

**University of Northern Colorado**  
**School of Applied Psychology and Counselor Education**  
**APCE 612: Practicum in Individual Counseling**  
**Fall 2022**  
**Course Syllabus**

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<b>Instructor:</b>	M Watson Saltis, PhD, LPC, NCC, RPT, ACS	<b>Class Times:</b>	F 4-10; S 8-5; Su 8-4
<b>Office:</b>	By appointment	<b>Email:</b>	Michelle.saltis@unco.edu
<b>Phone:</b>	603-313-6736	<b>Office Hours:</b>	By Appointment

**Face-to-Face Course Dates:** January 13<sup>th</sup>, 14<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>; February 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>

**Doctoral Supervisors:** Kaitlin Dent, Amanda Fern, MaryBeth Gore

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

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**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.

Brown, B. (2021). *Atlas of the Heart Mapping Meaningful Connection and the Language of the Human Experience*. Random House Publishing

Skillsetter – [www.skillsetter.com](http://www.skillsetter.com) – a link will be sent to your e-mail to sign up. Please use this link- from there, you will be prompted to purchase your subscription.

Course packet (Will be Posted in Canvas)

Psychological Services Clinic Manual (Will be Posted in Canvas)

**Recommended Readings:** Will be assigned by instructors/supervisors.

**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).

**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, the student will receive individual supervision. Course content includes direct instruction on core counseling skills, supervision of counseling activity, and individual and small 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.

**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 an online setting with volunteer clients. Supervision will be provided live, recorded, and in individual supervision.

### **Course Requirements/Assignments:**

1. Attend all class meetings – attendance is essential for successful completion of your practicum experience.
2. Complete all asynchronous assignments, readings, and exercises assigned.
3. Meet all clients as assigned for three 50-minute sessions each, during the last two weekends of class.
4. Provide feedback to fellow class members in small group supervision and directly following client session in verbal and written formats.
5. Maintain a complete and up to date clinical record for each client.
6. Abide by all Psychological Services Clinic policies, including protection of all client electronic records per HIPAA requirements.
7. Begin to articulate a personal theoretical orientation and to demonstrate its application in sessions
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
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
  - e. Employing a variety of counseling techniques, procedures, and resources as appropriate.
14. Reflect on and critically evaluate in-session counseling behaviors
15. Complete three (3) self-supervision forms (found in student bi-annual review manual)
16. Complete one (1) case conceptualization and treatment plan on one (1) client
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
19. Complete recorded practice sessions/skills prior to seeing clients

### Assignment Details & Course Schedule

#### Assignments:

*As needed: As needed students will be assigned supplemental counseling skills practice by the instructor and/or doctoral supervisor in skillsetter or in other formats to bolster counseling skills*

**Supervision Disclosures:** Faculty and the doc students 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 are 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 is a rubric in canvas to help guide you for the expectations.

**Peer-Supervision Forms:** Using a similar form to the self-supervision form that is 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 in and completed after your 2<sup>nd</sup> 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 and integration is important in the counseling process. This can be in any format such as video journal (5 minutes each entry), written journal (2-3pages each entry), art pieces like poems, sandtray, drawings, dance, etc. (1 page written exploration accompanying it), or other formats with instructor approval. Students need to have a minimum of the following entries (**eight minimum**), but are encouraged to use this as an important tool in their exploration and development:

1. At least one entry at the start of the course about how you are feeling being a counselor at this stage in your journey (minimum one entry)-**Due by Jan 15th**
2. At least one entry for the first and second weekend based on course readings, lectures, discussions, etc. (minimum of two entries)-**Due by Jan 22nd**
3. At least one entry between the second and third weekend before you start seeing clients (minimum of one entry)- **Due by February 10th**
4. At least one entry for the three counseling sessions you have conducted (this can be immediately after a session, after watching your tape, or after supervision about a session) (minimum of three entries)-**Due by February 19<sup>th</sup> by 11:59pm**
5. At least one entry at the end of the course about the experience (minimum one entry)- **Due by February 19<sup>th</sup> by 11:59pm**

**Students will turn in the entries to canvas where instructor/doc students can give feedback/responses.**

**Reading And Course Schedule:**

This table includes the date, topics, schedule, assigned readings, and due dates for assignments.

Course Day	Brief Schedule	Readings/Assignments Due
Friday, January 13th	4-5pm: Introductions, team building [led by teaching team]  5-5:45pm Syllabus and course structure [led by Dr. M and teaching team]  5:45-5:50pm 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 [Led by Dr. M, teaching team, and class]	<i>Optional Prout et al. (2021) 1, 2, and 3 based on individual need to review previous coursework</i>  <b>Brown Ch. 1-7 read for this weekend</b>

	<p>8:30-8:35pm: movement/stretch/quick bio break</p> <p>8:35pm-9:30pm: Carkuff counseling process/intro [Led by Dr. M]</p> <p>9:30pm: time for integration: working on journal, meditation, mindfulness, quiet reflection</p>	
<p>Saturday, January 14th</p>	<p>8am-9:30am: large/small group discussion of Atlas of the heart over breakfast [Led by teaching team]</p> <p>9:30am-9:40am: quick movement, stretching/bio break</p> <p>9:40-11:15am: multiculturalism, broaching, power/privilege/oppression lecture, discussion, and practice [Led by Dr. M]</p> <p>1:15am-12:15pm: The initial interview &amp; informed consent lecture process [Led by Kaitlin]</p> <p>12:15-1:15pm: lunch break</p> <p>1:15pm-2pm: initial interview practice [Led by Kaitlin]</p> <p>2-2:45pm: documentation/progress notes intro/examples/practice [Led by Kaitlyn]</p>	<p><b>Prout et al. (2021). Ch. 4-6</b></p> <p><b><u><a href="#">Journal entry 1 turned in by Sunday January 15th</a></u></b></p>

	<p>2:45-2:55pm: movement/stretch/bio break</p> <p>2:55-4:30 pm Listening skills /basic attending skills (paraphrasing, open questions, summary, clarifying)- lecture/practice with reflecting feelings and content-therapeutic questions [Led by Dr. M and Amanda]</p> <p>4:30-5pm: art/journaling/integration</p>	
<p>Friday, January 20th</p>	<p>4pm-4:30pm: settling, checking in</p> <p>4:30-6:30pm: Empathy, therapeutic alliance, and ruptures- confrontation/challenging skills/immediacy skills- empathy presentation and practice [Led by Dr. M] [Led by Mary Beth] [Led by Amanda]</p> <p>6:30-7:30pm dinner break</p> <p>7:30-9pm: Multicultural counseling skills practice- broaching identities in initial interview, therapeutic self- disclosure, empathy with clients with harmful views, working with clients around these topics, etc. [Led by teaching team]</p> <p>9-10pm: discussion/integration</p>	<p><b>Course Packet</b></p> <p><b>Clinic Manual</b></p> <p><b>Prout et al. (2021) Ch. 7-12</b></p> <p><b>Brown Ch. 7-13 read for this weekend</b></p>



<p>Saturday, January 21<sup>st</sup></p>	<p>8-9:30am brown book discussion</p> <p>9:30-9:35am stretch/movement break</p> <p>9:35am-11am: Suicide assessment and crisis response, mini practice/case examples</p> <p>11-11:05: stretch/movement break</p> <p>11:05-12:15pm: Treatment planning, diagnosing, [Led by MaryBeth]</p> <p>12:15-1:15pm lunch</p> <p>1:15-3pm clinic orientation [Led by Kaitlin]</p> <p>3-4pm Ch 10/11- advanced counseling skills- skills that address thoughts/behaviors and emotions [Led by Dr. M]</p> <p>4-4:30pm: Ch. 12- endings and termination [Led by Dr. M]</p> <p>4:30-5pm: integration, art, journaling, processing</p>	<p><a href="#">Journal entry 2</a></p> <p><a href="#">Journal entry 3</a></p> <p><b>turned in by Sunday January 22nd</b></p>
<p><b>Weekends Three</b></p> <p>-will be determined based on client/counselor/supervisor availability</p>	<p>Fridays at 4pm: large group discussion/group sup</p> <p>Saturdays at 8am and 4pm: large group discussion/group sup</p> <p>Sundays at 8am and 3pm: large group discussion/group sup</p>	<p><a href="#"><b>Minimum one journal entry turned in before the start of the third weekend</b></a></p> <p><a href="#"><b>self supervision forms #1 required</b></a></p> <p><a href="#"><b>self supervision form #2 optional, turned in over</b></a></p>

	<p>Rest of time is clients, watching tapes, doing notes, supervision sessions, watching peer sessions, working on reflection journals, practicing skills</p>	<p><b>weekend three based on how many sessions you have had</b></p> <p><a href="#"><u>Peer supervision form #1 required</u></a></p> <p><a href="#"><u>Peer Supervision form #2 optional</u></a></p> <p><a href="#"><u>Journal Entry #5</u></a></p> <p><a href="#"><u>Journal Entry #6 (optional)</u></a></p>
<p><b>Weekend Four</b></p> <p>will be determined based on client/counselor/supervisor availability</p>	<p>Fridays at 4pm: large group discussion/group sup</p> <p>Saturdays at 8am and 4pm: large group discussion/group sup</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</p> <p><b>1-2 peer supervision forms turned in over weekend three and four, must have 3 total by end of last weekend</b></p>	<p><a href="#"><u>self supervision form #2 optional</u></a></p> <p><a href="#"><u>self supervision form #3 required</u></a></p> <p><a href="#"><u>Peer Supervision #2 optional</u></a></p> <p><a href="#"><u>Peer Supervision #3</u></a></p> <p><a href="#"><u>Case conceptualization form turned in by end of last weekend</u></a></p> <p><a href="#"><u>Journal Entry #6 optional</u></a></p> <p><a href="#"><u>Journal Entry #7</u></a></p> <p><a href="#"><u>Journal Entry #8</u></a></p>

**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 always act in an ethical manner. 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.

Becoming a professional counselor (School Counselor and/or Clinical Mental Health Counselor) means assuming responsibility for the well-being of your clients and for maintaining communication and appropriate boundaries with volunteers. In this practicum, you are in a clinical training setting, unlike any “class” you’ve taken. This requires you fulfill the expectations of a work environment, in this case the Psychological Services Clinic. It is expected that you conduct yourself with the same level of engagement and work ethic as expected in any work setting. This includes but is not limited to adhering to ethical guidelines; maintaining thoughtful and compassionate communication with your peers and supervisors; being timely; being attentive and participating in all class meetings, assignments, and activities; maintaining timely communication with faculty, colleagues, and volunteers; and committing to deepening your self-awareness and growth.

**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 2<sup>nd</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> weekends (in some combination of either 2 sessions the 3<sup>rd</sup> weekend and 1 session the 4<sup>th</sup> weekend, or 1 session the 3<sup>rd</sup> weekend and 2 sessions the 4<sup>th</sup> 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 (3<sup>rd</sup> and 4<sup>th</sup> weekends) and 9 am on Saturdays and Sundays. Each session is 50 minutes long.

When recruiting clients, students need to inform them that sessions will be recorded and observed. Students need to ensure that volunteer clients 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.

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**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, management of client electronic records including progress notes, client conceptualization abilities, treatment planning, openness and integration of feedback, and preparedness for internship.*

**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. Class participation includes being present for all class meetings, providing

consistent and constructive feedback, being prepared for individual supervision, integrating supervisory feedback, and clearly demonstrating commitment to personal and professional development.

**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.

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**Dispositional Expectations/Ethical Obligations:** 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.

**Academic Integrity:** You 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 Office of Community Standards and Conflict Resolution.

**Accommodations Statement:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

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

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, 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, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

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

**Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct)

**Food Insecurity and Basic Needs:** Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, 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](http://www.unco.edu/bear-pantry) for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at [sos@unco.edu](mailto:sos@unco.edu) or via phone at 970-351-2796.

**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.

#### **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). Immediately upon notification of withdrawing from this 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, 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.

#### **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 may include 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.