

## ***Course Syllabus***

**COUN 663G  
Group Counseling  
Spring 2025  
Dr. Jana Vanderslice**

### **CLASS INFORMATION**

**Instructor:** Jana Vanderslice, Ph.D., L.P.C.-S., N.C.C., C.S.C. (TX)

**Format:** Asynchronous online course work and weekly synchronous group meeting

**Time:** W 6:00 p.m. – 7:00 p.m. (CST), 7:00 p.m. – 8:00 p.m. (CST), or 8:00 p.m. – 9:00 p.m. (CST)

**Location:** Asynchronous and Synchronous Online via Brightspace

**Office:** NA

**Office Hours:** Wednesday 6:00 p.m. -7:00 p.m. (CST) and by appointment.

**Phone:** I will give this to you in the Introductory Video in the Welcome Module. (Send a text when possible and sign your name.)

**Email:** JVander@Truman.edu (Email is the best way to reach me. If it is an emergency, you may send an email, then send a text indicating the emergency nature of the email.)

**Personal Email:** I will give you my personal email in the Introductory Video in the Welcome Module.

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

**Zoom Virtual Office Link:** Scheduled as needed.



### **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.

The School of Business and Professional Studies prepares students as leaders for careers in many areas (see our Academic Programs below). Well-qualified, enthusiastic faculty bring professional experience and academic rigor to the classroom and foster an environment rich in educational opportunities and mentorship. The school's commitment to excellence develops broadly-educated, ethical leaders who can excel at problem solving, effective communication, and teamwork in any setting, while fostering a confidence in your ability to influence work in professional settings.

### **Graduate Program Objectives**

- To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
- To graduate master's degree students able to perform in appropriate professional and academic positions.
- To graduate master's degree students who exhibit the attributes of a liberally educated person.
- To graduate master's degree students qualified to enter and succeed in doctoral programs at leading universities.

## ***Course Overview***

### **COURSE CATALOG DESCRIPTION**

#### ***COUN 663G: Group Counseling (3 credit hours)***

This class examines research, theory, ethics, planning and practice in a group setting using a combination of learning approaches through reading, discussion, personal reflection, and practice. Lecture material includes information from the text and other sources. Participation is an important element of this class. An experiential group experience is required for this class. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G. 3.000 Credit hours. 3.000 Lecture hours.

This course fulfills the requirements for COUN 663G on the applicable counseling degree plan.

### **RATIONALE**

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. Though there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This course allows students to explore the group experience as both a leader and participant while learning the fundamentals of effective group counseling and applicability for client populations.

### **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.

### **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 (<http://programalignment.website.truman.edu>) 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
  - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
  - k. strategies for personal and professional self-evaluation and implications for practice
2. SOCIAL AND CULTURAL DIVERSITY
  - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views.
5. COUNSELING AND HELPING RELATIONSHIPS
  - f. counselor characteristics and behaviors that influence the counseling process
  - g. essential interviewing, counseling, and case conceptualization skills
6. GROUP COUNSELING AND GROUP WORK
  - a. theoretical foundations of group counseling and group work
  - b. dynamics associated with group process and development
  - c. therapeutic factors and how they contribute to group effectiveness
  - d. characteristics and functions of effective group leaders
  - e. approaches to group formation, including recruiting, screening, and selecting members
  - f. types of groups and other considerations that affect conducting groups in varied settings
  - g. ethical and culturally relevant strategies for designing and facilitating groups
  - h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. ASSESSMENT AND TESTING
  - j. use of environmental assessments and systematic behavioral observations
8. RESEARCH AND PROGRAM EVALUATION
  - e. evaluation of counseling interventions and programs

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

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

1. FOUNDATIONS
  - b. theories and models related to clinical mental health counseling
  - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. CONTEXTUAL DIMENSIONS
  - a. roles and settings of clinical mental health counselors
  - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
  - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health

- counseling services networks
- j. cultural factors relevant to clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- 3. PRACTICE
  - b. techniques and interventions for prevention and treatment of a broad range of mental health issues

### **School Counseling Standards**

- 2. CONTEXTUAL DIMENSIONS
  - a. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
  - c. school counselor roles in relation to college and career readiness
  - n. legal and ethical considerations specific to school counseling
- 3. PRACTICE
  - d. interventions to promote academic development
  - e. use of developmentally appropriate career counseling interventions and assessments
  - f. techniques of personal/social counseling in school settings
  - j. interventions to promote college and career readiness

### **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 all of the previous SLOs from number one to number eleven.

***The Course Competencies are as Follows:***

1. The future counselor will engage in profession discussion and community building in the online discussions on Brightspace.
2. The future counselor will facilitate a group counseling session displaying appropriate counseling skills for the group counseling session.
3. The future counselor will write a weekly entry in a reflections journal contemplating that week's group counseling session.
4. The future counselor will analyze and evaluate personal counseling skills used and Yalom's curative factors integrated into the group counseling session that they led.
5. The future counselor will find and analyze resources and ideas to integrate into future group counseling sessions that they will be leading in an Individual Choice Treasure Hunt Research Project.
6. The future counselor will research answers to exam questions.
7. The future counselor will create a "Dream Big" Group Proposal for a counseling group that they would want to lead in the future.

**INSTRUCTIONAL METHODS AND MINIMUM TECHNICAL SKILLS**

Instructional Methods for This Course Include:

- Lecture and discussion
- Experiential groups
- Case studies
- Individual activities
- Group activities
- Brightspace postings
- Reflection journals of group experiences
- Group proposal
- Research examination
- Current literature reviews
- Practicing group leadership skills
- Facilitation of experiential group sessions
- Analyzing personal group leadership skills
- Analyzing inclusion of Yalom's curative factors
- Other methods as deemed beneficial

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***

### **REQUIRED TEXTS, RELATED READINGS, AND MATERIALS/SUPPLIES**

#### ***Required Textbooks***

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
- Erford, B. T. (2020). *45 techniques every counselor should know*. Hoboken, NJ: Pearson. (\*Not pictured)
- Gladding, S. T. (2020). *Groups: A counseling specialty* (8<sup>th</sup> ed.). Boston: Pearson.
- McHenry, B. & McHenry, J. (2020). *What therapists say and why they say it: Effective therapeutic responses and techniques* (3<sup>rd</sup> ed.). New York: Routledge.
- North, R. (2017). *Motivational interviewing for school counselors*. Author.
- Schroeder, W. (2021). *Counseling activities workbook*. Winnipeg: Achieve Publishing.



#### ***Supplemental Textbooks & Readings (Optional)***

- Corey, G. (2023). *Theory and practice of counseling and psychotherapy* (11th Ed.). Independence, KY: Cengage.
- Landreth, G. (2012). *Play therapy: The art of the relationship*. (3rd ed.). New York: Routledge.
- Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change* (4<sup>th</sup> ed.). New York: Guilford.C
- Perry, B. & Szalavitz, M. (2017). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing*. New York: Basic Books.
- Van Der Kolk, B. (2014). *The body keeps score*. New York: Penquin.

- Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). New York: Basic Books.
- Ziomek-Daigle, J. (ed.) (2017). *Counseling children and adolescents: Working in school and clinical mental health settings*. New York: Routledge.

### ***Ethical Codes, Best Practices, & Standards, etc.***

- American Counseling Association. (2014, January 1). *Code of Ethics*. Retrieved from Counseling.org: [https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c\\_2](https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2)
- American School Counselor Association. (2016, January 1). *ASCA Ethical Standards*. Retrieved from SchoolCounselor.org: <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- Association for Specialists in Group Work. (2007). *Association for Specialists in Group Work: Best Practice Guidelines 2007 Revisions*. Retrieved from ASGW.org: <https://asgw.org/wp-content/uploads/2020/06/usgw297284-111..117.pdf>
- Association for Specialists in Group Work. (2021). *ASGW guiding principles for group work*. Retrieved from ASGW.org: <https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf>
- Forester-Miller, H. &. (1996). *A Practitioner's Guide to Ethical Decision Making*. Retrieved from Counseling.org: [https://www.counseling.org/docs/ethics/practitioners\\_guide.pdf?sfvrsn=2](https://www.counseling.org/docs/ethics/practitioners_guide.pdf?sfvrsn=2)
- Missouri Professional School Counselors and Counselor Educators. (2015). *Professional school counselor small group counseling guide: A Professional School Counselor's Guide to Planning, Implementing & Evaluating School-Based Counseling Groups*. Retrieved from Missouri Comprehensive Guidance And Counseling Program: Responsive Services: <https://dese.mo.gov/media/pdf/guid-respon-serv-small-group-counseling-guide-2015>
- Stone, C. (2022). *School counseling principles: Ethics and law* (5<sup>th</sup> ed.). Alexandria, VA: American School Counselor Association.

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

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

- Regular weekly internet access
- Noise cancelling headset and microphone
- Webcam
- 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.

### ***Office and School Supplies for Participation in Synchronous Group Experience***

You may be asked to have ready various office or school supplies such as markers, crayons, colored pens or pencils, highlighters, scissors, glue, paper, and other art supplies. Your group leaders of the week will communicate this with you by the Monday of the week that you will need the supplies.

*Bookstore Website:* <https://truman.bncollege.com>

<https://www.bkstr.com/trumanstatestore/home>

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

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

## **COURSE REQUIREMENTS and GRADING**

\*Please see the special note on proctored exams in the Course Policies section.

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

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

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Standards Addressed
Online Discussion Board Engagement & Community Building	50	Weekly as Posted *one grade at the end of the semester	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6d, 2F6e, 2F6f, 2F6g, 2F7j, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l	SLO #1-11
Counseling Group Facilitation & Counseling Skills	100	As Scheduled	2F1k, 2F2d, 2F5f, 2F5g, 2F6b, 2F6c, 2F6d, 2F6g, 2F6h, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2n, 5G3e, 5G3f, 5G3l	SLO #1-11
Reflection Journal	50	Weekly during Group Counseling Sessions *one grade at the end of	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6c, 2F6d, 2F6g, 2F7j, 2F8e, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2n, 5G3d,	SLO #1-5, 9-11



		the semester	5G3e, 5G3f, 5G3j, 5G3l	
Individual Choice Treasure Hunt Research Project	100	Week #7	2F1i, 2F1k, 2F5g, 2F6a-h, 5C1b, 5C2a-c, 5C2j, 5C2l, 5C3b	SLO #1-6, 8-11
Research Exam #1	100	Week #8	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6d, 2F6e, 2F6f, 2F6g, 2F7j, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l	SLO #1-11
"Dream Big" Group Counseling Proposal Project	100	Week #14	2F1e, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6e, 2F6f, 2F6g, 2F7j, 2F8e, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l	SLO #1-11
Research Exam #2 Final	100	Week #17	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6d, 2F6e, 2F6f, 2F6g, 2F7j, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l	SLO #1-11

### **ONLINE DISCUSSION BOARD ENGAGEMENT AND COMMUNITY BUILDING (50 pts)**

\*Please see the handout "Online Discussion Board Engagement and Community Building" in the assignments tab for further directions.

Each week you will have one to two discussion threads regarding the assigned readings, videos, power point presentations, etc. You will post your initial answers to the online discussion prompts by **Wednesday, 11:59 pm (CST)**. You will then respond to at least two postings of other students by **Sunday, 11:59 pm (CST)**. Thinking, learning, writing, and responding on these discussion threads will be one of the best parts of this class! You will be able to get to know your classmates, learn from each other, and develop your professional thinking skills as a counselor. Appropriate, kind behavior is expected in each posting (see netiquette under policies). BTW-for your posts b SURE & UsE funNY phoNTs, toGgLe case, & inTeRnet abbreVViations- K? A *secret code* w\_uld be e\_en bet\_er!!! JK!!! Congratulations! You have found the first Easter Egg! Everybody wins this time. The answer to number four on the midterm exam is motivational interviewing.

Online discussion postings allow you to actually respond as you would in a synchronous, live, face to face discussion among professional counseling colleagues. How do you do that?

#### ***How You May Respond:***

- With short responses if you can be concise.
- With kind and friendly responses, especially if you are debating.
- Frequently by checking to discussions daily or at least several times a week (see above for the exact dates and times postings are due each week).
- By engaging and participating with each other.
- ???

***Ways You Can Respond:***

- Give an example to further clarify or expound upon the topic.
- Disagree and give proof to back up your stance.
- Spark a friendly debate by disagreeing and then challenging the other counselors to "prove you wrong".
- Share a personal anecdote to illustrate the topic.
- Ask questions to clarify or deepen the topic.
- Answer questions to explain or illuminate the topic.
- Give positive feedback to another counselor.
- Post a quote, link, resource, book, etc. from an original source & further explain the topic.
- ???

***The Point Is To:***

- Learn from each other!
- Engage in a real discussion with each other!
- Be a Better Counselor & Change the World!

NOTE: Please remember that online discussion posts and journals receive ONE GRADE for the entire semester given at the END of the semester. You will NOT BE GRADED EVERY WEEK!

**GROUP COUNSELING FACILITATION AND COUNSELING SKILLS (100 pts)**

\*Please see the following handouts and worksheets in the assignments tab for further directions.

- Informed Consent for Group Therapy
- How to be a Great Group Member
- How to Choose a Topic for Group
- Group Ideas
- "How To's and Hints" for your Group Planning and Agenda
- Group Agenda & 5 E's
- Group Planning and Agenda EXAMPLE
- ANT Therapy and Other Examples
- Group Leadership Reflection and Self Evaluation

Students will co-facilitate a group counseling session addressing a mental health topic incorporating a specific group stage. Please plan for your session to last around 45 minutes. Ms. G. will then lead the group in a debriefing of the session to close the group.

Use the "How To's & Hints for Your Group Planning & Agenda" handout in the assignments tab on Brightspace to plan your session. Use the Brainstorming section of this handout to make sure that you are considering multiple necessary components of the group: goals, stage of group, ethical considerations, diversity, Yalom's Curative Factors, group leadership skills, statements to open the group, approaches and activities, markers of success, etc.

To plan the specific session, use the "Group Agenda & 5E's" format and handout on Brightspace in the assignments tab. This includes goals for the session and any group activities or exercises.

Activities and exercises may be selected from the *Counseling Activities Workbook* (Schroeder, 2021) or any other source. This book will be used in other classes, so please keep it at the end of the course.

The other students in the class will be members of the group and will participate in the group counseling session. We will use the Golden Rule to guide your interactions for the sessions when you are not leading the group. For example, if you want group members to talk and actively participate when you are the leader, then you will talk and actively participate when you are not the leader. We will "do unto others as you would have them do unto you".

**AFTER** leading the group counseling session you will complete the "Group Leadership Reflection and Self Evaluation" worksheet (see assignments tab in Brightspace for worksheet) instead of the weekly journaling activity. Turn in the "Group Leadership Reflection and Self Evaluation" reflections paper and worksheet in the folder indicated in the Assignments tab in Brightspace. In the journaling folder for that week, turn in a document stating that you were the leader that week. You do not have to journal the week you are the leader.

### **REFLECTIONS JOURNAL (50 pts)**

\*See handout "Enjoying Your Journal" in assignments tab on Brightspace. This is important. Please read this.

Throughout this course, you are to keep a Reflections Journal after each group session. This is a journal for you to write your thoughts, feelings, things happening in your life, and what you are learning in group. Each entry should be the equivalent to one to two pages of writing in Times New Roman, APA format. Turn in the journal entries each week by Sunday at 11:59 pm. in that week's module or in the assignments tab in Brightspace. NOTE: This is ONE GRADE for the entire semester. You will NOT BE GRADED EVERY WEEK! Describe your experiences in group using the following format:

#### ***Part I: Observations***

Describe what happened during the week's group session. Use pseudonyms in place of classmates' real names to help protect their confidentiality. Possible ideas to write about include:

- A general description of what occurred
- Specific events or interactions that were particularly significant for you
- Examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group

#### ***Part II: Personal Reactions and Reflection***

Discuss your personal reactions to what happened in the group. You do not have to answer all of these questions each week. This is a free space to write about your personal experience in group. Questions to kickstart your journaling include:

- What do you think and how do you feel (i.e., what were your emotions) about what happened? Ex: "I felt \_\_\_\_\_ when \_\_\_\_\_."
- What insight did you gain into yourself, life, or others?
- Did you discover something new about yourself or confirm something you already knew?

- Did you “try on” any new behaviors? How did these behaviors work for you?
- Did you make any plans or goals to work on for the next week?

***Overall: Hints and How-To's***

This is a journal for you to write your thoughts, feelings, things happening in your life, and what you are learning in group.

- You do not have to answer all of the questions from above each week.
- These are general ideas. You may add other thoughts.
- Above all else, examine your heart, reflect on what you are learning, and record those thoughts, feeling, and changes for future posterity.

**INDIVIDUAL CHOICE TREASURE HUNT RESEARCH PROJECTS (100 pts)**

\*See handout “Individual Choice Treasure Hunt Research Project” in assignments tab on Brightspace.

We are going on a “Treasure Hunt” to find resources and ideas to integrate into future group counseling sessions that you will be leading and as activities to use in your Group Proposal project. The goal is to allow you to find resources and activities that you can actually in your future Dream Job!

In order to individualize your vision of using group counseling in your future job setting, think about what your dream job would be like (LPC, school counseling, private practice, inpatient, community mental health, adults, students, rural, urban, face to face, online, etc.). Direct the application of your learning for this project to your future job setting. For example, if you would like to be a middle school counselor, you could look for a Project Area and Activities that you could use in that setting such as art activities.

In the “Real World” you would look up ideas to use and adapt to your own group setting. You would also use your own talents and interests to guide the creation of activities you would use, so Use Your Talents and Resources! You may use an activity that you have created, write about an activity you have experienced as a participant, or find activities from other sources such as the internet, books, journal articles, etc.

You may use the McHenry book to guide your development of discussion starters such as statements and questions. Yes, you can even copy questions and sentences from other sources to use as discussion starters! Be sure and cite the sources in APA format for ethical reasons.

Speaking of ethics, all choices must be rated G and acceptable in a mixed group. This means no cursing, adult themes, nudity, etc. If you are not sure whether the item is acceptable then do NOT include it. Error on the side of caution. Remember you do not want to trigger someone in the group that has experienced trauma.

**The Project Has at Least Three Parts:**

1. Decide what **project area** you want to do that fits your dream job in the future! (See list below. For ex: artwork, songs, children’s books, games, videos, movie clips, foods, quick cooking experiences, etc.)

2. Find or create **3 to 5 activities** for that project (ex: 3-5 art projects, 3-5 songs, 3-5 Children's books, etc.). **List and describe each activity in the table on planning sheet** (see EXAMPLE sheet from Assignments on Brightspace).
3. **Actually DO ONE of the activities** (play one of the games, read the books, sing the song, etc.) and **document** what you did (take a picture playing the game, include the artwork, etc.).

**Project Areas to Choose From:**

You may choose and gather three to five activities for any ONE of the following categories:

- Artwork
- Songs
- Children's books
- Games
- Videos, movie clips and Youtube videos, etc.
- Foods and quick cooking experiences
- Short podcasts
- IG videos
- Poetry, literature and the written word
- Biographies
- Small Lego projects
- Famous paintings or other visual arts
- Photography
- Ad libs and paper pencil games
- Game shows
- ??? (If you have other ideas, please email me for approval.)

**"DREAM BIG" GROUP COUNSELING PROPOSAL (100 pts)**

\*Please see the following handouts and worksheets in the assignments tab for further directions.

- "Dream Big" Group Proposal Planning Sheet
- "Dream Big" Group Proposal Planning Sheet Descriptions
- "Dream Big" Group Proposal EXAMPLE

It is time to Dream Big! If you had No Limits and you could lead any counseling group you wanted to lead, what would that counseling group look like? Who would be in the group? What topic would the group focus on? What kind of activities would you do? What would you do if you were Dreaming Big?

With this project you get to make your Vision a Reality! You will create a proposal for a counseling group you would like to organize and lead. This will be done in the "Group Proposal Planning Sheet" (Located in the assignments tab on Brightspace). **DO NOT WRITE A PAPER!!!**

When using the Group Proposal Planning Sheet, refer to the "Group Proposal Planning Sheet Descriptions" handout and the "Group Proposal Planning Sheet EXAMPLE" handout to know what specifics to put in each cell. For example, In the Checklist section of the Group Proposal Planning Sheet, list the details of your group. In the Scope & Sequence section, give the details of the topics and activities for each group meeting. In the Reference section, list references used and any additional resources that would be helpful.

Please feel free to expand the cells to accommodate your answers. Be sure and identify, label, and attach any supporting documents such as handouts, activity sheets, etc. Use APA 7 formatting. Include citations throughout your work to support the information and ideas. Include all works cited in the reference section of the planning sheet. I will be grading according to the following focused assessment areas:

- Application of knowledge
- Administrative and executive skills displayed
- Insight into population and topic
- Application of counseling skills

This is the capstone project of the group counseling class. Please make every effort to do your very best work. Then you will have this resource to use in your electronic portfolio and to refer to when you are interviewing for your first counseling job.

**RESEARCH EXAMS #1 and #2 (100 pts)**

Two exams will be given covering the Gladding textbook, Motivational Interviewing book, McHenry and McHenry book, Erford book, power point presentations, videos, discussion board information, handouts, worksheets, and any other material presented during the semester. You may use your study materials as well. The exam is a research, open book test.

Start the semester with a three ring binder notebook and print handouts, etc. to keep organized for the test. You may also keep any chapter or book notes in the notebook. Please print out any

information you might want to use before starting the test. Once you start the test you may not stop and start over. You have one attempt for the test. This is not a group effort and should be done alone.

The first test covers more of the knowledge acquisition of the subject matter and the second test covers more of the application of subject matter. The first test is more of a "professor made" test and the second test is more like the NCE licensure test. The second test is cumulative and a true final.

### **EXTRA CREDIT (15 pts)**

\*Please see the "Extra Credit" handout in the assignments tab for further directions.

The online research tests will be challenging. You may choose one of the following extra credit projects to earn 15 extra points to improve your class grade. The extra credit projects will be due by week 16.

- Observe a counseling group either in person or online (ex: Alanon, GriefShare, school based support groups, etc.). You must get permission to attend the group from the group leader or organization. Write a one to two page reflection paper regarding what you observed and what you would integrate into your own counseling groups. Use APA formatting.
- Interview a counselor regarding their experience with group counseling. Write a one to two page reflection paper about what you learned and what you would integrate into your own counseling groups. Use APA formatting.
- Read and write a one paragraph review for five different children's books that could be used in group counseling. Be sure and include how you would use the book. Cite the books using the APA reference formatting. If you are doing this for your Individual Choice Treasure Hunt, you may not do it for extra credit.
- Compare and contrast two different group counseling curriculums in a one to two page paper. Which do you prefer and why? Use APA formatting.
- Read two journal articles regarding group counseling. Write a one to two page reflection paper summarizing each article and noting how you would incorporate the information into leading a counseling group. Use APA formatting.
- Attend a 1+ hour CEU for any counseling topic. Write a one to two page reflections paper summarizing the content and stating how you would use the content in a group setting. Use APA formatting.
- Go to Six Flags, Silver Dollar City, or the State Fair. Write a one to two page reflections paper on a used napkin from your trip describing the on the joy of relaxing for the day. Use APA formatting. Mail the used napkin to your professor as proof of your outing. Yes, this is an Easter Egg. The first three students who email the professor regarding this easter egg will receive five extra points on the test.
- Read two chapters in one of the books listed below and write a one to two page reflections paper on how the information can be applied to leading groups. If you have another book you would like to use, please email a book proposal to the professor to have the book approved. Use APA formatting.

Corey, G. (2023). *Theory and practice of counseling and psychotherapy* (11th Ed.). Independence, KY: Cengage.

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

- Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change* (4th ed.). New York: Guilford.
- Perry, B. & Szalavitz, M. (2017). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing*. New York: Basic Books.
- Van Der Kolk, B. (2014). *The body keeps score*. New York: Penguin.
- Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). New York: Basic Books.
- Ziomek-Daigle, J. (ed.) (2017). *Counseling children and adolescents: Working in school and clinical mental health settings*. New York: Routledge.
- What ideas do you have for an extra credit project? What questions would you like to pursue? You may propose an extra credit project via email. I will consider the idea and respond to you. Do not start the extra credit project until you have approval. \*NOTE- the proposal is not the extra credit project. The completed project will be the extra credit.

### **TOPICAL OUTLINE AND TENTATIVE SCHEDULE**

Due to the progressive nature of this class, not all videos, handouts, readings, etc. are listed in the tentative schedule. Check each week on the module's description for that week to see exactly what to do. Learning TASKs are the information acquisition TASKs guiding your learning for the week. Learning PROJECTs allow you to demonstrate what you have learned. The instructor reserves the right to make adjustments to the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

#### Abbreviations Include:

- Gladding (*Groups: A Counseling Specialty* by Samuel Gladding)
- McHenry (*What Therapists Say and Why They Say It* by Bill McHenry & Jim McHenry)
- MI (*Motivational Interviewing for School Counselors* by Regan North)
- Erford (*45 Techniques Every Counselor Should Know* by Bradley Erford)
- PowerPoint (PowerPoint that guides the reading in the Gladding textbook)

Date	Scheduled Topic
Week 1 1-13	<b>NO SYNCHRONOUS MEETING</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>• Dr. Vanderslice's Class Introductory Video</li> <li>• READ Syllabus, assignments, etc.</li> <li>• Gladding Ch 1 Types of Group &amp; Group Work &amp; PowerPoint</li> <li>• Gladding Ch 2 Group Dynamics &amp; PowerPoint</li> <li>• McHenry Ch 1-2 Introduction</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>• Information Sheet completed and submitted</li> <li>• Group Counseling Consent Form signed and submitted</li> <li>• Email Dr, Vanderslice for your preferred experiential counseling group time (6, 7, or 8:00pm)</li> <li>• Discussion post due by Wednesday 11:59pm (CST) to demonstrate Academic Engagement</li> <li>• Reply to two peer postings by Sunday 11:59pm (CST)</li> </ul>



Week 2 1-20 MLK, Jr. Day	<b>SYNCHRONOUS MEETING Group #1 (led by Instructor)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>▪ McHenry Ch 3-4 Being Heard &amp; Empathy</li> <li>▪ MI p. 1-41 Intro &amp; Empathy</li> <li>▪ MI p. 42-69 Complex Empathy</li> <li>▪ Group Agenda &amp; 5 E's Assignment handouts</li> <li>▪ Dr. Vanderslice's Videos on Group Agenda &amp; 5 E's Assignment</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>▪ Journal Entry</li> <li>▪ Online Discussion Board Posting &amp; Replies</li> <li>▪ Send email to Dr. Vanderslice with group counseling co-leader &amp; two preferred dates to lead group</li> </ul>
Week 3 1-27	<b>SYNCHRONOUS MEETING Group #2 (led by Instructor)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>• Gladding Ch 3 Effective Group Leadership &amp; PowerPoint</li> <li>• McHenry Ch 5-10 Changing Thoughts</li> <li>• MI p. 70-120 Change Talk, Sustain Talk</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 4 2-3	<b>SYNCHRONOUS MEETING Group #3 (led by 2 Student Co-Leaders)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>• Gladding Ch 4 Forming a Group &amp; PowerPoint</li> <li>• McHenry Ch 11 Changing Actions</li> <li>• MI p. 121-144 Commitment and Planning</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 5 2-10  2-14 Valentine's Day	<b>SYNCHRONOUS MEETING Group #4 (led by 2 Student Co-Leaders)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>• Gladding Ch 5 The Transition Period in a Group &amp; PowerPoint</li> <li>• McHenry Ch 12-14 Application</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> <li>• Send email to Dr. Vanderslice two preferred dates to lead group</li> </ul>
Week 6 2-17  2-17 Presidents' Day	<b>SYNCHRONOUS MEETING Group #5 (led by 2 Student Co-Leaders)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>• Gladding Ch 6 The Working Stage in a Group &amp; PowerPoint</li> <li>• Gladding Ch 7 Adjourning or Closing a Group &amp; PowerPoint</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 7 2-24	<b>SYNCHRONOUS MEETING Group #6 (led by 1 Student Leader)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>• Gladding Ch 8 Diversity &amp; Social Justice in Group Work &amp; PowerPoint</li> <li>• Gladding Ch 9 Specialty Groups &amp; Creativity in Groups &amp; PowerPoint</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> <li>• <b>Individual Choice Treasure Hunt Research PROJECTS Due</b></li> </ul>

Week 8 3-3	<b>SYNCHRONOUS MEETING Group#7 (led by 1 Student Leader)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>Gladding Ch 10 Ethical &amp; Legal Aspects of Working with Groups &amp; PowerPoint</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>Journal Entry</li> <li>Online Discussion Board Posting &amp; Replies</li> <li><b>Group Leadership Reflection and Self Evaluation #1 due</b></li> <li><b>EXAM #1</b></li> </ul>
Week 9 3-10  3-10 to 3-14 SPRING BREAK!	<b>SPRING BREAK!!</b>
Week 10 3-17  3-17 St Patrick's Day	<b>SYNCHRONOUS MEETING Group #8 (led by 1 Student Leader)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>Gladding Ch 11 Groups for Children &amp; PowerPoint</li> <li>Erford Ch 36, 37, 38, 40</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>Journal Entry</li> <li>Online Discussion Board Posting &amp; Replies</li> </ul>
Week 11 3-24	<b>SYNCHRONOUS MEETING Group #9 (led by 1 Student Leader)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>Gladding Ch 12 Groups for Adolescents &amp; PowerPoint</li> <li>Erford Ch 31, 34, 21</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>Journal Entry</li> <li>Online Discussion Board Posting &amp; Replies</li> </ul>
Week 12 3-31	<b>SYNCHRONOUS MEETING Group #10 (led by 1 Student Leader)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>Gladding Ch 13 Groups for Adults &amp; PowerPoint</li> <li>Gladding Ch 14 Groups for Older Adults &amp; PowerPoint</li> <li>Erford Ch 6, 7, 15, 16</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>Journal Entry</li> <li>Online Discussion Board Posting &amp; Replies</li> </ul>
Week 13 4-7	<b>SYNCHRONOUS MEETING Group #11 (led by 1 Student Leader)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>Gladding Ch 15 Reality Therapy, Adlerian, &amp; Person-Centered Groups &amp; PowerPoint</li> <li>Erford Ch 18, 19</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>Journal Entry</li> <li>Online Discussion Board Posting &amp; Replies</li> </ul>
Week 14 4-14  4-18 Good Friday 4-20 Easter	<b>SYNCHRONOUS MEETING Group #12 (led by Instructor)</b> <b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>Gladding Ch 16 Existential, Gestalt, REBT, &amp; TA Groups &amp; PowerPoint</li> <li>Erford Ch 11, 26, 22</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>Journal Entry</li> <li>Online Discussion Board Posting &amp; Replies</li> <li><b>Group Leadership Reflection and Self Evaluation #2 due</b></li> </ul>

Week 15 4-21	<b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>Gladding Ch 17 Solution Focused, Narrative, &amp; Psychodrama Groups &amp; PowerPoint</li> <li>Erford Ch 2, 3, 4</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>Last Journal Entry</li> <li>Online Discussion Board Posting &amp; Replies</li> <li><b>Group Counseling Proposal due</b></li> </ul>
Week 16 4-28  5-2 Last Day of Class	<b>LEARNING TASKS</b> <ul style="list-style-type: none"> <li>Gladding Ch 18 History of Group Work &amp; PowerPoint</li> <li>Gladding Appendix Some Prominent Self-Help Group Organizations</li> <li>Erford Ch 23, 24, 25</li> </ul> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li>Online Discussion Board Posting &amp; Replies</li> <li><b>Extra Credit Assignments Due if you wish to do extra credit</b></li> </ul>
Week 17 5-5  5-5 to 5-9 FINALS!!	<b>FINALS-Must be done by FRIDAY, May 9<sup>th</sup>!!!</b> <b>LEARNING PROJECTS</b> <ul style="list-style-type: none"> <li><b>Exam #2 FINAL covering Gladding (2020) Groups; A Counseling Specialty 8<sup>th</sup> ed. By Friday 11:59 pm (CST)</b></li> <li><b>Discussion Post by Wednesday 11:59 pm (CST) to show Academic Engagement</b></li> </ul>

*Important Dates*

First day of term: 1-13-2025

Drop dates:

- Last day to **drop** without \$50 Add/Drop Fee: 1-17-25
- Last day to **drop** a course without a W: 2-7-2025
- Last day to **drop** a course with a W: 5-2-2025
- Last day to **withdraw from all** classes: 2-7-2025

Spring Break: 3-10-2025 to 3-14-2025

Last day of term: 5-9-2025

Please see the Tuman website for the official listing of drop dates and class dates.

***COURSE POLICIES*****ATTENDANCE AND PARTICIPATION*****Attendance***

CACREP requires ten hours of experiential group counseling participation. **That means you must attend a minimum of 10 of the group counseling sessions!** If you experience an emergency and will be late or miss a class, notify the professor ASAP.

***Class Punctuality***

Students are expected to attend classes on time.

***Participation***

Participation is an essential component of this course. Students are expected to come to class fully prepared with completed assignments to actively participate in class activities and discussions.

\*Students should be fully present in class. This means child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc.

\*The location/room where you meet with the class each week must be private. You must maintain a CONFIDENTIAL ENVIRONMENT conducive to group participation.

### **LATE WORK**

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

### **PROCTORING**

This class does not have any proctored exams.

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

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

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to \$10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). 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](https://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.

### **RESPONSE TIMES AND FEEDBACK**

For contact information, please see information on the first page of this syllabus. In most circumstances, I will respond to emails and text messages within 24 to 48 hours during the

work week (M-F). When sending an email or texting a message, it is important to identify your name, course, and best contact information. If it is an emergency, please send an email then send a text stating the emergency nature of the email, so I will know to check the email right away.

If there is a question about an upcoming assignment, emails and/or text messages should be made with the response time in mind. I would discourage you from reaching out the same evening the assignment is due as the response will likely come after the due date or time.

Major assignments and exams typically take two weeks to grade. NOTE: Please remember that online discussion posts and journals receive ONE GRADE for the entire semester given at the END of the semester. You will NOT BE GRADED EVERY WEEK!

### **USE OF GENERATIVE ARTIFICIAL INTELLIGENCE**

Truman State University is diligently working on a university wide AI policy. Until that policy is developed and finalized, all work produced must be of the student's own efforts and not originating from AI. Full integrity is expected in all work. If a student cheats using AI, he or she must come to the Truman campus at their own expense, wear a large sign stating that they cheated using AI, and march around the football field for two hours on a Saturday. If you actually read this section of the syllabus and found this Easter Egg, you must email your professor by the end of the second week of class to claim your prize. The first three students to email the professor will win the prizes.

The actual Truman State AI policy used in this class is as follows. Assistance from Generative AI tools, such as ChatGPT or Microsoft Copilot, is NOT ALLOWED for any learning activities or assignments in this course. Utilities that are "AI-enhanced" such as spell-checkers, Microsoft 365 products and Grammarly ARE ALLOWED, but students should ask when in doubt. All submissions must be produced without the assistance of Generative AI. A student found in violation of this policy may be considered to have committed academic dishonesty and will be subject to the consequences outlined in the syllabus and/or campus policies. When in doubt, do NOT use AI. At this point you may check with your professor BEFORE using AI if you think its usage is absolutely necessary.

### **ACADEMIC HONESTY**

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic\\_Dishonesty](http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty)) Please see <https://www.truman.edu/wp-content/uploads/2013/05/Academic-Integrity-Policy.pdf> for additional details.

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.

## ***COUNSELING PROGRAM POLICIES***

### **STUDENT DIVERSITY AND CONFIDENTIALITY**

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

### **ATTENDANCE**

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss. By default, University policy allows a student to miss 1/16th of class meetings for sanctioned purposes. This translates into a single class for most long-semester graduate courses. The full list of sanctioned purposes is in the University policy (<https://policies.truman.edu/policylibrary/attendance-policy/>) but includes "health related absences for which valid documentation is presented" and "absences covered by Truman's non-discrimination policy (e.g. special religious observances, military commitments)." Absences related to accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

**NETIQUETTE, CIVIL DIALOG, AND PROFESSIONAL COMMUNICATION**

Quality Matters (???) and Greenidge (2016) provided recommended rules of etiquette for online communications (netiquette). The following are recommendations for written communication such as discussion posts:

- Respect others and the opinions of others.
- Be curious in your responses to others instead of posting a strong, possibly offensive response.
- Be polite.
- Refrain from writing in all uppercase, as this conveys dissatisfaction and anger.
- Focus your writing on topic.
- Use proper English and write in complete sentences.
- 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. Use 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.
- Read posts first; then write your posting to avoid duplication.
- All posts should be professional. Never post inappropriate material.

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.

I will read every posting each week, however, I may or may not respond online every week to your postings. I will respond more frequently at the beginning of the semester and less frequently as the semester progresses. This does not indicate any type of evaluation or grade for your postings. NOTE: This is ONE GRADE for the entire semester. You will NOT BE GRADED EVERY WEEK!

**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. The reference and web address for this and other counseling ethical codes are located in the *Required Texts, Related Readings, And Materials/Supplies* section of this syllabus.

**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.

A signed informed consent for the group counseling experiential group is due the first week of class. It is located in both the Week #1 Module and the assignments tab. You may turn it in in either place.

### **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, in so far 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, 2014. 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.

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

## ***UNIVERSITY POLICIES***

### **ATTENDANCE**

The University-wide attendance policy can be viewed at  
<http://catalog.truman.edu/content.php?catoid=25&navoid=1518#Attendance>

### **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 12:01 am on Monday, January 13, 2025, and ending 11:59 pm Friday, May 9, 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, posting in the online discussion for the week.

### **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/>)

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

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "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/>.

## **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  
[titleix@truman.edu](mailto:titleix@truman.edu)

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

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>.

## **FERPA**

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

## **ACADEMIC HONESTY**

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies. 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.

Truman State University is diligently working on a university wide AI policy. Until that policy is developed and finalized, all work produced must be of the student's own efforts. Full integrity is expected in all work.

**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.

**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 RESOURCES**

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

***Center for Academic Excellence***

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

***Counseling Services***

Counseling Services are available on campus at McKinney Center 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.

***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>.

***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).

***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 Pickler Memorial Library 107.

***Additional Resources for Students***

A list of additional resources is available at <https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/>. Information on the counseling program can be accessed via the {*Department Website*} or the University Catalog (<http://catalog.truman.edu>).

**FEEDBACK TO THE UNIVERSITY*****Student Survey of Instruction***

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

***Other Important Contacts***

Various offices that provide services to online students are identified at <https://online.truman.edu/truman-online/student-services/> on 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 Business and Professional Studies:**

Dr. Rashmi Prasad  
Violette Hall 3400  
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 Chair if the matter cannot be resolved with the faculty member.**