

Course Syllabus
COUN 675G
Treatment Procedures and Psychopharmacology
Spring 2025

CLASS INFORMATION

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

Format: Semi-synchronous; Synchronous Zoom- Wednesdays 6–7pm CST.

Phone: (660) 785-4233

Email: cybarra@truman.edu *preferred contact method

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

Office Hours: Monday 8am to 2pm; Tuesday 11am to 3pm CST

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

Office Location: Microsoft Teams



School of Health Sciences and Education Mission Statement
(in progress)

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

Graduate Program Objectives

Truman's Graduate Program Objectives are:

1. To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
2. To graduate master's degree student able to perform in appropriate professional and academic positions.

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

Course Overview

I. Course Catalog Description

COUN 675G: Treatment procedures and Psychopharmacology (3 credit hours)

This course focuses upon empirically supported treatments for various diagnostic categories and the uses and understanding of psychopharmacological interventions. Prerequisite: Grade of "C" or better in COUN 657G.

II. Rationale

Many people take other-the-counter and prescription medications, health and diet supplements, and herbal remedies. As this becomes common, understanding the connection between these substances, mental health, behaviors, and performance is increasingly important for counselors, so that they can help clients effectively navigate their daily environments.

III. Credit Hour Statement

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

IV. Proficiencies for Counselors

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

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

2. SOCIAL AND CULTURAL DIVERSITY

- f. help-seeking behaviors of diverse clients

3. HUMAN GROWTH AND DEVELOPMENT

- 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.

5. COUNSELING AND HELPING RELATIONSHIPS

- f. counselor characteristics and behaviors that influence the counseling process.
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans

7. ASSESSMENT AND TESTING

- e. use of assessments for diagnostic and intervention planning purposes
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders.

CACREP Section 5: Entry-Level Specialty Areas***C. Clinical Mental Health Counseling Standards*****1. FOUNDATIONS**

- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
 - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
 - 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

G. School Counseling Standards

1. FOUNDATIONS

- d. models of school-based collaboration and consultation

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- 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; community resources and referral sources.

3. PRACTICE

- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

V. Student Learning Outcomes

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

1. Understand and verbalize classification of psychoactive substances.
2. Gain an overview of commonly used drugs in clinical practice, their underlying brain mechanisms, and the research to support their effectiveness.
3. Demonstrate knowledge of the different classifications of drugs and their effect on the brain.
4. Explain the ways psychopharmacological information is relevant and useful to counselors.
5. Demonstrate an understanding of theories of causation of addiction and how current research on the brain effects those theories.
6. Describe the physiological processes involved in psychopharmacology.
7. Examine the use of clinical diagnosis in determining pharmacologic prescriptions.
8. Develop pharmacologic treatment plans for common psychiatric disorders utilizing knowledge of neurobiology, research evidence, clinical practice guidelines, and clinical assessment data.

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 <https://outlook.office.com/mail/>), accessing material and submitting assignments via Brightspace (<http://learn.truman.edu>), word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom).

Course Content

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

Required

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

Preston, J. D., O'Neal, J. H., Talaga, M. C. & Moore, B. A. (2020). *Handbook of clinical psychopharmacology for therapists* (9th ed.). New Harbinger Publications. ISBN-13: 9781684035151

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments* (5th ed.). John Wiley & Sons. ISBN-13: 9781118791356

Supplemental

PDR Network. (2022). [*Prescribers' digital reference*](#).

World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

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

Virtual Private Network (VPN) and Remote Desktop Access

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

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

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

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

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

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

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

VIII. Course Requirements and Grading

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

90 - 100 points = A

80 – 89 points= B

70 – 79 points= C

60 - 69points= D

Below 60 points = F

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Discussion Postings	20%	Weekly	2F3c, 2F3d, 2F3e, 2F5f, 2F5g, 2F5h, 2F7e, 2F7k, 2F7l, 5C1c, 5C1d, 5C1e, 5C2a, 5C2b, 5C2c, 5C2d, 5C2e, 5C2g, 5C2h, 5G1d, 5G2a, 5G2g, 5G2h, 5G2i, 5G2k, 5G3h	1, 2, 3, 4, 5, 6
Case Studies	60%	Various	2F3c, 2F3d, 2F3e, 2F5f, 2F5g, 2F5h, 2F7e, 2F7k, 2F7l, 5C1c, 5C1d, 5C1e, 5C2a, 5C2b, 5C2c, 5C2d, 5C2e, 5C2g, 5C2h, 5G1d, 5G2a, 5G2g, 5G2h, 5G2i, 5G2k, 5G3h	2, 3, 4, 5, 6
Final Exam	20%	Week 15	2F3c, 2F3d, 2F3e, 2F5f, 2F5g, 2F5h, 2F7e, 2F7k, 2F7l, 5C1c, 5C1d, 5C1e, 5C2a, 5C2b, 5C2c, 5C2d, 5C2e, 5C2g, 5C2h, 5G1d, 5G2a, 5G2g, 5G2h, 5G2i, 5G2k, 5G3h	2, 3, 4, 5, 6

Detailed Descriptions

A. Discussion Postings

20%

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Blackboard. There will be two options for completing discussion board postings.

Option 1: Live Discussion Board

During our synchronous meeting, we will complete the discussion board in real-time. I will facilitate the discussion by reading the prompt and invite each student to respond to the prompt. This will allow us to have an open discussion, while sharing and hearing the perspectives of others. Your participation during our live session will be used for grading and will be reflected in the corresponding rubric for the Live discussion board. You must attend the full duration of the live course meeting to be exempt from completing the written discussion board. Failure to remain present during the full meeting time will result in an earned grade of zero (0), unless a traditional discussion post is submitted. Please see option two below.

Option 2: Traditional Discussion Post

If you do not attend the synchronous meetings for the live discussion boards, you must complete the written assignment. Here, you will include your initial discussion, and respond meaningfully to **at least two peers**, reflecting your understanding of the material. If there are no peers to respond to, only your initial post will be submitted, and grading will reflect the effort exerted in your initial response. The initial response for each topic will be to the original statement or question, while the second required response will elaborate upon your colleagues' reflections or comments.

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

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

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

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

B. Case Studies

60%

Throughout the course, you will be given six case studies to complete having to do with the course content. For each case study, you will complete a **DO A CLIENT MAP** treatment plan. Detailed instructions about completing this type of treatment plan are found in the Reichenberg & Seligman text.

For this assignment, be as thorough as possible when developing your treatment plan. You will be graded on your ability to discern an accurate diagnosis, provide relevant information and considerations about the prescribed medication, and think critically about the case. Please be sure to properly cite all information.

C. Final Exam

20%

This final exam will cover the material presented in the text. It will consist of 50 multiple choice questions, and you will have 90 minutes to complete it. You must complete the test in one sitting. The test is an open book, and you will only have one attempt, so please make sure to check your answers before submitting. The test can be taken at any time during the final week of class and will close on Friday, May 2nd at 11:59pm CST.

IX. Topical Outline and Tentative Schedule

Date	Week	Scheduled Topic	Chapters Covered	Assignments Due
1/13 – 1/19	Week 1	Introduction; Syllabus and Overview.		Discussion #1 (Introduction) <i>*Demonstration of academic engagement</i>
1/20 – 1/26	Week 2	Introduction; Integrated Models	Preston 1, 2	
1/27 – 2/2	Week 3	Neurobiology; Pharmacology.	Preston 3, 4	Discussion #2
2/3 – 2/9	Week 4	Medication non-adherence	Preston 5	
2/10 – 2/16	Week 5	Preliminary Diagnostic Considerations	Preston 6	Discussion #3

2/17 – 2/23	Week 6	Depressive Disorders; Antidepressant Medications	Preston 7, 17	Case Study 1
2/24 – 3/2	Week 7	Bipolar Disorders; Bipolar Medications	Preston 8, 18	Case Study 2
3/3 – 3/9	Week 8	Anxiety Disorders; Obsessive-Compulsive Disorders; Antianxiety Medications	Preston 9, 10, 19	Case Study 3
3/10 – 3/16	SPRING BREAK			
3/17 – 3/23	Week 9	Psychotic Disorders; Sleep-Wake Disorders; Antipsychotic Medications	Preston 11, 15, 20	Case Study 4
3/24 – 3/30	Week 10	Post-traumatic stress disorder; borderline personality disorders;	Preston 12, 13	Discussion #4
3/31 – 4/6	Week 11	Substance-Related Disorders.	Preston 14	
4/7 – 4/13	Week 12	Other Miscellaneous Disorders; Dietary Supplements and Herbal Products	Preston 16, 21	Case Study 5
4/14 – 4/20	Week 13	Emerging Treatments for Psychiatric Disorders; Child and Adolescent Psychopharmacology	Preston 22, 25	Discussion #5
4/21 – 4/27	Week 14	Medication Discontinuation; Red Flags	Preston 23, 24	
4/28 – 5-2	Week 15	Final Exam		

Chapter reading quizzes, journals, and other activities are due each week as detailed on Blackboard. Other readings may also be assigned throughout 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 Spring 2025

First day of term: Monday, January 13th, 2025

Drop dates:

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

Last day to **drop** a course without a W: February 7th, 2025

Last day to **drop** a course with a W or WF: May 2nd, 2025

Last day to **withdraw from all** classes: May 2nd, 2025

Last day of term: May 2nd, 2025

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

Policies

XI. Course 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 may 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. Response Times and Feedback

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

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

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

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

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

Faculty, training staff, supervisors, and administrators of the Counseling program at Truman State University have a professional, ethical, and potentially legal obligation to:

(a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to

advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

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

Evaluating student fitness and performance

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

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

determination that the student has failed to meet academic, ethical, and/or professional standards.

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

Minimum grade requirements

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

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

(2024-2025 Catalog

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

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

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

XIII. University Policies

A. Attendance

The University-wide attendance policy can be viewed at

<http://policies.truman.edu/policylibrary/attendance-policy/>.

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday, January 13th, 2025, and ending 11:59 pm Saturday, January 18th, 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, attending the first synchronous meeting on Wednesday, January 15th, 2025 at 6pm CST, or 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: <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 “Truman” tab. Click on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Update Emergency Text Messaging Information” link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

A. 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>.

D. 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/>.

E. Academic Honesty

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

Conduct Code and General/Graduate Catalog applies

([http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic Dishonesty](http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty))”

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

F. 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.

G. Statement on Disruptive Behavior

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

Learner Support and Feedback to the University

XIV. Resources

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

A. Center for Academic Excellence

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

B. Counseling Services

[Counseling Services](#) are available on campus at McKinney Center. Appointments may be scheduled by calling (660) 785-4014. An after-hours crisis line is also available at 660-665-5621.

C. IT Help Desk

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

D. Office of Student Access and Disability Services

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

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

E. Writing Center

I encourage you to use the University's [Writing Center](#) for your writing projects. It is not a proofreading service. The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why). They can help you understand and better your writing craft. They can also do brainstorming if you're having a hard time getting started. And they have an online scheduler, so making an appointment is easy. The Writing Center is located in PML 107.

F. Additional Resources for Students

A list of additional resources is available at <https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/>.

Information on the Counseling program can be accessed via the {*Department Website*} or the University Catalog (<http://catalog.truman.edu>).

XV. Feedback**A. Student Survey of Instruction**

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

B. Other Important Contacts

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

Chair of Counseling:

Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Dean of School 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.**