

The University of Northern Colorado
School of Applied Psychology and Counselor Education
Course Syllabus
APCE 612: Practicum
Five Semester Credits
Fall 2015

Instructor: Dr. Jennifer Murdock Bishop
Campus Office
Location: 295 McKee Hall
Dept. Phone: 970-351-2544
Office Hours: By individual appointment. I will be available briefly after class and through e-mail and telephone. Other meeting times can be arranged if necessary.
Class Meeting Times: Friday (4 pm to 10 pm), Saturday (8 am to 5 pm), and Sunday (8 am to 4 pm). Additional times may be required as part of the practicum experience to facilitate clients and supervision times.
Class Meeting Location: Lowry Extended Campus UNC
Doctoral Supervisors and Co-Instructors: Maegen Horton & Liz Gilchrist Tolliver

Course Description: Course content includes direct instruction on basic counseling skills, supervision of counseling activity, and individual and group feedback. Students will have the opportunity to learn and develop counseling skills, initial diagnostic competencies, client record keeping, and the formation of treatment plans through a combination of lecture, demonstration, experiential activities, and guided practices. Subsequently, counselors-in-training will work with clients while class members and supervisors observe.

Prerequisite: APCE 607 and APCE 657

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. Complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term (CACREP III.F). (Practicum Log, Class Meeting Times, Supervision, and Counseling Sessions)
2. Complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills (CACREP III.F.1). (Practicum Log and Counseling Sessions)

3. Participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract (CACREP III.F.2). (Practicum Log and Supervision)
4. Participate in an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor (CACREP III.F.3). (Practicum Log and Group Supervision Schedule)
5. Participate in program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients (CACREP III.F.4). (Practicum Log, Counseling Sessions, and Supervision)
6. Receive evaluation of his/her counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum (CACREP III.F.5). (Mid-term evaluation, Final evaluation, Reflective Journal and Supervision)
7. Demonstrate an understanding of professional roles, functions, and relationships with other human service providers, including strategies for interagency /interorganization collaboration and communications (CACREP II.G.1.b). (Lecture, Class Discussion, Reflective Journal, and Readings)
8. Implement self-care strategies appropriate to the counselor role (CACREP II.G.1.d). (Lecture and Wellness Plan)
9. Demonstrate an understanding of counseling supervision models, practices, and processes (CACREP II.G.1.e). (Lecture, Readings, and Supervisory Disclosure Statements)
10. Demonstrate an understanding of the counseling process in a multicultural society (CACREP II.G.5). (Lecture, Readings, Reflective Journal, Role Plays, and Counseling Sessions)
11. Demonstrate an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a). (Lecture, Readings, Wellness Plan, Reflective Journal, Client Files, Role Plays, and Counseling Sessions)
12. Demonstrate counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b). (Role Plays and Counseling Sessions)
13. Demonstrate essential interviewing and helping skills (CACREP II.G.5.c). (Role Plays and Counseling Sessions)

14. Develop a personal model of counseling (CACREP II.G.5.d). (Role Plays, Counseling Sessions, Reflective Journal, Client Files, and Treatment Plan and Case Conceptualization)
15. Demonstrate an understanding of crisis intervention and suicide prevention models (CACREP II.G.5.g). (Role Plays and Counseling Sessions)
16. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical counseling (CACREP CMHC.B.1). (Role Plays, Counseling Sessions, Treatment Plans and Case Conceptualizations, and Client Files)
17. Demonstrate an ability to use the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP CMHC.D.1). (Role Plays, Counseling Sessions, Treatment Plan and Case Conceptualization, and Client Files)
18. Demonstrate an ability to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental health and emotional disorders (CACREP CMHC.D.2). (Role Plays, Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)
19. Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities (CACREP CMHC.D.3). (Role Plays, Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)
20. Apply effective strategies to promote client understanding of an access to a variety of community resources (CACREP CMHC.D.4). (Role Plays, Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)
21. Demonstrate an ability to use procedures for assessing and managing suicide risk (CACREP CMHC.D.6). (Role Plays, Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)
22. Apply current record-keeping standards related to clinical mental health counseling (CACREP CMHC.D.7). (Role Plays, Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)
23. Recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP CMHC.D.9). (Wellness Plan, Reflective Journal, Supervision, and Supervisory Disclosure Statement.)
24. Demonstrate an ability to maintain information regarding community resources to make appropriate referrals (CACREP CMHC.F.1). (Role Plays,

Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)

25. Advocate for policies, programs, and services that are equitable and response to the unique needs of clients (CACREP CMHC.F.2). (Readings, Class Discussions, Supervision, Reflective Journal, Role Plays, and Counseling Sessions)
26. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CACREP CMHC.F.3). (Class Discussions, Role Plays, Reflective Journal, Counseling Sessions, and Treatment Plan and Case Conceptualization)
27. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP CMHC.H.2). (Role Play, Counseling Session, and Client Files)
28. Demonstrate appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CACREP CMHC.L.1). (Role Plays, Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)
29. Demonstrate an ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP CMHC.L.2). (Role Plays, Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)
30. Demonstrate an ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma causing events (CACREP CMHC.L.3). (Role Plays, Counseling Sessions, Client Files, Treatment Plan and Case Conceptualization)

COURSE CONTENT:

This course is designed for students to meet the CACREP 2009 Standards requirements for the completion of a supervised practicum experience. Students must complete a supervised practicum experience of at least 100 hours over at least a 10 week semester. Throughout this experience, the student will receive individual or triadic supervision and group supervision on a weekly basis. Course content includes direct instruction on core counseling skills, supervision of counseling activity, and individual and group feedback. Students will have the opportunity to learn and develop counseling skills, initial diagnostic competencies, client record keeping, and

the formation of treatment plans through a combination of lecture, demonstration, experiential activities, and guided practices.

Course Objectives:

1. To learn and develop fundamental counseling skills
2. To learn and develop intake skills, including data collection and initial diagnostic assessment
3. To further formulate a personal theory of counseling and apply this theory to clinical practice
4. To receive supervision on issues related to client and interpersonal issues
5. To follow the American Counseling Association (ACA) ethical guidelines and the UNC Psychological Services Clinic Manual
6. To formulate treatment and evaluation plans

Course Requirements:

1. Attend all class meetings – attendance is essential for successful completion of your practicum experience
2. Keep a reflective journal to be discussed further in class.
3. Meet all clients as assigned
4. Provide feedback to fellow class members in group supervision
5. Maintain a complete and up to date clinical record for each client and keep this record secure according to HIPAA and the Psychological Services Clinic Manual
6. Begin to articulate a personal theoretical orientation and to demonstrate its application in sessions
7. Demonstrate appropriate counseling skills equivalent to a master's level counselor (attending, empathy, respect, concreteness, genuineness, reflection, immediacy, and confrontation)
8. Informal case presentation to class during group supervision
9. Complete assigned readings prior to class meetings and be prepared to discuss
10. Actively and constructively participate in class discussion and group supervision meetings
11. Follow all ACA ethical guidelines, UNC Psychological Services Clinic Manual, and the APCE Student Handbook
12. Accept and use supervisory feedback to improve counseling effectiveness
13. Use counseling skills and competencies such as:
 - a. Opening and closing an interview

- b. Responding effectively to cognitive and affective content of clients' communication (use of reflections)
 - c. Setting outcome goals with clients
 - d. Planning change strategies with clients
 - e. Employing a variety of counseling techniques, procedures, and resources as appropriate.
14. Reflect on and critically evaluate in-session counseling behaviors
 15. Demonstrate awareness, knowledge and skills in counseling clients who are culturally different, including racial, ethnic, gender, sexual orientation or socioeconomic differences.

Client Recruitment: Each student is required to recruit three volunteer clients who will receive three sessions free of charge. In accordance with the ACA 2014 Ethical Standards and established clinic policy the volunteer clients cannot be a spouse/partner, former spouse/partner, nor should or can they be first order relatives of the student (grandparents, children, in-laws). Each volunteer client will be expected to attend sessions on the 3rd and 4th weekends (in some combination of either, 2 session the 3rd weekend and 1 session the 4th weekend, or 1 session the 3rd weekend and 2 sessions the 4th weekend). Clients will not be seen twice on the same day or three times in one weekend. Sessions will begin at 5 pm on Friday night (3rd and 4th weekends) and 9 am on Saturdays and Sundays. Our last sessions will be 9 pm on Friday and 3 pm on Saturday and 1 pm on Sunday. Each session is 50 minutes long. When recruiting clients students need to inform them that they will be videotaped and observed. Students need to ensure that volunteer clients are not in crisis and that they are not currently seeing another therapist. Students will provide the instructor the names and available times of volunteer clients during the second weekend of class on Friday evening. A final schedule will be made at that time and students must be prepared to have volunteer's times and dates finalized at that time. We will discuss scheduling further during the first weekend meeting.

Required Texts:

Young, M. E. (2009). *Learning the Art of Helping: Building Blocks and Techniques (4ed)*. Pearson Education: Upper Saddle River, NJ.

ISBN: 0-13-241029-X

Pipher, M. (2003). *Letters to a Young Therapist*. Basic Books: New York, NY.

ISBN-10: 0465057675

ISBN-13: 978-0465057672

Chen, M. & Giblin, N.J. (2002). *Individual Counseling: Skills and Techniques*.

Love Publishing: Denver, CO. (DO NOT spend a great deal on this book!- please consult the UNC bookstore for books)

Suggested Readings:

Yalom, I.D. (2002). *The Gift of Therapy*. Harper Collins: New York, NY.

Grading: This course is graded on an S/U basis. Students will receive feedback on their counseling and professional behaviors. The instructor will decide on the final grade after careful consideration of feedback from all evaluation sources (e.g., doctoral interns, individual supervision, group supervision, and classroom participation/interactions). There will be a mid-term evaluation during which specific feedback will be given to each student. *Final grades will be based on counseling skills, participation in class discussions, and completion of case notes, conceptualization abilities, treatment planning, and professional behavior during the entire practicum experience.*

General Expectations and Methods of Instruction: This course meets on weekends and due to the nature of this course you are expected to be at all scheduled class sessions. While some events are unavoidable, it is imperative that you attend all class sessions. Therefore, requests to leave early or miss a session are discouraged. Class participation includes being present for all class meetings, providing consistent and constructive feedback, being prepared for individual supervision, integrating supervisory feedback, and clearly demonstrating commitment to personal and professional development. Additionally, you will be expected to read all assigned material by the dates listed without exception. To achieve the objectives of this course and address the course content, the instructors will employ a variety of teaching interventions that will include small group discussions, individual projects, lectures, role plays, facilitated reflection, and simulated activities.

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

APCE Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given an "F" in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. **UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member,

they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Beginning/Tentative Course Schedule:

Weekend 1: Young Chapters 1-6, Part 1 in Pipher, Chen & Giblin Chapters 1 to 6 & Practicum Packet distributed by Dr. Murdock first weekend

Weekend 2: Young Chapters 7-15, Chen & Giblin Chapters 7-9, & Part 2 in Pipher

Additional readings will be assigned by the instructor as class proceeds.

The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.