
University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 619: Practicum II in Individual Counseling
Spring 2022
Course Syllabus

Instructor:

Email: Hannah Davis, PhD, LPC

Phone: Office Hannah.Davis@unco.edu

Phone: Office (720) 432-7690

Office Hours: Virtual

Doctoral Supervisors: By Appointment

Alex Capraro

Jamie Henry

Meetings by Zoom

Fridays 12 - 3 pm

January 14th

January 28th

Class Times: **February 11th**

February 25th

March 11th

March 18th One on One

Paperwork meetings

scheduled between 9 am
and 2 pm

Weekly supervision

scheduled with doctoral
supervisor as arranged.

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 experience 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

Theoretical Text of Your Choosing (we will discuss in the first class meeting)

Recommended:

The Complete Adult Psychotherapy Treatment Planner. Jongsma, Peterson & Bruce. John Wiley & Sons. 2014. ISBN-13: 978-1118067864

Or

The Adolescent Psychotherapy Treatment Planner. Jongsma, Peterson, McInnis & Bruce. John Wiley & Sons, 2014. ISBN-13: 978-1118067840.

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

Virtual 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.
- 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 on the dates outlined below.

Reflection Assignment

You will complete a reflective product to present briefly to your peers during the final night of class. This can be as creative as you'd like it to be and should be personally relevant to you. This reflection can 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:

Date	Activities	Items due to Doctoral Supervisor	Items due to OneDrive/Canvas
Week 1	Intro to the course	First meeting	
Week 2	No class meeting	Review Crisis Procedures	Crisis Procedures (OneDrive)
Week 3	Journal Presentations		Journal Presentation Discussion Post due 9/9 (Canvas)
Week 4	No class meeting	Self Supervision Form #1 (Canvas)	
Week 5	Case Presentations		Case Presentation Handout (pdf uploaded to Zoom during class)
Week 6	No class meeting	Self Supervision Form #2 (Canvas)	
Week 7	Case Presentations		Case Presentation Handout (pdf uploaded to Zoom during class)
Week 8	No class meeting	Self Supervision Form #3 (Canvas)	
Week 9	Reflection Assignment		
Week 10	One on One Paperwork meetings		Case Conceptualization and Treatment Plan (Canvas) All Paperwork Due

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.

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

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

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

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

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

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

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