

Strategic Communication Practicum: Coaching Yourself

J4268-01 / J7268-01 - Strategic Communication Practicum: Coaching Yourself

M/W 10:00 a.m. – 10:50 a.m.

Lee Hills 214

3 credit-hour course

Online components of the course are administered via Canvas Learning Management System

Course Overview

In this course, you will learn how to effectively coach yourself to consistently perform at your best and reach your full potential in work and life. Inspired by the self-coaching principles of renowned leadership expert, David Novak, this course offers proven strategies and techniques for leading yourself and taking control of your personal and professional success. Along the way you'll adopt a self-coaching mindset, develop an individual plan for growth, and take action to establish new habits for continuous improvement. The course features readings, podcasts, exercises, and discussions as well as participation in a semester-long leadership development team that will support and challenge you on your path to personal growth. Interactive weekly exercises will help you build self-awareness, define your personal values and vision, identify sources of motivation, establish meaningful goals, develop self-confidence, and sustain higher levels of performance. Your life is too important to leave your personal and professional growth to chance. It's time to take the responsibility into your own hands and learn how to coach yourself.

Course Instructors

Brandon Butcher (Missouri BJ '07, MA '08) is Associate Director of the Novak Leadership Institute and professor of Strategic Communication at the Missouri School of Journalism. Butcher directs student programs, professional education, and marketing communication for the institute and co-developed the NLI courses and curriculum. Butcher joined the MU Strategic Communication faculty in 2012 and has taught courses in Strategic Writing & Design, Strategic Campaigns (AdZou), Strategic Communication Leadership, Organizational Leadership, Entrepreneurial Leadership & Innovation, and Social Media Marketing. Butcher also has extensive experience in nonprofit leadership, and has directed a wide range of mentoring, leadership, and service programs for students in both domestic and international settings.

Michael Mueller (Missouri B.S., M.B.A.) is a Cofounder and Head of Growth at Two Story. His team uses behavioral science to equip leaders to help others do their best work. He is a Certified Professional Behavior Analyst, holds a degree in biochemistry, an MBA and contributes as an adjunct faculty member with the Novak Leadership Institute. Prior to joining Two Story, Michael led The Lab at Aperio Consulting Group, the team responsible for translating advancements in behavioral science and workplace analytics into practical solutions.

Course Schedule - Overview

Part 1 - The Self-Coaching Conversation

Week 1: Introduction to Self-Coaching

Week 2: Find Your Joy Builders and Blockers

Week 3: Discover Your Single Biggest Thing and Envision Your Destination

Assignments: [Weekly Journal Entries](#) / [Unit 1 Summary & Reflection](#) / [Podcast Discussion 1](#)

Part 2 - The Self-Coaching Mindset

Week 4: Assess Your Beliefs & Adopt a Growth Mindset

Week 5: Practice Mindfulness (Neutrality)

Week 6: Know Yourself: Define your Values and Purpose

Assignments: [Weekly Journal Entries](#) / [Unit 2 Summary & Reflection](#) / [Podcast Discussion 2](#)

Part 3: The Self Coaching Plan

Week 7: Identify Your Support/Challenge Network

Week 8: Gather Insights & Feedback

Week 9: Be an Avid Learner

Assignments: [Weekly Journal Entries](#) / [Unit 3 Summary & Reflection](#) / [Podcast Discussion 3](#)

Part 4: The Self-Coaching Journey

Week 10: Turn Insight into Action

Week 11: Spring Break

Week 12: Make a Roadmap / Track Your Progress

Week 13: Recognize and Appreciate Yourself

Assignments: [Weekly Journal Entries](#) / [Unit 4 Summary & Reflection](#) / [Podcast Discussion 4](#)

Part 5: The Self-Coaching Habit

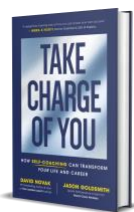
Week 14: Follow Through to Get Results

Week 15: Develop Lasting Self-Coaching Habits

Week 16: Move from Coaching Yourself to Coaching Others & Final Projects

Assignments: [Weekly Journal Entries](#) / [Your Self-Coaching Toolkit](#)

Course Resources



Book:

Take Charge of You: How Self-Coaching Can Transform Your Life and Career
(David Novak, 2022)



Podcast:

[How Leaders Lead](#) (Hosted by David Novak)

Course Learning Objectives

- Understand principles and frameworks for effective self-coaching
- Apply principles of self-coaching to personal and professional contexts
- Define key concepts from social sciences that inform effective self-coaching
- Adopt a growth mindset and gain confidence in pursuing challenging goals
- Assess personal mindsets, behaviors, and outcomes, and identify opportunities for growth
- Build self-awareness in pursuit of a strong sense of self, personal identity, and career vision
- Reflect on self-coaching principles and practices for leading and coaching others

Weekly Class Structure

- Mondays: Lecture on weekly topic and introduce exercise/s
- Wednesdays: Breakout session in leadership development teams – Come prepared to share your completed Taking Action exercises
- Friday: Online journal entry summarizing exercise/s, insights, and personal reflections and virtual 1-on-1s with instructor

Roles & Responsibilities

- **Student Role**

This course emphasizes learning by doing. You will be responsible for taking ownership of your own learning by completing hands-on personal growth exercises each week and critically reflecting on your experiences. While it may sound cliché, you will get out of this course what you put into it. Students are expected to complete the assigned **readings and resources by Monday** each week and the **“taking action” exercise by Wednesday** each week. You should plan to participate actively in class-wide discussion on Mondays and in your breakout group meetings on Wednesdays. Each week you should also set aside at least one hour to journal about the weekly content and exercises. We strongly encourage you to use the unscheduled hour of class on Fridays (10 a.m. – 11 a.m.) each week to journal. You can also use this time to meet with your instructor for a 1-on-1 coaching session.
- **Peer Role**

Your classmates will play an integral role in your learning and development in this course. Each week you will meet to discuss your “taking action” exercises. Your leadership development team will provide feedback and accountability as you progress along your self-coaching journey.
- **Instructor Role**

The role of your instructor is to serve as a “coach”, guiding you through the material, providing feedback, and helping you stay accountable to your commitments. Beyond merely disseminating information to you, your instructor will engage in a two-way dialogue with you. Their primary value will come from challenging you with new ideas, asking good questions, and providing relevant feedback to help you make your own discoveries along your self-coaching journey. Each student is also required to meet with the instructor for a 1-on-1 coaching session once during the course.

Leadership Development Teams

A crucial element of the course will be your Leadership Development Team (LDT). You will be working in small groups (3 or 4 individuals) with the primary goal of helping your team members in their own leadership development process. You will need to be open to sharing your goals, challenges, and insights. You will engage in weekly breakout sessions (on Wednesdays in class) with your LDT and provide encouragement, input, and accountability to your peers.

Leadership Development Exercises

Each week, you will complete leadership development exercises that challenge you to apply concepts and principles discussed in lecture. Exercises are typically assigned on Mondays at the end of class. On Wednesdays, you will share your completed exercises with your LDT, receive feedback, and debrief in a class-wide discussion. The instructor may sit in on a group breakout session from time to time to observe discussion. Note that everything shared in your LDT will remain confidential and you are free to share only what you feel comfortable sharing with your team members. Active participation is expected during these sessions.

Instructor 1-on-1 Coaching Sessions

Once during the semester, each student will schedule a 1-on-1 personal coaching meeting with your instructor. The purpose of this session is simply to have a conversation about the ideas and activities that you are engaging with in this course. You will set the agenda for this meeting and your instructor will provide feedback, input, or ask follow-up questions to assist you in your personal self-coaching journey. Please come prepared with specific topics and/or exercises you'd like to discuss as well as any questions. It may also be helpful to bring your self-coaching journal in case you need to reference it.

Your instructor is available for 30 minute - 1 hour coaching sessions on Fridays from 10:00 a.m. – 12:00 p.m. each week during the semester. [Schedule a 30-minute coaching session with your instructor here.](#)

Assignments

Weekly Journal Entries (submit on Canvas – for instructor review only)

1. Summarize the key ideas discussed this week in one paragraph. You may also want to record any key phrases or concepts along with a brief definition.
2. Select one exercise from this week to share on Canvas. In one or two paragraphs, reflect on your experience completing the exercise.*
 - Was anything particularly challenging about this exercise?
 - What was helpful? What did you learn?
 - What specific behaviors will you change, or principles will you apply to your personal and/or professional life based on this exercise?
3. In one paragraph, share how your LDT breakout group discussion contributed to your understanding and analysis of this week's topic and exercise.

**Completed exercises can be shared as an appendix to the journal entry within the same submission.*

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Unit Reflections (submit on Canvas – for instructor review only)

- In one paragraph, summarize the key ideas and takeaways from this unit.
- In one paragraph, share about one exercise from this unit that you have put into practice in your personal or professional life and the impact/results you have seen.
- What insights and practices do you need to record and take with you from this unit?
- What is a concept or practice you'd like to learn more about or continue practicing? What will you specifically do to take action on this?
- In a couple sentences, provide a progress update on your single biggest thing.

Podcast Discussions (submit on Canvas – for instructor review and peer discussion)

- For this assignment, you will select a podcast episode from *How Leaders Lead* and reflect on it. (You are required to complete (4) podcast reflections over the course of the semester.)
- You will reflect on how the episode contributed to your understanding of coaching, both self-coaching and coaching others.
- For *each* podcast discussion post:
 - Highlight and summarize three main ideas or themes discussed in the podcast episode.
 - Discuss how one of the main ideas relates to a concept covered in this course.
 - Share how you will specifically apply this idea to a specific area of your personal or professional life.
 - Identify a resource (i.e. person, thought leader, or specific publication or media source) you will seek out to further your learning about this topic.
 - Read and reply to (2) peer posts on the podcast discussion board on Canvas (10 points)

Final Project: Self-Coaching Toolkit

- This project will compile all the “taking action” exercises you complete throughout the course into a single document. This personal toolkit will serve as a resource to use in your future career. Our hope is that you regularly reference the principles and tools from this course to continue the practice of coaching yourself and others in your work and life.
- You have creative liberty in deciding how you'd like to package your toolkit, but you must select at least (10) concepts/tools to include from the following list (or exercises from this course):
 - Your Joy Builders and Blockers
 - Single Biggest Thing Tips and Practices
 - Your Vision Board
 - Your Purpose Statement
 - Your Personal Values (with associated behaviors)
 - Powerful Mindsets vs. Limiting Mindsets
 - Growth Mindset and Positive Thinking Tips and Practices
 - Mindfulness Tips and Practices
 - Support/Challenge Group
 - Accountability Tips and Practices
 - Seeking Feedback Tips and Practices
 - Self-Recognition Tips and Practices
 - Your Motivational Space
 - Your Personal Highlight Reel
 - 3x5 Today/ Tomorrow Notecard

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Submitting Work

This course relies heavily on Canvas for assigning and submitting work. It is important that you familiarize yourself with the Canvas platform. Please don't use excuses such as "I lost my file" or "Canvas wasn't working" or the "Internet was down." Save files often and back up your work on the J-School drive, on another hard drive, or other device. If you are having trouble with Canvas, please contact the Mizzou IT Help Desk at 573-882-5000.

Attendance & Participation

Attendance

- You will be allowed two **excused** absences.
- You must contact your instructor with a valid reason at least 24 hours prior to the class session you will miss or it is considered unexcused.
- Each unexcused absence (or any absence beyond your two allotted excused absences) will result in minus (-5) points in your overall attendance and participation grade.
- Work with your group members to find out what you missed.
- For any absence (excused or unexcused), you still must complete all assignments on time unless you receive specific approval from your instructor for a late submission.
- Students who have five or more absences may be asked to drop the course or may take an F in the class.

Participation

- Actively participate in class lectures, discussions and LDT breakout groups to receive full participation points.
- Active participation means you:
 - Come prepared, having completed required readings & resources
 - Ask good questions and actively listen to peers
 - Give thoughtful responses that reflect critical thinking and logic
 - Share examples from your own experience when appropriate
 - Complete in-class and outside-of class activities
 - Do not use laptop for anything other than notes!

Note: Your final attendance and participation grade will be based on your weekly class attendance and instructor evaluation of your participation/professionalism throughout the course.

Grading

Weekly Journal Entries (14 total, 25 points each) – completion grade	350
Unit Reflections (4 total, 50 points each)	200
Podcast Discussions (4 total, 50 points each)	200
Final Project: Self-Coaching Toolkit	100
Attendance and participation	100
LDT peer evaluations	50
Total:	1000

Course Rationale

At the Novak Leadership Institute, we teach an insight-driven, communication-centered approach to leading others and taking people with you in pursuit of meaningful goals.

So why include a course on self-coaching in a program focused on leadership? Here are two key reasons.

First, to effectively lead others, you must first lead yourself. This course will help you take control of your personal leadership and build your confidence and effectiveness. Too many leaders lack a clear vision for their lives and careers and the personal insights needed for sustained performance and long-term fulfillment. This course carves out space to help you do the hard work of self-reflection, challenges you to envision what you want out of your life, and then gives you tools and practices to get there.

Second, *coaching* is a key capability shared by the most effective leaders. Project Oxygen, a 2008 study conducted by Google, identified eight behaviors of top managers. The number one characteristic was they were good coaches. Becoming an effective self-coach is an excellent starting place on your path to becoming a well-rounded, capable leader of others.

Once you have mastered the principles of self-coaching you can turn around and apply the same principles to coaching others. After seeing firsthand how these principles translate into positive outcomes for yourself, you'll have even greater confidence in adding them to your toolbox for leading others.

What makes a great coach, and specifically a great self-coach? This course will explore this question and give you principles and tools for self-coaching that you can begin putting into practice immediately to more effectively lead yourself and others.

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The course consists of five units, corresponding to the five sections in the book, *Take Charge of You*. Each weekly module will feature a consistent format with the following elements.

- Unit summary
- Key quotes / terms
- Required readings from *Take Charge of You*
- Recommended podcast episodes from *How Leaders Lead*
- Weekly exercise/s

Course Policies

Attendance

It is important that you attend class to get the most out of this experience. However, we know that absences are unavoidable, especially as many of you are seniors and need to attend interviews or campus visits for law school, graduate school, etc. Here is the attendance policy:

- You are allowed up to two *excused* absences. You must contact your instructor with a valid reason at least 24 hours prior to the class session you will miss.
 - Each *unexcused* absence (or any absence beyond your two excused absences) will result in - 5 points in your overall attendance grade.
 - Work with your group members to find out what you missed.
- For any absence (excused or unexcused), you still must complete all assignments on time unless you receive specific approval from your instructor for a late submission
- Following your third unexcused absence, the instructor will raise an attendance flag on MU Connect (See [What's an attendance flag?](#))
- Following your fourth unexcused absence, your instructor will reach out to you to schedule a meeting to discuss your attendance. If you cannot commit to attending class, you may be asked to drop the course and take an incomplete.

Late Work

You are expected to turn in assignments by their due dates. If you turn in late work, points will be deducted as follows:

- Up to 24 hours late: 25% deduction
- After 24 hours: 50% deduction
- *Note: Maximum 50% off for late submissions*

Canvas

Instructors will communicate, distribute materials and conduct online assessments in Canvas. It is your responsibility to regularly check the course Canvas site for new developments and to monitor your grade for the course. If you think a grading mistake has been made, it is your responsibility to contact me within one calendar week of posting. After one calendar week, all grades are final. Official emails will be sent only to your Paw Print email account. If you would like in-depth tutorials on how to use Canvas, please visit guides.canvaslms.com

University Policies

Within the Syllabus tab of the Canvas course site, students will find links to various university policies on academic issues, copyright and acceptable use, as well as a statement of nondiscrimination.

Additionally, here are policies related specifically to this course and the Missouri School of Journalism.

Student Conduct

Every student at the University of Missouri is expected to abide by all University of Missouri System Collected Rules and Regulations and to uphold the Standard of Conduct for the University of Missouri. The purpose of the Standard of Conduct is to maintain a safe campus community, one where students can learn and be successful. A student enrolling in the university also assumes an obligation to behave in a manner compatible with the university's function as an educational institution. For more on

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student conduct, please check here:

<https://accountability.missouri.edu/accountability/university-policies/>

Academic Integrity

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor or the [Office of Academic Integrity](#).

Students are expected to adhere to this honor pledge on all graded work whether or not they are explicitly asked in advance to do so: "I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work."

Academic Integrity and Large Language Models (aka, AI, Chatbots)

You should treat large language models (LLMs) such as ChatGPT, Bard, Bing, Claude, etc., the same way you treat your friends: you are welcome to talk to them about your ideas, but you cannot ask them to complete work for you. LLMs can help support your thinking, but they often provide false information. They will "hallucinate sources" and provide wrong answers in their output, especially if the prompts (inputs) are minimal or vague. Remember: All work you submit in this class must be your own, and you must properly cite all sources, including LLMs, if used. Submitting LLM work as your own is a form of academic misconduct.

If you're unsure where the line is between collaborating with AI and copying from AI, talk to your instructor. Here are some general guidelines to help you:

- **DON'T copy and paste LLM output.** You can copy your own words into an LLM conversation, but if you copy and paste output from an LLM into a document, that greatly increases the chances you might end up submitting work that is not your own.
- **DO use LLM conversations to enhance your thinking and learning.** Ask your LLM friend to explain a concept from class and see how its answer matches your understanding. If it seems wrong, it probably is. Ask clarifying questions. By identifying the weaknesses in the LLM output, you will be increasing your understanding of the concept.
- **DO acknowledge your LLM use.** If you use LLM conversations for an assignment, you need to include a paragraph explaining what you used and what prompts you used to get the results.

Academic Integrity Requirements in the School of Journalism

In the School of Journalism, academic misconduct includes but is not limited to the following:

- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.

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- Extensive use of materials from assignments in other classes without permission of your instructor.
- Fabricating information in news or feature stories, whether for publication or not.
- Fabricating sources in news or feature stories, whether for publication or not.
- Fabricating quotes in news or feature stories, whether for publication or not.
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Academic dishonesty and student conduct reporting procedures

MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to [MU's Office of Student Accountability & Support](#). Allegations of academic misconduct must be reported to [MU's Office of Academic Integrity](#).

Professional standards and ethics

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Copyright in course materials

The materials you encounter in your coursework at Mizzou is subject to many different types of copyright protection, depending on the author as well as how it is used. In a single course you may encounter materials created by your instructor, an article that is shared with you in an extemporaneous way under the [Teach Act](#), and materials such as course packets where each copy includes a royalty payment to the author. As a student, you are responsible for how you use course materials and must ensure that the rights of copyright holders are not violated by sharing them, posting materials online, etc.

Academic Inquiry, Course Discussion and Privacy

When students record something that happens in a course (a lecture, class discussions, meetings, etc.) it has an impact on the rights of the people captured in that recording. For example, the instructor and the University may have rights to the intellectual property contained in that recording. At the same time, another student who may have been recorded has the right to privacy. In order to protect these rights, MU employs a policy (called "[Executive Order No. 38](#)") to govern both situations you may encounter while taking a course – when an instructor allows recordings and when they do not.

In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under [section 240.040](#) of the Collected Rules.

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Students who violate this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) of 1974 is a federal law designed to protect the privacy of educational records; to establish the rights of students to inspect and review their education records; and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. The law applies to any individual who is or has been in attendance at an institution *and* regarding whom the institution maintains educational records. Once students have matriculated to the University of Missouri, i.e. enrolled in course work, FERPA rights transfer to the student, regardless of the student's age.

Students can enable certain individuals to have access to their education records by signing a [FERPA waiver](#). The consent must specify records to be disclosed, state the purpose of the disclosure and identify the party or class of parties to whom the disclosure must be made.

You may also wish to add the following statement that focuses on ways students can find support on campus related to food insecurity or other significant financial challenges.

Student Support Statement

Students can encounter challenges that may impact their performance in their academic programs. The School of Journalism is committed to support students who encounter these challenges. Any student who cannot afford groceries or access sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact their academic advisor or someone at MU's Care Team:

<https://studentaffairs.missouri.edu/care-team/>

There are significant resources on campus and we are here to help. You can check them out here:

<https://studentaffairs.missouri.edu/care-team/additional-resources/>

Nondiscrimination Policy (Prohibited Discrimination)

The University of Missouri does not discriminate on the basis of race, color, national origin, ancestry, religion, sex* (including gender), pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. *Sex discrimination includes rape, sexual assault, sexual harassment, unwanted touching, stalking, dating/domestic violence, stalking, and sexual exploitation. Retaliation for making or supporting a report of discrimination or harassment is also prohibited.

If you experience discrimination or sexual violence, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

If you are a survivor, or someone concerned about a survivor, and need immediate information on what to do, see [RSVP Resources page](#). Both the [Office for Civil Rights & Title IX](#) and the [RSVP Center](#) can provide assistance to students who need help with academics, housing, or other issues.

In the event that you choose to write or speak about having experienced any of these forms of prohibited discrimination or harassment, Mizzou policies require that, as your instructor, I share this information with the MU Office for Civil Rights & Title IX. They will contact you to offer information about resources, as well as your rights and options as a member of our campus community.

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Students with Disabilities:

The goal of the University of Missouri is to ensure an inclusive learning environment for all students. [The University of Missouri Disability Center](#) provides services and accommodations for students to participate fully in the learning experience and to experience equitable evaluation of their performance. Students (including online students) with a documented disability can contact the Disability Center to establish an [Accommodation Plan](#). Documented disabilities include *hearing, vision, mobility, learning and attention, psychological health, and physical health*. Students' accommodations are implemented with the input of students to maximize the learning experiences. The MU Disability Center keeps information about a student's disability confidential.

Please notify me of your eligibility for accommodations as soon as possible. Additionally, if there are aspects of the course that present as barriers, such as inaccessible course content (e.g., learning assessments, PowerPoints, non-captioned videos, images, tables, PDFs) or if you need an immediate accommodation due to an injury, please contact me or the Disability Center as soon as possible.

Religious Holidays & Accommodations

Many religious faiths are represented in the student body. The University of Missouri does not restrict student free exercise of religion, unless 1) the restriction is in the form of a rule of general applicability and does not discriminate against religion or among religions; and 2) it can be demonstrated that the application of the restriction is essential to furthering a compelling university interest and is not unduly restrictive considering the relevant circumstance. The policy of the University attempts to strike a reasonable balance between accommodating the religious practice of students and meeting academic needs and standards.

Consult IDE's [Guide to Religions](#) for the form that can be used to notify an instructor of an absence associated with religious practice. Students are expected to notify their instructor(s) by completing and submitting this form in a manner that is consistent with the procedure outlined in the university's policy on student religious accommodation. Providing false information regarding sincerely held religious practice is a violation of the university's Standard of Conduct and will not be tolerated.

Mental Health

The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00-5:00 M-F. After hours phone support is available at 573-882-6601. Visit our website at <https://wellbeing.missouri.edu/> to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend.

Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance.

Intellectual Pluralism

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The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director, the [Office of Academic Integrity](#), or the [MU Equity Office](#).

Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.