



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

APCE 650: Spring 2025

Orientation to Clinical Counseling

Instructor: Aaron J. Henderson, PhD, LPC, NCC

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Campus Office Location: Lowry Campus (CANVAS)

Office Hours: I will be available briefly before and after class and/or by virtual appointment.

Class Meeting Days/Times:

January 10th-12th: Friday (4-10 p.m.), Saturday (8 a.m.-5 p.m.), Sunday (8 a.m.-4 p.m.)

January 24th-26th: Friday (4-10 p.m.), Saturday (8 a.m.-5 p.m.), Sunday (8 a.m.-4 p.m.)

COURSE DESCRIPTION:

This course provides a conceptual foundation for the counseling profession with emphasis on community counseling. Additionally, this course places the profession in a historical context; introduces associations, licensure, certification, accreditation, codes of ethics, and practice settings.

PREREQUISITE:

None

REQUIRED TEXT (You are free to purchase alternative editions of the texts):

Erford, B. T. (2024). Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (Fourth ed.). Pearson.

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

Suggested Readings:

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

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

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

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

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a)
2. Multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP Standard: 2.F.1.b).
3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.c).
4. Role and process of the professional counselor advocating on behalf of the profession (CACREP Standard: 2.F.1.d).
5. Advocacy processes needed to address institutional and social barriers that impede access to equity, and success for clients (CACREP Standard: 2.F.1.e).
6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard: 2.F.1.f).
7. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard: 2.F.1.g).
8. Current labor market information relevant to opportunities for practice within the counseling profession (CACREP Standard: 2.F.1.h).
9. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Standard: 2.F.1.i).
10. Technology's impact on the counseling profession (CACREP Standard: 2.F.1.j).
11. Strategies for personal and professional self-evaluation and implications for practice (CACREP Standard: 2.F.1.k).
12. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l).
13. Role of counseling supervision in the profession (CACREP Standard: 2.F.1.m).
14. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g).
15. Impact of technology on the counseling process (CACREP Standard: 2.F.5.e).

16. Counselor characteristics and behaviors that influence the counseling process (CACREP Standard: 2.F.5.f)
17. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m).
18. Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP Standard: 2.F.8.a).
19. History and development of clinical mental health counseling (CACREP CMHC Standard: 5.C.1.a).
20. Theories and development of clinical mental health counseling (CACREP CMHC Standard: 5.C.1.b).
21. Roles and settings of clinical mental health counselors (CACREP CMHC Standard: 5.C.2.a).
22. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP CMHC Standard: 5.C.2.k).
23. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems (CACREP CRC Standard: 5.D.2.t).
24. Theoretical frameworks and models of clinical supervision (CACREP Doctoral Standard: 6.B.2.b).
25. Modalities of clinical supervision and the use of technology (CACREP Doctoral Standard: 6.B.2.g).
26. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions).
27. Demonstrate elements of formal writing according to APA style.

COURSE CONTENT:

- Introduction to the counseling profession: history, philosophical underpinnings, professional standards, credentials, codes of ethics, areas of specialization, accreditation, contemporary trends.
- Comparison of counseling with other mental health disciplines (i.e. collaboration & consultation)
- Introduction to counselors' roles and responsibilities
- Introduction to counselor impairment and self-care strategies
- Introduction to the helping relationship and basic helping skills, including skills and behaviors that influence the helping process
- Introduction to advocacy for the profession and clients
- Impact of Technology on the Counseling Profession
- Introduction to professional writing according to the Publication Manual provided by the American Psychological Association (5th ed.)

- Discussion of culture and its influence on counselors and clients

INSTRUCTIONAL METHODS:

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include group discussions, individual projects, lectures, demonstrations, facilitated reflection, and simulated activities. Read, think, and be willing to state your views based on readings and course material. It is imperative to participate in class and contribute to the discussion.

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>

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC’s Policies: UNC’s policies and recommendations for academic misconduct will be followed.

CODE OF CONDUCT & RESOURCES:

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, tablets, and Ipads. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. Additionally, any audio recording of class without the consent of the instructor and your classmates is an ethical violation. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know.

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.

Inclusivity 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, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

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.

UNC CULTURAL CENTERS:

Asian Pacific American Student Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St

Greeley, CO 80639

(970) 351-2424

ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership

Development

1915 10th Ave

Greeley, CO 80639

970-351-1492

[*cwge@unco.edu*](mailto:cwge@unco.edu)

Center for Gender and Sexuality (Resource Center)

2215 10th Ave., Campus Box 42

Greeley, CO 80631

970-353-0191

[*gsrc@unco.edu*](mailto:gsrc@unco.edu)

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41

Greeley, CO 80639

(970) 351-2351

[*MGCC@unco.edu*](mailto:MGCC@unco.edu)

Native American Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

Veteran's Services (Resource Center)

1815 8th Ave

Greeley, CO 80631

970-351-1403

[*LaChaune.DuHart-Wood@unco.edu*](mailto:LaChaune.DuHart-Wood@unco.edu)

GRADING SCALE:

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

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

| Assignment | Points |
|--|--------|
| Attendance & Engagement | 100 |
| Professional Interview & Reflection | 100 |
| Active Listening Transcript & Reflection | 100 |
| Current Issues in Mental Health Presentation | 100 |
| Wellness & Self-Care Plan | 100 |

ASSIGNMENTS:

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

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

Readings: It is expected that you have read prior to coming to class. Class experiences are designed with the assumption that you have the foundational knowledge of reading the text,

thoughtfully. Please bring questions / comments that you have about the text to class so we may talk through those.

Professional Interview & Reflection (100 pts):

Students will interview one (1) counselor in community practice or agency who has a master's in clinical or community counseling or doctoral degree in Counselor Education. Students are encouraged to interview counselors who practice in diverse settings. After the interview, you are asked to (a) send a letter of appreciation, and (b) write a summary and reflection of your findings using APA Style that may be supported by verbatim quotes from the interview. The summary should be well organized and demonstrate a personal reflection of the findings from the interview. This summary should not be a transcript of your interview. To aid in the assignment, students may record the audio of the interview, but **MUST** first obtain the permission of the counselor.

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

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

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

Active Listening Transcript and Reflection (100 pts):

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

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

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

Current Issues in Mental Health Presentations (100 pts):

Select a current issue (in the last 5 years) within the field of counseling. This could be a court ruling, a topic that is getting significant media coverage, emerging technology, or other issues along these lines. Read a minimum of three credible sources on the topic including two that are research-based articles outlining current counseling research. Construct a 10 - 15-minute presentation (individuals) or 15 - 25 minute (group) for the class summarizing the topic, the research, and what this means for clinical counselors and the system of mental health. Turn into the instructor a reference page with the three sources in APA format.

Wellness & Self-Care Plan (100 Points):

The ACA Task Force on Counselor Wellness and Impairment (2003) recommended all counselors-in-training, counselors, counselor educators, and supervisors develop a holistic wellness (self-care) plan to help guard against the potential negative impact of counseling hurting clients.

The purpose of this assignment is for students to develop a practical, individualized self-care/wellness plan to follow throughout their counselor training programs and work in the counseling field following graduation.

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

Please consider the following in the completion of this assignment:

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

Evaluation: Evaluation of this assignment is based on the completion and utility of the wellness plan. Students must address all areas of wellness and identify routine and non-routine (e.g., those implemented during “tough times”) wellness strategies.

A copy of this plan will be kept in your academic/student learning outcomes file. It is the instructors’ hope that you will continue to review, modify, and implement this wellness/self-care plan throughout your training program and professional career as a counselor.

COURSE SCHEDULE

| DAY | TOPICS | CHAPTER READING (Erford) | NOTES |
|--|--|--------------------------|--|
| Jan. 10th (Friday) Class- 4-10 p.m. | Community Guidelines & Introduction to the course History, Professional Identity & Role of the Counselor | 1, 2 | |
| Jan. 11th (Saturday) Class- 8 a.m-5 p.m. | Licensing, Accreditation, & Credentials Helping Relationships & Theory Ethics Multicultural Counseling | 3,4,11 | Guest Speaker- Brianna Hawk, LPC @ 1:15 p.m. |
| Jan. 12th (Sunday) Class- 8 a.m-4 p.m. | Advocacy in Counseling Common Factors in Counseling Role Plays and Feedback on Skills: Increasing Self Awareness | 5,6 | Bring recording device |
| | | | Professional Interview Transcript & Reflection – Due Sunday, Jan. 19th (CANVAS) |
| Jan. 24th (Friday) Class- 4:00-10:00 p.m. | Risk Assessment & Crisis Response Self-Care & the Impact of Vicarious Trauma | 7,14 | Guest Speaker- Gene Henderson, LAC @ 6:00 p.m. |
| Jan. 25th (Saturday) Class- 8 a.m-5 p.m. | Advocacy in Counseling Consultation & Supervision | 13,15,16 | Guest Speaker- Dr. Heather Helm, PhD, RPT-S @ 1:15 p.m. |
| Jan.26th (Sunday) Class- 8 a.m-4 p.m. | Research in Counseling Current Issues in Mental Health Presentations | 17 | Current Issues in Mental Health Assignment Due (CANVAS) |
| | | | Wellness Plan & Reflection - Due Sunday, Jan. 26th Active Listening Transcript & Reflection- Due Tuesday, Jan. 28th |

ACES Technological Standards (2007)

At the completion of a counselor education program, students should:

- _____ 1. Be able to use productivity software to develop web pages, word processing documents (letters and reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
- _____ 2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units, and other applications available through education and training experiences.
- _____ 3. Be able to acquire, use, and develop multimedia software (i.e. PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.
- _____ 4. Be able to use statistical software to organize and analyze data.
- _____ 5. Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.
- _____ 6. Be able to use email.
- _____ 7. Be able to help clients search for and evaluate various types of counseling-related information via the internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
- _____ 8. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.
- _____ 9. Be able to access and use counseling-related research databases.
- _____ 10. Be able to use the Internet to locate, evaluate, and use continuing education, professional development and supervision options in counseling.
- _____ 11. Be able to perform basic computer operation and maintenance tasks.
- _____ 12. Be knowledgeable about legal, ethical, and efficacy issues associated with delivery of counseling services via the internet.

Directions: For each of the competencies rate yourself on a scale from 1 to 5.

1 = I cannot do this.

5 = I am confident and comfortable doing this.