



# UNIVERSITY OF NORTHERN COLORADO

**APCE 650-700 Theories of Counseling**  
**Extended Studies, Loveland Campus**  
**3.0 Credit Hours**  
**Spring 2024**

**Instructor:** Bonnie Nicholson, PhD

**Days/Times:** 1/5 – 1/7 F: 4pm – 10pm  
1/19 – 1/21 Sat: 8am – 5pm  
Sun: 8am – 4pm

**Location:** Lowry Campus

**Email:** [bonnie.nicholson@unco.edu](mailto:bonnie.nicholson@unco.edu)

**Office Hours:** Before and after class or by appointment virtually

**COURSE DESCRIPTION:**

This course provides a conceptual foundation for the counseling profession with emphasis on community counseling. Places the profession in an historical context; introduces associations, licensure, certification, accreditation, codes of ethics, and practice settings. NOTE: This course is designed to meet Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards.

**PREREQUISITE:**

None

**REQUIRED TEXT:**

Erford, B. T. (2018). Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (Third ed.). Pearson.

Gladding, S. T. (2018). The counseling dictionary (Fourth ed.). American Counseling Association.

**\*\*\* (NOTE: Earlier additions are also fine, however, the student will be responsible for adjusting chapter numbers as needed).**

**Suggested Readings:**

Pipher, M. (2003). Letters to a Young Therapist. Basic Books

Yalom, I. (2002) The Gift of Therapy. Harper Collins

Nugent, F. & Jones, K. (2005). Introduction to the Profession of Counseling (4th ed.). Pearson.

**KNOWLEDGE AND SKILL OUTCOMES:** Upon successful completion of this course students will have knowledge of and understand (the):

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a)

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).
3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.c).
4. Role and process of the professional counselor advocating on behalf of the profession (CACREP Standard: 2.F.1.d).
5. Advocacy processes needed to address institutional and social barriers that impede access equity, and success for clients (CACREP Standard: 2.F.1.e).
6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard: 2.F.1.f).
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).
8. Current labor market information relevant to opportunities for practice within the counseling profession (CACREP Standard: 2.F.1.h).
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).
10. Technology's impact on the counseling profession (CACREP Standard: 2.F.1.j).
11. Strategies for personal and professional self-evaluation and implications for practice (CACREP Standard: 2.F.1.k).
12. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l).
13. Role of counseling supervision in the profession (CACREP Standard: 2.F.1.m).
14. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g).
15. Impact of technology on the counseling process (CACREP Standard: 2.F.5.e).
16. Counselor characteristics and behaviors that influence the counseling process (CACREP Standard: 2.F.5.f).
17. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m).
18. Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP Standard: 2.F.8.a).
19. History and development of clinical mental health counseling (CACREP CMHC Standard: 5.C.1.a).
20. Theories and development of clinical mental health counseling (CACREP CMHC Standard: 5.C.1.b).
21. Roles and settings of clinical mental health counselors (CACREP CMHC Standard: 5.C.2.a).
22. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP CMHC Standard: 5.C.2.k).
23. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems (CACREP CRC Standard: 5.D.2.t).
24. Theoretical frameworks and models of clinical supervision (CACREP Doctoral Standard: 6.B.2.b).
25. Modalities of clinical supervision and the use of technology (CACREP Doctoral Standard: 6.B.2.g).
26. Demonstrate minimal competency in basic helping skills (e.g., tracking, reflecting, and refraining from closed questions).
27. Demonstrate elements of formal writing according to APA style.

#### **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 (7<sup>th</sup> ed.)
- Discussion of culture and its influence on counselors and clients

### **INSTRUCTIONAL METHODS:**

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include group discussions, individual projects, lectures, demonstrations, facilitated reflection, and simulated activities.

### **ADDITIONAL INFORMATION (STUDENT RIGHTS, SUPPORTS, & EXPECTATIONS):**

- **Academic Integrity:** Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).
- **UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed.
- **Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices 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. 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' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

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

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

- **Equity and Inclusion:** The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

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

Asian Pacific American Student Services (Cultural Center)  
924 20th St  
Greeley, CO 80639  
(970) 351-1909  
AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)  
1410 20th St  
Greeley, CO 80639  
(970) 351-2424  
ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership  
Development  
1915 10th Ave  
Greeley, CO 80639  
970-351-1492  
cwge@unco.edu

Center for Gender and Sexuality (Resource Center)  
2215 10th Ave., Campus Box 42  
Greeley, CO 80631  
970-353-0191  
gsrc@unco.edu

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

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

Veteran's Services (Resource Center)  
1815 8th Ave  
Greeley, CO 80631  
970-351-1403  
[LaChaune.DuHart-Wood@unco.edu](mailto:LaChaune.DuHart-Wood@unco.edu)

- **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 and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's Office of Institutional Equity and Compliance (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.  
Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving

sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary. If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the Assault Survivors Advocacy Program (ASAP) at 970-351-1490 to seek confidential guidance and support.

#### **Confidential Campus Resources**

Assault Survivors Advocacy Program (ASAP)	Hours: M-F, 9am-5pm
Office Located: 2nd floor of Cassidy Hall	24 Hour Hot Line: 970-351-4040
Office Phone: 970-351-1490	Email: <a href="mailto:advocacy@unco.edu">advocacy@unco.edu</a>
Web: <a href="http://unco.edu/asap">unco.edu/asap</a>	

UNC Counseling Center	Hours: M-F, 8am-12PM, 1pm-5pm
Office Located: 2nd floor of Cassidy Hall	Web: <a href="http://unco.edu/counseling-center">unco.edu/counseling-center</a> .
Office Phone: 970-351-2496	

Psychological Services	Hours: By Appointment
Office Located: McKee Hall Room 247	Email: <a href="mailto:ppsy.clinic@unco.edu">ppsy.clinic@unco.edu</a>
Office Phone: 970-351-1645	
Web: <a href="https://www.unco.edu/cebs/psychological-services-clinic/">https://www.unco.edu/cebs/psychological-services-clinic/</a>	

\*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

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

- **Food Insecurity:** Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.
- **Student Well-Being:** Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression. If you are struggling with this class, please visit me during office hours or contact me via e-mail. If you're not sure where to turn, the website for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury. Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.
- **UNC Writing Center: Strong writers seek feedback.** The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together! Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>

- **Artificial Intelligence (AI) Use Statements:** The use of any AI Writing tools are not permitted for any stage of work in this class. If you use these tools, your actions would be considered academically dishonest and a violation of UNC's Academic Integrity Policy. As a student in this advanced degree program, seeking education and training towards licensure, it is imperative that you invest in your developmental growth. This includes the completion of all assignments that are designed to support your skills and competences as a mental health professional. All work submitted in this course must be your own.
- **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.

To further support indigenous tribes, visit the following sites (or many other sites not listed):

<https://indigenous-roots.org/>  
<https://indigenousvalues.org/>  
<https://www.indigenousjustice.org/>  
<https://www.spiritofthesun.org/>

#### **ASSIGNMENTS:**

**Attendance & Engagement (100 pts):** Attendance is necessary and mandatory for this course. This is a short format class; any unexcused absence will result in the loss of one letter grade. Points will also be deducted for showing up late for class. Regular, active, meaningful, and consistent engagement is always necessary for personal and peer learning. A lack of individual engagement will affect your grade.

*Shared Accountability for Classroom Climate:* All members of the classroom are both a teacher and a learner. Everyone is expected to actively engage in the discussion to contribute to individual and collective learning. Participation assumes that each member of the course will be involved in active listening, dialogue, and engagement with course activities and readings. There is an expectation for respectful discussion and consideration of others' lived experiences.

*Readings:* 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.

#### **Professional Interview & Reflection (100 pts):**

Students will interview one (1) counselor in community practice or agency who has a master's in clinical or community counseling or doctoral degree in Counselor Education. Students are encouraged to interview counselors who practice in diverse settings.

After the interview, you are asked to (a) send a letter of appreciation, and (b) write a summary and reflection 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. To aid in the assignment, students may record the audio of the interview, but MUST first obtain the permission of the counselor.

In your summary and reflection, you should consider things such as:

- What did I learn about the field of counseling that I did not know before?
- What are some questions I have now after completing the interview?
- Are there some things I would like to integrate into my own professional identity and/or practice?
- What was my experience of the interview?

**NOTE: Participation in this activity is clear evidence of the counselors' professional generosity. You must regard all information provided to you as confidential. Information they provide should be reported without revealing the identity of the counselors you cite. You should also follow-up with a Thank You note.**

**Active Listening Transcript and Reflection (100 pts):**

Students will prepare an audiotape reflecting a minimum of 15 minutes sustained dialogue. 8-10 minutes of the audio recording will be transcribed. This dialogue will be completed during class time. Performance on the audiotape will reflect students' initial beliefs about appropriate and effective counselor responses. In addition to transcribing the dialogue, the student will also complete a reflection of the experience.

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

- What strengths do I already display within the role of counselor?
- What specifically did I do in the role of counselor that communicated with my "client" that I was listening and/or they were being heard?
- What area and/or skills do I want to continue to work on in the role of counselor?
- What was my overall experience like being in a counseling room and practicing my counseling skills?
- How will this activity/assignment benefit my professional growth within this program?

**Wellness Plan & Reflection (100 pts):**

The ACA Task Force on Counselor Wellness and Impairment (2005) recommended all counselors-in-training, counselors, counselor educators, and supervisors develop a holistic wellness (self-care) plan to help guard against the potential negative impact of counseling hurting clients. The purpose of this assignment is for students to develop a practical, individualized self-care/wellness plan to follow throughout their counselor training programs and work in the counseling field following graduation.

Each student will develop a personal self-care/wellness plan that he/she can implement throughout his/her counselor training program and post-graduation. This self-care/wellness plan should address the areas of physical, emotional, cognitive, social, and spiritual wellness and include strategies that can be implemented daily, weekly, monthly, and/or yearly. Students are encouraged to be creative in the development of their self-care/wellness plans.

Please consider the following in the completion of this assignment:

- Identify specific, achievable goals to address each area of wellness (i.e., physical, emotional, cognitive, social, and spiritual)
- Consider what you will do routinely (daily, weekly, monthly) to promote wellness
- Consider what you will do during "tough times" (e.g., when you are feeling the personal and professional impact of this work on your daily life)
- What areas of wellness do you need to focus more time and energy?
- What specific strategies will you implement during your training program?
- How will your wellness plan change post-graduation?

**Current Issues in Mental Health Presentations (100 pts):**

Select a current issue (in the last 5 years) within the field of counseling. This could be a court ruling, a topic that is getting significant media coverage, emerging technology, or other issues along these lines. Read a minimum of three credible sources on the topic including two that are research-based articles outlining current counseling research.

Construct a 10 - 15-minute presentation (individuals) or 15 - 25 minutes (group) for the class summarizing the topic, the research, and what this means for clinical counselors and the system of mental health. Turn into the instructor a reference page with the three sources in APA format.

**GRADING SCALE:**

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

Please Note: APCE 607 is considered a foundational course for all Professional Counseling Programs. Obtaining a grade of C- or below will result in your needing to repeat the course.

**PAPERS ARE LATE AS OF END OF THE DAY (11:59PM) ON THE DUE DATE AND 10% WILL BE DEDUCTED FOR A LATE PAPER AND FOR EVERY 24-HOUR PERIOD AFTER DUE DATE FOR LATE SUBMISSIONS**

<b>Assignments</b>	<b>Grade Points</b>
Attendance and Engagement	100
Professional Interview & Reflection – 1/14	100
Active Listening Transcript & Reflection – 1/23	100
Wellness Plan & Reflection – 1/21	100
Current Issues Presentation – Due 1/21	100



**TENTATIVE CLASS SCHEDULE**

Day	Topics	Chapter Readings Erford	Special Notes.
Jan. 5th	Introduction to the course History and Professional Identity and Role of the Counselor	1, 2	
Jan. 6th	Licensing, Accreditation, and Credentials Helping Relationships and Theory Ethics Multicultural Counseling	3,4,11	
Jan. 7 <sup>th</sup>	Advocacy in Counseling Common Factors in Counseling Role Plays and Feedback on Skills-Increasing Self Awareness	5,6	Bring a recording device
	Professional Interview – Due Sun Jan. 14th		
Jan. 19 <sup>th</sup>	Risk Assessment and Crisis Response Self-Care and the Impact of Vicarious Trauma The Happiness Lab and Other recent research	7,14	
Jan. 20 <sup>th</sup>	Accountability in Counseling Research in Counseling Impact of Technology Consultation and Supervision	13,15,16	
Jan. 21 <sup>st</sup>	Current Issues in Mental Health Presentations		
	Wellness Plan & Reflection - Due Sun Jan. 21 <sup>st</sup> Transcript & Reflection- Due Tue Jan. 23rd		

**\*\*\*Instructor Reserves the Right to Revise This Syllabus as Needed**