



APCE 612: Practicum I

Fall 2023

Class Days: Sept. 8 – 9th; Sept. 15th – 16th; Sept. 29th – Oct. 1st; Oct. 6th – 8th

Class Times:
Fridays 4:00pm – 10:00pm
Saturdays 8:00am – 5:00pm
Sundays 8:00am – 4:00pm

Credits: 5.00

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Office Location: Virtual

Office Hours: By appointment

Doctoral Supervisor : Alexandria Capraro, M.S., LPCC

***This syllabus was adapted from the syllabi of Dr. Bonnie Nicholson and Dr. M Saltis. Dr. Santopietro appreciates the knowledge and experience of these talented humans in their contribution to this syllabus!*

Prerequisites: APCE 558, 607, 602 or 650, PSY530 & Consent of the Instructor

Corequisite: APCE 657

Course Description:

Students will receive supervised experience in counseling and interview analysis, including use of audio and video tapes, live supervision, client, supervisor, and colleague feedback, and seminar. This course must be taken at the site of admission. Repeatable, maximum of 10 credits.

Course Content:

This course is designed for students to partially meet the CACREP 2016 Standards requirements for the completion of a supervised practicum experience. Throughout this experience students will receive direct instruction on core counseling skills (didactic learning), 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.

Required Text and Readings:

Magnuson, S., & Norem, K. (2015). *Essential counseling skills: Practice and application guide*. SAGE Publications, Inc., <https://doi.org/10.4135/9781483366654>

You can rent or purchase here: [Essential Counseling Skills 1st edition | 9781483333137, 9781483352251 | VitalSource](#)

Psychological Services Clinic Manual (Link in CANVAS or access on Professional Counseling Website)

Pipher, M. (2016). *Letters to a young therapist*. Basic Books

Available at: [Letters to a Young Therapist: Pipher, Mary: 9780465039685: Amazon.com: Books](#)

You may also find it at Walmart, Target or other book retailers.

Aponte (2021). The soul of therapy: The therapist's use of self in the therapeutic relationship. *Contemporary Family Therapy (44)*136 – 144. (This will be uploaded to Canvas)

Recommended Text:

Frankl, V. E. 1. (1992). *Man's search for meaning: An introduction to logotherapy* (4th ed.). Beacon Press.

Rogers, C.R. (1995). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin.

Yalom, I. D. (1989). *Love's executioner: And other tales of psychotherapy*. Basic Books.

Reading Schedule:Prior to Weekend 1:

Magnuson & Norem (2015) Chapters 1, 2, and 3

Aponte (2021)

Pipher Part I

Prior to Weekend 2:

Magnuson & Norem (2015) Chapters 6 and 7

Psychological Services Manual

Pipher Part II

Prior to Weekend 3:

Pipher Part III

Prior to Weekend 4:

Pipher Part IV

Knowledge & Skill Outcomes (Objectives):

1. To learn and develop individual counseling skills
2. To learn and develop intake skills, including data collection and initial assessment
3. To further formulate a personal theory of counseling
4. To receive supervision on issues related to client and interpersonal issues

5. To follow the American Counseling Association (ACA) ethical guidelines
6. To formulate a treatment and evaluation plan.

Upon successful completion of this course students will:

1. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (CACREP Standard: 3.A).
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (CACREP Standard: 3.B).
3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (CACREP Standard: 3.C).
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (CACREP Standard: 3.D).
5. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks (CACREP Standard: 3.F).
6. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (CACREP Standard: 3.G).
7. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (CACREP Standard: 3.H).
8. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (CACREP Standard: 3.I).
9. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience (CACREP Standard: 3.N).
10. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty (CACREP Standard: 3.O).
11. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (CACREP Standard: 3.P).

12. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors (CACREP Standard: 3.Q).
13. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (CACREP Standard: 3.R).
14. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter hour course of a faculty member's teaching load assignment (CACREP Standard: 3.S).
15. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment (CACREP Standard: 3.T).
16. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio (CACREP Standard: 3.U).
17. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment (CACREP Standard: 3.V).
18. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l).
19. The role of counseling supervision in the profession (CACREP Standard: 2.F.1.m).
20. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP Standard: 2.F.5.d).
21. Counselor characteristics and behaviors that influence the counseling process (CACREP Standard: 2.F.5.f).
22. Essential interviewing, counseling, and case conceptualization skills (CACREP Standard: 2.F.5.g).
23. The impact of technology on the counseling process (CACREP Standard F.5.e).
24. Development of measurable outcomes for clients (CACREP Standard 2.F.5.i).
25. Suicide prevention models and strategies (CACREP Standard: 2.F.5.l).
26. Processes for aiding students in developing a personal model of counseling (CACREP Standard: 2.F.5.n).
27. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC Standard: 5.C.2.b).

28. Principles, models, and documentation formats of biopsychosocial case conceptualization and planning (CACREP CMHC Standard: 5.C.1.c).

29. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC Standard: 5.C.2.f).

30. Cultural factors relevant to clinical mental health counseling (CACREP CMHC Standard: 5.C.2.j).

31. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP CMHC Standard: 5.C.3.a).

32. Techniques and interventions for prevention and treatment of a broad range of mental health disorders (CACREP CMHC Standard: 5.C.3.b).

33. Strategies to advocate for persons with mental health issues (CACREP CMHC Standard: 5.C.3.e).

Methods of Instruction:

Students will engage in didactic and experiential activities geared toward integration and application of essential counseling skills. Instruction will consist of lecture, small group activity, dyadic interaction, and experiential engagement. Students will receive live supervision in a laboratory setting with volunteer clients. Supervision will be provided live, on tape, and face-to-face.

Assessment of Clinical Readiness:

All students enrolled in this course will be continuously assessed for essential career preparedness competencies and dispositions before, and while, working with clients. The instructor for this course may decide to not allow a student to meet with clients, or to discontinue client sessions for a student, based on the assessment of their clinical readiness. Clinical readiness will be determined through a variety of ways in which students engage in the course. This includes, but may not be limited to, active participation in didactic instruction, displaying clinical skills through role plays and in client sessions, as well as maintaining career appropriate communications and behaviors with peers, supervisors, and the faculty instructor.

Attendance and Course Engagement:

Attendance:

Students are expected to be at all scheduled class sessions.

Presence:

Students will get out of this course what they are willing to put into it. Maintaining mental and emotional presence during the experience is central to your success in this course. Consider what will help you remain engaged throughout class, such as taking notes during peers' sessions, asking thoughtful questions, stretching and non-distracting movement, and providing thoughtful feedback.

These presence behaviors, and others like it, are part of course evaluation.

Openness:

Students will be making the transition from classroom learning to application of clinical skills with actual clients. A vital part of the student development process is for the counselor-in-training is to be open and curious about areas for growth. This occurs during individual supervision, group supervision, and in time with peers in observation rooms.

Confidentiality:

Due to the clinical nature of this course, all client and student discussion during class is to be treated as confidential. Discussion of anything shared by other class members outside of class is unacceptable. Students may discuss their own personal experiences in the course, as long as they do not share clinical information. This will be discussed further during class instruction.

Course Requirements/Assignments:

1. Attend all class meetings – attendance is essential for successful completion of your practicum experience.
2. Turn in your Proof of Insurance. This is free for students as a part of your ACA or ASCA membership.
3. Complete the HIPPA Training before the end of the second weekend of the course.
4. Meet with three clients for three 50-minute sessions each, during the last two weekends of class.
5. Provide feedback to fellow class members in group supervision and directly following client session in verbal and written formats.
6. Maintain a complete and up to date clinical record for each client
7. Begin to articulate a personal theoretical orientation in case conceptualization
8. Demonstrate appropriate counseling skills equivalent to a master's level counselor (attending, empathy, respect, concreteness, genuineness, immediacy, and confrontation)
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
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
 - c. Setting outcome goals with clients
 - d. Planning change strategies with clients
14. Reflect on and critically evaluate in-session counseling behaviors
15. Complete three (3) self-supervision forms (page 15 of the Practicum manual)
16. Complete one (1) case conceptualization and treatment plan on one (1) client (pages 16 – 21 of the Practicum manual)
17. Submit a Prac I hour log (page 38 of the Psychological Services Clinic Manual) that accurately represents the activities of the student in the practicum course
17. Demonstrate awareness, knowledge and skills in counseling clients who are culturally different, including racial, ethnic, gender, sexual orientation, or socioeconomic differences
18. Recruit three clients for sessions the last two weekends of class

NOTE: All students are expected to enter practicum with knowledge of the American Counseling Association ethical standards. In particular the ethical standards associated with client confidentiality, rights and limitations, and protection of client records. Students are expected to act in an ethical manner at all times. If an ethical dilemma arises, students are required to notify the instructor or one of the doctoral supervisors immediately. Violations of the ethical standards or clinic policies may result in failure of the course or dismissal from the program.

Notification of Enrollment Status

All students enrolled in this course are required to immediately notify the course instructor ***in writing*** if there is a change in their enrollment status (i.e., withdrawing from the course). Once a student is no longer enrolled in this practicum course, the student is no longer authorized to ***view, change, or adjust*** any clinic files or course materials. Any attempt by the student to access

confidential and private information from the clinic or practicum course is inappropriate, unethical, and could result in disciplinary action, up to and including removal from the program. Private and confidential information includes recordings, clinic records, and any other course related paperwork of the other students in the class.

Client Recruitment:

Each student is required to recruit three volunteer clients who will receive three sessions free of charge. This expectation has been discussed since the beginning of your program. If you do not believe you can meet this course requirement, please contact Dr. Helm immediately to discuss whether this is the time for you to take this course. It is expected that you will have volunteer names by Friday of the 2nd week of class. Please do not rely on classmates to bring additional volunteers if you do not have all three of yours. Doing so limits that classmate's ability to view sessions and participate in supervision and feedback sessions.

In accordance with the ACA Ethical Standards and established clinic policy the volunteer clients cannot be a spouse/partner, former spouse/partner, nor should 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 sessions 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. Each session is 50 minutes long.

When recruiting volunteer clients, each student should collect time availability for their volunteers. It is best to get time ranges the volunteers are available (ex. Saturday between 10:00 – 2:00) as we have a limited number of counseling rooms and may need flexibility in the scheduling process. Below are the times available for client sessions:

Fridays – 5:00pm – 8:00pm (last session ending at 9:00pm)
Saturdays – 9:00am – 4:00pm (last session ending at 5:00pm)
Sundays – 9:00am – 2:00pm (last session ending at 3:00pm)

When recruiting clients, students need to inform the volunteers 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. A schedule will be developed at that time.

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, and classroom participation/ interactions). There will be a mid-term evaluation during the third weekend and a final evaluation during the fourth weekend during which specific feedback will be given to each student. Final grades will be based on counseling skills, participation in class discussions, completion of case notes, client conceptualization abilities, treatment planning and professional behavior.

General Expectations:

This course meets for four weekends and due to the intensified schedule and 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 sessions are discouraged. Additionally, you will be expected to have read all the assigned materials by the dates listed, no exception.

Proof of Student Insurance:

All students are required to provide proof of liability insurance prior to seeing clients. Failure to provide this documentation will result in not being able to see clients and therefore not completing the course requirements. Please note, insurance is now free to student members of ACA and ASCA. Please bring proof of insurance to the first day of class.

Assignment Details:

Supervision Disclosures: Faculty and doctoral supervisor will upload their professional supervision disclosure forms for you to review and sign by the third weekend. These will be uploaded by the second weekend.

Self-Supervision Forms: These will be in canvas and students must complete one form for each counseling session they do, while watching back their tapes. Must have **3** this semester. There will be a rubric in canvas to help guide you for the expectations.

Peer-Supervision Forms: Using a similar form to the self-supervision form that will be in canvas, students watching counseling sessions will complete one form for each session watched to give to the counseling student in training. Students must turn in **3** this semester to canvas- **need to email copy/give paper copy to classmates.**

Case Conceptualization Form and Rubric: to be completed on one client during your practicum I experience. This assignment is to be turned by the end of the course and completed after your 2nd session with your client. It is recommended to work on this throughout the course.

Course Journal: Students will have a course journal where they document reactions to the readings, reflections after sessions with clients, reflections after supervision sessions, and recording any other reactions/thoughts/experiences throughout the course. There will be time throughout the course for students to work on reflecting during course time, as self-reflection is important to developing your “Person of the Therapist” and to the counseling process. This can be in any format such as video journal (5 minutes each entry), written journal (2 – 3 pages each entry), art pieces like poems, sandtray (upload a photo), drawings (upload), dance (upload a video) etc. (1-page written exploration accompanying the creative expression), or other formats with instructor approval. Students need to have the following entries (**six total**) and are encouraged to use this as an important tool in their exploration and development beyond this course!

1. One entry during the first weekend about how you are feeling about being a counselor at this stage in your journey-**Due by end of day Sept. 9th**
2. One entry after the first weekend based on course readings, lectures, discussions, etc. reflecting upon your signature themes as they relate to your Person of the Therapist. **-Due by Sept. 11th**
3. One entry between the second and third weekend before you start seeing clients reflecting upon your feelings around beginning to work with clients--**Due by September 27th**

4. One entry after you have conducted three counseling sessions reflecting upon feelings you are experiencing and areas of strength and growth-**Due by Oct. 1st**
5. One entry between the 3rd and 4th weekends reflecting upon your signature themes and how they may be showing up in the sessions-**Due by Oct 5th**.
6. One entry at the end of the course—this is a **compassionate** letter to yourself expressing what you noticed about YOU in the process—feelings, struggles, strengths, themes-**Due by October 9th**.

Students will turn in the journal entries to canvas where instructor/doctoral supervisor can give feedback/responses.

Reading And Course Schedule:

This table includes the date, topics, schedule, assigned readings, and due dates for assignments. The times are approximate based upon class size, questions, and assessed mastery of skills. The instructor may amend this syllabus as needed and will communicate via Canvas, email, or verbally during class if and when changes occur.

Course Day	Brief Schedule	Readings/Assignments Due
Weekend One Friday, Sept. 8th	4-5pm: Introductions, team building 5-5:45pm Syllabus and course structure 5:45-5:55pm movement/stretch/quick bio break 5:50-6:30pm: discussion on feelings coming into the course, being a counselor 6:30-7:30pm: dinner break 7:30-8:30pm: Giving and Receiving Feedback/Guidelines for discussions	

	<p>8:30-8:40pm: movement/stretch/quick bio break</p> <p>8:40pm-9:30pm: Carkuff counseling process/intro lecture</p> <p>9:30pm: Integration circle-up</p>	
<p>Saturday, September 9th</p>	<p>8am-9:30am: group discussion of Pipher part I and Aponte article over breakfast.</p> <p>9:30am-9:40am: quick movement, stretching/bio break</p> <p>9:40-10:40 am: multiculturalism, broaching, power/privilege/oppression lecture, discussion, and practice</p> <p>10:40 am-11:00 am: journaling/reflecting</p> <p>11:00 – 12:00 initial interview & informed consent process (lecture)</p> <p>12:00-1:00 pm: lunch break</p> <p>1:00pm-2pm: informed consent and initial interview practice</p> <p>2 - 3 pm: documentation/progress notes intro/examples/practice</p>	<p>Pipher part I, Aponte article</p> <p>Norem & Magnusen Chapters 1, 2, 3</p> <p>Journal entry 1 turned in by Saturday, September 9th</p>

<p>Saturday, Sept. 9th continued</p>	<p>3 – 3:10 pm: movement/stretch/bio break</p> <p>3:10-4:40 pm Listening skills /basic attending skills (paraphrasing, open questions, summary, clarifying)- lecture/practice with reflecting feelings and content-therapeutic questions</p> <p>4:40-5pm: integration circle-up</p>	<p>Journal entry 2 turned in by Monday, September 11th</p>
<p>Weekend Two</p> <p>Friday, September 15th</p>	<p>4pm-4:30pm: settling, checking in</p> <p>4:30-6:30pm: Empathy, therapeutic alliance, and ruptures-confrontation/challenging skills/immediacy skills-presentation/lecture and practice</p> <p>6:30-7:30pm dinner break</p> <p>7:30-9:30 pm: Multicultural counseling skills practice- broaching identities in initial interview, therapeutic self-disclosure, empathy and compassion with clients with harmful or different views, recognizing your signature themes within role play and connecting them to your therapeutic practice</p> <p>9:30-10pm: integration circle-up</p>	<p>Course Packet</p> <p>Clinic Manual</p> <p>Norem & Magnusen Chapters 6 & 7</p> <p>Pipher part II</p>

<p>Saturday, September 16th</p>	<p>8-9:30am Pipher part II and Person of the Therapist discussion over breakfast</p> <p>9:30-9:40am stretch/movement break</p> <p>9:40 am-11am: Suicide assessment and crisis response, practice/case examples</p> <p>11-11:10: stretch/movement break</p> <p>11:10-12:00pm: Treatment planning, diagnosing</p> <p>12:00-1:00 pm lunch</p> <p>1:15-3pm clinic orientation <i>**subject to change if there is a better fit in our schedule</i></p> <p>3-4:30 pm advanced counseling skills- skills that address thoughts/behaviors and emotions, termination and endings lecture and practice.</p> <p>4:30-5pm: Integration circle-up</p>	<p>Journal entry 3 turned in by September 27th</p>
<p>Weekend Three Sept 29 – Oct. 1</p> <p>-will be determined based on client/counselor/supervisor availability</p>	<p>Friday at 4pm: large group discussion/group sup</p> <p>Saturday at 8am and 4pm: large group discussion/group sup/select Pipher chapters</p> <p>Sunday at 8am and 3pm: large group discussion/group sup/select Pipher chapters</p>	<p>Self-supervision and peer supervision forms</p> <p>Journal entry 4 turned in by October 1st.</p> <p>Pipher part III</p>

	<p>Rest of time is clients, watching tapes, doing notes, supervision sessions, watching peer sessions, working on reflection journals, practicing skills, working on case conceptualization.</p>	<p>Journal entry 5 due by October 5th.</p>
<p>Weekend Four</p> <p>will be determined based on client/counselor/supervisor availability</p>	<p>Fridays at 4pm: large group discussion/group sup</p> <p>Saturday at 8am and 4pm: large group discussion/group sup/select Pipher chapters</p> <p>Sundays at 8am and 4pm: large group discussion/group sup</p> <p>Rest of time is clients, watching tapes, doing notes, supervision sessions, watching peer sessions, working on reflection journals, practicing skills, working on case conceptualization.</p>	<p>Pipher part IV</p> <p>Case conceptualizations due by October 9th.</p> <p>Journal entry 6 due by October 9th.</p>

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. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full engagement in class. Given the importance of interaction and presence with the material, non-academic electronics use is discouraged.

Additionally, any audio or video recording of class, without the consent of the instructor and your classmates in an ethical violation. Using recording devices or recording software/apps in the classroom of any type will not be permitted (e.g., audio, video). Approval for audio or video recording classroom lectures must be provided by this instructor and/or an accommodation letter from Disability Resource Center Services prior to recording information. Violations may result in failure of the course and possible dismissal from the program.

If you know that you may need to accept emergency phone calls, or texts, during class please let the instructor know (e.g., children in the care of others, family concerns, etc.). 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' achievements (e.g., time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations. 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 Loftin. 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.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

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 federal, state, and county public health recommendations and mandates 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 UNC's public health requirements, 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 Dean of Students office.

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.

