

**Course Syllabus**  
**COUN 656G**  
**Counseling Skills**  
**Spring 2025**

**CLASS INFORMATION**

**Instructor:** Caitlyn Ybarra, Ph.D., LPC-S (VA), NCC, LPC (MO), BC-TMH

**Format:** *Synchronous Zoom Wednesdays 7pm – 9pm Central Time; Asynchronous components*

**Phone:** (660) 785-4233

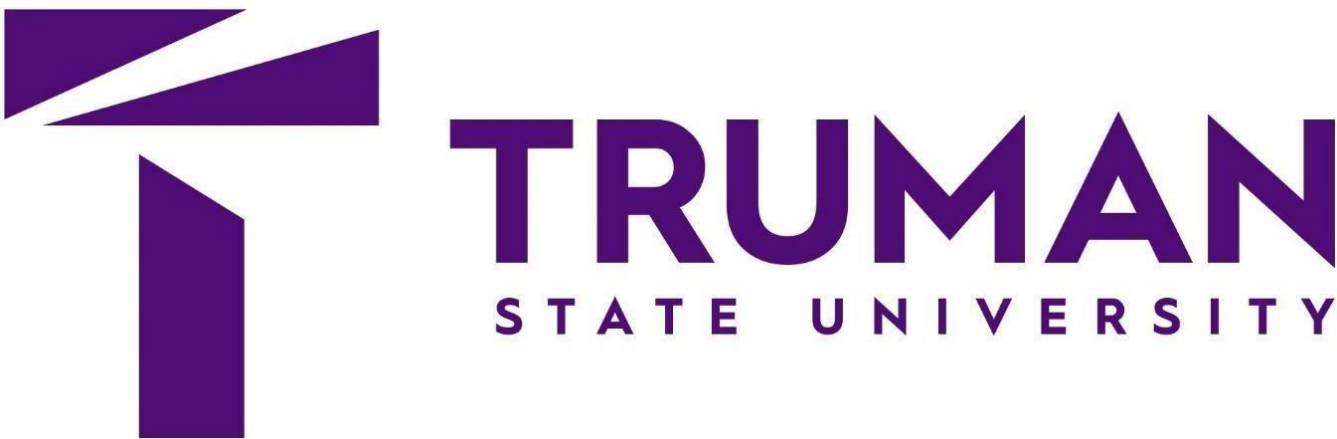
**Email:** cybarra@truman.edu \*preferred contact method

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

**Office Hours:** Monday 8am to 2pm and Tuesday 11am to 3pm *Central Time*

*By appointment: To schedule, visit [Book time with Ybarra, Caitlyn](#)*

**Office Location:** Microsoft Teams



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

(in progress)

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

## Course Overview

### I. Course Catalog Description

#### **COUN 656G: Counseling Skills (3 credit hours)**

This class focuses upon the development of applied micro counseling skills and advanced counseling skills used in school or clinical mental health settings. Prerequisite: Admission to the Counseling program.

This course fulfills the requirements for COUN 656G on the applicable counseling degree plan.

### II. Rationale

This class provides an overview of counseling theories, research, and applications as it applies to basic interviewing techniques and skills for beginning counselors in training. The focus of the course is to help students develop counseling skills and to learn how to become a reflective practitioner.

### III. Credit Hour Statement

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

### IV. Proficiencies for Counselors

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

Standards addressed in this course include:

*CACREP Section 2: Professional Counseling Identity Standards F.*

#### 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- d. the role and process of the professional counselor advocating on behalf of the profession.
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

### 3. HUMAN GROWTH AND DEVELOPMENT

- h. a general framework for understanding differing abilities and strategies for differentiated interventions.

### 5. COUNSELING AND HELPING RELATIONSHIPS

- f. counselor characteristics and behaviors that influence the counseling process
  - g. essential interviewing, counseling, and case conceptualization skills
  - h. developmentally relevant counseling treatment or intervention plans.
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources.
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling.

### *CACREP Section 5: Entry-Level Specialty Areas*

#### *C. Clinical Mental Health Counseling Standards*

##### 2. CONTEXTUAL DIMENSIONS

- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

##### 3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues

#### *G. School Counseling Standards*

##### 2. CONTEXTUAL DIMENSIONS

- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- g. characteristics, risk factors, and warning signs of students at risk for mental

- health and behavioral disorders
- n. legal and ethical considerations specific to school counseling

### 3. PRACTICE

- d. interventions to promote academic development.
- f. techniques of personal/social counseling in school settings

## V. Student Learning Outcomes

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

1. Apply counseling ethical standards and demonstrate a strong professional counselor identity
2. Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility
3. Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan
4. Articulate the pervasiveness of work and identify ethical and culturally relevant strategies to equip clients for meaningful work and leisure
5. Demonstrate the ability to engage clients through established theoretical frameworks and basic skills to build culturally appropriate, strength-focused relationships grounded in client's goals
6. Incorporate ethical and culturally relevant strategies in the creation and management of groups designed to address academic, career, personal, or social/emotional concerns within various settings
7. Use ethical and culturally appropriate assessment principles to select valid, reliable instruments for identifying and/or diagnosing client career, academic, and mental health concerns and use the findings to guide work with clients
8. Apply a practitioner's perspective to both the critical consumption of professional counseling literature, with particular attention to ethical and cultural considerations, as well as to the evaluation of programs and work with individual clients
9. Provide ethical and culturally relevant prevention and intervention services in community and mental health settings through counseling, collaboration, and consultation, as appropriate (Mental Health Counseling specialization)
10. Use counseling, collaborative, and consultative relationships in school and community settings to advocate for and address clients' academic, career, personal, and social-emotional needs, as informed by national and state models (School Counseling specialization)
11. Provide rehabilitation counseling and vocational services to clients with physical, mental, developmental, cognitive, and emotional disabilities in rehabilitation and community settings to advocate for and address clients' personal, career, and independent living goals in the most integrated and equitable settings, as informed by national standards (Rehabilitation specialization)

This course will specifically focus on SLOs 5, 8 and 10.

The course competencies are as follows:

1. The student will develop and understand the fundamentals of counseling.

2. The student will develop and demonstrate basic counseling, interviewing, and attending skills.
3. The student will articulate the meaning of reflective practice and its application to their own counseling identities.
4. The student will identify the behaviors and knowledge that support an orientation to wellness and prevention for their clients.
5. The student will demonstrate and apply skills for conceptualizing client concerns.

## **VI. Instructional Methods and Minimum Technical Skills**

Instructional methods for this course include:

- Lecture
- Textbook readings
- Supplemental readings
- Discussions/Small groups
- Partner work
- Structured individual feedback, real-time (mock supervision)
- Student reflections

Certain minimum technical skills are required for students in a fully online program. These include accessing and navigating TruView (<https://truview.truman.edu>), proficiency with university email (accessed through TruView or <https://outlook.office.com/mail/>), accessing material and submitting assignments via Brightspace (<http://learn.truman.edu>), word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom).

### **Course Content**

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

Young, M. E. (2024). Learning the art of helping: Building blocks and techniques (8th ed.). Pearson.

Yalom, I. (2017). Gift of Therapy (1st ed.). Harper Perennial.

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

Other assigned readings posted in Brightspace.

### **Supplemental {optional}**

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

American School Counselor Association. (2016). ASCA ethical standards for school counselors. Author.

### ***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](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/>.

### ***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.

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

- reliable internet access
- noise cancelling headphones.
- microphone
- webcam
- laptop or personal computer with Microsoft Word and Brightspace-compatible browser (e.g., Chrome, Firefox, Edge)

***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

**Assignment Summary Chart**

Assignment	Percent of Total Grade	Due Date	CACREP Standards Addressed	SLO Addressed
Quizzes	10%	Weekly	2F1d, 2F1i, 2F1j, 2F1k, 2F1l, 2F1m, 2F3h, 2F5f, 2F5i, 2F5j, 2F5k, 2F5l, 2F5m, 2F5n, 5C2l, 2C2m, 5C3a, 5C3b, 5G2b, 5G2g, 5G2n, 5G3d, 5G3f	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Classroom Practice/Participation	20%	Weekly	2F1d, 2F1i, 2F1j, 2F1k, 2F1l, 2F1m, 2F3h, 2F5f, 2F5i, 2F5j, 2F5k, 2F5l, 2F5m, 2F5n, 5C2l, 2C2m, 5C3a, 5C3b, 5G2b, 5G2g, 5G2n, 5G3d, 5G3f	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Journals	10%	Weekly	2F1d, 2F1i, 2F1j, 2F1k, 2F1l, 2F1m, 2F3h, 2F5f, 2F5i, 2F5j, 2F5k, 2F5l, 2F5m, 2F5n, 5C2l, 2C2m, 5C3a, 5C3b, 5G2b, 5G2g, 5G2n, 5G3d, 5G3f	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Broaching Activity	10%	Week 10	2F5f, 2F5g, 2F1k	1, 2, 3, 5, 9
Partner Roleplays and Mock Supervision Experience (Baseline; Skills I; Skills II)	40%	Week 3; Week 8; Week 12	2F1k, 2F1l, 2F1m, 2F5g, 5C2l, 5C2m, 5C3a, 5C3b, 5G3d, 5G3f	1, 2, 3, 5, 9, 10
Final Reflection Paper	10%	Week 15	2F1k, 2F5f, 2F5h, 2F5g	1, 2, 5, 9, 10

**Detailed Descriptions****A. MyLab Activities**

10%

Each week you will be expected to complete readings in both your Young textbook, as well as your Yalom book. Some weeks may have additional readings or substitute readings that can be found in Brightspace. In addition, you will complete the assigned MyLab activities through BrightSpace. All these materials are due by Sunday following the module release date at 11:59 p.m. Unless otherwise stated, modules will release by 12:00 a.m. on Mondays. Each week there will be a “weekly checklist” page in the folder for that week on Brightspace that will outline the assignments for that week in detail to assist you.

**B. Classroom Practice/Participation**

20%

Active participation in this synchronous class will be assessed based on your weekly

attendance, consistent engagement during live sessions, including thoughtful contributions to in-class discussions, responding to prompts and questions, actively listening to peers, demonstrating preparedness by coming to class with relevant readings and materials reviewed, and participating in our mock demonstrations. In-class demonstrations may be with your assigned partner, or with the professor. Please also become familiar with the university and departmental attendance requirements for online learning.

C. Weekly Journals

10%

Each week, there will be a weekly journal due in the course. A prompt will be available in the weekly checklist page on Brightspace. These journals are designed to stimulate your thinking or involve you in an experience or observation.

The journals are also extremely important for me to keep in touch with you and your progress. You will be developing your skills as a reflective practitioner, but I also welcome you to provide comments or ask questions in this medium.

These journals are graded as complete/incomplete.

D. Broaching Activity

10%

The broaching activity will replace the Week 10 journal. Materials will be available on Brightspace.

E. Partner Roleplays and Mock Supervision Experience

40%

There will be 3 roleplay-counseling sessions (Baseline, Skills I, and Skills II). Students will record these sessions with an assigned partner, and then the week after the session is recorded will meet with the instructor for an approximately half hour meeting for individualized feedback and supervision. Students must demonstrate appropriate skill acquisition prior to moving on to the next recorded counseling session. Thus, the Instructor holds the right to request of any student that 1) additional counseling sessions be recorded, and/or 2) extra one-on-one review/critique sessions occur with the instructor if deemed necessary for the personal or professional growth of the student.

Baseline Counseling Session:

You will do a **15**-minute counseling session. This session is meant for you to become comfortable recording, test technology, and get to know your 'client'. You will use your natural ability to conduct a first counseling session and be an appropriate client for your roleplay partner. This experience will serve as a baseline and will not be graded.

Skills I Counseling Session and Transcription/Assessment:

The second tape will be a **20**-minute recorded session in which you will demonstrate basic competence in the skills you have learned thus far in the course. You must complete the Transcription form by transcribing 10 minutes of this session; please complete the Transcription form by transcribing both the five minutes of the session where you were at your best as well as the five minutes of the session where you struggled the most in order to assist you in assessing your skill set. The Transcription



Form will be discussed in class and posted to Brightspace. There will also be a session evaluation form to help you reflect on the session and prepare for the supervision meeting. You will work with the same partner from the practice session. The session will be graded on a point/letter grade basis.

Skills II Counseling Session and Transcription/Assessment:

The final tape will be a **30**-minute recorded session. You will demonstrate competency in all the skills learned during the semester. Ten minutes of the session must be transcribed. Again, select the 5 “best” minutes of the session and the 5 minutes where you struggled the most. You will again complete a transcription form and session evaluation in addition to submitting your tape. You will work with the same partner. The session will be graded on a point/letter grade basis.

F. Final Paper

10%

At the end of the semester, you will submit a final reflection paper. You may go beyond the guidelines below but include these at a minimum. You are strongly encouraged to review your journal entries and feedback from the semester before writing the final evaluation paper. Make sure you write a coherent paper with an introduction and a conclusion. Do not simply write it as a Q/A based on the prompts below.

Part One: Conceptualization

- Consider the client’s narrative over the semester. What were the key experiences, problems, and/or concerns discussed during counseling? Describe relevant demographic, historical, cultural, and/or developmental information.
- Consider the client’s thoughts, feelings, and behaviors during the counseling sessions. How did those manifest? How, if at all, did they change?
- Consider your personal reactions to the client and their story (i.e., physical, emotional, and cognitive reactions). How did your reactions affect the session and the therapeutic process overall (i.e., your motivation, therapeutic presence, and ability to facilitate change)? How did you manage these reactions and what might you continue to do to address them?
- Consider your use of skills/ techniques across the semester. With which skills/techniques do you feel most comfortable? With which skills/techniques do you feel the least comfortable, and what is your plan to become more comfortable?
- Are there parts of the supervision experience that worked or did not work well for you? Are there things you would like to carry into your practicum supervision and discuss in terms of needs for success or skills related to the supervision process you would like to practice before moving into practicum?

Part Two: Personal Reflection

- Allow your thoughts to return to the first day of class. What did you know about being an effective counselor and facilitating the counseling process?
- Allow your thoughts to return to the present. What did you learn about being an effective counselor and facilitating the counseling process? What is your

take- away from this experience?

- Allow your thoughts to wander into the future. What do you want to learn about being an effective counselor and facilitating the counseling process? How might you take an active role in this learning process?
- Overall, what did you learn about yourself, both as a person and as a professional counselor in training?

**IX. Topical Outline and Tentative Schedule**

Dates	Week	Topic	Readings	Group Meeting (Full class meetings are on Wednesdays at 7pm CST)	Assignments Due (11:59 pm on Tuesdays)
1/13 - 1/19	Week 1	Helping as a Personal Journey	Young Ch. 1; Yalom Ch.1-7	Full class meeting	Journal; MyLab assignments
1/20 - 1/26	Week 2	The therapeutic relationship	Young Ch. 2; Yalom Ch. 8-14	Full class meeting	Journal; MyLab assignments
1/27 - 2/2	Week 3	Cultural climate	Young Ch. 3; Yalom Ch. 15- 21	Full class meeting, <b>time given to record baseline video with partners</b>	Journal; MyLab assignments; <b>Baseline tape</b>
2/3 - 2/9	Week 4	Invitational skills	Young Ch. 4; Yalom Ch. 22- 28	<b>No class-</b> meet with instructor for <b>supervision intake</b>	Journal; MyLab assignments; <b>1<sup>st</sup> supervision meeting</b>
2/10 - 2/16	Week 5	Paraphrasing	Young Ch. 5; Yalom Ch. 29- 35	Full class meeting	Journal; MyLab assignments
2/17 - 2/23	Week 6	Feelings	Young Ch. 6; Yalom Ch. 36- 42	Full class meeting	Journal; MyLab assignments
2/24 - 3/2	Week 7	Reflecting meaning and summarizing	Young Ch. 7; Yalom Ch. 43- 49	Full class meeting	Journal; MyLab assignments;
3/3 - 3/9	Week 8	Skills 1 tape		<b>No class-</b> record <b>Skills I</b> tape with partner and do session evaluation/transcript	<b>Skills I tape, evaluation, and transcript.</b>
3/10 - 3/16	Spring Break				
3/17 - 3/23	Week 9	Challenging and feedback	Young Ch. 8; Yalom Ch. 50- 56	Full class meeting (short) <b>Meet with instructor for skills I supervision</b>	Journal; MyLab assignments <b>Supervision meeting</b>
3/24 - 3/30	Week 10	Broaching	Brightspace readings; Yalom Ch. 57- 63	Full class meeting	Broaching Assignment; MyLab assignments
3/31 - 4/6	Week 11	Assessment and goal setting	Young Ch. 9 Yalom Ch. 64- 70	Full class meeting	Journal; MyLab assignments

4/7 - 4/13	Week 12	Skills 2 Tape		<b>No Class-</b> record <b>Skills II</b> tape with partner and do session evaluation/transcript	<b>Skills II tape, evaluation, and transcript</b>
4/14 - 4/20	Week 13	Change techniques I & II	Young Ch. 10; Young Ch. 11	<b>No class-</b> meet with instructor for <b>skills II supervision</b>	No Journal; MyLab Assignments; finish Yalom; <b>Supervision meeting</b>
4/21 - 4/27	Week 14	Outcome evaluation and termination	Young Ch. 12; Yalom Ch. 71-85	Full class meeting	Journal; MyLab assignments
4/28 - 5/2	Week 15	Final Paper			

## X. Important Dates

### Spring 2025

First day of term: Monday, January 13<sup>th</sup>, 2025

Drop dates:

Last day to **drop without** \$50 Add/Drop Fee: January 20<sup>th</sup>, 2025.

Last day to **drop** a course without a W: February 7<sup>th</sup>, 2025.

Last day to **drop** a course with a W or WF: May 2<sup>nd</sup>, 2025.

Last day to **withdraw from all** classes: May 2<sup>nd</sup>, 2025.

Last day of term: May 2<sup>nd</sup>, 2025

Students are responsible for confirming these dates with the registrar's office.

## Policies

### XI. Course Policies

#### A. Attendance

Please note that we have several class meetings during the semester, noted in the syllabus and in the weekly overviews in Brightspace. During the weeks meetings are scheduled we will meet at 7:00 p.m. CST on Wednesday for two (2) hours. Attendance at these meetings is mandatory and missing more than one may negatively impact your grade in the class.

There is also a requirement to meet with your assigned partners for mock counseling and with me for mock supervision in the latter part of the course. These meetings can be flexible but must be completed in the week assigned.

Additionally, due to the reduced lecture time and not meeting as a group every week in the class, there are weekly assignments both skills based and reflective. Submission of these assignments in a timely manner will also contribute to your

attendance/participation grade, particularly in weeks without a face-to-face component.

#### B. Late Work

It is the student's responsibility to turn in assignments by the deadline stated. Ten percent may be deducted for each 24-hour period when the assignment is late. This 24-hour period starts immediately following the assignment due date and time. No assignments will be accepted after 10 days from the posted assignment deadline.

Please contact the instructor as soon as possible if you will not be able to turn in an assignment on time. After 1-week, missing assignments will automatically be assigned a grade of zero if there has not been an agreement between student and instructor for an extension.

#### C. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within 24 to 36 hours of receiving them. If calling by phone, please be prepared to leave a message with a phone number to call you back. Email is quicker. You can also set up a teams appointment with me during my office hours through my booking link: [Book time with Ybarra, Caitlyn](#). It is best to let me know via email if you plan to attend office hours in advance so that I can prepare to meet with you and so that you aren't stuck in the virtual waiting room while I'm meeting with another student. I typically check email several times per day (morning and end of the day in Eastern time) throughout the work week and do not regularly check my work email over the weekend or in the evenings.

Regular weekly assignments such as quizzes, journals, and discussion posts will be graded within two weeks of the posted due date. Major assignments may take up to three weeks from the posted due date.

#### D. 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 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 accommodation will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences. **Three or more absences may result in an automatic failure for the course (an earned F posted as a final grade).**

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing** as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to complete any in-class exercises “within a reasonable length of

time”. Please note that accreditation expectations, particularly related to Practicum and Internship, must still be met to earn credit in those courses.

### C. Netiquette, Civil Dialog, and Professional Communication

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

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

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

### D. Academic Honesty

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

### E. Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession, clients, and the public at large. In both 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=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=5237&returnto=1509);

[http://catalog.truman.edu/preview\\_program.php?catoid=25&poid=5099&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://policies.truman.edu/policylibrary/attendance-policy/>.

#### B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday, January 13<sup>th</sup>, 2025, and ending 11:59 pm Saturday, January 18<sup>th</sup>, 2025.

**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, attendance in the first synchronous class session on Wednesday, January 15<sup>th</sup>, 2024, 7pm - 9pm Central Time.

#### 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:

Office of Institutional Compliance  
Violette Hall, Room 1308  
100 E. Normal Ave.  
Kirksville, MO 63501  
Phone: (660) 785-4354  
[titleix@truman.edu](mailto: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](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. 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](mailto: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 PML 203 or call 660-785-4544. You may submit a customer support ticket at <https://otrs.truman.edu/otrs/customer.pl>.

D. Student Access and Disability Services

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

You may also contact OSA by phone at (660) 785-4478 or email at [studentaccess@truman.edu](mailto: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](https://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](mailto:karlwitt@truman.edu)

#### **Dean of School of Business and Professional Studies:**

Dr. Rashmi Prasad  
Violette Hall 2400  
660.785.4346  
[rprasad@truman.edu](mailto: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.**