Practitioner's Guide to Ethical Decision Making*. Retrieved from Counseling.org: https://www.counseling.org/docs/ethics/practitioners_guide.pdf?sfvrsn=2

Supplemental

Landreth. (2012). *Play therapy: The art of the relationship.* (3rd ed.). New York: Routledge.

McHenry, B. &. (2007). *What therapists say and why they say it: Effective therapeutic responses and techniques.* Boston: Pearson.

North, R. (2017). *Motivational interviewing for school counselors.* Author.

Perry, B. &. (2017). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing.* New York: Basic Books.

Van Der Kolk, B. (2014). *The body keeps score.* New York: Penquin.

*Other literature as approved by the professor.

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://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux. Truman's Information Technology Services also has minimum requirements found at https://its.truman.edu/docs/bringing-a-computer-to-truman/.

You will also need a webcam, microphone, and noise-cancelling headphones for your podcasts.

Virtual Private Network (VPN) and Remote Desktop Access

This course may include videos, practice exercises, or other content that requires an "on-campus" computer. Though students are welcome to physically go to the Truman campus labs to access this content, this solution is not practical for many. There are two methods to make any computer an "on-campus" one: the Truman VPN and Truman's remote desktop access.

To access the VPN, please go to https://secure.truman.edu/its-s/vpn/login2.asp?page=/its-s/vpn/index.asp. To access the remote desktop, please go to https://view.truman.edu/. Both systems use the same login and password as other Truman systems.

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

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.

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

II.　**Course Requirements and Grading**

The course grade is based on a 600 possible points. Letter grades are earned based on the percentage of points accrued.

540 - 600 points (90-100%)= A
480 - 539 points (80-89%) = B
420 - 479 points (70-79%) = C
360 - 419 points (60-69%) = D
Below 359 points (< 60%) = F

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Online Discussion & Class Participation	50	Week 1-10	2F1b, 2F2a, 2F3b, 2F3f, 2F3h, 5G3c	1, 2, 3, 4, 5, 7, 8, 9, 10
Scope and Sequence/Resource Evaluation Project	50	Week 2	2F1b, 2F3a, 5G3c	3, 9
Open Book Research Exam I	100	Week 5	2F1b, 2F3b, 2F7i	1, 2
Individual Choice Research Project	50	Week 7	5G3c	1, 3, 5, 7, 8, 10
Podcast & Feedback to Group Members	100	Week 8	2F1b, 2F1k, 2F2a, 2F3a, 2F3h, 5G3c	1, 2, 3, 6, 7, 9
Classroom Guidance Mini-Unit	150	Week 9	2F1b, 2F1k, 2F2a, 2F3a, 2F3h, 5G3c	1, 2, 3, 7, 9
Open Book Research Exam II	100	Week 10	2F1b, 2F3b, 2F7i	1, 2

Detailed Descriptions

A. **Online Discussion and Class Participation   50 points**
   Each week you will have several discussion threads regarding the assigned readings, video modules, etc. You will post your initial answers by Wednesday midnight. You will then respond to at least two postings of other students by Sunday midnight. Thinking, learning, writing, and responding on these discussion threads will be one of the best parts of this class! You will be able to get to know your classmates, learn from each other, and develop your professional thinking skills as a counselor. Appropriate, kind behavior is expected in each posting. I may or may not respond to your postings each week. This does not indicate any type of evaluation or grade for your postings. NOTE: This is ONE GRADE for the entire semester. You will NOT BE GRADED EVERY WEEK!

B. **Scope and Sequence/Resource Evaluation Project   50 points**
   Use the provided "Scope and Sequence Resource Evaluation" worksheet to compare at least two published programs pertaining to a particular counseling-related subject. ***This should be the topic you are focusing on for your mini-unit curriculum project (e.g., tobacco awareness, bullying, character development, etc.). Outline what is in the curriculum program (scope). Note briefly, how and in what order the topics are presented (the sequence). Other categories are listed in the table on the worksheet. The worksheet is posted on BrightSpace. DO NOT WRITE A PAPER FOR THIS ASSIGNMENT!

C. **Open Book Research Exams I and II   100 points each**
   We will have two Open Book Research Exams this semester. These exams will cover the weekly readings in the textbook, the video modules, handouts, and powerpoints assigned for each week. Anything we have covered is fair game for these exams. The exams are cumulative, which is to say that the second exam will cover material included on the first exam. If you keep up with the weekly readings, video modules, etc. you will do great on these exams!

D. Individual Choice Research Projects   50 points

Choose one of the following research projects to complete:

- Watch a 30 minute classroom guidance lesson either in person or online. Write a one to two page reflection paper regarding what you observed and learned. Use APA format.
- Interview a teacher or school counselor regarding their classroom management. Write a one to two page reflection paper regarding what you learned and what you want to integrate into your own classroom management. Use APA format.
- Read and write a one paragraph review for five different children's books that could be used in classroom guidance, small groups, or with individuals. Be sure and include how you would use the book. Cite the book using an APA reference format.
- Read two chapters in one of the books listed below and write a one to two page reflections paper on how the information can be transferred to your teaching skills and/or in classroom management. If you have another book you would like to use, please email a book proposal to the professor to have the book approved. Use APA format.
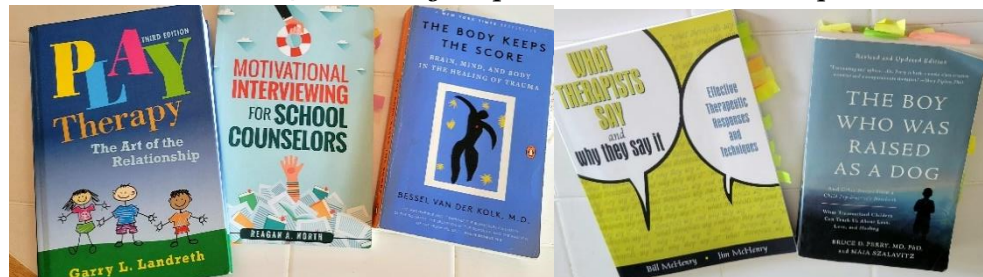
    Books You Can Use:

    Landreth. (2012). *Play therapy: The art of the relationship.* (3rd ed.). New York: Routledge.

    McHenry, B. &. (2007). *What therapists say and why they say it: Effective therapeutic responses and techniques.* Boston: Pearson.

    North, R. (2017). *Motivational interviewing for school counselors.* Author.

    Perry, B. &. (2017). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing.* New York: Basic Books.

    Van Der Kolk, B. (2014). *The body keeps score.* New York: Penquin.

- What ideas do you have? What questions would you like to pursue as an extra credit project? You may propose an extra credit project via email. I will consider the idea and respond to you. Do not start the extra credit project until you have approval. *NOTE- the proposal is not the extra credit project. The completed project will be the source of the extra credit.

E. Podcast   100 points

You will create a 5-7 minute podcast video over the topic you are using for your mini-unit. The podcast should be appropriate for the grade levels you are targeting in your mini-unit. Be sure and use an effective background, at least one visual aide, one inclusion of background music/sound effects, etc. Develop your podcast with an introduction, teaching content, and conclusion. (This is basically a short teaching video that you can use in many ways.) The podcast can be incorporated into your mini-unit as part of a lesson plan. You can also include it in your electronic counseling portfolio for an interview. More detailed directions will be included in the Podcast Handout located on BrightSpace.

You will be put in a small group of 3-4 students to view each other's podcasts and to give feedback to the other students. This is your chance to practice teaching and giving feedback. More specific directions will be given on a handout on BrightSpace.

F. Classroom Guidance Mini-Unit   150 points
This is the course's signature assignment. Create a week-long mini-curriculum with a minimum of five lesson plans related to an area of personal or professional interest. Please choose a relevant topic that you might teach in your clinical placement. Since you will have PK-12 certification, you are free to select an appropriate subject or grade level lesson of your choice. Use the "Classroom Guidance Mini-Unit Worksheet" to write your unit. The worksheet is located on BrightSpace. DO NOT WRITE A PAPER FOR THIS ASSIGNMENT!!! You may choose to use the Madeline Hunter lesson plan format, 5E's lesson plan format, or the ASCA lesson plan format.

G. Extra Credit   25 points each
The online open book research exams will be challenging. You may do the following extra credit project to improve your class grade. The extra credit project will be due by week 10. For extra credit, watch and/or attend an in person or virtual one hour workshop or conference centered on any topic covered in this class. Write a one to two page reflection paper regarding what you learned and what you want to integrate into your own classroom guidance and/or classroom management. Use APA format.

OR What ideas do you have? What questions would you like to pursue as an extra credit project? You may propose an extra credit project via email. I will consider the idea and respond to you. Do not start the extra credit project until you have approval. *NOTE- the proposal is not the extra credit project. The completed project will be the source of the extra credit.

Topical Outline and Tentative Schedule

Date	Scheduled Topic	Readings Due	Projects Due
Week 1 5-28	• Introduction • Syllabus and Overview • Teaching	• ARRENDS CH. 3 • Lesson Plan Format Handouts	• Discussion Boards (DUE BY SATURDAY TO VERIFY ATTENDANCE) • INFO SHEET
Week 2 6-2	• Presenting and Explaining • Instruction	• ARRENDS CH. 7-8 • APA Module 1: Introduction and Class-wide Management Strategies (Online Video)	• Discussion Boards • SCOPE & SEQUENCE/RESOURCE EVALUATION
Week 3 6-9	• Concept and Inquiry-based Teaching	• ARRENDS CH. 9 • APA Module 2: The Multi-Tiered System of Supports (MTSS) (Online Video)	• Discussion Boards
Week 4 6-16	• Cooperative Learning/Lesson Plan Critique • PBL	• ARRENDS CH. 10-11 • APA Module 3: Functional Behavioral Assessment (Online Video)	• Discussion Boards
Week 5 6-23	• Classroom Discussion • Differentiation in Instruction • Motivation	• ARRENDS CH. 12, 4 • APA Module 4: Dealing with Challenging Behavior (Online Video)	• Discussion Boards • EXAM I
Week 6 6-30	• Classroom Management Fundamentals • Differentiation in Classroom Management	• ARRENDS CH. 5, 2 • APA Module 5: Classroom Management and Student Engagement in the Era of COVID-19 (Online Video)	• Discussion Boards
Week 7 7-7	• Exceptionality in Learning and Classroom Management • Connecting Counseling Approaches, Learning, and Classroom Management	• Bruce Perry Online Videos • Douglas Neurosequential Journal Article	• Discussion Boards • INDIVIDUAL CHOICE RESEARCH PROJECT
Week 8 7-14	• Evaluation and Assessment	• ARRENDS CH. 6	• Discussion Boards • PODCAST
Week 9 7-21	• Connecting the Models • School Leadership and Collaboration	• ARRENDS CH. 13-14;	• Discussion Boards • CLASSROOM GUIDANCE MINI-UNIT
Week 10 7-28	• Classroom Management Fundamentals, Round 2 • Foundations of Teaching	• ARRENDS CH. 1	• Discussion Boards • EXAM II (due by 8-2) • EXTRA CREDIT (due by 8-2)

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

III.   Important Dates
   First day of term: May 28
   Drop dates:
      Last day to **drop** <u>without</u> $50 Add/Drop Fee: May 29
      Last day to **drop** a course <u>without</u> a W: June 12
      Last day to **drop** a course with a W or WF: August 2
   Last day to **withdraw from all** classes: August 2
   Last day of term: August 2
   *Please double check these dates on the Truman website.

Policies

I.   Course Policies

A. Attendance
   Participation is required each week. If you have an emergency or need extra time please notify me as soon as possible. See "Online Discussion and Class Participation" in the Course Content section for specific requirements. Please also see the departmental attendance policy that follows.

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. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

C. Proctoring
   (We will not have any proctored exams.) 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). 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 general circumstances, I will respond to emails and phone calls within 24 to 48 hours during the work week. When sending email or leaving phone message it is important to identify your name, course, and best contact information. Keep in mind if there is a question about an upcoming assignment, emails and/or phone calls should be made with the response time in mind. Major assignments typically take two weeks.

II. Departmental Policies

A. Student Diversity and Confidentiality

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

B. Attendance

Please contact me if you have any problems or need to miss class for any reason. I am happy to work with you to make sure you are able to meet the requirements to succeed in this class. 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.

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.

AI is not to be used for any assignment, research project, or discussion posting. You will only be cheating yourself if you do not stretch yourself to study and learn the information covered in this class.

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 (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 2021-2022 Catalog (http://catalog.truman.edu/content.php?catoid=20&navoid=1200) 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.
2021-2022 Catalog
http://catalog.truman.edu/preview_program.php?catoid=20&poid=3884&returnto=1183;
http://catalog.truman.edu/preview_program.php?catoid=20&poid=3780&returnto=1183)

III. University Policies

A. Attendance
The University-wide attendance policy can be viewed at http://policies.truman.edu/policylibrary/attendance-policy/.

B. Substantive Engagement
Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Tuesday, May 28, 2024, and ending 11:59 pm Saturday, June 1, 2024. **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, posting in the week's online discussion and turning in your "Info Sheet".

C. Emergency Procedures
In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF at this link: http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf.

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings, available at the QR code shown or at the following link: http://police.truman.edu/emergency-procedures/academic-buildings/.

This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/.

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

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

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

For more information on discrimination or Title IX, or to file a complaint, contact:
> **Ryan Nely**
> Institutional Compliance Officer, Title IX and Section 504 Coordinator
> Office of Institutional Compliance
> Violette Hall, Room 1308
> 100 E. Normal Ave.
> Kirksville, MO 63501
> Phone: (660) 785-4354
> titleix@truman.edu

The institution's complaint procedure can be viewed at http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf, and the complaint form is accessible at http://titleix.truman.edu/make-a-report/.

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

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

F. **Academic Honesty**
   Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies (http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty)"

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

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

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

Learner Support and Feedback to the University

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

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

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

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

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

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

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

F. **Additional Resources for Students**
A list of additional resources is available at https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/.

Information on the Counseling program can be accessed via the {*Department Website*} or the University Catalog (http://catalog.truman.edu).

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

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

Chair of Counseling: Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Dean of Health Sciences and Education: Dr. Lance Ratcliff
Violette Hall 2300
660.785.4383
lratcliff@truman.edu

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