



UNIVERSITY OF
**NORTHERN
COLORADO**

**APCE 650-701 Theories of Counseling
Extended Studies, Loveland Campus
3.0 Credit Hours
Fall 2022**

Instructor: Bonnie Nicholson

Days/Times: 9/23 – 9/25 F: 4pm – 10pm
10/7 – 10/9 Sat: 8am – 5pm
Sun: 8am – 4pm

Location: Loveland Campus

Email: bonnie.nicholson@unco.edu

Office Hours: Before and after class or by
appointment virtually

COURSE DESCRIPTION:

This course provides a conceptual foundation for the counseling profession with emphasis on community counseling. Places the profession in an historical context; introduces associations, licensure, certification, accreditation, codes of ethics, and practice settings. NOTE: This course is designed to meet Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards.

PREREQUISITE:

None

REQUIRED TEXT:

Erford, B. T. (2018). Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (Third ed.). Pearson.

ISBN-13: 978-0134387796

ISBN-10: 0134387791

Gladding, S. T. (2018). The counseling dictionary (Fourth ed.). American Counseling Association.

ISBN Number: 978-1-55620-372-5

(NOTE: Earlier additions are also fine).

Suggested Readings:

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

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

Nugent, F. & Jones, K. (2005). Introduction to the Profession of Counseling (4th ed.) . Pearson: Upper Saddle River, NJ.

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will have knowledge of and understand (the):

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a)
2. Multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP Standard: 2.F.1.b).
3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.c).
4. Role and process of the professional counselor advocating on behalf of the profession (CACREP Standard: 2.F.1.d).
5. Advocacy processes needed to address institutional and social barriers that impede access equity, and success for clients (CACREP Standard: 2.F.1.e).
6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard: 2.F.1.f).
7. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard: 2.F.1.g).
8. Current labor market information relevant to opportunities for practice within the counseling profession (CACREP Standard: 2.F.1.h).
9. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Standard: 2.F.1.i).
10. Technology's impact on the counseling profession (CACREP Standard: 2.F.1.j).
11. Strategies for personal and professional self-evaluation and implications for practice (CACREP Standard: 2.F.1.k).
12. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l).
13. Role of counseling supervision in the profession (CACREP Standard: 2.F.1.m).
14. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g).
15. Impact of technology on the counseling process (CACREP Standard: 2.F.5.e).
16. Counselor characteristics and behaviors that influence the counseling process (CACREP Standard: 2.F.5.f)
17. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m).
18. Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP Standard: 2.F.8.a).
19. History and development of clinical mental health counseling (CACREP CMHC Standard: 5.C.1.a).
20. Theories and development of clinical mental health counseling (CACREP CMHC Standard: 5.C.1.b).
21. Roles and settings of clinical mental health counselors (CACREP CMHC Standard: 5.C.2.a).
22. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP CMHC Standard: 5.C.2.k).

23. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems (CACREP CRC Standard: 5.D.2.t).
24. Theoretical frameworks and models of clinical supervision (CACREP Doctoral Standard: 6.B.2.b).
25. Modalities of clinical supervision and the use of technology (CACREP Doctoral Standard: 6.B.2.g).
26. Demonstrate minimal competency in basic helping skills (e.g., tracking, reflecting, and refraining from closed questions).
27. Demonstrate elements of formal writing according to APA style.

COURSE CONTENT:

- Introduction to the counseling profession: history, philosophical underpinnings, professional standards, credentials, codes of ethics, areas of specialization, accreditation, contemporary trends.
- Comparison of counseling with other mental health disciplines (i.e., collaboration & consultation)
- Introduction to counselors' roles and responsibilities
- Introduction to counselor impairment and self-care strategies
- Introduction to the helping relationship and basic helping skills basic skills, including skills and behaviors that influence the helping process
- Introduction to advocacy for the profession and clients
- Impact of Technology on the Counseling Profession
- Introduction to professional writing according to the Publication Manual provided by the American Psychological Association (7th ed.)
- Discussion of culture and its influence on counselors and clients

INSTRUCTIONAL METHODS:

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include group discussions, individual projects, lectures, demonstrations, facilitated reflection, and simulated activities.

CLASSROOM EXPECTATIONS:

- **Readings:** It is expected that you have read prior to coming to class. Class experiences are designed with the assumption that you have the foundational knowledge of reading the text, thoughtfully. Please bring questions / comments that you have about the text to class so we may talk through those.
- **Attendance & Participation:** Attendance for this course is mandatory and necessary. Experiences that are conducted within the course are highly interactive and they cannot be replicated. Points toward your final grade will be based on your attendance and participation.
 - *Shared Accountability for Classroom Climate:* All members of the classroom are both a teacher and a learner. Everyone is expected to actively engage in the discussion to contribute to individual and collective learning. Participation assumes that each member of the course will be involved in active listening, dialogue, and engagement with course activities and readings. There is an expectation for respectful discussion and consideration of others' lived experiences.

GRADING SCALE:

A 93% to 100%
A- 90% to 92%
B+ 87% to 89%
B 83% to 86%
B- 80% to 82%
C+ 77% to 79%
C 73% to 76%
C- 70% to 72%
D+ 67% to 69%
D 63% to 66%
D- 60% to 62%
F Below 60%

Please Note: APCE 607 is considered a foundational course for all Professional Counseling Programs. Obtaining a grade of C- or below will result in your needing to repeat the course.

ADDITIONAL INFORMATION:

- **Academic Integrity:** Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).
- **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. Additionally, any audio recording of class without the consent of the instructor and your classmates in an ethical violation. 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. Additionally, students are encouraged to take handwritten notes and avoid the use of laptops in the classroom. This request will be further explained on the first day of the course. Thank you for your cooperation.
- **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.
- **Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g., inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

- **Equity and Inclusion:** The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity, and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.
- **Name in Use/Pronoun in Use/Name Change:** Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>
- **Title IX:** The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: unco.edu/counseling-center

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

- **COVID-19:** The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

- **Food Insecurity:** Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.
- **Land Acknowledgment:** The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota, and Arapaho peoples. The University

acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Assignments:

Attendance & Participation (100 pts): Attendance is necessary and mandatory for this course. This is a short format class; any unexcused absence will result in the loss of one letter grade. Points will also be deducted for showing up late for class. Regular, active, meaningful, and consistent participation is always necessary for personal and peer learning. A lack of individual participation will affect your grade therefore I encourage all student to make the choice to actively participate.

Shared Accountability for Classroom Climate: All members of the classroom are both a teacher and a learner. Everyone is expected to actively engage in the discussion to contribute to individual and collective learning. Participation assumes that each member of the course will be involved in active listening, dialogue, and engagement with course activities and readings. There is an expectation for respectful discussion and consideration of others' lived experiences.

Professional Interview & Reflection (50 pts each):

Students will interview one (1) counselor in community practice or agency who has a master's in clinical or community counseling or doctoral degree in Counselor Education. Students are encouraged to interview counselors who practice in diverse settings.

Subsequent to the interview, you are asked to (a) send a letter of appreciation, and (b) write a summary and reflection of your findings using APA Style that may be supported by verbatim quotes from the interview. The summary should be well organized and demonstrate a personal reflection of the findings from the interview. This summary should not be a transcript of your interview. To aid in the assignment, students may record the audio of the interview, but MUST first obtain the permission of the counselor.

In your summary and reflection, you should consider things such as:

- What did I learn about the field of counseling that I did not know before?
- What are some questions I have now after completing the interview?
- Are there some things I would like to integrate into my own professional identity and/or practice?
- What was my experience of the interview?

NOTE: Participation in this activity is clear evidence of the counselors' professional generosity. You must regard all information provided to you as confidential. Information they provide should be reported without revealing the identity of the counselors you cite. You should also follow-up with a Thank You note.

Active Listening Transcript and Reflection (100 pts):

Students will prepare an audiotape reflecting a minimum of 15 minutes sustained dialogue. 10 minutes of the audio recording will be transcribed. This dialogue will be completed during class time. Performance on the audiotape will reflect students' initial beliefs about appropriate and effective counselor responses. In addition to transcribing the dialogue, the student will also complete a reflection of the experience. The segment must be transcribed as discussed in class.

Some potential questions that should guide your summary reflection at the end of the paper include:

- What strengths do I already display within the role of counselor?
- What specifically did I do in the role of counselor that communicated with my "client" that I was listening and/or they were being heard?
- What area and/or skills do I want to continue to work on in the role of counselor?
- What was my overall experience like being in a counseling room and practicing my counseling skills?
- How will this activity/assignment benefit my professional growth within this program?

Wellness Plan & Reflection (100 pts):

The ACA Task Force on Counselor Wellness and Impairment (2003) recommended all counselors-in-training, counselors, counselor educators, and supervisors develop a holistic wellness (self-care) plan to help guard against the potential negative impact of counseling hurting clients. The purpose of this assignment is for students to develop a practical, individualized self-care/wellness plan to follow throughout their counselor training programs and work in the counseling field following graduation.

Each student will develop a personal self-care/wellness plan that he/she can implement throughout his/her counselor training program and post-graduation. This self-care/wellness plan should address the areas of physical, emotional, cognitive, social, and spiritual wellness and include strategies that can be implemented daily, weekly, monthly, and/or yearly. Students are encouraged to be creative in the development of their self-care/wellness plans.

Please consider the following in the completion of this assignment:

- Identify specific, achievable goals to address each area of wellness (i.e., physical, emotional, cognitive, social, and spiritual)
- Consider what you will do routinely (daily, weekly, monthly) to promote wellness
- Consider what you will do during “tough times” (e.g., when you are feeling the personal and professional impact of this work on your daily life)
- What areas of wellness do you need to focus more time and energy?
- What specific strategies will you implement during your training program?
- How will your wellness plan change post-graduation?

Current Issues in Mental Health Presentations (100 pts):

Select a current issue (in the last 5 years) within the field of counseling. This could be a court ruling, a topic that is getting significant media coverage, emerging technology, or other issues along these lines. Read a minimum of three credible sources on the topic including two that are research-based articles outlining current counseling research. Construct a 10 - 15-minute presentation (individuals) or 15 - 25 minutes (group) for the class summarizing the topic, the research, and what this means for clinical counselors and the system of mental health. Turn into the instructor a reference page with the three sources in APA format.

PAPERS ARE LATE AS OF END OF THE DAY (11:59PM) ON THE DUE DATE AND 10% WILL BE DEDUCTED FOR A LATE PAPER AND FOR EVERY 24-HOUR PERIOD AFTER DUE DATE FOR LATE SUBMISSIONS

Assignments	Grade Points
Attendance and Participation	100
Professional Interview & Reflection – Oct. 2nd	100
Active Listening Transcript & Reflection – Oct. 7th	100
Wellness Plan & Reflection – Oct. 12th	50
Current Issues Presentation – Oct. 9th	100
Final Exam – Oct. 9th	50

TENTATIVE CLASS SCHEDULE

Day	Topics	Chapter Readings Erford	Special Notes.
Sept. 23 rd	Introduction to the course History and Professional Identity and Role of the Counselor	1, 2	
Sept. 24 th	Licensing, Accreditation, and Credentials Helping Relationships and Theory Ethics Multicultural Counseling	3,4,11	
Sept. 25 th	Advocacy in Counseling Common Factors in Counseling Role Plays and Feedback on Skills-Increasing Self Awareness	5,6	Bring a recording device
	Professional Interview – Due Sun Oct. 2nd Transcript & Reflection- Due Friday Oct. 7th		
Oct. 7 th	Risk Assessment and Crisis Response Self-Care and the Impact of Vicarious Trauma The Happiness Lab and Other recent research	7,14	
Oct. 8 th	Accountability in Counseling Research in Counseling Impact of Technology Consultation and Supervision	13,15,16	
Oct. 9 th	Current Issues in Mental Health Presentations Final Exam		
	Wellness Plan & Reflection - Due Wed Oct. 12th		

*****Instructor Reserves The Right To Revise This Syllabus As Needed**