



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

APCE 650: Orientation to Community Counseling

Three Semester Credits

Fall 2023

September 22-24; October 6-8

Instructor: Dorothy Wright, PhD, LP, LPC
E-mail: Dorothy.wright@unco.edu
Office Hours: By appointment – please email me to schedule
Dept. Phone: 970-351-2727
Location: Loveland Campus
Class Meeting Times Fridays: 4pm – 10pm
based on above dates: Saturdays: 8am – 5pm
Sundays: 8am – 4pm

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. (2024). Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (4th ed.). Pearson: Hoboken, NJ.

ISBN-13: 978-0-13-784926-0

ISBN-10: 0-13-784926-5

(NOTE: current edition is listed in the course outline. You can use the 3rd ed. from 2018, but you will be responsible for all current information).

Any additional reading assignments will be available in Canvas

Suggested Readings:

Gladding, S. T. (2018). *The counseling dictionary* (Fourth ed.). American Counseling Association. ISBN Number: 978-1-55620-372-5

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. (2008). *Introduction to the Profession of Counseling* (5th ed.). Pearson: Upper Saddle River, NJ.

COURSE OBJECTIVES: (based on the 2016 CACREP Standards)

Upon successful completion of this course, participants 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) (met through: final exam, class lectures, class discussion, in class activities)
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). (met through: readings, class discussion, interview assignment, in class activities)
3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.c). (met through: readings, class discussion, in class activities, interview assignment)
4. Role and process of the professional counselor advocating on behalf of the profession (CACREP Standard: 2.F.1.d). (met through: readings, class lecture, in class activities, interview assignment)
5. Advocacy processes needed to address institutional and social barriers that impede access equity, and success for clients (CACREP Standard: 2.F.1.e). (met through: readings, class lecture, in class activities, interview assignment, CC activity)
6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard: 2.F.1.f). (met through: readings, class lecture, interview assignment, final exam)
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). (met through: readings, class lecture, interview assignment, final exam)
8. Current labor market information relevant to opportunities for practice within the counseling profession (CACREP Standard: 2.F.1.h). (met through: readings, class lecture, interview assignment, final exam)
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). (met through: readings, class lecture, interview assignment, final exam)

10. Technology's impact on the counseling profession (CACREP Standard: 2.F.1.j). (met through: readings, class lecture, in class activities)
11. Strategies for personal and professional self-evaluation and implications for practice (CACREP Standard: 2.F.1.k). (met through: readings, class lecture, wellness plan activity, class discussion, in class activities, final exam, interview assignment)
12. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l). (met through: readings, class lecture, wellness plan activity, class discussion, in class activities, final exam)
13. Role of counseling supervision in the profession (CACREP Standard: 2.F.1.m). (met through: readings, class lecture, class discussion, and in class activities, interview assignment)
14. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g). (met through: readings, class lecture, class discussion, and in class activities, interview assignment)
15. Impact of technology on the counseling process (CACREP Standard: 2.F.5.e). (met through: readings, class lecture, class discussion, and in class activities, interview assignment)
16. Counselor characteristics and behaviors that influence the counseling process (CACREP Standard: 2.F.5.f) (met through: readings, class lecture, class discussion, and in class activities, transcript assignment, interview assignment)
17. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m). (met through: readings, class lecture, wellness plan activity, class discussion, in class activities, interview assignment)
18. Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP Standard: 2.F.8.a). (met through: readings, class lecture, class discussion, in class activities, interview assignment, current issues assignment)
19. History and development of clinical mental health counseling (CACREP CMHC Standard: 5.C.1.a). (met through: readings, final exam, class lectures, class discussion, in class activities)
20. Theories and development of clinical mental health counseling (CACREP CMHC Standard: 5.C.1.b). (met through: readings, final exam, interview assignment, class lectures, class discussion, in class activities)
21. Roles and settings of clinical mental health counselors (CACREP CMHC Standard: 5.C.2.a). (met through: readings, final exam, class lectures, class discussion, in class activities, interview assignment)
22. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP CMHC Standard: 5.C.2.k). (met through: readings, final exam, class lectures, class discussion, in class activities, interview assignment, final exam)
23. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions). (met through: readings, final exam, class lectures, class discussion, in class activities, transcript assignment)

24. Demonstrate elements of formal writing according to APA style. (current issues assignment, transcript assignment, interview assignment, in class lecture and discussion)

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, 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.

ADDITIONAL INFORMATION:

Professional Conduct/Ethics: All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

Recording Devices: Using recording devices or recording software/apps in the classroom of any type will not be permitted (e.g., audio, video). Students audio or video recording classroom lectures must be provided prior approval from this instructor or an accommodation letter from Disability Resource Center Services must be provided by the student prior to recording information. Violations may result in failure of the course and possibly dismissal from the program.

Please note: The exception to this is when students are required to audio record their specific assignment of the Active Listening Transcript and Reflection assignment.

Social Media: There should be no information related to this course posted or shared on any social media platform or the internet in any way. Violations may result in failure of the course and possibly dismissal from the program.

Electronic Devices: Using electronic devices (e.g., computers, iPads, phones) in the classroom for any reason not related to the course (e.g., social media or online use, messaging, texting) will not be permitted without prior approval. Artificial Intelligence and/or any Machine Learning tool or software are not permitted to be used in any way related to this class or any assignments. Violations may result in reduction in final grade or failure of the course.

University Syllabus Statements:

ADA AND TITLE IX SYLLABUS STATEMENTS

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

Title IX / Equal Opportunity

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's [Office of Institutional Equity and Compliance](#) (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the 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 and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents 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 has confidential victim advocates available 24/7 by phone – students can contact the [Assault Survivors Advocacy Program](#) (ASAP) at 970-351-1490 to seek confidential guidance and support.

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 have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

ARTIFICIAL INTELLIGENCE (AI) USE STATEMENT

Artificial Intelligence and/or any Machine Learning tools or software are not permitted to be used in any way related to this class or any assignments. If you use these tools, your actions would be considered academically dishonest and violations may result in reduction in final grade or failure of the course

ADDITIONAL SYLLABUS STATEMENTS

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 Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website: www.unco.edu/career/students or for student *events*, visit: www.unco.edu/career/events.

We are located:

Office: University Center 1st floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

It's never too early to talk about career!

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.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

**Asian Pacific American Student Services
(Cultural Center)**

924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)

1815 8th Ave
Greeley, CO 80631
970-351-1403
LaChaune.DuHart-Wood@unco.edu

**Cesar Chavez Cultural Center &
DREAMer Engagement Program
(Cultural Center)**

1410 20th St
Greeley, CO 80639
(970) 351-2424
ChavezCenter@unco.edu

**Marcus Garvey Cultural Center
(Cultural Center)**

928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

**Center for Women's and Gender Equity
(Resource Center) & Stryker Institute for
Leadership**

Development
1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

**Native American Services (Cultural
Center)**

924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

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.

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>

Student Well-Being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

- If you are struggling with this class, please visit me during office hours or contact me via e-mail.
- If you're not sure where to turn, the [website](#) for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.
- Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.

Tutorial Services

Please consider including a statement about our services on your syllabus to encourage your students to take advantage of the academic support available in Tutorial Services. Below are sample statements for your use:

For all courses supported by individual tutoring:

UNC's Tutorial Services (TS) provides free academic support to UNC students enrolled in undergraduate courses. At TS, a trained peer tutor will work with you individually or in a small group to help you understand course content and be successful in this class. For more information or to make an appointment, stop by TS in the lower level of Michener Library (L-149), or visit the TS website at <http://www.unco.edu/tutoring>.

For all courses supported by Supplemental Instruction:

This course is supported by Supplemental Instruction (SI), through which a trained SI leader will offer three 1-to-2 hour study sessions each week to review course content, work through problems or activities related to this class, and help you prepare for exams. I strongly encourage you to participate in SI. For more information about the SI model, visit the TS website at <http://www.unco.edu/tutoring>.

University Libraries

The University Libraries has the spaces, resources, and support you need to help you achieve your academic goals. Visit us at Michener Library, on west campus, or at Skinner Music Library, on central campus. Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website: <https://www.unco.edu/library/>. Need research help from

an expert? Ask a librarian. We offer multiple ways to get in touch: <https://www.unco.edu/library/research-help/>.

Writing Center

Strong writers seek feedback.

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together!

Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>

COURSE REQUIREMENTS: (Used to achieve course objectives and content listed above)

Canvas: All assignments are due at the beginning of class as scheduled in the course outline and must be **uploaded through Canvas**. Not reading the material and/or late assignments will significantly lower your grade. All written assignments must use APA (7th ed.) formatting and purchasing the manual is strongly recommended.

Attendance and Active Participation (25 points): In person attendance and active participation related to academic content are expected at all required class meetings. **Attendance:** In person attendance is mandatory for class. Points will be deducted for missing class, being late, and lack of participation resulting in a lower grade. Please note if you miss more than 4 hours of total class time by being late or taking excessive breaks, you will likely fail and probably should drop the course. If emergencies occur, please notify me before class. **Driving distance** (e.g., commuting) is not an excuse to miss class or not fulfill any course responsibilities.

Participation: Class experiences are designed with the assumption that you have the foundational knowledge of thoughtfully reading the text and that you are accountable for class participation requirements, lecture, content, and other classroom work. Because our integration of knowledge may only become useful to the extent that it is put into practice, you are expected to have completed the assigned readings prior to coming to class and to participate fully in class discussions, class activities, experiential exercises, and role plays. You should NOT assume that you will receive all attendance and participation points for only attending class; you must earn the points by regular, active, meaningful, and consistent participation that is always necessary for personal and peer learning. Class participation is defined as provoking thought and furthering discussions. Points will not be awarded for nonparticipation such as showing off one's knowledge, seeking attention, or diverting discussion onto irrelevant tangents or into one's own agenda. 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. You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” There is an expectation for professional attitudes and conduct, respectful discussion and consideration of others’ lived experiences, and self-awareness (e.g., self-assessment, self-care, openness to feedback).

Professional Interview & Reflection (50 pts):

Students will interview one (1) counselor in a community practice or agency who has a masters’ degree 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 or email of appreciation, and (b) write a summary and reflection of your findings using APA Style (e.g., 12-point font, Times New Roman, 1 inch margins). The summary should be no more than 2 pages single spaced. 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. Please make sure to review the rubric at the end of the syllabus and take good notes throughout the interview. Each student will share information related to the interview during class discussions.

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 inform the professional that you will be participating in a class discussion of the interview and sharing a summary of the interview.

****If you absolutely cannot find a professional to interview, please talk to the instructor. You may only complete this alternative assignment with permission from the instructor and after you provide documentation of your attempts to complete this assignment from 5 different professionals for different agencies in the community. Your alternative assignment is to write a 5-page single spaced biography of a well-known counselor (historical or current). The biography should answer the questions developed in the interview protocol (i.e., practice setting & background, theoretical orientation, strengths and challenges, etc.) based on scholarly information found on the individual. The biography should also include a personal reflection of your findings on this individual.**

Active Listening Transcript and Reflection (50 pts):

Students will prepare an audiotape reflecting a minimum of 20 minutes sustained dialogue while in the helping role on two (2) separate occasions. Both dialogues will be completed during class time the first weekend. Performance on the audiotape will reflect students' initial beliefs about appropriate and effective counselor responses and is not graded for counseling skills (NOTE: responses are not right or wrong but give you a foundation for reflection). The student will then listen to their audiotape and code their responses into common helping skills categories (e.g., open/closed ended questions, reflection of content, thought, feeling, reflection of meaning, etc). *Coding criteria for the transcript is provided at the end of the syllabus.* This will be repeated a

second time and coded. In addition to coding the dialogue, the student will also complete a reflection of the experience.

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

- What differences did I notice between the first active listening experience and the second?
- 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 (25 pts):

All counselors-in-training, counselors, counselor educators, and supervisors should develop a holistic wellness (self-care) plan to help guard against the potential negative impacts of counseling (e.g., burnout, vicarious trauma, etc.). 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 can be implemented throughout the counselor's training program and post-graduation. Per ACA, 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. This plan should be no more than 2 pages single spaced. Please see the rubric below.

Please consider the following in the completion of this assignment:

- Identify specific, achievable goals to address each area of wellness (e.g., 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 Group Presentations (50 pts):

As a small group, you will work with one or two other individual(s) from this class and 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 to 15-minute presentation for the class summarizing the topic, the research, and what this means for clinical counselors and the system of mental health. Then as a group you must lead an approximately 30 minutes class activity in a detailed step-by-step guide on how to apply this issue within the counseling field

(broadly defined). Your guide should be manualized in a way that the intervention/activity can be replicated in the future by other counselors. Your guide should include the following:

- 1) A summary of the topic and research
- 2) What this issue means for counselors and the counseling profession as a whole
- 3) A list of any materials needed for the application (e.g., paper, scissors, glue, magazines)
- 4) An extremely detailed description on how to apply the application in a manualized/replicable way. Each step in the process should be described in detail that will allow other counselors to carry out the application in the same way. This can be in outline format or a step-by-step listing.

All topics must be prior approved by the instructor. You will be expected to provide the entire class a 1-page summary and step-by-step guide to carry out the activity, including the references in APA format (see Expectations for Group Presentation rubric at the end of the syllabus). You are expected to equally contribute to the project and the final project should be uploaded to Canvas and emailed to the class.

Exams (100 pts): There will be two exams consisting of multiple-choice questions. The exams will cover the information from the book, articles, lectures, and class discussion.

EVALUATION:

Please note: In accordance with the student handbook, the “Professional Counseling program faculty members systematically review the progress of each student each semester.” You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

Knowledge Learning Outcomes Assessed: Students will demonstrate knowledge of the mental health counseling field, including the foundations of the profession, the role of counselor as advocate and collaborator, and the importance of personal wellness and self-care. At the end of this course, students’ learning will be assessed as it applies to the counseling profession. See rubric listed at the end of the syllabus.

Total Points:

Attendance and Participation	25
Professional Interview and Reflection	50
Active Listening Transcript and Reflection	50
Wellness Plan	25
Current Issues Group Presentation	50
Exams	<u>100</u>
TOTAL POSSIBLE POINTS	=300

Grading Scale:

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

COURSE OUTLINE:

To Be Completed Prior to First Day:

Students would *benefit* from doing the following activities prior to the first weekend of class.

- Purchase a digital recorder or download a recording app and bring to class.
- Visit and peruse the American Counseling Association web site (www.counseling.org).
- Locate a practicing counselor who has a master's degree in either community or clinical counseling who would be willing to be interviewed.
- Read assigned readings listed below from required textbooks as all reading assignments *must be completed prior to class meeting times*.

Friday – Day 1

- Introductions
- Review the Syllabus
 - Assign Groups
- Foundations of Professional Counselor Identity
 - Erford, Chapter 1 – Becoming a Professional Counselor Philosophical, Historical and Future Considerations
 - Erford, Chapter 2 – Professional Counseling Organizations, Licensure, Certifications, and Accreditation
 - APA Style
 - Using the Library (e.g., Ebsco Host)
 - Erford, Chapter 3 – Ethical and Legal Issues in Counseling
- Decide on Interview Questions
- Record 20 minutes of active listening (Time 1)

Saturday – Day 2

- Foundations of Professional Counselor Identity (continued)
 - Erford, Chapter 4 – Multicultural Counseling
- Counseling Processes and Approaches
 - Erford, Chapter 5 – Theories of Counseling
 - Erford, Chapter 6 – The Counseling Process
 - Erford, Chapter 7 – Counseling Microskills
- Role-Plays

Sunday – Day 3

- Client Issues and Advocacy
 - Erford, Chapter 8 – Crisis Prevention and Intervention
- Record 20 minutes of active listening (Time 2)
- Group Work
- **ASSIGNMENT DUE - Wellness Plan** completed in class

EXAM 1

Friday – Day 4

- Client Issues and Advocacy (Continued)
 - Erford, Chapter 9 – Mental Health and Rehabilitation Counseling
 - Erford, Chapter 10 – School, College, and Career Counseling
 - Erford, Chapter 11 – Human Developmental Throughout the Lifespan
- Summaries of Interviews
 - Working in different settings and with different populations
- **ASSIGNMENT DUE – Professional Interview and Reflection**
- **ASSIGNMENT DUE – Active Listening Transcript and Reflection**

Saturday – Day 5

- Client Issues and Advocacy (Continued)
 - Erford, Chapter 12 – Assessment, Case Conceptualization, Diagnosis, and Treatment Planning
 - Erford, Chapter 13 - Supervision and Consultation
 - Erford, Chapter 14 – Advocacy Counseling: Being an Effective Agent of Change for Clients
 - Erford, Chapter 15 – Advocating for the Counseling Profession
- **ASSIGNMENT DUE – Current Issues Group Presentation (Groups 1-3)**

Sunday – Day 6

- The Effectiveness of Counseling
 - Erford, Chapter 16 – Accountability in Counseling
 - Erford, Chapter 17 – Outcome Research in Counseling
- **ASSIGNMENT DUE – Current Issues Group Presentation (Groups 4-6)**

EXAM 2

******THIS SCHEDULE and READINGS ARE SUBJECT TO CHANGE******

*****Instructor Reserves the Right to Revise This Syllabus As Needed**

Professional Interview and Reflection Grading Rubric

- ___(5) **Background Information:** Who did you interview? What degree/licensure does the professional have? What setting do they work in? Who do they work with/Population of clients?
- ___(10) **Summary of Interview:** What did you learn about the counseling field and the counselor identity?
- ___(15) **Reflection on the Content:** How did the interview influence the setting and clients you would like to work with? What are some questions you have now that you have completed the interview?
- ___(15) **Reflection on the Process:** What was your experience like with the interview? Are there things you would like to integrate into your professional identity/practice?
- ___(5) **Professionally Written:** The paper is thoughtful, well-organized, proof read and free from spelling and grammatical errors, does not use jargon and has appropriate use of verbatim quotes.
- ___(50) **TOTAL SCORE for Personal Interview and Reflection**

Active Listening Transcript and Reflection Scoring Form and Grading Rubric

- ___(15) **Recording and Coding the Active Listening Transcript:**

Helping Skill	Frequency Time 1	Frequency Time 2	Difference (< / >)
Advice Giving			
Self-Disclosure			
Closed Question			
Open Question			
Paraphrase/Content			
Reflection of Feeling			
Reflection of Meaning			
Advanced Skills			

*Advance skills may include: summarization, interpretation, reframe, immediacy, etc.

- ___(15) **Reflection on the Content:** What differences did I notice between the two active listening sessions? What strengths do I already display within the role of a counselor? What areas or skills do I want/need to keep working on? at specifically did I do in the role of counselor that communicated with my "client" that I was listening and/or they were being heard?
- ___(15) **Reflection on the Process:** What was my overall experience like being in a counseling room and practicing my counseling skills? Did I notice the use of any particular theory? How will this activity/assignment benefit my professional growth within this program?

____(5) **Professionally Written:** The paper is thoughtful, well-organized, proof read and free from spelling and grammatical errors (e.g. does not use jargon).

____(50) **TOTAL SCORE for Active Listening Transcript and Reflection**

Wellness Plan and Reflection Scoring Form

____(5) **Specific Goals:** Wellness plan includes specific goals across each area of wellness (e.g., physical, emotional, cognitive, social, and/or spiritual)

____(5) **Implementation:** How will you implement your goals? What will you do routinely? What will this look like daily, weekly, monthly, yearly?

____(5) **Strengths:** What areas of wellness or goals will be easier for you?

____(5) **Growth Areas:** What areas of wellness or goals will you need to be more intentional with? Which goals are you most likely to give up when stressed?

____(5) **Flexibility:** What specific strategies will you implement during your training program? How will your wellness plan change post-graduation?

____(25) **TOTAL SCORE for Wellness Plan and Reflection**

Current Issues in Mental Health Group Presentations Scoring Form

____(10) **Summary and Research:** Summary of the topic, research with 3 credible sources referenced in APA style

____(10) **Application:** How the issue applies to counselors and the counseling profession as a whole

____(5) **Supplies:** List of materials needed for the intervention (e.g., paper, scissors, glue, etc.)

____(25) **Experience:** An extremely detailed description on how to apply the application in a manualized/replicable way. Each step in the process should be described in detail that will allow other counselors to carry out the application in the same way. This can be in outline format or a step-by-step listing.

____(50) **TOTAL SCORE for Current Issues Group Presentation**

Mental Health Counseling Foundations Rubric

Mental Health Counseling Foundations – Students will demonstrate knowledge of the mental health counseling field, including the foundations of the profession, the role of counselor as advocate and collaborator, and the importance of personal wellness and self-care.				
Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<p>Foundations</p> <p>Student understands the foundations of the mental health counseling profession, including the history of the profession, counselor specialization areas, professional organizations, and requirements for licensure and certification.</p>	<p>Student demonstrates a superior level of understanding of the foundations of the mental health counseling profession, including the history of the profession, counselor specialization areas, professional organizations, and requirements for licensure and certification.</p> <p>The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level understanding of the foundations of the mental health counseling profession, including the history of the profession, counselor specialization areas, professional organizations, and requirements for licensure and certification. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited understanding of the foundations of the mental health counseling profession, including the history of the profession, counselor specialization areas, professional organizations, and requirements for licensure and certification. The student performs somewhat below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of the foundations of the mental health counseling profession, including the history of the profession, counselor specialization areas, professional organizations, and requirements for licensure and certification.</p> <p>The student performs well below what would be expected of an entry-level counselor.</p>
<p>Legal and Ethical</p> <p>Student demonstrates an understanding of the professional ethics of mental health counselors, including those outlined by professional counseling organizations, as well as</p>	<p>Student demonstrates superior understanding of the professional ethics of mental health counselors, including those outlined by professional counseling organizations, as well as the ethical and legal guidelines specified by</p>	<p>Student demonstrates basic, entry-level understanding of the professional ethics of mental health counselors, including those outlined by professional counseling organizations, as well as the ethical and legal</p>	<p>Student demonstrates limited understanding of the professional ethics of mental health counselors, including those outlined by professional counseling organizations, as well as the ethical and legal guidelines specified by</p>	<p>Student demonstrates a lack of understanding of the professional ethics of mental health counselors, including those outlined by professional counseling organizations, as well as the ethical and legal guidelines specified by</p>

<p>the ethical and legal guidelines specified by the State of Colorado.</p>	<p>the State of Colorado The student performs well above what would be expected of an entry-level counselor.</p>	<p>guidelines specified by the State of Colorado. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>the State of Colorado. The student performs somewhat below what would be expected of an entry-level counselor.</p>	<p>the State of Colorado. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Professional Comparison and Collaboration</p> <p>Student demonstrates an understanding of the similarities and differences between mental health counseling and other human services professions, including similarities and differences in licensure and scope of practice, as well as how human service professionals collaborate in the service of client treatment and welfare.</p>	<p>Student demonstrates an understanding of the similarities and differences between mental health counseling and other human services professions, including similarities and differences in licensure and scope of practice, as well as how human service professionals collaborate in the service of client treatment and welfare. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates basic, entry-level an understanding of the similarities and differences between mental health counseling and other human services professions, including similarities and differences in licensure and scope of practice, as well as how human service professionals collaborate in the service of client treatment and welfare. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited an understanding of the similarities and differences between mental health counseling and other human services professions, including similarities and differences in licensure and scope of practice, as well as how human service professionals collaborate in the service of client treatment and welfare. The student performs somewhat below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of an understanding of the similarities and differences between mental health counseling and other human services professions, including similarities and differences in licensure and scope of practice, as well as how human service professionals collaborate in the service of client treatment and welfare. The student performs well below what would be expected of an entry-level counselor.</p>

<p>Wellness and Self-Care</p> <p>The student demonstrates an understanding of the issues surrounding the risks of vicarious trauma and burnout in the counseling profession and identified strategies for addressing their own wellness and self-care.</p>	<p>Student demonstrates superior understanding of the issues surrounding the risks of vicarious trauma and burnout in the counseling profession and identified strategies for addressing their own wellness and self-care. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates basic, entry-level understanding of the issues surrounding the risks of vicarious trauma and burnout in the counseling profession and identified strategies for addressing their own wellness and self-care. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates limited understanding of the issues surrounding the risks of vicarious trauma and burnout in the counseling profession and identified strategies for addressing their own wellness and self-care. The student performs somewhat below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of the issues surrounding the risks of vicarious trauma and burnout in the counseling profession and identified strategies for addressing their own wellness and self-care. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Advocacy</p> <p>The student demonstrates an understanding of their role as advocate for the counseling profession as well as their role in advocating for change in the institutional and social barriers that impede access, equity, and success for clients.</p>	<p>Student has a superior understanding of their role as advocate for the counseling profession as well as their role in advocating for change in the institutional and social barriers that impede access, equity, and success for clients. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level understanding of their role as advocate for the counseling profession as well as their role in advocating for change in the institutional and social barriers that impede access, equity, and success for clients. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited understanding of their role as advocate for the counseling profession as well as their role in advocating for change in the institutional and social barriers that impede access, equity, and success for clients. The student performs somewhat below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack understanding of their role as advocate for the counseling profession as well as their role in advocating for change in the institutional and social barriers that impede access, equity, and success for clients. The student performs well below what would be expected of an entry-level counselor.</p>