



UNIVERSITY OF  
**NORTHERN  
COLORADO**

**APCE 612: Practicum I**  
**Spring 2023**

<b>Class Days:</b>	Jan 27 <sup>th</sup> – 28 <sup>th</sup> , Feb 2 <sup>nd</sup> – 3 <sup>rd</sup> , Feb 24 <sup>th</sup> – 26 <sup>th</sup> , & March 3 <sup>rd</sup> – 5 <sup>th</sup>
<b>Class Times:</b>	Fridays 4:00pm – 10:00pm Saturdays 8:00am – 5:00pm Sundays 8:00am – 4:00pm
<b>Credits:</b>	5.00
<b>Professor:</b>	Bonnie Nicholson, PhD
<b>E-Mail:</b>	<a href="mailto:Bonnie.nicholson@unco.edu">Bonnie.nicholson@unco.edu</a>
<b>Phone:</b>	970-351-4695
<b>Office Location:</b>	McKee 294
<b>Office Hours:</b>	Tuesday 12:30pm – 2:30pm Wednesday 10:00am – 12:00pm

**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, client and supervisor feedback, and seminar. This course must be taken on 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(s):**

Prout, T. A., Wadkins, M. J., & Kufferath-Lin, T. (2021). *Essential interviewing and counseling skills (2<sup>nd</sup> ed)*. Springer Publishing.

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

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

**Recommended Text:**

Frankl, V. E. 1. (1992). *Man's search for meaning: An introduction to logotherapy* (4<sup>th</sup> 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:

Prout Chapters 1, 2, 4, 6, 10, 11, 13

Prior to Weekend 2:

Prout Chapters 3, 5, 7, 8, 9, 12, 14  
Psychological Services Manual

Prior to Weekend 3:

Pipher Parts I and II

Prior to Weekend 4:

Pipher Parts III and 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. Complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term (CACREP III.F) – APCE 612 & APCE 619 – Direct and Indirect Supervised and Evaluated Experience
2. Complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills (CACREP III.F.1) - APCE 612 & APCE 619 – Direct and Indirect Supervised and Evaluated Experience
3. Participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the

- supervision contract (CACREP III.F.2) – APCE 612 & APCE 619 – Clinical Supervision
4. Participate in an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor (CACREP III.F.3 – APCE 619 – Group Supervision)
  5. Participate in program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients (CACREP III.F.4) – APCE 612 – Live Recorded Supervision/Direct Observation
  6. Receive evaluation of his/her counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum (CACREP III.F.5) – APCE 612 & APCE 619 – Mid-term and Final Evaluations
  7. Demonstrate an understanding of professional roles, functions, and relationships with other human service providers, including strategies for interagency /interorganization collaboration and communications (CACREP II.G.1.b) – APCE 612 – Lecture & APCE 619 – Field Experience
  8. Implement self-care strategies appropriate to the counselor role (CACREP II.G.1.d) – APCE – Wellness Plan and Supervision
  9. Demonstrate an understanding of counseling supervision models, practices, and processes (CACREP II.G.1.e) – APCE 612 – Lecture and Demonstration
  10. Demonstrate an understanding of the counseling process in a multicultural society (CACREP II.G.5) – APCE 612 – Direct Clinical Experience, Supervision, Case Conceptualization
  11. Demonstrate an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a) - APCE 612 – Direct Clinical Experience, Supervision, Case Conceptualization
  12. Demonstrate counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b) - APCE 612 – Direct Clinical Experience and Supervision
  13. Demonstrate essential interviewing and helping skills (CACREP II.G.5.c) - APCE 612 – Direct Clinical Experience, Supervision, Case Conceptualization, Self-Supervision Forms
  14. Develop a personal model of counseling (CACREP II.G.5.d) - APCE 612 –Supervision and Case Conceptualization
  15. Demonstrate an understanding of crisis intervention and suicide prevention models (CACREP II.G.5.g) - APCE 612 – Role-play and Direct Clinical Experience
  16. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical counseling (CACREP CMHC.B.1) - APCE 612 – Direct Clinical Experience, Supervision, Case Conceptualization
  17. Demonstrate an ability to use the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP CMHC.D.1) - APCE 612 – Direct Clinical Experience, Supervision, Case Conceptualization
  18. Demonstrate an ability to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental health and emotional disorders (CACREP CMHC.D.2) - APCE 612 – Direct Clinical Experience, Supervision, Case Conceptualization
  19. Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities (CACREP CMHC.D.3) - APCE 612 – Direct Clinical Experience, Supervision, Case Conceptualization
  20. Apply effective strategies to promote client understanding of an access to a variety of community resources (CACREP CMHC.D.4) - APCE 612 – Lecture & APCE 619 – Field Experience
  21. Demonstrate an ability to use procedures for assessing and managing suicide risk (CACREP CMHC.D.6) - APCE 612 – Role-play & APCE 619 – Field Experience
  22. Apply current record-keeping standards related to clinical mental health counseling (CACREP

CMHC.D.7) - APCE 612 – Clinical Records (Progress Notes, Treatment Plans, ROA's, Informed Consent, and Termination Summaries)

23. Recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP CMHC.D.9) APCE 612 – Self Supervision Forms and Supervision.

24. Demonstrate an ability to maintain information regarding community resources to make appropriate referrals (CACREP CMHC.F.1) APCE 612 – Clinical Records (Termination Summary).

25. Advocate for policies, programs, and services that are equitable and response to the unique needs of clients (CACREP CMHC.F.2) APCE 612 – Case Conceptualization

26. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CACREP CMHC.F.3) APCE 612 – Case Conceptualization and Treatment Plan

27. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial

history, a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP CMHC.H.2) APCE 612 and APCE 619 – Supervised Provision of Counseling Services

28. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CACREP CMHC.L.1) APCE 612 – Case Conceptualization

29. Demonstrate an ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP CMHC.L.2) – APCE 612 and APCE 619 – Case Conceptualization and Provision of Counseling Service.

30. Demonstrate an ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma causing events (CACREP CMHC.L.3) APCE 612 and APCE 619 – Case Conceptualization and Provision of Counseling Service.

### **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 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 your 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. Meet with three clients for three 50-minute sessions each, during the last two weekends of class.
3. Provide feedback to fellow class members in group supervision and directly following client session in verbal and written formats.
4. Maintain a complete and up to date clinical record for each client
5. Begin to articulate a personal theoretical orientation and to demonstrate its application in sessions
6. Demonstrate appropriate counseling skills equivalent to a master's level counselor (attending, empathy, respect, concreteness, genuineness, immediacy, and confrontation)
7. Complete assigned readings prior to class meetings and be prepared to discuss
8. Actively and constructively participate in class discussion and group supervision meetings
9. Follow all ACA ethical guidelines
10. Accept and use supervisory feedback to improve counseling effectiveness
11. 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
  - e. Employing a variety of counseling techniques, procedures, and resources as appropriate.
12. Reflect on and critically evaluate in-session counseling behaviors
13. Complete three (3) self-supervision forms (page 30 of the Prac II manual)
14. Complete one (1) case conceptualization and treatment plan on one (1) client
15. Demonstrate awareness, knowledge and skills in counseling clients who are culturally different, including racial, ethnic, gender, sexual orientation, or socioeconomic differences.
16. 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, 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 session the 3rd weekend and 1 session the 4th weekend, or 1 session the 3rd weekend and 2 sessions the 4th weekend). Clients will not be seen twice on the same day. Sessions will begin at 5 pm (4 pm if absolutely necessary for the schedule of the volunteer) on Friday night (3rd and 4th weekends) and 9 am on Saturdays and Sundays. Each session is 50 minutes long.

When recruiting clients, students need to inform them that they will be videotaped and observed. Students need to ensure that volunteer clients are not in crisis and that they are not currently seeing another therapist. Students will provide the instructor the names and available times of volunteer clients during the second weekend of class. 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 exceptions.

**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.

**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).
- **PowerPoint Presentations:** PowerPoint presentations used in class are for instructional purposes only and may not be released to the students for personal use.
- **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. You should keep your portable electronic devices in your backpack or purse during class.

Additionally, any audio or video recording of class, without the consent of the instructor and your classmates is 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 an 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](http://www.unco.edu/disability-resource-center).  
Office: (970) 351-2289, Michener Library L-80.
- **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](http://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.



**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](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](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto: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.

**THE COURSE INSTRUCTOR RESERVES THE RIGHT TO AMEND THE COURSE SYLLABUS AT ANY TIME DURING THE SEMESTER. STUDENTS WILL BE INFORMED OF ANY CHANGES VERBALLY AND/OR IN WRITING BY EMAIL.**