

# APCE 603: Understanding Children, Adolescents & Their Systems Course Syllabus – Spring 2022

**INSTRUCTOR:** Kristin Myers, Ph.D., LPC, SPP

**MEETS:** March 4-6 and March 25-27

**CREDIT HOURS:** Three (3) semester hours

**OFFICE HOURS:** Tuesdays from 12:30pm-2:30pm; Wednesdays from 8:00-10:00am and by appointment

**CONTACT INFORMATION:**

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**OFFICE:** MCKEE HALL, 223

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**IMPORTANT NOTE:** Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as possible.

**Prerequisite:** Successful completion of APCE 607: Theories of Counseling.

**Course Description:**

This course is intended to provide a comprehensive study of therapeutic approaches and techniques for children and adolescents and is designed to develop students' knowledge and skills in the theory and practice of working with pediatric populations. The course will focus on the therapeutic involvement of significant others with children in a variety of settings and emphasize the counseling process and collaboration with the community, family and school systems. Contemporary issues and interventions addressed include: typical developmental problems, creative interventions, crisis management, exceptional children, parenting skills, multicultural considerations, and ethical concerns.

**Required Texts:**

Vernon, A., & Schimmel, C. J. (2004). *Counseling children and adolescents*. Love Pub.. (Fifth Edition)

Luke, C., & Schimmel, C. J. (2021) *Applying Neuroscience to Counseling Children and Adolescents: A Guide to Brain-Based, Experiential Interventions* (First Edition)

**Recommend Readings:**

Barrio, C.A (2007). Assessing suicide risk in children: Guidelines for developmentally appropriate interviewing. *Journal of Mental Health Counseling*, 29(1), 50-66.

Edgette, J. S. (2013). Teen therapy: Common mistakes to avoid. *Psychotherapy Networker*.

Limberg, D., & Lambie, G. W. (2011). Third Culture Kids: Implications for Professional School Counseling. *Professional School Counseling*, 15(1), 45-54.

- Yakushko, O., Watson, M., & Thompson, S. (2008). Stress and Coping in the Lives of Recent Immigrants and Refugees: Considerations for Counseling. *International Journal For The Advancement Of Counselling*, 30(3), 167-178.
- Zimmerman, J. M. & Beaudoin, M. N. (2002). Cats Under the Stars: A Narrative Story. *Child & Adolescent Mental Health*, 7(1), 31.
- Ahn, M., & Wampold, B. (2001). Where oh where are the specific ingredients? A meta-analysis of component studies in counseling and psychotherapy. *Journal of Counseling Psychology*, 48, 251-257.
- Allen, M. Burt, K., Bryan, E., Careter, D., Orsi, R., & Durkan, L. (2002). School counselor's preparation for and participant in crisis intervention. *Professional School Counseling*, 6(2), 96-102.
- Asmus, J. M., Vollmer, T. R. & Borrero, J. C. (2002). **Functional behavioral assessment: A school based model.** *Education & Treatment of Children*, 25(1), 67- 91
- Boulton, M. J. (2005). School peer counselling for bullying services as a source of social support: a study with secondary school pupils. *British Journal Of Guidance & Counselling*, 33(4), 485-494. doi:10.1080/03069880500327546
- Burnham, J. J., & Jackson, C. M. (2000). School counselor roles: Discrepancies between actual practice and existing models. *Professional School Counseling*, 4(1).
- Campbell, J., Elder, J., Gallagher, D., Simon, J., & Taylor, A. (1999). Crafting the "tap on the shoulder": A complement template for solution-focused therapy. *American Journal of Family Therapy*, 27, 35-47.
- Canino, L., & Spurlock, J. (1994). Culturally diverse children and adolescents: Assessment, diagnosis, and treatment. New York: The Guilford Press.
- Carns, A. W., & Carns, M. R. (1994). Making behavioral contracts successful. *School Counselor*, 42(2), 155-159.
- Carlson, K. (1990). Suggestions for counseling "other-referred" children. *Elementary School Guidance and Counseling*, 24, 222-229.
- Clark, M., & Breman, J. (2009). School Counselor Inclusion: A Collaborative Model to Provide Academic and Social-Emotional Support in the Classroom Setting. *Journal Of Counseling & Development*, 87(1), 6-11.
- Cochran, J. L. (1996). Using play and art therapy to help culturally diverse students overcome barriers to school success. *School Counselor*, 43(4), p287-299.
- Davis, K. M. (2001). Structural-strategic family counseling: A case study in elementary school counseling. *Professional School Counseling*, 4(3), 180-186.
- Elksnin, L.K. & Elksnin, N. (2006). *Teaching Social-Emotional Skills at School and Home*. Columbus, OH: Merrill Prentice Hall.
- Ellis, A. & Wilde, J. (2002). *Case Studies in Rational Emotive Behavior Therapy with Children and Adolescents*. Columbus, OH: Merrill Prentice Hall.
- Erchul, W. P., & Conoley, C. W. (1991). *Helpful theories to guide counselors' practice of school-based consultation*. *Elementary School Guidance & Counseling*, 25(3).
- Erk, R. R., (2008). *Counseling treatment for children and adolescents with DSM-IV-TR disorders*. Columbus, OH: Pearson.
- Evans, J. R., Velsor, P. V., & Schumacher, J. E. (2002). Addressing adolescent depression: A role for the school counselor. *School Counseling*, 5(3), 211-219
- Frey, L. M., & Wilhite, K. (2005). Our Five Basic Needs: Application for Understanding the Function of **Behavior**. *Intervention in School & Clinic*, 40(3), p156-160.
- Gerler Jr, E. R., & Anderson, R. F. (1986). The Effects of Classroom Guidance on Children's Success in School. *Journal Of Counseling & Development*, 65(2), 78.
- Galassi, J. P., & Akos, P. (2007). *Strengths-based school counseling: Promoting student development and achievement*. New York, NY: Taylor & Francis Group/Lawrence Erlbaum Associates.
- Gorman, J.C. (2001). *Emotional Disorders and Learning Disabilities in the Classroom. Interactions and Interventions*. Thousand Oaks, CA: Corwin Press, Inc.
- Griffin, D. (2011). A Social Justice Approach to School Counseling. *Journal For Social Action In Counseling & Psychology*, 3(1), 74-85.
- Kottman, T. (2011). *Play therapy: Basics and beyond (2<sup>nd</sup> ed.)*. Alexandria, VA: American Counseling Association.
- Landreth, G. L. (Ed.).(2001). *Innovations in play therapy: Issues, process, and special populations*. Philadelphia, PA: Brunner-Routledge.
- Landreth, G. L., Homeyer, L. E., Glover, G., and Sweeney, D. S. (1996). *Play therapy*

- interventions with children's problems. Northvale, NJ: Jason Aronson Inc.
- Magg, J. J. (1994). *Promoting social skills training in classrooms: Issues for school counselors*. *School Counselor*, 42(2), 100-114.
- Ray, D. C., Armstrong, S. A., Warren, E. S., & Balkin, R. S. (2005). Play therapy practices among elementary school counselors. *Professional School Counseling*, 8(4), 360-365.
- Riley, P. L., & McDaniel, J. (2000). School violence prevention, intervention and crisis response. *Professional School Counseling*, 4(2), 120-125.
- Roysircar, G. (2004). Cultural Self-Awareness Assessment: Practice Examples From Psychology Training. *Professional Psychology: Research & Practice*, 35(6), 658-666. doi:10.1037/0735-7028.35.6.658
- Surgeon General. (2002). Children and mental health (pp. 124-220). In *Mental health: A report of the Surgeon General*. [www.surgeongeneral.gov/library/mentalhealth/toc.html](http://www.surgeongeneral.gov/library/mentalhealth/toc.html). Retrieved August 6, 2002.
- Thomas, V., & Ray, K. E. (2006). Counseling Exceptional Individuals and Their Families: A Systems Perspective. *Professional School Counseling*, 10(1), 58-65.
- Watkins, K. E., P. L. Ellickson, et al. (2006). An Update on Adolescent Drug Use: What School Counselors Need to Know. *Professional School Counseling*, 10(2): 131-138.
- Williams, G. (2000). The application of solution-focused brief counseling in a public school setting. *Family Journal*, 8, 76-78.
- Williams, W. C., & Lair, G. S. (1991). Using a person-centered approach with children who have a disability. *Elementary School Guidance & Counseling*, 25(3), 194-203.
- Yarbrough, J., & Thompson, C. (2002). Using single-participant research to assess counseling approaches on children's off-task behavior. *Professional School Counseling*, 5, 308-314.

### **RECOMMENDED TEXTS:**

- Jongsma, A. E., Peterson, L. M., & McInnis, W. P. (2006). *The adolescent psychotherapy treatment planner* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Jongsma, A. E., Peterson, L. M., & McInnis, W. P. (2006). *The child psychotherapy treatment planner* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Lowenstein, L. (2008). *Assessment and Treatment Activities for Children, Adolescents, and Families: Practitioners Share Their Most Effective Techniques*. (2008). Toronto, Canada, Champion Press.
- Lowenstein, L. (2008). *Assessment and Treatment Activities for Children, Adolescents, and Families: VOLUME TWO: Practitioners Share Their Most Effective Techniques*. (2008). Toronto, Canada, Champion Press.
- Lowenstein, L. (2011). *Assessment and Treatment Activities for Children, Adolescents, and Families: VOLUME THREE: Practitioners Share Their Most Effective Techniques*. (2008) Toronto, Canada, Champion Press.
- Siegel, D. *The Whole-Brain Child*. (2012). New York. Bantam Books Trade Paperbacks.

### **KNOWLEDGE AND SKILL OUTCOMES:** Upon successful completion of this course students will:

1. Know theories of individual and family development and transitions across the lifespan (CACREP II.G.3.a).
2. Understand the effects of crises, disasters, and other trauma-causing events on persons of children (CACREP II.G.3.c).
3. Understand a general framework for exceptional abilities and strategies for differentiated interventions (CACREP II.G.3.e).
4. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (CACREP II.G.3.f).

5. Understand theories for facilitating optimal development and wellness over the lifespan (CACREP II.G.3.h).
6. Know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC.G.1).
7. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP SC.E.1).
  
8. Understand the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC.G.1).
  
9. Know the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs (CACREP SC.G.2).
  
10. Know strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (CACREP SC.M.5). Assessed in final assignment.

**Course Objectives:**

- (1) Students will understand various theoretical approaches and techniques for counseling children, adolescents, and their caregivers.
- (2) Students will understand prominent disorders experienced by children and adolescents (i.e. ADHD, conduct disorders, attachment disorders).
- (3) Students will develop a framework from which they can assess, conceptualize, and plan counseling interventions for children, adolescents, and their families.
- (4) Students will understand how and why to integrate the child's significant others into counseling in diverse settings.
- (5) Students will be able to apply empirically informed treatments for children, adolescents, and their families.
- (6) Students will demonstrate an understanding of child and adolescent development and how developmental concerns impact the counseling process counseling.
- (7) Students will demonstrate an understanding of the impact of trauma on children and adolescents.
- (8) Students will understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in counseling youth.
- (9) Students will demonstrate an understanding of ethical and legal issues that pertain to counseling children and adolescents.

**METHODS OF INSTRUCTION:** This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (lectures and discussion, video, cases, group processing of cases and role plays). This course is intended to be comprehensive and therefore will be intense and fast-paced. Students are informed of deadlines in advance and are expected to adhere to them.

**Attendance:** Attendance for this course is mandatory and necessary. Experiences that are conducted within the course are highly interactive and they cannot be replicated. In class activities are a part of the course requirements. It is the responsibility of the student to get notes from other classmates in the event of an absence.

**Readings:** Please read the assigned readings **prior** to class and be prepared to discuss during class. Lecture and small group discussion times will highlight the materials assigned for that day. Students are responsible for all of the material in the assigned readings, as not everything in the readings can be discussed during class time.

**Course Requirements/Assignments:** All written assignments should be submitted using standard APA format (sixth edition). Unless indicated otherwise, please submit all assignments electronically via the e-mail provided in this syllabus. Any assignment turned in later than the posted time will receive a 10% reduction in the total points possible for that assignment for **each day** that it is late. Please note that late discussion items will NOT be accepted. Exceptions will be made only in cases of documented family or personal emergencies. Out of courtesy, please do not submit assignments during class time; instead, wait until designated breaks or after class.

## Assignments

**Attendance:** 1 point per hour in class=46 points total

**Discussion Items (10 points each chapter x10 chapters=100points total):** Students will submit discussion items Canvas prior to the scheduled lecture/discussion. These will be reviewed in class (10 points each). Please note: **late submissions are NOT accepted**. If for some reason you need to miss class during a discussion, a discussion item is still due to receive points. *Students are encouraged to purchase the Vernon & Schimmel text and complete the readings/discussion items prior to the first day of class.*

Students will be randomly assigned groups in each class to maximize interactions with other students. Discussion questions may include the following:

- Questions or inquiries about theories or techniques
- Questions/inquires about information from the text and/or other readings
- Issues/inquiries that could come up related to counseling children/adolescents
- Issues/inquiries related to child development and counseling

### **Case Conceptualization and Counseling Demonstration Presentation (100 points total):**

This project is designed to aid you in developing your counseling/case conceptualization skills and to explore various topics related to counseling children/adolescents. Students will experience and work towards cultivating their beliefs about child/adolescent development, counseling theory of change, and techniques that apply to working with children/adolescents throughout the semester. This assignment contains two components

### **Child and Adolescent Case-Study and Conceptualization (50 points)**

The case study portion will include the following:

1. Develop an in-depth case conceptualization of a child/adolescent based on the theoretical lens/topic assigned during the first week of class. Case studies will include the following:
  - background information (age, gender, ethnicity/race, religion, school, etc.)
  - description of the presenting problem (how long has the problem been present? Intensity and frequency of symptoms, etc.)
  - DSM V diagnosis (if applicable)

- Family system (describe the individual's family and the organization of the family structure)
  - Multicultural considerations
2. Groups will turn in at least three recorded role play sessions. Sessions will include an intake session, general session, and a termination session. This includes three, 40-50 minute, role-play sessions as the mental health counselor or school counselor of this child/adolescent while implementing 2-3 theories that either compliment or align with their assigned topic. These role-play sessions will be conducted outside of our regular class time.
  3. Theoretical orientation—each group will be assigned a topic or theoretical orientation. Groups should select 2-3 additional theories that could be used to conceptualize the client. For example, the play therapy group may apply a person-centered or Adlerian lens. The Solution-Focused group could include a person-centered or narrative lens.
  4. Session Notes: Each session should have a corresponding note that is appropriate to the type of session (e.g. intake form, SOAP note, and termination session). Templates for these notes will be provided in class. Each group member will be responsible for their own SOAP note.
    - Briefly describe how the child/adolescent is progressing with regard to their presenting problem and symptomology.
    - Briefly describe the child/adolescent's verbal and nonverbal interactions during the session
    - Briefly describe any interventions you used
    - Briefly describe your performance during the session (e.g. your comfort level, concerns, strengths/weaknesses, etc.)
    - Briefly describe the next steps you plan to take with the child/adolescent

**Overall Conceptualization and Presentation (50 Points):**

- Presentations should be one hour in length and should include the following:
  - A one-page handout that provides a brief overview of main considerations and concepts related to the assigned topic as it relates to working with children and adolescents.
  - Each group will present one counseling related activity appropriate for a selected age group (e.g. early childhood, mid childhood, adolescents, etc.). This activity should be interactive and should involve a demonstration of the activity to the class.
  - An overview of the one-page handout and theoretical lens/topic.
  - Present the case study to the class from the assigned theoretical lens/topic along with 2-3 complimentary theories to the topic or theory assigned.
- The groups should present the case from intake to termination and include:
  - A general overview of the case conceptualization items in listed above under #1 (background, presenting problem, diagnosis, etc.).
  - An example of a counseling intervention that could benefit the client.
  - A 15-minute clip from one of the recorded session.

Note: A detailed rubric will be provided in class outlining the requirements of the group presentations.

**Midterm and Final Exam:** The exams will consist of 50 multiple choice answer items (1 point per question). The exams will cover readings, lectures, and required course material. The exams will be completed via Canvas. Students will have 3 hours to complete the exams and once an exam as begun it cannot be re-started. Students will receive a study guide for the midterm and final during the first and second weekend of the course.

### Assignment and Point Values

Assignment	Points	Due Date
Attendance	46 points (1 point per hour in class)	Fridays 4:00pm-10:00pm Saturdays 8:00am-5:00pm Sundays 8:00am-4:00pm
Discussion Items	10 Points each week for 10 discussion items	Discussion items submitted on Canvas during each topic: <ul style="list-style-type: none"> <li>• March 4: Chapters 1-2</li> <li>• March 5: Chapters 3-6</li> <li>• March 6: Chapters 7-10</li> </ul>
Counseling Demonstration Final Project Assignment	100 points (all group members receive the same score)	Presentation dates are: Group 1-5: March 26 Group 5-9: March 27
Midterm Examination	50 points—one point per question	Due on Canvas by 11:59pm on March 6, 2022
Final Examination	50 points—one point per question	Due on Canvas by 11:59pm on March 27, 2022

### EVALUATION/GRADING SCALE:

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

### Course Schedule

DATE:	Lecture Topic	Assignments Due
March 4	<ul style="list-style-type: none"> <li>• Working with Children, Adolescents, and Their Parents: Practical Applications of Developmental Theory</li> </ul>	<b>Discussion Items:</b> Chapter 1 and 2 in

	<ul style="list-style-type: none"> <li>• The Individual Counseling Process</li> <li>• Neuroscience of working with children and adolescents</li> <li>• Neuroscience fundamentals</li> </ul>	Vernon & Schimmel
March 5	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual counseling</li> <li>• Legal and ethical</li> <li>• Creative arts</li> <li>• Play Therapy and neuroscience of play</li> <li>• Solution focused brief therapy</li> <li>• Reality therapy</li> <li>• Counseling theory and neuroscience</li> </ul>	<b>Discussion Items:</b> Chapter 3 Chapter 4 Chapter 5 Chapter 6
March 6	<ul style="list-style-type: none"> <li>• REBT</li> <li>• Counseling with Children and adolescents with exceptionalities</li> <li>• Counseling Children and Adolescents from Diverse Backgrounds</li> <li>• Children and Challenges: Counseling from a Growth Mind-set Perspective</li> <li>• Counseling At-Risk Children</li> <li>• Group planning time/Midterm</li> </ul>	<b>Discussion Items:</b> Chapter 7 Chapter 8 Chapter 9 Chapter 10
March 25	<ul style="list-style-type: none"> <li>• Small group counseling and neuroscience of group counseling</li> <li>• Working with parents and neuroscience of working with parents</li> <li>• Working with families and neuroscience of working with families and caregivers</li> <li>• Group planning time</li> </ul>	<b>Group presentations</b>
March 26	<b>Application of Theory Presentations:</b> <ul style="list-style-type: none"> <li>• Creative Arts (Group 1)</li> <li>• Play Therapy (Group 2)</li> <li>• Solution-Focused Brief Therapy (Group 3)</li> <li>• REBT (Group 4)</li> <li>• Reality Therapy (Group 5)</li> </ul>	<b>Group presentations</b>
March 27	<ul style="list-style-type: none"> <li>• Counseling children and adolescents with disabilities (Group 6)</li> <li>• Counseling at-risk children and adolescents (Group 7)</li> <li>• Small group counseling (Group 8)</li> <li>• Working with parents &amp; families (Group 9)</li> </ul>	<b>Group Presentations</b>  <b>Final exam due March 27 by 11:59pm via Canvas</b>

**Academic Conduct:**



Cheating on examinations, 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 the Applied Psychology and Counselor Education Program. Any behavior deemed unethical will be grounds for dismissal from the program.

### **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).

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

### **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.

**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off the sound on your portable electronic devices. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. Please excuse yourself from the room if you need to answer a text message, email someone, or take a personal conversation on your phone. There will be a deduction in participation points if your electronic devices are a distraction to other students or the instructor. Thank you for your cooperation.

### **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](http://www.unco.edu/disability-resource-center)

## **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.

## **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 Loftin. 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](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](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

### **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 Chief Diversity Officer, Dr. Tobias Guzman, 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).

### **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.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness, or injury. The Dean of Students Office/SOS can be reached at [dos@unco.edu](mailto: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, 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](http://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](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center).