Course Syllabus

COUN 666G.01
Human Growth and Development
Spring 2025

CLASS INFORMATION

Instructor: Sandra Garza Ochoa, PhD, CSC, LPC, BCBA, CRC
Format: Asynchronous online
Phone: (956)-903-8453
Email: sochoa@truman.edu *preferred contact method
Website: All course information may be accessed through Brightspace.
Office Hours: Monday through Friday: 12:00pm-1:00pm, Scheduled with Dr. Ochoa. Other times available by appointment.

School of Health Sciences and Education Mission Statement

The School of Health Sciences and Education at Truman State University is committed to preparing students to effectively serve as professional and leaders in their communities and field by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.

Five Pillars

- Professional programs grounded in the liberal arts and sciences
- Leadership development
- Interdisciplinary collaboration
- Diverse learning and service opportunities
- Pursuit of continued scholarship and research

Graduate Program Objectives

Truman's Graduate Program Objectives are:

1. To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
2. To graduate master's degree students qualified to enter and succeed in doctoral programs at leading universities.

3. To graduate master's degree student able to perform in appropriate professional and academic positions.
4. To graduate master's degree students who exhibit the attributes of a liberally educated person.

Course Overview

I. Course Catalog Description

COUN 666G: Human Growth and Development (3 credit hours)

This class provides an understanding of the nature and needs of individuals at all developmental levels, including all of the following: ethical and legal considerations as they related to different developmental issues; theories of individual and family development and transitions across the lifespan including theories of learning and personality development; an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; and strategies for facilitating optimum development over the lifespan. Prerequisite: Admission to the Counseling program.

This course fulfills the requirements for COUN 666G.01 on the applicable counseling degree plan.

II. Rationale

This course will provide students with a basic framework for understanding human growth and development. This knowledge will help students assess and address concerns in their work with clients. Information in this course is a fundamental component of licensure and certification requirements.

III. Credit Hour Statement

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

IV. Proficiencies for Counselors

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

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individuals and family development across the lifespan b. theories of learning
c. theories of normal and abnormal personality development
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning and behavior
h. a general framework for understanding differing abilities and strategies for differentiated interventions
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

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

2. CONTEXTUAL DIMENSIONS

g. impact of biological and neurological mechanisms on mental health

G. *School Counseling Standards*

2. CONTEXTUAL DIMENSIONS

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

3. PRACTICE

e. use of developmentally appropriate career counseling interventions and assessments

V. Student Learning Outcomes

The programmatic student learning outcomes are as follows:

1. Apply counseling ethical standards and demonstrate a strong professional counselor identity

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

VI. Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

1. Discussion board
2. Videos
3. Supplemental readings
4. Case studies
5. Group consultation

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

Course Content

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

Required

Capuzzi, D & Stauffer, M.D. (2016). *Human growth and development across the lifespan: Applications for counselors*. John Wiley & Sons, Inc.

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

Suggested

Mate, G. (2003). *When the body says no: Understanding the stress-disease connection*. John Wiley and Sons.

Paul, A. M. (2010). *Origins: How the nine months before birth shape the rest of our lives*. Simon & Schuster, Inc.

van de Rijt, H. & Plooij, F. (2012). *The wonder weeks: How to stimulate your baby's mental development and help him turn his 10 predictable, great, fussy phases into magical leaps forward*. Kiddy World Promotions B. V.

Siegel, D. J. & Bryson, T. P. (2014). *No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind*. Bantam Books.

Minimum Technology Requirements

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

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 - 89points=B 70
- 79points=C
60 - 69points=D

Below 60 points = F

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

Assignment Summary Chart

Assignment	Percentage Weight	Due Date	CACREP Standards Addressed	SLO Addressed
Weekly Discussions	30%	Weekly	2F3a, 2F3b, 2F3c, 2F3e, 2F3f, 2F3h, 2F3i, 5C1b, 5C2g, 5G2g, 5G3e	1, 2, 3, 4, 5, 6, 7, 8
Observation/Interview and Resource List	30%	Week 4, Week 8 & Week 12	2F3a, 2F3b, 2F3c, 2F3e, 2F3f, 2F3h, 2F3i, 5C1b, 5C2g, 5G2g	1, 2, 3, 4, 5, 6, 7
Developmental Case Conceptualization	40%	Week 15	2F3a, 2F3b, 2F3c, 2F3e, 2F3f, 2F3h, 5C1b, 5G2g	1, 2, 3, 4, 5, 6

Detailed Descriptions

A. Weekly Discussions 30%

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A variety of activities are included throughout the modules which pertain to assigned chapters or topics and will be posted on Blackboard. Post **at least two *significant*** responses to **each discussion question**, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues' reflections or comments. All responses for the week will be due by 11:59 p.m. (Central Time) on the Monday after they are assigned. Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for:

- Timely contributions
- Correct English usage, grammar, and spelling
- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Citing relevant resources to validate points
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

Discussion Rubric			
Criteria	**Exceeds Expectations**	**Meets Expectations**	**Below Expectations**

Timeliness & Consistency: Submits responses before the deadline consistently.	All contributions submitted well in advance. Student came back and engaged with the discussion throughout the week, as evidence by responses to peers. Not all responses and post were done on the same day.	Submits all contributions by the specified deadline. Most of the post (main and responses) were done on the same day or at the end of the week to meet the deadline.	Submits some contributions after the deadline.
Language & Clarity: Demonstrates correct	Excellent language usage with no errors.	Minor errors that do not hinder understanding.	Frequent errors impacting clarity.
language usage and clarity of expression.			
Engagement & Depth: Actively engages with thoughtful insights and depth.	Consistently offers profound and insightful comments.	Provides thoughtful contributions to discussions.	Contributions lack depth or engagement.
Support & Integration: Provides evidence, resources in APA style, and integrates them effectively.	Thoroughly supports points with varied resources. Provides more than 3 peer reviewed resources/citations.	Includes relevant resources to back up viewpoints. Student provides 1 peer reviewed resources/citations	Rarely uses or inadequately integrates resources. Did not provide any resources/citations
Interactions & Collaboration: Collaborates effectively with peers' ideas and viewpoints.	Actively engages, expands, and respects peers' contributions.	Offers constructive feedback and engages with peers.	Rarely engages or interacts with peers' contributions.

B. Observations/Interview and Resource List 30%

Your book defines several stages of lifespan development: birth and infancy, early childhood, middle childhood, adolescence, young adulthood, adulthood, late adulthood and end of life. Additionally, we will add the prenatal period. This results in the following available phases:

- Prenatal
- Infancy
- Toddlerhood
- Pre-school
- Early years
- Middle childhood
- Pre-adolescence
- Adolescence
- Young Adulthood
- Adulthood
- Late Adulthood
- End of Life

For this project you will select three different age ranges that are representative of the age with which you intend to work **AND/OR** an age range with which you do not consider yourself familiar. For each age range, design and conduct an interview that will give you a window into

this stage of development. For younger children (e.g., birth-some of middle childhood) this will need to be part or all caregiver.

Additionally, if you select the prenatal phase, you will need to interview someone with recent experience with this developmental period. The goal is to understand the "real life" experiences of this developmental phase, as well as the possible counseling implications. For example, you might ask a pre-adolescent "What's the best thing about being your age?" and "What's the hardest thing about being your age?" or a 6-year-old "What's your favorite thing to do?" and their caregiver "What are some of the challenges in caring for your kiddo?" Or of anyone "What do you think counseling is?" Include 8-10 questions.

You should NOT record this interview; just take some notes. Additionally, pay attention to folx in this age range that you come across in your day-to-day life. Use the information gathered to write a summary of the interview (you do not have to include a word-for-word typed response series, but please include your question list). In addition to the summary address the following:

- What did you learn about this phase of human development? How does that fit or not fit with what you already know?
- What cultural factors affected what you learned?
- How did you feel while conducting the interview? Were you comfortable with this particular age group?
- What are you taking from this assignment that may help you in your future counseling work?

In addition to the interviews, create an annotated resource list for working with folx in each developmental stage. Include at least 5 resources such as websites, books, articles, agencies. For each resource include the APA reference (where applicable) or the location and contact information (for brick-and-mortar agencies) and a several sentence summary of the resource and why you think it's helpful. For books, you do not have to read the entire book. However, you must read some and research enough to know that it is a credible source and to be able to speak to its usefulness with confidence. This may include reading reviews and a chapter or two, as well as reviewing the table of contents and skimming other chapters. See rubric in Blackboard for additional details.

Observation Assignment Rubric				
	Exceeds Standard	**At Standard**	**Developing Standard**	**Below Standard**
Organization and Coherence	Paper follows a logical organization, and the topic is clearly communicated. A sophisticated development of one	Paper follows a logical organization and the topic is clearly communicated. Ideas are developed, but not all ideas are communicated	Paper has either (a) organizational errors that detract from the paper, or (b) an unclear development of ideas.	Paper has both (a) organizational errors that detract from the paper, and (b) an unclear development of ideas.

	idea to another is evident and ideas are clearly communicated.	completely.		
Evidence and Support	Strong evidence was provided to support the topic, and all details were relevant to the topic	The evidence provided supports the topic, and all details were relevant to the topic	The evidence provided supports the topic, though irrelevant details were also present	The evidence provided does not support the topic
Style and mechanics	Paper has (a) rare errors (fewer than 5) in style, and is (b) almost free of errors (fewer than 5) in spelling, grammar, and punctuation. These errors do not detract from paper. Writing is formal and flows from one section to another.	Paper has (a) errors in style (5-7 errors) that do not detract from paper, and (b) errors (5-7 errors) in spelling, grammar, and punctuation. These errors do not detract from paper. Writing is formal and flows from one section to another.	Paper has either (a) stylistic errors (8-10 errors) that detract from the paper, and/or (b) mechanical errors (7-9 errors) such as errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy.	Paper has both (a) stylistic errors (more than 10) that detract from the paper, and (b) mechanical errors (more than 10) in spelling, grammar, and punctuation that significantly detract from paper. Writing is informal at times and sections can be choppy.

C. Developmental Case Conceptualization 40%

You will select a case and conceptualize the lifespan development of the selected case. Options for selecting a case are to:

- create your own,
- find a case study,
- choose a character from a book, tv show, or movie.

Make sure that there is enough information to conceptualize the case through **at least** two major life phases (e.g., childhood & adolescence; adolescence & young adulthood; adulthood & late adulthood), although you will conceptualize the case across the lifespan. In the case of characters, you may fictionalize lacking details. Your case study will consist of four parts: a) a full write-up of the case details (e.g., the facts) and identification of the **two** developmental theories you will be using to conceptualize the case, b) a full assessment of the client using your identified theories, c) the counseling implications based on the assessment of the case and d) reflection. You will need to include appropriate APA references for your work (e.g., journal articles relevant to that phase of development and/or your theory; the theorist's work being applied). Elements that should be included are listed below:

Part I: Introduction of the Case

- Detailed case description
- Developmental theories chosen, why they were selected, and a brief summary of their major tenets
- What are the primary issue in the case and how might you conceptualize them from a nature/nurture standpoint and a typical/atypical development standpoint?

Part II: Assessment of the Case (fully describe each using your selected theories as appropriate and supporting each with case details)

- Physical development
- Cognitive development
- Social development
- Emotional development
- Cultural factors

Part III: Counseling Implications (include supporting details from the case; these can be tailored to your track and setting)

- Current mental health needs
- Plan for getting needs met
- Areas for potential advocacy
- Ethical considerations (be sure to reference the appropriate code of ethics)

Part IV: Reflection

- What was your experience of writing this up?
- What elements were most crucial for understanding the case?
- How did you go about applying what you have learned in the course?
- What do you think you still need to better understand about human development?
- Why was it important to understand the developmental aspects of the case?

Developmental Case Conceptualization				
	Excellent	Good	Fair	Poor
Part I: Case Description	Provides a comprehensive, detailed description of the case, including relevant developmental aspects and context.	Offers a detailed case description with some minor omissions or gaps in context.	Presents a basic case description with significant gaps in relevant details.	Case description is vague or lacks essential details.
Part I: Choice and Explanation of Developmental Theories	Clearly identifies and explains two appropriate developmental theories with a	Identifies and explains two suitable developmental theories with a good summary of their	Identifies developmental theories but lacks depth in explanation or summary of major	Selection and explanation of developmental theories are inadequate or

	typical/atypical development standpoints, providing a well-supported analysis.		typical/atypical development).	standpoints.
Part II: Physical, Cognitive, Social, Emotional Development	Provides a thorough, detailed assessment of the case in each developmental domain, effectively applying selected theories and supporting each aspect with relevant case details.	Offers a good assessment in each developmental domain, applying selected theories but with some minor gaps in supporting details.	Provides a basic assessment in some developmental domains with insufficient application of selected theories.	Assessment in developmental domains is superficial or lacks relevance to selected theories.
Part II: Cultural Factors	Analyzes and integrates cultural factors effectively into the assessment, demonstrating a thorough summary of their major tenets, demonstrating a deep understanding.	Includes cultural factors in the assessment but lacks depth or clarity in their integration with major tenets.	Mentions cultural factors but fails to effectively integrate them into the assessment. tenets.	Does not consider or discuss cultural factors in the assessment. irrelevant.
Part I: Nature/Nurture and Typical/Atypical Development	Insightfully discusses primary issues in the case from both nature/nurture and nuanced understanding of their impact on development in the case.	Discusses primary issues in the case from both perspectives but with some lack of depth or detail. developmental aspects.	Provides a superficial analysis of primary issues from one standpoint (nature/nurture or	Fails to analyze primary issues from nature/nurture or typical/atypical development
Part III: Current Mental Health Needs	Provides a comprehensive analysis of current mental health needs, suggesting appropriate interventions or strategies, and links them to the case and selected theories.	Offers a good analysis of current mental health needs but with minor gaps in linking interventions to the case or theories.	Provides a basic analysis of mental health needs with limited connections to the case or theories.	Analysis of mental health needs is lacking or irrelevant.
Part III: Ethical	Thoroughly	Discusses ethical	Provides a basic	Fails to discuss or

Considerations	discusses relevant ethical considerations, referencing appropriate ethical codes and relating them to the case and counseling implications.	considerations but with some lack of depth or clarity in connecting them to the case or counseling implications.	discussion of ethical considerations with limited connections to the case or counseling implications.	address relevant ethical considerations.
Part IV: Insight and Learning Application	Reflects deeply on the experience of writing the case study, demonstrates a clear understanding of crucial elements, and effectively applies learned concepts from the course.	Provides a good reflection on the writing experience and identifies crucial elements but lacks depth in applying course concepts.	Offers a basic reflection with limited insight into crucial elements or application of course concepts.	Reflection lacks depth and insight into the writing experience and application of course concepts.
Part IV: Understanding of Human Development	Demonstrates an insightful recognition of areas needing further understanding in human development, showing a clear understanding of personal learning gaps.	Identifies areas needing further understanding but lacks clarity or depth in recognizing personal learning gaps.	Identifies some areas for further understanding but with limited relevance or detail.	Fails to recognize or articulate areas needing further understanding in human development.
APA Format and References	Adheres to APA format accurately throughout the case study, includes proper citations, and references relevant literature effectively.	Mostly follows APA format with minor errors, citations are present but might lack precision, and references could be more effectively integrated.	Demonstrates limited adherence to APA format with several errors in citations and references, affecting the overall presentation.	Major issues with APA format, citations, and referencing that significantly impact the presentation

IX. Topical Outline and Tentative Schedule

Date	Week	Scheduled Topic	Reading/Course Activities	Assignments Due
1/13-1/19	Week 1	Substantive Engagement Assignment	Complete introduction on Brightspace	Substantial Engagement (due Saturday)
1/20-1/26	Week 2	Counseling the Ever- changing Person in Context; Theories of Human Development	Chapters 1, 2	Discussion 2 Five Questions

1/27-2/2	Week 3	Spiritual and Moral Developmental Theories; Cross- cultural Counseling and Human Development	Chapters 3, 4	Discussion 3 Five Questions
2/3-2/9	Week 4	Prenatal Development	Brightspace	Discussion 4 Five Questions Observation 1
2/10-2/16	Week 5	Birth and Infancy	Chapters 5, 6	Discussion 5 Five Questions
2/17-2/23	Week 6	Early Childhood	Chapter 7	Discussion 6
				Five Questions
2/24-3/2	Week 7	Early Childhood, cont'd	Chapter 8	Discussion 7 Five Questions
3/3-3/-9	Week 8	Middle Childhood	Chapter 9, 10	Discussion 8 Five Questions Observation 2
3/10-3/16	Spring Break			
3/17-3/23	Week 9	Adolescence	Chapter 11	Discussion 9 Five Questions
3/23-3/30	Week 10	Adolescence, cont'd	Chapter 12	Discussion 10 Five Questions
3/31-4/6	Week 11	Young Adulthood	Chapters 13, 14	Discussion 11 Five Questions
4/7—4/13	Week 12	Middle Adulthood	Chapters 15, 16	Discussion 12 Five Questions Observation 3
4/14-4/20	Week 13	Late Adulthood	Chapters 17, 18	Discussion 12 Five Questions

4/21-4/27	Week 14	End of Life	Chapter 19	Five Questions
4/28-5/2	Week 15	Complete case conceptualization	n/a	Case Conceptualization

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

X. Important Dates

First day of term: January 13, 2025
Drop dates:
Last day to **drop** without $50 Add/Drop Fee: January 17, 2025
Last day to **drop** a course without a W: February 7, 2025
Last day to **drop** a course with a W: May 2, 2025
Last day to **withdraw from all** classes: May 2, 2025
Last day of term: May 9, 2025

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

XI. Course Policies

Policies

A. Attendance
Attendance in this online class will be determined by the completion of assignments and weekly activities (weekly quizzes and discussion posts) on Brightspace. Please plan to log into the course regularly and to engage with your peers in discussions.

B. Late Work
It is the student's responsibility to turn in assignments by the deadline stated. Ten percent **will be** deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time.

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. Proctoring

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

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

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

Proctored exam information will be provided prior to any proctored exam. Be aware you must use Google Chrome to take the exam, install the Proctorio Chrome browser extension (from getproctorio.com), and show an official photo identification (ID). You can use either a valid driver's license, passport, or school ID.

For additional information about online proctoring, students may visit the Proctorio Support for Students website.

D. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within 24 to 28 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. 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 each week. Major assignments may take two to three weeks.

E. Use of Generative Artificial Intelligence

Use of Generative Artificial IntelligenceThe 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 committee academic dishonesty and will be subject to the consequences outlines 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.

II. 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 accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing**

as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to complete any in-class exercises "within a reasonable length of time". Please note that accreditation expectations, particularly related to Practicum and Internship, must still be met to earn credit in those courses.

C. Netiquette, Civil Dialog, and Professional Communication

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

- respect others and the opinions of others ● be polite.
- refrain from writing in ALL UPPERCASE, as this conveys dissatisfaction and anger.
- revise before submitting to ensure clear communication.
- avoid acronyms, internet lingo, and text speak (e.g., BTW, idk, l8r) to reduce confusion.
- write concisely and clearly, using short paragraphs to increase readability.
- identify sources.
- contribute substantial responses.

- attend to language, since readers lack the benefit of nonverbal cues; clarify when needed, and pause before responding, if another's communication comes across as insensitive or offensive.

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

D. Academic Honesty

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

E. Informed Consent Statement for Counseling Courses

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

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, selfawareness 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 to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the American Counseling Association's Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self- awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities. ● Students are expected to adhere to the American Counseling Association's Code of Ethics (2014) in classwork and interactions with clients, classmates, colleagues, supervisors, and faculty.

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

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

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

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self- evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or

functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Slightly modified from The University of Texas at Tyler version of the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004.

Evaluating student fitness and performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (2014). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an

academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

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

Minimum grade requirements

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

Regardless of GPA, no more than 2 grades of "C" may count toward degree requirements. No grade below "C" may count. Please note that some states require grades of "B" or better in every class for applicants to be licensed. (2024-2025 Catalog http://catalog.truman.edu/preview_program.php?catoid=25&poid=5203&returnto=1509; http://catalog.truman.edu/preview_program.php?catoid=25&poid=5237&return t o=1509; http://catalog.truman.edu/preview_program.php?catoid=25&poid=5099&returnto=1509)

III. University Policies

A. Attendance

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

B. Substantive Engagement

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, May 28, 2024, and ending 11:59 pm Saturday, June 1, 2024. Failure to do so, or to provide an explanation of an extenuating circumstance by that date and time will

result in your removal from the course. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, posting in the first discussion board to introduce yourself.

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

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

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-ComplaintReportingResolution-Procedure.pdf.

E. FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know". These employees and

offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see http://www.truman.edu/registrar/ferpa/.

F. Academic Honesty

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

Please see https://www.truman.edu/wp-content/uploads/2013/05/AcademicIntegrity-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

IV. Resources

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

A. Center for Academic Excellence

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

B. Counseling Services

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

C. IT Help Desk

The IT Service Center has combined the IT Call Center, Help Desk, and Telephone Services into a one-stop location to serve you. You will find the following services and more when you stop by **P**ickler **M**emorial **L**ibrary 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.

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).

V. Feedback

A. Student Survey of Instruction

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

B. Other Important Contacts

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

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

Dean of Business and Professional Studies: Dr. Rashmi Prasad
Violette Hall 2400
660.785.43846
lratcliff@truman.edu

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