

Course Syllabus
COUN679G.01
Psychosocial and Family Aspects of
Disability
Fall 2024

CLASS INFORMATION

Instructor: Sandra Garza Ochoa, PhD, CSC, LPC, BCBA

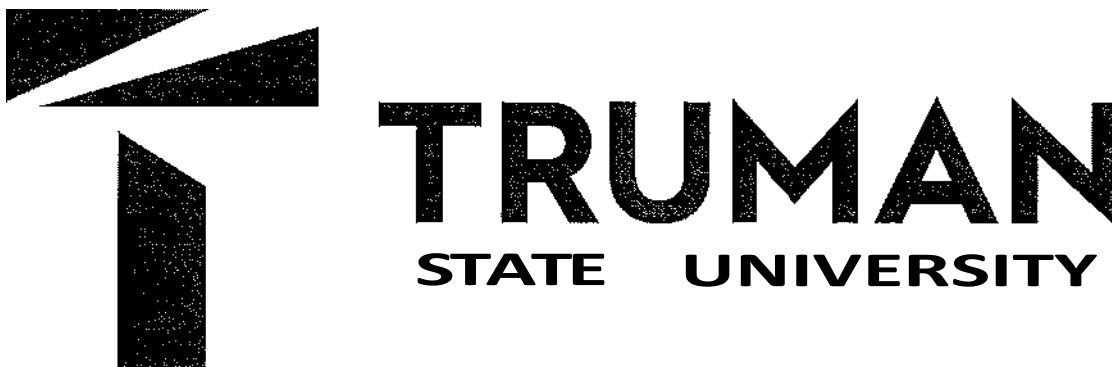
Format: Asynchronous

Phone: (956)-903-8453

Email: sochoa@truman.edu {Email is my preferred method of communication}

Website: All course information may be accessed through [Brightspace](#).

Office Hours: Monday and Friday: 7AM – 8AM, 12PM - 1PM Scheduled with Dr. Ochoa. Other times available by appointment.



**School of Business and Professional Studies Mission
Statement**

The School of Business and Professional Studies utilizes high-impact learning experiences, professionally-defined bodies of knowledge, and the integration of theory and practice to empower student success and facilitate an exemplary liberal arts and sciences education.

Graduate Program Objectives

Truman's Graduate Program Objectives are:

1. To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
2. To graduate master's degree 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 679G: Psychosocial and Family Aspects of Disability (3 credit hours)

This course explores social, psychological, and cultural impacts of disability on individuals, families, and society; individual and family adjustment to disability; and techniques for working with individuals, couples, and families from systems perspectives.

Prerequisite: Grade of "B" or better in COUN 677G

This course fulfills the requirements for *COUN 677G* on the applicable counseling degree plan.

II. Rationale

To most effectively work with clients in a respectful and culturally competent way, rehabilitation counselors must have an awareness of the psychosocial implications of disability on interpersonal dynamics, community and social networks, and family systems. Accurate representation of disability in society is lacking, so this course invites students to immerse themselves in disability culture and to examine bias that might limit their effectiveness in rehabilitation settings.

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 [Ch ttps://consumerinformation.truman.edu/stateauthorization/](https://consumerinformation.truman.edu/stateauthorization/) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

2. SOCIAL AND CULTURAL DIVERSITY

- a. 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
- 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

3. LIFESPAN DEVELOPMENT

- a. theories of individual and family development across the lifespan
- 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*
- d. impact of disability on sexuality*
- 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*
- l. role of family, social networks, and community in the provision of services for and treatment of people with disabilities*
- r. techniques to promote self-advocacy skills of individuals with disabilities*
- 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:

Group and Family Counseling

- Understand family counseling theories. [CJ]
- Incorporate family counseling practices and interventions. [CJ]

Medical and Psychosocial Aspects of Chronic Illness and Disability

- Evaluate the psychosocial and cultural impact of disability. [R]
- Address environmental and attitudinal barriers for individuals with disabilities. [R]

V. Student Learning Outcomes

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

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. Understand models of disability, particularly those that may lead to increased stigma and vulnerability among those with disabilities
2. Discuss the concepts of disability culture, ableism, and disability justice and the role of the disability rights and independent living movement on advancing human rights for people with disabilities
3. Recognize approaches to disability language and appropriate situations in which to alter language to reflect the self-determination of disability sub-communities
4. Describe theories of family development and approaches to working with family systems, and how the presence of disability may alter these dynamics
5. Classify the social issues and environmental dimensions of disability
6. Apply a systems perspective to understanding and evaluating the process of disability adjustment and disability identity development
7. Apply appropriate ethical standards to psychosocial issues in the practice of rehabilitation counseling
8. Apply advocacy skills in addressing unmet needs of the disability community

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*

Marini, I., & Stebnicki, M.A. (Eds.). (2012). *The psychological and social impact of illness and disability* (6th ed.). Springer Publishing Company.

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

Supplemental

Smart, J. (2011). *Disability Across the Developmental Life Span: For the Rehabilitation Counselor*. Austin, TX: Pro-Ed Publications.

Wong, A. (2020). *Disability visibility: First-person stories from the twenty-first century*. Crown Books for Young Readers.

Leduc, Amanda. (2020). *Disfigured: On fairy tales, disability, and making space*. Coach House Books.

Minimum Technology Requirements

Brightspace and Zoom are two programs used in this course. To determine the minimum technology requirements for these pieces of software, please see <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements> and https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KB0060748, , respectively. Truman's Information Technology Services also has minimum requirements found at <https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

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://truman.bncollege.com>

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

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

VIII. Course Requirements and Grading

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

90 - 100 points ⇒ A

80 - 89 points ⇒ B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

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

Assignment Summary Chart (TBD)

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Discussions	15	Weekly	2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2i, 2F2j, 2F3a, 2F3e, 2F3i, 2F3j, 2F3m, 2F3n, R.c, R.d, R.e, R.f, R.g, R.l, R.r, R.t	11
Crip Camp Review	10	Week 3	2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2i, 2F2j, R.c, R.d, R.e, R.f, R.g, R.l, R.t	11
Representation Assignment	15	Week 6	2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2i, 2F2j, 2F3a, 2F3e, 2F3i, 2F3j, 2F3m, 2F3n, R.c, R.d, R.e, R.f, R.g, R.l, R.r, R.t	11
Advocacy Project	15	Week 7 (Plan), Week 9	2F2a, 2F2j, R.f, R.g, R.t	11
Disabled Voices Project	20	Week 12	2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2i, 2F2j, 2F3a, 2F3e, 2F3i, 2F3j, 2F3m, 2F3n, R.c, R.d, R.e, R.f, R.g, R.l, R.r, R.t	11
Impact and Disability Adaptation/Identity Paper	25	Week 15	2F2a, 2F2b, 2F2c, 2F2d, 2F2e, 2F2f, 2F2g, 2F2i, 2F2j, 2F3a, 2F3e, 2F3i, 2F3j, 2F3m, 2F3n, R.c, R.d, R.e, R.f, R.g, R.l, R.r, R.t	11

Detailed Descriptions**A. Discussions 15 Points**

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Blackboard. You will be required to post your own response to the discussion prompt and to respond meaningfully to at least one of your peers.

All original responses to the discussion topic for the week will be due on Friday by 11:59 p.m. Central Time, and responses to peers must be completed by the same Sunday at 11:59 p.m. Central Time (with your quiz and any other assignments for the week).

Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for:

- Timely contributions
- Correct English usage, grammar, and spelling
- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas

- Citing relevant resources to validate points
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

B. Crip Camp Review 10 Points

After watching the movie Crip Camp, write a 3-5 page reflection. Include at least the following:

- 1) Your impressions of the film: what stood out to you? Were there portrayals of disability that surprised you?
- 2) The historical and policy events covered, and how they were impacted by the disabled people interviewed.
- 3) Why was Camp Jened important? How might the disability rights movement of the 70s and 80s been different without Camp Jened?
- 4) What might fill the place of Camp Jened now? How does this impact the disability rights movement currently?
- 5) What was the impact of this film on you as a future rehabilitation counselor?

C. Representation Assignment 15 Points

Choose a movie or TV show with one or more characters who have disabilities. In 3-5 pages, answer the following questions about your chosen media representation of disability:

- 1) What is the basic story line and who are the essential characters, what role does (do) the characters play. (This should be brief)
- 2) Evaluating the character with a disability, is the portrayal positive or negative? Does the representation of this character fit an identified trope regarding disability?
- 3) What main attitudes about disability does the movie or show convey? (consider plot and dialogue but also technical aspects of the film)
- 4) Considering the requirements of the Bechdel test (that two named women talk to each other about something other than a man), what is your assessment of the work's representation through a similar approach focused on disability
- 5) Is the portrayal in this movie/show similar to others you have seen? If not, what do you think a more common representation of disability is? What specific impacts can you imagine this type of representation would have, whether positive or negative?

D. Advocacy Project 15 Points

Choose an issue that could impact the psychosocial well-being of the disability community (or those with a specific disability). Develop an advocacy plan by outlining the following:

- 1) How does the disability impact development over the lifespan, interpersonal relationships, and environmental interactions?
- 2) What impact is likely on family interactions and planning?
- 3) What personal (identity), clinical (diagnostic and services), and legal (SSA/RSA/others) factors are relevant?
- 4) What vocational, educational and similar barriers are expected?

- 5) How is the disability likely to inform assistive technology and biopsychosocial assessment?
- 6) What cultural factors and intersections of identity are likely to influence care, access to services, or wellness outcomes

After outlining the above areas, you will have a chance to work with your peers and instructor to identify an opportunity for advocacy related to the population you chose (Week 7). For the final submission in Week 9 both the plan and the product of your advocacy project will be submitted.

E. Disabled Voices Project 20 Points

From the list provided (or contact the instructor with your own ideas), engage with the art, music, creative writing, or first person accounts of the disability community. Create a brief PowerPoint or creative presentation (5-10 minutes) showcasing the original work and describing key elements of its purpose and potential impact on the disabled and able-bodied audiences.

**Please adhere to the chosen language and expressed norms and preferences of your artist/subgroup- this may mean not using person-first language. If you have questions regarding culturally sensitive discussion of your selection, see the instructor.*

F. Impact and Disability Adaptation/Identity Paper 25 Points

Using the materials on Blackboard, revisit the case of Jodi from COUN677 and the new additions to the case information. Revise your Biopsychosocial and treatment evaluation to include information gained in this course, and add the sections on disability adaptation and disability identity with references as required in the updated template.

IX. Topical Outline and Tentative Schedule (TBD)

Date	Topic	Readings	Assignments
Week1	Introduction, Overview		Discussion
Week2	Historical Review	M&S Ch 1, 2, 3	Discussion
Week3	Models and Attitudes Review	M&S Ch 4, 5	Discussion Crip Camp Review
Week4	Psychosocial Adaptation to Disability; Representation	M&S Ch 6, Blackboard Readings	Discussion
Week5	Theories of Adjustment, Adaptation, and Identity Development	M&S Ch 7, Blackboard Readings	Discussion
Week6	Disparities, Special Topics, and Quality of Life	M&S Ch 8, 9, 11, Blackboard Readings	Discussion Representation Assignment
Week7	Family Issues Part 1: Adaptation, Relationships, Parent Experiences	M&S Ch 12, 13; T&H Ch 8, Blackboard Readings	Discussion Advocacy Plan Review with Class
Week8	Family Issues Part 2: Counseling Families, Family Theories, and Caregiving	M&S Ch 14, 15, 16, Blackboard Readings	Discussion
Week9	Military Families and Individuals	M&S Ch 18, 28	Discussion

Date	Topic	Readings	Assignments
			Advocacy Project
Week10	Substance Use Disorders and Religion and Disability	M&S Ch 17, 20	Discussion
Week11	Disability Culture	Blackboard Readings	Discussion
Week12	Assistive Technology and Psychosocial Impacts	M&S Ch19, Blackboard Readings	Discussion Disabled Voices Project
Week13	Chronic Illness and Aging	M&S Ch 22, 27	Discussion
Week14	Classifying Disability: The ICF; Empathy Resiliency	M&S Ch 23, 25	Discussion
Week15	Social Justice and Disability	M&S Ch29, Blackboard Readings	Impact and Disability Adaptation/Identity Paper

X. Important Dates

First day of term: August 19, 2024

Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: August

23, 2024 Last day to **drop** a course without a W:

September 12, 2024 Last day to **drop** a course with a

W or WF: December 6, 2024 Last day to **withdraw**

from all classes: December 6, 2024.

Last day of term: December 6, 2024

*Students are responsible to confirm these dates with registrar's office.

Policies

XI. Course Policies

A Attendance

Regular attendance and participation is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual

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

B LateWork

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

{Please customize the number of proctored activities to meet the requirements of the course.}

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 within two business days of receiving them. If calling by phone, please be sure to leave a message with a phone number.

E. Use of Generative Artificial Intelligence

The use of generative AI tools, such as ChatGPT or Microsoft Copilot, will be permitted on specific learning activities or assignments in this course, as the instructor specifies as appropriate. Students using generative AI must clearly report the specific use, including the model, platform, and prompts, as well as use appropriate citations. Assignments and learning activities in which AI use is not permitted must be produced without the assistance of generative AI. A student who does not cite their GenAI usage will be considered to have committed academic dishonesty and will be subject to the consequences outlined in the syllabus and/or university policies. When in doubt, a student is expected to ask the instructor about the policy on a particular assignment.

XII. Counseling Program Policies

A. Student Diversity and Confidentiality

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

B. Attendance

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

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

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

C. Netiquette, Civil Dialog, and Professional Communication

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

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

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

D. Academic Honesty

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

E. Informed Consent Statement for Counseling Courses

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

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

- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
- Students are expected to adhere to the American Counseling Association's Code of Ethics (2014) in classwork and interactions with clients, classmates, colleagues, supervisors, and faculty.

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

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

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

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

Evaluating student fitness and performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such

judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (2014). Students are formally evaluated at least annually by the program faculty.

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

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

All Truman State University graduate programs, including Counseling, have minimum grade requirements related to continued enrollment, academic probation, academic suspension, and graduation. These include an expectation of an overall GPA of 3.00 or higher; the ability to retake one (1) course in which a grade of "C", "D", or "F" was earned; and all grades earned at Truman counting in GPA calculations, whether repeated or not (Please see the 2024-2025 Catalog (<http://catalog.truman.edu/content.php?catoid=25&navoid=1526>) for additional information). In addition, certain courses, including Practicum and Internship, require minimum grades in specific preceding courses.

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

(2024-2025 Catalog

http://catalog.truman.edu/preview_program.php?catoid=25&poid=5203&returnto=1509;

http://catalog.truman.edu/preview_program.php?catoid=25&poid=5237&returnto=1509;

http://catalog.truman.edu/preview_program.php?catoid=25&poid=5099&returnto=1509)

XIII. University Policies

A. Attendance

The University-wide attendance policy can be viewed at

http://catalog.truman.edu/content.php?catoid=25&navoid=1518#Attendance_Policy

B. Substantive Engagement

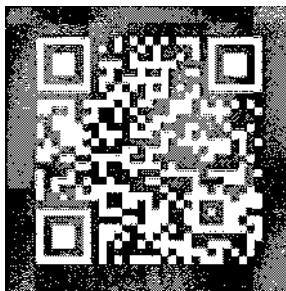
COUN 679G: Psychosocial Aspects of Disability

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday {Insert date} and ending 11:59 pm Saturday {Insert date}. **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum.

C. Emergency Procedures

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

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



This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <https://youtu.be/k3TpzmchDz4> (formerly <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>).

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

D. Discrimination and Title IX

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity, and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment,

admissions, and educational programs and activities. Faculty and staff are considered "mandated reporters" and therefore are required to report potential violations of the University's Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sexual harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. The Title IX Coordinator is here to help. This is a collaborative process that seeks to empower reporting parties so that they may safely and comfortably access the University and its programs and activities. Many common questions and concerns regarding the reporting process are addressed here: <https://titleix.truman.edu/frequently-asked-questions/>

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

RyanNely

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

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

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

E. FERPA

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

F. Academic Honesty

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies (http://catalog.truman.edu/content.php?catoid=25&navoid=1518#Academic_Dishonesty)

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

G. TurnItIn

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

H. Statement on Disruptive Behavior

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

Learner Support and Feedback to the University

XIV. Resources

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

A. Center for Academic Excellence

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

B. Counseling Services

Counseling Services are available on campus at McKinney Center or online. Appointments may be scheduled by calling (660) 785-4014 or contacting ucs@cmfcares.com. An after-hours crisis line is also available at 660-665-5621.

C. IT Help Desk

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

D. 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>).

XV. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

Various offices that provide services to online students are identified at <https://online.truman.edu/truman-online/student-services/> or online.truman.edu. Should you need to consult with administrators that oversee this program and course, here is the contact information for those individuals:

:

Chair of Counseling:

Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Dean of Business and Professional Studies:

Dr. Rashmi Prasad
Violette Hall 2300
660.785.4346
rprasad@truman.edu

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