Course Syllabus
COUN 678G
Medical Aspects of Disability
Spring 2025

CLASS INFORMATION
Instructor: Dr. Christopher Todd, PhD, CRC, LAC (AR), LPSC (TN), NCC
Format: Asynchronous online
Phone: 901-585-8419
Email: ctodd@truman.edu (preferred)
Website: All course information may be accessed through Brightspace.
Office Hours: Monday 8-5 and Tuesday Noon to 5
Zoom Virtual Office Link:

School of Business and Professional Studies

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 students qualified to enter and succeed in doctoral programs at leading universities.

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

Course Overview

I. **Course Catalog Description**

COUN 678G: Medical Aspects of Disability (3 credit hours)

This course examines managed care concepts, medical terminology, resources, and the medical aspects and functional implications for a variety of disabling conditions. It also explores implications of medications as they apply to individuals with disabilities.

II. **Rationale**

TBD

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.

2024 CACREP Standards addressed in this course include:

CACREP Section 5: Entry-Level Specialty Areas

D. Clinical Rehabilitation Counseling Standards

1. Effects of the onset, progression, and expected duration of disability on the clients' holistic functioning
2. Environmental, attitudinal, and individual barriers for people with disabilities
3. Impact of disability on sexuality
4. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
5. Clinical rehabilitation counseling services within the continuum of care, such as inpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks
6. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for persons with disabilities
7. Role of family, social networks, and community in the provision of services for and treatment of people with disabilities
8. Assistive technology to reduce or eliminate barriers and functional limitations
9. Intake interview, mental status evaluation, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management for people with disabilities
10. Strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence
11. Third-party reimbursement and other practice and management issues in clinical rehabilitation counseling

V.   Student Learning Outcomes

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

1. Students will be able to explain the medical and psychosocial implications of chronic illness and disability (CACREP 5D: 1, 2, 3,).
2. Students will be able to discuss the characteristics, terminology, diagnostic process, medications, treatment, prognosis, etiology, diagnostic procedures, treatment, and medical/vocational implications of chronic illness and disability (CACREP 5D: 1, 5, 6)
3. Students will be able to identify the various barriers impacting persons with chronic illness and disability and develop strategies for advocacy to address these barriers (CACREP 5D: 2, 8, 10)
4. Students will become familiar with local, state, and federal resources available to assist persons with disabilities and develop strategies to utilize these resources (CACREP 5D: 4 & 5).
5. Students will be able to develop a comprehensive client record and treatment to meet the needs of persons with disabilities (CACREP 5D: 9)
6. Students will understand the role that family, social networks, and community partnerships play in caring for persons with disabilities (CACREP 5D: 7)

VI.   Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:

- Case Studies
- Individual Activities
- Lecture
- Peer Discussion
- Student Presentation

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

Course Content

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

Falvo, D., & Holland, B. E. (2017). *Medical and psychosocial aspects of chronic illness and disability*. Jones & Bartlett Learning.

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

Journal Articles and Videos (Complete List found in Appendix A)

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://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support 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/.

Bookstore Website: https://truman.bncollege.com

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

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

VIII. Course Requirements and Grading

Course assignments are weighted.

Points	Final Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D

Assignment Summary Chart

Assignment	Point Value	Due Date	CACREP Standards Addressed	SLO Addressed
Participation	10%	Weekly		
Chapter Presentations	30%	Varies	5D: 1, 2, 3, 5, 6	1&2
Emerging Disability Case Study	20%	2/5/25 & 4/2/25	5D: 1-10	1-6
Group Presentation and Resource Guide	20%	2/26/25	5D: 4, 5, 7	4&6
Disability-Specific Intervention Plan	20%	4/30/25	5D: 2, 8, 9, 10	3&5

Detailed Descriptions

Participation (**10%**) This course will involve lectures, discussion, and group activities. As such, it is learner centered. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as scheduled. Attendance is mandatory at all class sessions and participation is essential for a graduate level experience.

Chapter Presentations (30%): Students will prepare a lecture for two chapters over the course of the semester. The lecture should include a Power Point and demonstrate mastery of the chapter(s) assigned. These lectures should be no less than 50 mins in length. The student will utilize other resources (journal articles, videos, etc.) in addition to the chapter text. Due dates for this assignment will vary based on the topic for the given week. Students will sign up for which chapters they would like to lecture on during the first week of class.

Emerging Disability Case Study (**20%**) Students are required to submit (2) write-ups which will reflect your competency in describing:

(1) the disability and characteristics of the population at risk of experiencing the disability,
(2) vocational implications of the disability,
(3) functional limitations associated with the disability,
(4) rehabilitation assessment, planning and services for an individual with the disability.

Possible "emerging disabilities" include:

• Chronic Pain
• Disabilities Related to Aging
• Disabilities Associated with Lifestyle and Climate Change
• Disabilities Caused by Violence

Group Presentation and Resource Guide (**20%**) Students working as a treatment team will develop a resource guide for a rehabilitation intervention, assistive technology, and health promotion program that can reduce the functional limitations associated with chronic medical conditions. Your resource guide will consist of the following:

(a) description of the disability
(b) limitations caused by the disability
(c) rehabilitation intervention, assistive technology and health promotion program
(d) conclusion.

You will present your resource guide in class on the dates assigned. You will submit an outline with references to the class during your presentation. Note: Participant must sign an informed consent

Disability-Specific Intervention Plan (**20%**)**:** Each student will prepare a paper on a specific disability and rehabilitation interventions that can reduce the functional limitations associated with the disability. The purpose of this learning activity is to increase your knowledge of the medical, functional, psychosocial, vocational, and independent living implications of a particular disability/medical condition. You are strongly urged to select a topic that is new to you in order to expand your knowledge base. Guidelines will be provided in class and on Brightspace Papers should be uploaded to Canvas by 11:59 p.m. on the due date.

Presentation on Disability-Specific Intervention Plan: Each student will create a 10-minute presentation recording on the Disability-Specific Intervention Plan and upload it on Canvas. Each student also needs to provide at least three comments on peers' recording. Guidelines will be provided in class and on Brightspace.

IX.   Topical Outline and Tentative Schedule

DATE	Topic, Chapters, and other Assigned Readings	Assignments Due	SLOs & CACREP Standards
Week 1 Jan 13-19 **Jan 15**	• Syllabus • Course Overview • Textbook & Materials • Sign up for Chapter Presentations		

Week 2 Jan 20-26 **Jan 22**	Conceptualizing Functioning: Disability and Health (Falvo and Holland Chapter 1) Psychosocial and Functional Aspects of Health Conditions (Falvo and Holland Chapter 2)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,3,4,5,6,7,10
Week 3 Jan 27-Feb 2 **Jan 29**	Assistive Technology (Falvo and Holland Chapter 33) **See also Appendix A pgs. 577-80) Chronic Kidney Disease and Other Conditions of the Urinary System (Falvo and Holland Chapter 30) Conditions of the Gastrointestinal System (Falvo and Holland Chapter 31)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,8,10
Week 4 Feb 3-9 **Feb 5**	Structure and Function of the Nervous System (Falvo and Holland Chapter 3) Epilepsy and Other Conditions of the Nervous System (Falvo and Holland Chapter 6)	Emerging Disability Case Study #1	SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 5 Feb 10-16 **Feb 12**	Multiple Sclerosis (Falvo and Holland Chapter 8) Post-Polio Syndrome and Other Conditions of the Nervous System (Falvo and Holland Chapter 10)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 6 Feb 17-23 **Feb 19**	Traumatic Brain Injury (Falvo and Holland Chapter 4) Stroke (Falvo and Holland Chapter 5)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 7 Feb 24-Mar 2 **Feb 26**	Traumatic Spinal Cord Injury (Falvo and Holland Chapter 7) Neurodegenerative and Neuromuscular Conditions (Falvo and Holland Chapter 9)	Group Presentation and Resource Guide	SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 8 Mar 3-9 **Mar 5**	Amputation (Falvo and Holland Chapter 26) Chronic Pain (Falvo and Holland Chapter 27)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
	==*Spring Break March 10-14*==		
Week 9 Mar 17-23 **Mar 19**	Conditions of the Eye and Blindness (Falvo and Holland Chapter 16) Hearing Loss (Falvo and Holland Chapter 17)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 10	Developmental Conditions: Cerebral Palsy and Spina Bifida (Falvo and Holland Chapter 11)		SLO: 1,2,3,4,5,6

Mar 24-30 **Mar 26**	Neurodevelopmental Disorders (Falvo and Holland Chapter 12)		CACREP-5D: 1,2,7,10
Week 11 Mar 31-Apr 6 **Apr 2**	Cardiovascular Conditions (Falvo and Holland Chapter 28) Chronic Obstructive Pulmonary Disease, Asthma, and other Conditions of the Pulmonary System (Falvo and Holland Chapter 29)	Emerging Disability Case Study #2	SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 12 Apr 7-13 **Apr 9**	Structure, Function, and Common Conditions of the Musculoskeletal System (Falvo and Holland Chapter 24) Rheumatoid Arthritis, Lupus and Other Rheumatic Conditions (Falvo and Holland Chapter 25)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 13 Apr 14-20 **Apr 16**	Diabetes and Other Conditions of the Endocrine System (Falvo and Holland Chapter 23) Sickle Cell Disease, Hemophilia, and Conditions of the Blood (Falvo and Holland Chapter 18)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 14 Apr 21-27 **Apr 23**	Introduction to the Immune System (Falvo and Holland Chapter 19) Human Immunodeficiency Virus (HIV) Infection (Falvo and Holland Chapter 20)		SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10
Week 15 Apr 28-May 4 **Apr 30**	Introduction to Cancers: General Methods of Identification and Management (Falvo and Holland Chapter 21) Specific Cancers and Their Management (Falvo and Holland Chapter 22)	Disability-Specific Intervention Plan	SLO: 1,2,3,4,5,6 CACREP-5D: 1,2,7,10

X.   Important Dates for Spring 2025

First day of term: January 13

Drop dates:
- Last day to **drop** <u>without</u> $50 Add/Drop Fee: Jan 17
- Last day to **drop** a course <u>without</u> a W: Feb 7
- Last day to **drop** a course with a W: May 2
- Last day to **withdraw from all** classes: May 2

Spring Break: March 10-14

Last day of term: May 8

Students are responsible to confirm these dates with registrar's office.

Policies

I.   **Course Policies**

A. Attendance

Logging in to our class does not constitute attendance. It should be evident that you are actively participating in assignments and activities. 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. Please contact your instructor if you need to miss. The University-wide attendance policy can be viewed at http://policies.truman.edu/policylibrary/attendance-policy/.

B. 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.

C. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within 24 to 28 hours of receiving them. If calling by phone, please be prepared to leave a message with a phone number to call you back. Email is quicker. 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 from the assignment due date. Major assignments may take up to three weeks to be graded.

D. Use of Generative Artificial Intelligence

The use of generative AI tools, such as ChatGPT or Microsoft Copilot, will be permitted on specific learning activities or assignments in this course, as the instructor specifies as appropriate. Students using generative AI must clearly report the specific use, including the model, platform, and prompts, as well as use appropriate citations. Assignments and learning activities in which AI use is not permitted must be produced without the assistance of generative AI. A student who does not cite their GenAI usage will be considered to have committed academic dishonesty and will be subject to the consequences outlines in the syllabus and/or university policies. When in doubt, a student is expected to ask the instructor about the policy on a particular assignment.

II.   Counseling Program Policies

A.   Student Diversity and Confidentiality

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

B.   Attendance

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

By default, University policy allows a student to miss 1/16th of class meetings for **sanctioned** purposes. This translates into a single class for most long-semester graduate courses. The full list of sanctioned purposes is in the University policy (https://policies.truman.edu/policylibrary/attendance-policy/) but includes "health related absences for which valid documentation is presented" and "absences covered by Truman's non-discrimination policy (e.g. special religious observances, military commitments)." Absences related to accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing** as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to complete any in-class exercises "within a reasonable length of time". Please note that accreditation expectations, particularly related to Practicum and Internship, must still be met to earn credit in those courses.

C. Netiquette, Civil Dialog, and Professional Communication

Greenidge (2016) provides recommended rules of etiquette for online communications (netiquette). Among the recommendations for written communication such as emails and discussion posts:
- respect others and the opinions of others
- be polite.
- refrain from writing in ALL UPPERCASE, as this conveys dissatisfaction and anger.
- revise before submitting to ensure clear communication.
- avoid acronyms, internet lingo, and text speak (e.g., BTW, idk, l8r) to reduce confusion.
- write concisely and clearly, using short paragraphs to increase readability.
- identify sources.

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

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

D. Academic Honesty

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

E. Informed Consent Statement for Counseling Courses

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

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

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

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

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

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

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

<u>Evaluating student fitness and performance</u>

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 (2004). 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 2023-2024 Catalog (http://catalog.truman.edu/content.php?catoid=24&navoid=1467) 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.
(2023-2024 Catalog
http://catalog.truman.edu/preview_program.php?catoid=24&poid=4925&returnto=1450;
http://catalog.truman.edu/preview_program.php?catoid=24&poid=4821&returnto=1450)

III.   **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, August 19th, 2024, and ending 11:55 pm Saturday, August 24th, 2024. **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, **Discussion Post #1 Introduction**.

   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/.

D.   Discrimination and Title IX

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity, and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered "mandated reporters" and therefore are required to report potential violations of the University's Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sexual harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. The Title IX Coordinator is here to help. This is a collaborative process that seeks to empower reporting parties so that they may safely and

comfortably access the University and its programs and activities. Many common questions and concerns regarding the reporting process are addressed here: https://titleix.truman.edu/frequently-asked-questions/

For more information on discrimination or Title IX, or to file a complaint, contact:

> Office of Institutional Compliance
>
> Violette Hall, Room 1308
>
> 100 E. Normal Ave.
>
> Kirksville, MO 63501
>
> Phone: (660) 785-4354
>
> titleix@truman.edu

Reports can be submitted directly to the Institutional Compliance Office in person, via email, or via phone, or they can be submitted electronically at: https://titleix.truman.edu/make-a-report/

The University's Nondiscrimination Reporting and Resolution procedures can be viewed at: https://titleix.truman.edu/complaint-reporting-resolution-procedure/ or http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf.

E. FERPA

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

F. Academic Honesty

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities may risk 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)"

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

G. Turnitin

Truman State University subscribes to Turnitin via Brightspace. Papers and essay exams written for this course will be submitted through Turnitin to ensure Academic Integrity is maintained. Your

submissions are shared with the University and Global database of Turnitin whereby the content of your submissions will be compared to other future submissions.

H. Statement on Disruptive Behavior

"Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and instructor's ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem…" and may be reported to the

Office of Citizenship and Community Standards. *(Quotation from Washington State University)*

IV. Resources

Learner Support and Feedback to the University 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. 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 https://www.truman.edu/majors-programs/graduate-studies/ma-counseling/ or the University Catalog (http://catalog.truman.edu).

V.   **Feedback**

A.   Student Survey of Instruction

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

B.   Other Important Contacts

Various offices that provide services to online students are identified at the One Stop Services page on online.truman.edu. Should you need to consult with administrators that oversee this department 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.**