

**COUN 604: Special Topics  
Professional Seminar II  
Fall 2014**

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Office Hours: by appointment  
Classroom: Claxton Complex ?  
Schedule: W 5:45-8:35

**Prerequisite**

Admission to counselor education doctoral program and consent of the instructor are prerequisites to registering for and attending the course.

**Attendance & Participation**

Attend class for lecture and discussion. Complete readings as assigned. Actively engage in class discussions demonstrating you have read and thought about the material and completed all assignments. Given this is a participation course experience whereby class discussion is a main form of learning, it is extremely important that you attend and participate in class. Missing more than one class and failing to complete more than one assignment on time will result in a failing grade.

**Course Description**

This course is intended for first semester Counselor Education doctoral students only (registration by permission of instructor). This format of this course is a seminar (<http://en.wikipedia.org/wiki/Seminar>). Course instruction will be provided with a combination of faculty didactic lecture, guest lecturers, independent study projects, and discussion. The course will be broken into three distinct sections intended to provide students with an initial and cursory understanding of (1) clinical supervision, (2) teaching, and (3) grant writing. Studying these topics will introduce and prepare students to help teach a course, supervise counseling students, and begin to write grant proposals. Counselor Education Ph.D. students are required to take a more comprehensive course devoted to teaching and a course devoted to supervision.

**Course Goals**

Students will develop an understanding of clinical supervision, teaching and grant proposal writing in the counseling profession in order to be concurrently prepared to begin supervision, teaching and grant writing with faculty guidance.

**Course Objectives**

Based on CACREP requirements and include the following:

Supervision

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A. Knowledge

1. Understands the purposes of clinical supervision.
2. Understands theoretical frameworks and models of clinical supervision.
3. Understands the roles and relationships related to clinical supervision.
4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

Teaching

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.
2. Knows instructional theory and methods relevant to counselor education.
3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices

1. Develops and demonstrates (begins to develop) a personal philosophy of teaching and learning.

Research and Scholarship

F. Skill/Practices

5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.

**Output Standards** (Bullets indicate output assignments matched to learning outcomes)

Supervision

A. Knowledge

1. Understands the purposes of clinical supervision.
  - Counselor Supervisor Interview Paper
  - Reflection Paper; Significant Supervision Moment
2. Understands theoretical frameworks and models of clinical supervision.
  - Reflection Paper; Significant Supervision Moment
3. Understands the roles and relationships related to clinical supervision.
  - Counselor Supervisor Interview Paper
  - Reflection Paper; Significant Supervision Moment
4. Understands legal, ethical, and multicultural issues associated with clinical supervision.
  - Dual Relationships in Supervision Case Study

Teaching

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.
  - Syllabus critique
  - Teaching observation
2. Knows instructional theory and methods relevant to counselor education.
  - Syllabus critique
  - Teaching observation
3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

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- Ethical/professional issues of teaching

#### D. Skill and Practices

1. Develops and demonstrates (begins to develop) a personal philosophy of teaching and learning.

- Syllabus critique

#### Research and Scholarship

#### F. Skill/Practices

5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.

- Writing Successful Grants Parts I & II and
- Human Subjects IRB

#### **Text & Readings**

No text is required for this course. Required readings are as assigned by instructors.

#### **Evaluation/Grading**

This is a graded 3 credit course. Grades are earned by student effort/performance, not given by the instructor.

Percentage	Points	Grade
93-100	651-700	A
90-92	630-650	B+
83-89	581-629	B
80-82	560-580	C+
73-79	511-559	C
65-72	455-510	D
64 and below	454 and below	F

Item	<b>Evaluation Rubric</b>			
	Excellent (A range)	Good (B range)	Satisfactory (C range)	Unsatisfactory (D & F range)
Content	Very clear, relevant	Clear, relevant	Somewhat clear and/or relevant	Unclear and not relevant
Organization/structure	Soundly logical, well-organized, followed requirements, writing is virtually flawless	Fairly logical, organized, followed requirements, writing strong with some minor errors	Missing 1-2 of: logical, well-organized, followed most requirements, writing has moderate problems.	Lacks more than 2 of : logical, well-organized, followed requirements, writing has significant errors.
Reflection	Strong evidence of reflection and depth of thought	Decent evidence of reflection and depth of thought	Some evidence of reflection and some depth of thought	Lacks reflection and depth

## COURSE COMPONENTS & ASSIGNMENTS

### ***SUPERVISION***

Students will be introduced to fundamental components of clinical supervision, ethical and legal aspects, supervision models, supervision barriers, and skills specific to supervision. The following assignments must be completed:

- Counselor Supervisor Interview Paper (100 points)- Interview a counselor site supervisor in a school or mental health setting (not a counselor education faculty member). Use the following questions as a guide for your interview. Based on the information you receive, write a 4 page paper. Describe the supervisory site and the demographics of the clientele. At the conclusion of the paper discuss your reactions to the interview.
  - a. Background information including:
    - Years of experience as a counselor
    - Degrees earned
    - Years of experience as a supervisor
    - Where was supervisory training received?
    - Other pertinent information
  - b. How would you describe your supervisory style?
  - c. What is the model of supervision to which you adhere?
  - d. What is the part of supervision you most enjoy?
  - e. What is the part of supervision that has created the most frustration?
  - f. How do you structure the supervision time?
  - g. How do you determine the boundaries between supervision, counseling, and consultation?
  - h. Discuss the evaluation process including:
    - Administrative
    - Clinical
    - Developmental
  - i. What advice do you have for a beginning supervisor?
  - j. What challenges and successes have you experienced as a site supervisor?
  - k. What areas of growth would you like to have as a site supervisor?
  
- Reflection Paper; Significant Supervision Moment (100 points) - Now that you have been introduced to a few of the supervision models, recollect a “critical incident” that occurred while you received clinical supervision as a masters student. A critical incident need not be a dramatic event; usually it is an incident that is particularly significant to you. It may be an event which made you stop and think, or one that raised questions for you, or it may have made you question an aspect of your beliefs, values, attitude, or behavior. In other words, it is an incident that had a significant impact on your personal and professional learning. Examples of a significant incident could be:
  - Working with a client that was particularly problematic and you needed assistance in figuring out how to handle this individual
  - An assignment
  - Difficulties with your supervisor’s style
 After you have identified one critical incident:
  - a. in detail, describe the situation

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- b. identify and explain your developmental level at the time, and how it relates to the Developmental Supervision Theories discussed in class
  - c. describe the supervision model or process your supervisor used to help you work through this incident
  - d. discuss how you changed cognitively, behaviorally, philosophically, and/or emotionally
- Dual Relationships in Supervision Case Study (100 points) (read, make written notes, and be ready to discuss in class when assignment due) - Jim was admitted to a master's degree program in counseling. He had outstanding GRE scores, a high undergraduate GPA, and excellent academic skills. During his first semester, Jim was very successful in his didactic classes. However, he struggled in his beginning hands-on counseling courses, and it became obvious that he had numerous personal issues that severely hindered his counseling abilities. He was encouraged by faculty to come to understand himself better and resolve those issues that were blocking him from becoming a counselor. Jim did manage to complete the hands-on classes marginally, which enabled him to continue on into his first practicum experience.

During the second semester Jim enrolled in Dr. Peterson's practicum section for supervision. He had enjoyed her as a professor and felt she was the best supervisor for him. He met with her for weekly supervision. During the early weeks of supervision, Jim disclosed to her that his personal and marital problems were hindering his professional development as a counselor. Dr. Peterson agreed that he needed to resolve these problems before he could make progress on improving his counseling skills. She worked with him during the supervision hour to overcome his problems and make choices that could promote his personal happiness and thus allow him to become a better counselor.

When the counseling program faculty met to review the progress of first-year students, Jim was mentioned as having difficulties with course components that required the demonstration of interpersonal effectiveness and counseling skills. Dr. Peterson disclosed to her colleagues that he was having personal problems. She also stated the resolution was close at hand, and she thought that once these concerns were resolved he should do fine in the program and become a good counselor.

During the second year in the program, Jim continued to have regular meetings with Dr. Peterson to discuss his personal issues. During the Fall semester, he solicited the support and signature of Dr. Peterson as his major advisor for his thesis committee. Dr. Peterson told Him that she could not support him at this time because of his unresolved personal problems. However, she would sign as his major adviser at a later date if he continued to meet with her and show progress toward resolving his personal issues and improving his counseling skills. He continued to meet with her regularly to fulfill this requirement.

The following spring semester Jim again asked Dr. Peterson for her support and signature and was again turned down for the same reasons. At this time, he decided to file a complaint with the ACA Ethics Committee, charging Dr. Peterson with violating the Code of Ethics.

### **Questions for Thought and Discussion:**

1. Do you believe Jim has a valid complaint against the professor? If so, what standards do you think she violated?

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2. Do you think that Dr. Peterson was obligated to keep confidential her knowledge of Jim's personal problems? If so, what might be the ramifications of her silence?
3. Because Jim is clearly making a good-faith effort to resolve his personal problems and is deemed to have good potential, should he be allowed to progress through the program and become a counselor?

**Questions for Further Reflection:**

1. The potential for role conflicts always exist when counselor educators deal with the personal dimensions of student growth. How might a counseling program develop safeguards to avoid dual relationships between faculty and students?
2. In a supervisory relationship, what are the supervisor's responsibilities and what are the supervisee's responsibilities in maintaining the appropriate boundaries?

**TEACHING**

Students will be introduced to syllabi construction, teaching styles, interaction and process, ethical issues, and begin to develop and articulate their own philosophy of teaching. The following assignments must be completed:

- Syllabi critique (100 points): must critique 1 syllabus from COUN courses (faculty will provide) and using the Word Track Changes tool, insert comments, suggested revisions, and critiques within the syllabus
- Teaching observations (100 points): must observe 1 class and write a reflection for each observation (3 pages total for each reflection) on
  - Teaching style(s)
  - Student-teacher interaction(s)
  - Teaching process
  - Strengths
  - Suggestions for Improvement
- Ethical/professional issues of teaching – response to case study. Case study will be presented in class. Students will read, break up into small groups and discuss. Large group will come together to hear small group ideas.

**GRANTS**

Students will be introduced to basic grant proposal components, human subject protection (i.e., Human Subjects IRB). Visit the Office of Research Grant Writing webpage. Courses are offered online. For the purposes of this course (complete prior to end of semester), complete

*Human subjects IRB* (100 points)

- Complete through CITI training. If you don't have an account already, you will need to create one and complete and provide evidence of successful completion of both of the following:
  - Social & Behavioral Research – Basic/Refresher course
  - Social & Behavioral Responsible Conduct of Research Course
    - <https://www.citiprogram.org/>

*Grant writing workshop* (100 points)

- Attend and provide evidence of attendance to one (1) introduction to effective grant writing workshop: <http://research.utk.edu/training-workshops/grant-writing/>

### **Personal Dispositions**

The counseling program has adopted a set of personal dispositions to be demonstrated by all students (CORIS). The dispositions include:

- ◆ *Commitment*, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ *Openness* to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ *Respect* to self and others, including honoring diversity, self-care, and wellness
- ◆ *Integrity*, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ *Self-awareness*, including humility, self-reflection, and understanding of place in history

All students will be expected to model these dispositions during class meetings and at your practicum site. Site supervisors will be asked to include a rating of these dispositions in their midterm and final evaluations of your work. Not attending to these dispositions may lead to contracts designed to address disposition deficiencies.

### **Late Work**

Except under emergency circumstances, late work is not accepted. If you believe you will be unable to complete an assignment on time, talk with the instructor BEFORE the assignment is due; s/he will be much more understanding with students who are proactive versus those that are reactive, except in extreme situations such as severe illness or unforeseen family emergencies.

### **University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

### **Academic Integrity**

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

### **Disabilities that Constrain Learning**

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

### **Improving Teaching and learning Through Course Assessment**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

**Key Resources for Students:**

- Undergraduate & Graduate Catalogs: <http://catalog.utk.edu> (includes listing of academic programs, courses, and policies)
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: [https://bannersb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

**Writing Center**

The Writing Center (HSS 211) offers assistance in preparing written materials or all classes. Tutors will help any student, graduate or undergraduate, decide on topics, revise drafts, find grammatical errors, and prepare outlines. Students must be actively involved in the tutoring sessions and be willing to improve their writing. Students may self-initiate a visit to the Center or may be referred by their instructors. Appointments are not necessary, but they can eliminate the risk of coming to the Center and finding all tutors busy with other students. Questions? Contact the Writing Center, 211 Humanities and Social Sciences Building, 974-2611.

**Special Accommodations**

If you have a disability that prevents you from performance according to class requirements, please get a release form from the Office of Disability Services so that appropriate accommodations can be made.

CLASS SCHEDULE						
Class #	DATE	MAJOR TOPIC	SUBTOPIC(S) & TASKS	INSTRUCTOR	ASSIGNMENTS DUE	
1	08.20	Introduction	Course expectations and format Doctoral Program Handbook Practicum & Internship Handbook Introduction to CACREP	Wheat Diambra Cochran		
2	08.27	Supervision	Supervision readiness <ul style="list-style-type: none"> <li>• Checklist for supervision readiness</li> <li>• Counseling vs. supervision vs. consultation</li> <li>• Liability insurance</li> <li>• Professional memberships</li> <li>• Professional disclosure form</li> <li>• Contracts</li> <li>• Characteristics of effective supervisor</li> <li>• Supervisory sites</li> <li>• Permission to tape forms</li> <li>• Technology</li> </ul> Legal/ethical and multicultural issues <ul style="list-style-type: none"> <li>• ACES Ethical guidelines for counseling supervisors (From ACA ethical code)</li> <li>• Multicultural issues</li> </ul>	Wheat Diambra Spurgeon		
3	09.03	Supervision	Barriers to supervision (culture, age, gender, etc.) <ul style="list-style-type: none"> <li>• The difficult supervisee</li> <li>• Attention to needs of client</li> </ul> Skills in supervision <ul style="list-style-type: none"> <li>• Demonstrate skills in evaluation</li> <li>• Define types of supervisory Evaluations</li> <li>• Developmental assessments</li> <li>• Clinical assessments</li> <li>• Administrative assessments</li> </ul>	Woodside	Supervisor Interview Paper  Reflection Paper; Significant Supervision Moment	
4	09.10	Supervision	Models of supervision <ul style="list-style-type: none"> <li>• Discrimination model</li> <li>• Developmental model</li> <li>• Integrated model</li> <li>• Theory-specific model</li> </ul>	Spurgeon	Dual Relationships in Supervision Case Study (notes and discussion)	
5	09.17	Teaching	Course planning Syllabi components Provide students with 2 COUN course syllabi to critique	Gibbons		
6	09.24	Teaching	Teaching style SAIS evaluations	Spurgeon	Syllabus critique	
7	10.01	Teaching	Ethical case study - Plagiarism Teaching philosophy	Kronick	Course observation paper	
8	10.08	Teaching	Orientation to School & MHC practicum and internship courses Practical Tools <ul style="list-style-type: none"> <li>• Word Track Changes</li> <li>• Blackboard Orientation</li> <li>• Google Scholar</li> </ul>	Wheat Diambra		
9	10.15	No Class - Fall Break				
10	10.22	Grants	Grants (Overview) <ul style="list-style-type: none"> <li>• Federal- U.S. Department of Education</li> <li>• United Way</li> <li>• Local Knox County</li> <li>• Proprietary Gifts</li> </ul> Following Directions Given by the Grant <ul style="list-style-type: none"> <li>• Answer Questions that are asked</li> <li>• Budget <ul style="list-style-type: none"> <li>○ Figures</li> <li>○ Narrative</li> </ul> </li> </ul> Writing Style Vis A' Vis Scholarly Work	Kronick		
11	10.29	Grants	<u>Human Subjects/IRB</u> (online training modules)	No Class Mtg. Students do online training independently	Social & Behavioral Research – Basic/Refresher course <a href="https://www.citiprogram.org/">https://www.citiprogram.org/</a>	
12	11.05	Grants	Writing successful grants I & II <b>Complete BEFORE this DATE</b>	Gibbons	Complete Social & Behavioral Responsible Conduct of	

					Research Course <a href="https://www.citiprogram.org/">https://www.citiprogram.org/</a>
13	11.12	Grants	Fulbright, Grief Outreach Initiative, and other Experiences	Wheat Pollard (ask Brittany if she can help)	Complete Writing successful grants training workshop
14	11.19	Wrap-up Last class	Vita Preparation Applying for jobs, interviewing, and negotiations Conference presentations & publishing	Wheat Diambra	
15	11.26	No Class - Thanksgiving Break			