

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

Instructor:	Laura Capasso Watts, MS, LPC, NCC	Class Times:	F 4-10; S 8-5; Su 8-4
Office:		Email:	Laura.capasso@unco.edu
Phone:	307.258.0921	Office Hours:	By Appointment

Course Dates: September 9-10; September 16-17; September 30- October 2; October 7-October 9.

Doctoral Supervisors: Jamie Henry, MS, LPC & Hailey Sands, MS, LPC

As I am a continuing Doctoral Supervisor, Dr. Heather Pendleton-Helm is the Licensed Faculty Supervisor for this course. For further information on reaching her directly, please see me

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. All counseling sessions and course instruction will be provided in an online format, due to university response to the Coronavirus.

Required Text(s):

Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques* (5th ed). Upper Saddle River, NJ: Merrill/Prentice Hall. **NOTE: 5th edition is okay, it does not have to be the new 6th edition.**

Theravue – www.theravue.com – a link will be sent to your e-mail to sign up. Please use this link- from there, you will be prompted to pay.

Course packet (Will be Posted in Canvas)

Psychological Services Clinic Manual (Will be Posted in Canvas)

Additional Readings (Optional – but highly recommended):

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

Reading Schedule:

Weekend 1: Chapters 1-6 (Young)

Weekend 2: Chapters 7-15 (Young)

Recommended Readings: Will be assigned by instructor.

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.1.1).
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.5.1).
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, on tape, and in individual supervision.

Course Requirements/Assignments:

1. Attend all synchronous class meetings – attendance is essential for successful completion of your practicum experience.
2. Complete all asynchronous assignments, readings, and exercises assigned.
3. Meet with three clients 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. Begin to articulate a personal theoretical orientation and to demonstrate its application in sessions
7. Demonstrate appropriate counseling skills equivalent to a master’s level counselor (attending, empathy, respect, concreteness, genuineness, immediacy, and confrontation)
8. Complete assigned readings prior to class meetings and be prepared to discuss
9. Actively and constructively participate in class discussion
10. Follow all ACA ethical guidelines
11. Accept and use supervisory feedback to improve counseling effectiveness
12. 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.
13. Reflect on and critically evaluate in-session counseling behaviors
14. Complete three (3) self-supervision forms (found in student bi-annual review manual)
15. Complete one (1) case conceptualization and treatment plan on one (1) client

16. Demonstrate awareness, knowledge and skills in counseling clients who are culturally different, including racial, ethnic, gender, sexual orientation or socioeconomic differences.
17. Recruit three clients for sessions the last two weekends of class
18. Complete recorded practice sessions prior to seeing clients

NOTE: All students are expected to enter practicum with knowledge of the American Counseling Association ethical standards. In particular the ethical standards associated with client confidentiality rights and limitations and protection of client records. Students are expected to act in an ethical manner at all times. If an ethical dilemma arises, students are required to notify the instructor or one of the doctoral supervisors immediately. Violations of the ethical standards or clinic policies *may* result in failure of the course or dismissal from the program.

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 Laura immediately to discuss whether this is the time for you to take this course. It is expected that you will have volunteer names by Friday of the 2nd week of class. Please do not rely on classmates to bring additional volunteers if you do not have all three of yours. Doing so limits that classmate's ability to view sessions and participate in supervision and feedback sessions.

In accordance with the ACA Ethical Standards and established clinic policy the volunteer clients cannot be a spouse/partner, former spouse/partner, nor should they be first order relatives of the student (grandparents, children, in-laws). Each volunteer client will be expected to attend sessions on the 3rd and 4th weekends (in some combination of either, 2 session the 3rd weekend and 1 session the 4th weekend, or 1 session the 3rd weekend and 2 sessions the 4th weekend). Clients will *not* be seen twice on the same day. Sessions will begin at 5 pm (4 pm if absolutely necessary for the schedule of the volunteer) on Friday night (3rd and 4th weekends) and 9 am on Saturdays and Sundays. Each session is 50 minutes long. When recruiting clients, students need to inform them that sessions will be recorded and observed. Students need to ensure that volunteer clients are not in crisis and that they are not currently seeing another therapist. Students will provide the instructor the names and available times of volunteer clients during the second weekend of class. A schedule will be developed at that time.

Grading: This course is graded on an S/U basis. Students will receive feedback on their counseling and professional behaviors. The instructor will decide on the final grade after careful consideration of feedback from all evaluation sources (e.g., doctoral interns, individual supervision, and classroom participation/interactions). There will be a mid-term evaluation during the third weekend and a final evaluation during the fourth weekend during which specific feedback will be given to each student. *Final grades will be based on counseling skills,*

participation in class discussions, completion of case notes, client conceptualization abilities, treatment planning and professional behavior.

General Expectations: This course meets for four weekends and due to the intensified schedule and nature of this course you are expected to be at *all* scheduled class sessions. While some events are unavoidable, it is imperative that you attend all class sessions. Therefore, requests to leave early or miss sessions are discouraged. Additionally, you will be expected to have read all the assigned materials by the dates listed, no exceptions.

Proof of Student Insurance: All students are required to provide proof of liability insurance prior to seeing clients. Failure to provide this documentation will result in not being able to see clients and therefore not completing the course requirements. Please note, insurance is now free to student members of ACA and ASCA. Please bring proof of insurance to the first day of class.

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>

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 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.

Diversity 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 and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm <http://www.unco.edu/hr/AAEO_TitleIX.htm>). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity

<http://www.unco.edu/cebs/diversity>).

ADA and TITLE IX Syllabus Statements

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: www.unco.mywconline.com. You will need to create a new account if you've never visited the Writing Center before. 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. We also have 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.