



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

APCE 650: Orientation to Community Counseling
Three Semester Credits
Spring 2023

Instructor: Dr. David Matheson, PhD, LPC

E-mail: David.matheson@unco.edu

Campus Office Location: Online and On Campus

Office Hours: I will be available briefly before and after class and other times can be arranged as needed. Please communicate your meeting needs to me via e-mail or in person and we can schedule a meeting time. I have a typical two-day turn around on e-mail therefore, I will respond to your e-mail request or question within a two-day window of time.

Class Meeting Times: In-person: **First Weekend:** Friday January 6th from 4-10pm, Saturday January 7th from 9am-5pm, Sunday January 8th from 9am-4pm. **Second Weekend:** January 20th from 4-10pm, Saturday January 21st from 9am-5pm, and Sunday January 22nd from 9am-4pm.

Course Description:

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.

Prerequisites: None

Required Texts (You may purchase alternative editions of the text):

Erford, B. T. (2010). *Orientation to the Counseling Profession*. Pearson: Boston, MA.

ISBN-13: 978-0-13-228351-9

ISBN-10: 0-13-228351-4

Gladding, S. T. (2005). *The Counseling Dictionary*. (3rd ed.) Prentice Hall: Upper Saddle River, NJ.

ISBN-10: 0131707728

ISBN-13: 978-0131707726

Course Objectives (based on the 2016 CACREP Standards):

Upon successful completion of this course, participants will:

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 basic skills, including skills and behaviors that influence the helping process
- Introduction to advocacy for the profession and clients
- Impact of Technology on the Counseling Profession
- Introduction to professional writing according to the Publication Manual provided by the American Psychological Association (7th ed.)
- Discussion of culture and its influence on counselors and clients

Suggested Readings:

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

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

Complete Prior to the First Course Meeting on Friday January 6th:

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

- Purchase or bring a digital recorder or download a recording app on your phone.
- 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 (if choosing the interview assignment instead of historical biography)
- Read assigned readings listed below from required textbooks as all reading assignments *must be completed prior to class meeting times*.

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.

Course Requirements/Assignments (please contact me via e-mail prior to class if you have questions regarding the assignments)

Attendance and Participation:

1. **In-Person Class Meetings:** Graduate students are expected to be responsible for regular and punctual class attendance. Because our integration of knowledge may only become useful to the extent that it is put into practice, you are expected to participate fully in class discussions. You will be involved in classroom role-plays and experiential exercises and should be prepared to participate in class discussions and activities.
2. **Read:** It is expected that you have read prior to coming to class. Class experiences are designed with the assumption that you have the foundational knowledge of reading the text, thoughtfully. Please bring questions / comments that you have about the text to class so we may talk through those.

Interview or Short Biography, Due Friday January 20th:

This assignment has two options for students to choose from.

Option 1: Interview

Following the protocol developed in class, you will interview one (1) counselor in the community who has a master's degree in community counseling or a PhD in counselor education. Subsequent to the interview, you are asked to:

- a) send a letter of appreciation (please do not share the actual letter with me), and
- b) write a summary of your findings using APA Style that may be supported by verbatim quotes from the interview. The summary should be well organized and demonstrate a personal reflection of the findings from the interview. This summary should not be a transcript of your interview.
- c) NOTE: Participation in this activity is clear evidence of counselors' professional generosity. You must regard all information provided to you as confidential. Information they provide should be reported without revealing the identity of the counselors you cite.

Option 2: Short Biography

Using the interview protocol developed in class as a guide, you will write a short 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.

Current Issues in Counseling Assignment, Due/Presentations during Class Saturday January 21st:

Select a current issue (in the last two years) in counseling. This could be a court ruling, a topic that is getting significant media coverage right now, emerging technology in counseling, or another pressing topic in the field of counseling. Read a minimum of three credible sources on the topic including two that are research based (peer-reviewed) articles outlining current counseling research.

Presentation: Construct a **10-minute presentation** for the class summarizing the topic, the research, and what this means for clinical counselors and the system of mental health.

Flyer: Create a 1 page flyer to print for the class. The flyer should summarize your research and have references cited in APA format. Everyone will present this in class on Saturday January 21st.

Active Listening Transcript & Reflection Due by 12am Friday January 27th to the instructor by email:

Students will prepare a recording reflecting a minimum of 10 minutes sustained dialogue (to be completed in class). Each student will transcribe the recording of themselves when they are in the "listener" role. Performance on the recording 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 segment must be transcribed as discussed in class.

In addition to the transcription, students will reflect on the dialogue, specifically, your natural responses as a listener and how they align with the counseling skills you learned throughout the course.

- For hints on APA Style you may want to visit and you are strongly encouraged to purchase an APA Style Manual:
<http://www.apastyle.org/styletips.html>

Final Exam in class January 22nd:

Much of the time spent in class will be supplementary to the reading assigned. The final will be based primarily on assigned readings and is your opportunity to demonstrate that you have read and understand the material in the text. Please be sure to ask questions to clarify concepts in the reading throughout the course. I will make an effort to encourage such questions and know that you are accountable for content in the text.

Grading Standards

Final letter grades will be assigned based on the following point distribution:

A	(100-93 points)
A-	(90-92 points)
B+	(89-87 points)
B	(86-83 points)
B-	(82-80 points)
C+	(79-77 points)
C	(76-73points)
C-	(72-70 points)
D+	(69-67points)
D	(66-63 points)
D-	(62-60 points)
F	(59 points and below)

- **Attendance and Participation:** **20 Points**
 Attendance at all class meetings
 Active involvement in small group and large group discussions online and in person
 Utilize computer and cell phones appropriately
 Active listening during lectures
 Respectful and professional interaction with faculty & peers

PAPERS ARE LATE AS OF AFTER THE DUE DATE AND 10% WILL BE DEDUCTED FOR A LATE PAPER AND FOR EVERY 24 HOUR PERIOD AFTER DUE DATE FOR LATE SUBMISSIONS

- **Interview or Biography and Written Summary (Due January 20th)** **20 Points**
 Thoroughness and Quality of Interview (5 points)
 Summary Organization/composition (5 points)
 Reflection-relate findings to personal & professional standards (10 points)
- **Current Issues in Mental Health Presentation (Due January 21st):** **20 Points**
 Construct a 10 minute presentation for the class summarizing the topic (4 points), the research (4 points), and what this means for clinical mental health counselors (4 points) and the system of mental health (4 points). Create a flyer and reference page with the three sources in APA format (4 points).
- **Active Listening Transcript and Reflection:** **20 Points**
(Due January 27th by email)
 Completion of transcript & reflection as required (10 points)
 Reaction/reflection to process (10 points)
- **Final Examination: (January 22nd Multiple Choice)** **20 Points**

Total=100 points possible in class

Reading Assignments (All Chapters within “Orientation to the Counseling Profession”)

Readings Assigned (Chapter number/title/authors may vary based on edition. Read chapter with similar topic)

Read before Weekend 1:

Chapter 1: Becoming a Professional Counselor: Philosophical, Historical, and Future Considerations--Bradley T. Erford and Gerta Bardhoshi

Chapter 2: Professional Counseling Organizations, Licensure, Certification, and Accreditation--Joshua C. Watson, Bradley T. Erford, and Grafton T. Eliason

Chapter 3: Ethical and Legal Issues in Counseling--Lynn E. Linde and Bradley T. Erford

Chapter 8: Mental Health Counseling Settings and Issues--Catherine Y. Chang, Amy L. McLeod, and Nadine E. Garner

Chapter 4: Theories of Counseling--Bradley T. Erford and Ann Vernon

Read Before Weekend 2: Role Plays and Feedback on Skills-Increasing Self Awareness, Advocacy and the Role of the Counselor/
Research in Counseling and the impact of technology, Self Care and the Impact of Vicarious Trauma

Chapter 5: The Counseling Process--Donna S. Sheperis

Chapter 6: Counseling Microskills--Joseph B. Cooper

Chapter 13: Supervision and Consultation--Mark A. Young and Alan Basham

Chapter 14: Advocacy Counseling: Being an Effective Agent of Change for Clients—Donna Gibson

Chapter 16: Accountability in Counseling--Bradley T. Erford

Chapter 17: Outcomes Research in Counseling--Bradley T. Erford

Optional Readings:

Chapter 9: School, College, and Career Counseling--Nadine E. Garner, Jason Baker, and Molly E. Jones

Chapter 10: Human Development throughout the Life span--Bradley T. Erford

Chapter 11: Multicultural Counseling--Geneva M. Gray

Chapter 12: Assessment, Case Conceptualization, Diagnosis, and Treatment Planning--Bradley T. Erford

Additional Information:

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC’s Policies: UNC’s policies and recommendations for academic misconduct will be followed.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. Additionally, any audio recording of class without the consent of the instructor and your classmates in an ethical violation. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. 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.

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.

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.

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

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

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

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

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 Dean of Students Office. 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.

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.

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.

Food Insecurity and Basic Needs

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. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

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>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.

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
Foundations 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.	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. The student performs well above what would be expected of an entry-level counselor.	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.	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.	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. The student performs well below what would be expected of an entry-level counselor.
Legal and Ethical Student demonstrates an 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	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 the State of Colorado	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 guidelines specified by	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 the State of Colorado.	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 the State of Colorado.

the State of Colorado.	The student performs well above what would be expected of an entry-level counselor.	the State of Colorado. The student performs equivalent to what would be expected of an entry-level counselor.	The student performs somewhat below what would be expected of an entry-level counselor.	The student performs well below what would be expected of an entry-level counselor.
<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 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 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>