

Course Syllabus
COUN 669G
Child and Adolescent Counseling
Spring 2025

CLASS INFORMATION

Instructor: Juawice McCormick, Ph.D., LPC-S (MS), NCC, NCSC, BC-TMH

Format: Asynchronous online

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Email: juawice@truman.edu (This is the best way to contact me.)

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

Office Hours: M-F 6-9 p.m. (All times Central.) Other times by appointment.

Zoom Virtual Office Link: By appointment



School of Business and Professional Studies Mission Statement

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

Graduate Program Objectives

Truman's Graduate Program Objectives are:

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

Course Overview

Course Catalog Description

COUN 669G: Child and Adolescent Counseling (3 credit hours)

This course examines theories, techniques, and factors related to counseling children and adolescents, including cultural dynamics, normal and abnormal development, legal and ethical concerns, and special considerations in working with minors. Prerequisite: COUN 666G with a grade of 'C' or higher.

This course fulfills the requirements for {COUN 669G} on the applicable counseling degree plan.

Rationale

Counseling with children and adolescents often requires knowledge and skills beyond working with adults. Developmental stages, establishing an effective counseling relationship, informed consent, and legal requirements all differ for this protected class of clients.

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 (<https://consumerinformation.truman.edu/stateauthorization/>) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
 - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
 - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
 - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - m. the role of counseling supervision in the profession
2. SOCIAL AND CULTURAL DIVERSITY
 - a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
 - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
 - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3. HUMAN GROWTH AND DEVELOPMENT
 - a. theories of individual and family development across the lifespan
 - b. theories of learning
 - c. theories of normal and abnormal personality development
 - d. theories and etiology of addictions and addictive behaviors
 - 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
 - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 - 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
5. COUNSELING AND HELPING RELATIONSHIPS
 - a. theories and models of counseling
 - b. a systems approach to conceptualizing clients
 - c. theories, models, and strategies for understanding and practicing consultation
 - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - f. counselor characteristics and behaviors that influence the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
 - h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence-based counseling strategies and techniques for prevention and intervention
 - k. strategies to promote client understanding of and access to a variety of community-based resources

- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

CACREP Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling

2. CONTEXTUAL DIMENSIONS

- g. Impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

3. PRACTICE

- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients

G. School Counseling

1. FOUNDATIONS

- d. models of school-based collaboration and consultation

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and system change agents in P-12 schools
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- f. techniques of personal/social counseling in school settings
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

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)

This course will specifically focus on SLOs 1, 2, 3, 4, 5, 6, 7, and 8.

Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

Counseling Activities
Class discussion
Class presentations
Supplemental readings
Videos/Photographs

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

Jones, B. & Durodoye, B. (2022). *Child and adolescent counseling: An integrated approach*. Springer Publishing.

Lowenstein, L. (Ed.) (2022). *Assessment and treatment activities for children, adolescents, and families volume four: Practitioners share their most effective techniques*. Champion Press.

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

One of the following texts is also required:

Select one of the following recommended books for the book report and presentation. Other selections may be acceptable only with instructor's approval.

- Axline, V. (1964). *Dibs in search of self*. The Random House Publishing Company.
- Gomez, A. (2012). *EMDR therapy and adjunct approaches with children: Complex trauma, attachment, and dissociation*. Springer Publishing.
- Hartwig, E. K. (2020). *Solution focused play therapy: A strengths based clinical approach to play therapy*. Routledge Taylor & Francis Group.
- Landreth, G. L., & Bratton, S. C. (2019). *Child parent relationship therapy (CPRT): An evidence based 10 session filial therapy model*. Routledge.
- Leggett, E. S., & Boswell, J. N. (Eds.) (2017). *Directive play therapy: Theory, technique, and treatment*. Springer Publications.
- Malchiodi, C. A. (2020). *Trauma and expressive arts therapy: Brain, body, & imagination in the healing process*. The Guilford Press.
- 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*. Hachette Book Group.
- Siegel, D., & Bryson, T. P. (2018). *The yes brain: How to cultivate courage, curiosity, and resilience in your child*. Bantam Books.
- Siegel, D., & Hartzell, M. (2014). *Parenting from the inside out: how a deeper self-understanding can help you raise children who thrive*. The Penguin Group.
- Solomon, A. (2012). *Far from the tree: Parent, child, and the search for identity*. Scribner Publishing.

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=KBo060748, respectively.

Truman's Information Technology Services also has minimum requirements found at

<https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

Other technology required for this course includes: a webcam, a microphone, noise-cancelling headphones, a camera with the ability to upload photos to a computer, and a printer.

Virtual Private Network (VPN) and Remote Desktop Access

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

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

Bookstore Website: <https://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.

Course Requirements and Grading

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

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

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

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Postings	20	Weekly	2F1b, 2F1c, 2F1g, 2F1i, 2F1m, 2F2a, 2F2b, 2F2d, 2F2h, 2F3a, 2F3b, 2F3c, 2F3d, 2F3e, 2F3f, 2F3g, 2F3h, 2F3i, 2F5a, 2F5b, 2F5c, 2F5d, 2F5f, 2F5g, 2F5h, 2F5i, 2F5j, 2F5l, 2F5m, 2F5n, 5C2g, 5C2h, 5C3b, 5C3c, 5G1d, 5G2a, 5G2e, 5G2g, 5G2h, 5G2i, 5G2n, 5G3f, 5G3h	1, 2, 3, 4, 5, 6, 7
Chapter Quizzes	30	Weekly	2F1b, 2F1c, 2F1g, 2F1i, 2F1m, 2F2a, 2F2b, 2F2d, 2F2h, 2F3a, 2F3b, 2F3c, 2F3d, 2F3e, 2F3f, 2F3g, 2F3h, 2F3i, 2F5a, 2F5b, 2F5c, 2F5d, 2F5f, 2F5g, 2F5h, 2F5i, 2F5j, 2F5k, 2F5l, 2F5m, 2F5n, 5C2g, 5C2h, 5C3b, 5C3c, 5G1d, 5G2a, 5G2e, 5G2g, 5G2h, 5G2i, 5G2n, 5G3f, 5G3h	1, 2, 3, 4, 5, 6, 7, 8
Counseling Activity and Reflection Paper (3)	30	As assigned	2F2h, 2F3a, 2F3f, 2F3h, 2F3i, 2F5a, 2F5b, 2F5c, 2F5d, 2F5f, 2F5g, 2F5h, 2F5j, 2F5k, 5C3b, 5G1d, 5G2a, 5G2n, 5G3f, 5G3h	1, 2, 3, 4, 5
Book Report and Presentation	20	Week 15	2F2a, 2F2b, 2F2h, 2F3a, 2F3b, 2F3c, 2F3d, 2F3e, 2F3f, 2F3g, 2F3h, 2F3i, 2F5l, 2F5m	1, 2, 3, 4, 5, 6, 7, 8

Detailed Descriptions**A. Discussion Postings**

20 points

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Brightspace. 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 Sunday 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

B. Chapter Quizzes

30 points

Each week you will have chapter quizzes from the Jones and Durodove textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Sunday the week after the reading is assigned by 11:59 p.m. Central Time. The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, **I will not re-open quizzes after the due date has passed.**

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is designed to reward timely reading and to diminish the stress often associated with final exams.

C. Counseling Activity and Reflection Paper

30 points (total)

For this assignment, you will be engaging with three different child and adolescent face-to-face volunteers at different points in the semester for 20-30 minutes per session. Each of the three experiences must include a different age group, and no age group may be used more than once. The age groups are defined as:

- early childhood (3–5 yrs. old)
- middle childhood (6–11 yrs. old)
- early adolescence (11–14 yrs. old)
- middle adolescence (15 – early adult yrs. old)

For the first experience, please choose a volunteer from either early childhood or middle childhood. For the second experience, please choose a volunteer from either middle childhood or early adolescence. For the third experience, please choose a volunteer from either early adolescence or middle adolescence. You may not use your own children for these assignments.

Each student will provide reflection papers following an experiential activity/counseling session. *Assessment and Treatment Activities for Children, Adolescents, and Families* (Lowenstein, 2022) will be your required resource for these assignments. It will provide information and activities that should be the foundation for your sessions. These assignments should be more than sitting and talking to children and adolescents.

Please take multiple photos of the materials, environment, and set-up for your activities of choice, as these will be the basis for some discussions during the course of the semester. Please **do not** include photos of the volunteer.

Each submission must also include a Disclosure Statement signed by a parent or guardian, the child or adolescent, and the graduate student. Assignments will not be accepted without a fully signed disclosure statement uploaded with the assignment. If there happens to be another person in the room (for whatever reason) while you are counseling your chosen individual, you

MUST also have a signed disclosure statement from the parent or guardian for and from that person.

Assignments must be uploaded to Brightspace as a Word document or pdf by 11:59 p.m. Central on the assigned dates. The disclosure statement should be the last page of your paper. The following rubric should be used to guide your work; it is how each assignment will be graded. Please use APA 7 format which should include 3 to 4 resources and citations; references must be included.

Each paper must include, but is not limited to, the following components:

- I.** Introduction of person
 - A. Description of person
 - B. Age and category
 - C. Logistics of session; location and time span
- II.** Developmental characteristics

Based on the course textbook and other sources, describe each of the developmental components associated with this stage. Connect these theoretical descriptions to your actual observations of the volunteer. An overview of each of these as described in the book and for the age/stage of the client as described in the course textbook (Jones & Durodoye, 2022), chapter one

 - A. Cognitive development
 - B. Social development
 - C. Emotional development
 - D. Self/Physical development
 - E. Appropriate citations from course text and other sources
- III.** Activities and/or focus of session as described in Lowenstein (2022)
 - A. Title and theme
 - B. Recommended age and modality
 - C. Goals
 - D. Materials
 - E. Appropriate citation from assigned text and other sources
- IV.** Process
 - A. Description of your introduction to and delivery of the activity
 - B. Child/adolescent's understanding of the activity
 - C. What was the child/adolescent's affect
 - D. What verbal statements made by the child/adolescent stood out to you
 1. Provide two or three
 - E. Did the child/adolescent seem to enjoy and/or benefit from the activity
 - F. Was the goal/objective achieved or observed
- V.** Discussion and conclusion
 - A. Discussion of comparison to course content (textbooks and discussions)
 - B. Personal observations
 - C. Personal impressions of events
- VI.** Reference page
 - A. Three to four resources should be cited and referenced

Please begin searching immediately for an early childhood individual for your first assignment and continue your search for a person of each age group required. This will take

some time to accomplish, and papers are expected to be on time. Please note that the ages of the participants increase for each subsequent assignment as the semester progresses. **These children and adolescents cannot be your own children.**

D. Book Report and Presentation

20 points

Please choose one of the books listed under the required texts section of the syllabus for this assignment. A different book may only be selected with the approval of the instructor. Please use Zoom to record the presentation and upload it to the assignment link in the course.

The following outline should guide your work for the recorded presentation.

- I. Introduction and book summary
 - A. Provide an overview of the book
 - B. Identify the author(s) along with background information
 - C. A summary of the book
 - D. Rationale for book selection
 - E. Include citations from selected book
 1. Stated citation (e.g. "In chapter five,")
- II. Relevance to work with children, adolescents, and/or families
 - A. Strengths of how this content might be helpful to a professional counselor
 1. Identify at least three strengths
 - B. Weaknesses or undeveloped areas that might have been helpful to a professional counselor
 1. Identify at one or two weaknesses (three at most)
 - C. Questions or information not included in the content that would be valuable to a professional counselor
 - D. Include citations from the selected book
 1. Oral - stated citation to include location in book (e.g. "In chapter five,")
- III. Relevance to the course
 - A. Identify at least three ways this book material is relevant to this course content
 - B. Include at least three portions and/or ideas from the book that agree with or differ from the course textbook or content
 - C. Include citations from the selected book
 1. Oral - stated citation to include location in book (e.g. "In chapter five,")
- IV. Personal thoughts and conclusion
 - A. What were you hoping to learn from this book
 - B. What did you like and dislike
 - C. In what ways will this information be helpful in your work with clients?
 - D. Would you recommend this book to others? Why or why not?
- V. References
 - A. Book reference
 1. Full reference of the book, orally
 2. If using a PowerPoint or other presentation tool, please consider a slide with a reference of the book

Topical Outline and Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>	<u>DUE BEFORE NEXT MONDAY</u>
	SUBSTANTIVE ENGAGEMENT ASSIGNMENT – Complete your introduction on Brightspace by Saturday, January 18th at noon Central	
Week 1 01.13	Developmental and Systemic Considerations	QUIZZES CH. 1, 2; DISCUSSION
Week 2 01.21	Relational and Cultural Considerations	QUIZZES CH. 3, 4
Week 3 01.27	Theoretical Considerations	QUIZZES CH. 5, 6; DISCUSSION
Week 4 02.03	Requisite Planning and Skills	QUIZ CH. 7; DISCUSSION
Week 5 02.10	Practice with Early and Middle Childhood	COUNSELING ACTIVITY AND REFLECTION PAPER 1
Week 6 02.17	Contemporary Issues; Clients with Special Needs	QUIZZES CH. 8, 9; DISCUSSION
Week 7 02.24	Clients with Special Needs (con.)	QUIZ CH. 10
Week 8 03.03	Practice with Middle Childhood and Early Adolescence	COUNSELING ACTIVITY AND REFLECTION PAPER 2 (due 03.23)
03.10	SPRING BREAK	
Week 9 03.17	Maltreatment and Trauma	QUIZZES CH. 11, 12; DISCUSSION
Week 10 03.24	Crisis Management	QUIZ CH. 13; DISCUSSION
Week 11 04.07	Practice with Early and Middle Adolescence	COUNSELING ACTIVITY AND REFLECTION PAPER 3
Week 12 04.14	Ethical and Legal Considerations	QUIZ CH. 14; DISCUSSION
Week 13 04.21	Other Special Topics	QUIZ CH. 15
Week 14 04.28	Exploring the Literature	BOOK REPORT AND PRESENTATION
Week 15 05.05	Reflection and Summary	DISCUSSION

Chapter reading quizzes, journals, and other activities are due each week as detailed on Brightspace. 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.

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

Policies

Course Policies

Attendance

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

To comply with federal requirements, Truman requires students to demonstrate engagement with each course within the first few calendar days of the semester. To that end, please complete your initial introduction in Brightspace before Friday, January 19th. **Failure to meet the terms of the university policy will result in administrative removal from the course.**

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

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 zero (0) 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.

Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within two business days of receiving them. If calling by phone, please be sure to leave a message with a phone number.

It is my intent to grade regular weekly assignments such as quizzes, journals, and discussions within a calendar week after the day they are due. Major assignments typically take two to three weeks.

Use of Generative Artificial Intelligence

AI use is not permitted. 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. Tools such as Spell-check and Grammarly are permitted.

Other

During face-to-face and synchronous interactions, please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

In the counseling profession, papers and presentations generally follow APA format. Please see Brightspace course content or the *APA Publication Manual, 7th edition*, for more information. If you do not have a copy of the APA Manual, *purchase one*.

Assignments in this course may be submitted through a plagiarism checker. Students are expected to submit original work of their own creation, independent of other students and artificial intelligence, unless otherwise noted. Please check papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers free of plagiarism, please consult the *APA Publication Manual, 7th edition*, or visit the Writing Center.

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.

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.

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.

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.

Informed Consent Statement for Counseling Courses

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

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

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

Counseling Program Evaluation, Retention, Remediation, and Dismissal Policy

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

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

Evaluating student fitness and performance

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

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

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

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

Minimum grade requirements

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

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

2024-2025 Catalog

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

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

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

University Policies

Attendance

The University-wide attendance policy can be viewed

<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 12:00 am on Monday, January 13, 2025 and ending 11:59 pm Saturday, January 18, 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, the introductory assignment noted on the course calendar.

Emergency Procedures

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

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



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

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

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-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 ([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.

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.

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

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

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. 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>.

Office of Student Access and Disability Services

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

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

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.

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 <https://www.truman.edu/majors-programs/graduate-studies/ma-counseling/> or the University Catalog (<http://catalog.truman.edu>).

Feedback

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/> 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
660.785.4346
rprasad@truman.edu

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