University of Northern Colorado  
School of Applied Psychology and Counselor Education  
APCE 619: Practicum II in Individual Counseling  
Summer 2020  
Course Syllabus

Instructor:  
Dr. Hannah Davis, PhD, LPC  
Email: Hannah.Davis@unco.edu  
Phone: (720) 432-7690  
Office: Virtual  
Office Hours: By Appointment  
Doctoral Supervisors: TBD  

Class Times:  
Mondays 5:30- 8:30 PM  
Meeting by Zoom  
May 18th  
June 1st  
June 15th  
June 29th  
July 13th  

Prerequisite: Please refer to the Practicum II Eligibility Verification form as pre-requisites and co-requisites vary depending upon major and setting. This form must be submitted to Dr. Davis to begin preparing for Practicum. The Practicum II manual is located on the UNC website.

Course Description:  
Practicum II is a field-based experienced and viewed as a transitional experience to be completed after successful completion of Practicum I and prior to registering for, and completing of Internship hours.

Course content includes direct instruction on core and advanced counseling skills, practice of core skills, supervision of counseling activity, and individual and group feedback. Students will have the opportunity to learn and develop counseling skills, initial diagnostic competencies, and client/student record keeping in an agency or school setting.

Text(s):  
Required: Practicum II Policy and Procedure Manual  

Or
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, agency, professional and interpersonal issues
5. To follow the American Counseling Association (ACA) ethical guidelines
6. To formulate a treatment and evaluation plan

Course Content: This course is designed for students to partially meet the CACREP 2009 Standards requirements for the completion of a supervised practicum experience. Throughout this experience, the student will receive individual or triadic supervision and group supervision on a weekly basis. Course content includes direct instruction on core and advanced counseling skills, supervision of counseling activity, and individual and group feedback. Students will have the opportunity to learn and develop counseling skills, professional skills, diagnostic competencies, client record keeping, and the formation of treatment plans through supervised field-based experiences.

Methods of Instruction: Students will engage in group and individual supervision activities geared toward integration and application of essential (basic and advanced) counseling skills. Students will engage in case presentations, review of audio or video taped sessions, self-evaluation of skills, treatment planning, and case conceptualization.

Course Requirements/Assignments:

Attendance
Students are required to attend every class scheduled for sections of APCE 614, 619, 691, and 692. Group supervision is a requirement of practicum and internship as well as being necessary for ethical training practices. If a student experiences an emergency causing them to miss a class session, they must communicate their absence to the instructor of their course in a timely manner, preferably prior to missing the class. Following an absence from group supervision, the student will be required to make up the missed class by attending another section of group supervision at any program location (Greeley, Denver, or Loveland). The student must inform the instructor of the section they plan to attend for the make-up class prior to attending. The student can attend any section of APCE 619, 614, 692, or 691 to make up the missed class,
regardless of which course they are enrolled. To verify attendance, the student is required to obtain written or e-mail verification of attendance. If students are unable to make up the group supervision course time during the same semester they missed the class, they will be required to register for and attend another semester of the course.

**Presence**
Evening courses can be challenging for students and instructors. Maintaining mental and emotional presence during the experience is central to your success in this course. I highly recommend that you consider what will help you remain engaged throughout our class. Thoughtful questions, eating, drinking and moving are all encouraged when appropriate. Surfing the Internet, answering emails, and completing assignments during class are not. I will do my best to maintain presence during our time together; I ask that all students do the same.

**Openness**
You are making the transition from directly observed clinical work, as in Practicum I, to self-reported clinical work. A vital part of your responsibility as a student in this course and as a counselor-in-training is to be upfront and honest about your concerns and areas for growth. Each class there will be a check-in, and I expect you to bring up questions, concerns, and supervision needs during this time. You will get out of this experience only as much as you are willing to contribute.

**Confidentiality**
Due to the clinical nature of this course, all student discussion during class is to be treated as confidential. While attending class, you need to be in a private space where no one can overhear our conversation. Headphones are recommended. Discussion of anything shared by other class members outside of class is unacceptable. You may discuss your own personal experiences in the course, as long as you do not share clinical information shared in class.

**Journal article**
For this assignment, you will select a journal article relevant to the population or clinical issues you are working with at your site (e.g. trauma, CBT, adolescents, etc.). After reading this article, you will upload a .pdf of the article, and post a discussion thread with the following:

- APA-style citation for the article
- 1-2 sentences about why you selected this article
- 3-5 **concrete** clinical application suggestions from the article (e.g. “after reading this, I think it is important to assess for suicide when clients talk about feeling like a burden to others.” Or “this article highlighted that trauma is often ongoing, so it’s important to notice how ongoing trauma might be present for my clients by asking about threats to their safety such as…”)

In class, you will present these suggestions briefly to your peers.
Treatment Plan and Case Conceptualization – Handout

After spending time reflecting on a particular client/student you are working with, it is helpful to receive feedback from the instructor and your peers about your work. Considering a client you are working with, you will create a brief (1 page) handout, which you will upload to Canvas.

The handout should include the following sections:

- Overview of Client Background: minimal demographic information, salient aspects of the client’s history. We will discuss this more verbally, please include minimal information so as not to identify the client.

- Presenting Concern: what brought the client in for treatment?

- Systemic View: draw a genogram for the client. Also include information about other larger systems that may impact the client (e.g. school, community, legal, etc.)

- Questions for others: what are 3-4 questions you have about your work? Focus on areas where you feel stuck.

- Self-of-therapist: what is coming up for you with this client? What do you need from the group?

Treatment Plan and Case Conceptualization – Paper

You will complete a treatment plan and case conceptualization on a client with whom you are working at your Prac II site. This can be the same client on whom you presented your handout. This assignment follows the structure outlined in the Prac II manual, and is scored based on the rubric that can be found there. Some additional requirements specific to this course are as follows:

- Confidentiality
  - Only use the terms “client” or “student” to refer to the client/student throughout the document. Do not use pseudonyms.
  - Make sure the person’s name is not accidentally included.
  - Do not reference your site by name in the document. Refer to “a residential treatment facility” “community mental health agency”, etc.
  - Do not reference a specific town or city (e.g., Denver, Thornton, etc.). Instead, you can refer to a “city in the Western United States”.

- Professionalism
  - This document will go in your student file. Ensure that it is a professional quality document with regards to spelling, grammar, and overall writing.
  - The paper should be 3-5 single-spaced pages.
  - Please use Times New Roman size 12 font.
o Anything included in this paper you should be comfortable sharing directly with the client/student/their family.

Self-Supervision Forms

Three self-supervision forms are to be completed over the course of the semester. Your doctoral students will provide feedback and will grade these on a rubric, which is included in the Practicum II handbook. The self-supervision forms will be due in Canvas following the dates outlined below.

Self-Supervision Reflection

After completing all three self-supervision forms and reviewing your doctoral student’s feedback, you will submit a 1-page reflection in Canvas. This reflection should include your observations about themes in your strengths and areas for growth, reflections on what helped you make improvements over the course of this semester, intentions for ongoing growth moving forward into internship and beyond, and whatever other reflections you’d like to include.

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., site supervisor, doctoral supervisor, group supervision, and classroom participation/interactions). Final grades will be based on counseling skills, participation in class discussions, completion of case notes, client conceptualization abilities, treatment planning and professional behavior.

Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Items due to Doctoral Supervisor</th>
<th>Items due to Dr. Davis</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course</td>
<td>First meeting</td>
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<tr>
<td>5/18</td>
<td>Review Syllabus, Assignments, and Expectations</td>
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<td></td>
<td>Create Prac II Files</td>
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<td>Week 2</td>
<td>No class meeting</td>
<td>Journal Presentations discussion post due 5/28</td>
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<td>5/25</td>
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<td>Week 3</td>
<td>Check-in</td>
<td>Crisis procedures at site (verbal report during class)</td>
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<td>6/1</td>
<td>Crisis procedures</td>
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<td></td>
<td>Journal Presentations</td>
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<td>Week</td>
<td>Date</td>
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<td>6/8</td>
<td>No class meeting</td>
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<td>5</td>
<td>6/15</td>
<td>Check-in</td>
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<td>6</td>
<td>6/22</td>
<td>No class meeting</td>
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<td>7</td>
<td>6/29</td>
<td>Check-in</td>
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<td>8</td>
<td>7/6</td>
<td>No class meeting</td>
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<td>9</td>
<td>7/13</td>
<td>Check-in</td>
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<td>Final Paperwork Review</td>
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<td>Check-out</td>
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<td>10</td>
<td>7/20</td>
<td>Final paperwork due by 7/24</td>
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**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 your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor 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](http://www.unco.edu/disability-resource-center)

**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 or via phone at 970-351-2796.

**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.

**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. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or [www.unco.edu/asap](http://www.unco.edu/asap)
- UNC Counseling Center: 970-351-2496 or [www.unco.edu/counseling](http://www.unco.edu/counseling)
- UNC Psychological Services: 970-351-1645 or [www.unco.edu/cebs/psych_clinic](http://www.unco.edu/cebs/psych_clinic)

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct) or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.
Equity and Inclusion Statement

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 world views. 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. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance