



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COUNSELOR EDUCATION PROGRAMS**

**COUN 645 FOUNDATIONS IN COUNSELOR EDUCATION AND SUPERVISION  
FALL 2016**

**Course Section:** 001, 3 credit hours  
**Course Meetings:** Wednesdays, 5:45-8:35pm  
**Course Location:**

**Faculty Instructor:** Bob Kronick  
**Email:** rkronick@utk.edu  
**Phone:** 974-8799  
**Office:** 450 Claxton  
**Office Hours:** on appointment

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**COURSE DESCRIPTION**

**3 CREDIT HOURS**

Provides initial understanding of critical areas of work for Counselor Education Ph.D. students, including: clinical supervision, teaching, and grant writing.

*Registration Restriction(s): Minimum student level – graduate.*

**PURPOSE AND FOCUS**

Students will develop an understanding of various issues related to counselor education. Topics covered will include: teaching, clinical supervision, grant writing, consultation, counselor educator identity development, leadership and advocacy, and components of research.

**CONTENT ADDRESSED**

<b>CACREP CURRICULAR CONTENT</b>	<b>2016 STANDARD</b>
roles and responsibilities related to educating counselors	6.B.3.a
instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	6.B.3.d
the role of mentoring in counselor education	6.B.3.i
professional conference proposal preparation	6.B.4.i
design and evaluation of research proposals for a human subjects/institutional review board review	6.B.4.j
grant proposals and other sources of funding	6.B.f.k
ethical and culturally relevant strategies for conducting research	6.B.4.l
theories and skills of leadership	6.B.5.a
leadership and leadership development in professional organizations	6.B.5.b
leadership in counselor education programs	6.B.5.c
knowledge of accreditation standards and processes	6.B.5.d

leadership, management, and administration in counseling organizations and other institutions	6.B.5.e
strategies of leadership in consultation	6.B.5.g
role of counselors and counselor educators advocating on behalf of the profession and professional identity	6.B.5.i
models and competencies for advocating for clients at the individual, system, and policy levels	6.B.5.j
ethical and culturally relevant leadership and advocacy practices	6.B.5.l
<b>ADDITIONAL CONTENT ADDRESSED</b>	

#### STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Understanding of counselor identity development	6.B.5.i	<b>Who am I</b>
How to begin a CV		<b>Vita building</b>
Understanding of leadership theories	6.B.5.a 6.B.5.b 6.B.5.e	<b>Self-as-Leader</b>
Knowledge of the IRB process	6.B.4.j 6.B.4.l	<b>CITI training</b>
Knowledge about grant writing	6.B.f.k	<b>Proposal workshops</b>
Understanding of the purpose of supervision		
How to create a syllabus	6.B.3.d	<b>Syllabus critique</b>
How to begin writing a research proposal	6.B.4.i	
Knowledge of how culture impacts counselor education		

#### PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
- ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **S**elf-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

#### METHODS OF INSTRUCTION

This course will combine lecture, discussion, and small and large group activities. It is vital that everyone actively participate in every class meeting. In order to make the coursework meaningful, all students need to contribute to the discussion and group activities. Becoming an effective teacher, clinical supervisor, and grant writer are challenging endeavors. This course is designed to serve as an introduction to your journey towards personal growth and understanding of the field of teaching, clinical supervision, and grant writing.

We will attempt to accomplish this goal by creating an atmosphere of challenge, inclusion, and respect.

#### REQUIRED TEXTS & MATERIALS

Calley, N. G., & Hawley, L. D. (2008). The professional identity of counselor educators. *Clinical Supervisor*, 27, 3-16.

Dollarhide, C. T., Gibson, D. M., & Moss, J. M. (2013). Professional identity development of counselor education doctoral students. *Counselor Education & Supervision*, 52, 137-150.

Lewis, T. F. (2012). Foundations of leadership: Theory, philosophy, and research. In C. Y. Chang, C. A. Barrio Minton, A. L. Dixon, J. E. Myers, & T. J. Sweeney (Eds.), Professional counseling excellence through leadership and advocacy (pp. 21-40). New York: Routledge.

Munzenmaier, C., & Rubin, N. (2013). Bloom's taxonomy: What's old is new again. Santa Rosa, CA: The eLearning Guild. Retrieved from [http://educationalelearningresources.yolasite.com/resources/guildresearch\\_blooms2013%20\(1\).pdf](http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20(1).pdf)

Myers, J. E. (2012). Professional leadership, leading well. In C. Y. Chang, C. A. Barrio Minton, A.L. Dixon, J. E. Myers, & T. J. Sweeney (Eds.), Professional counseling excellence through Leadership and advocacy (pp. 41-61). New York: Routledge.

Myers, J. E., Chang, C. Y., Dixon, A. L., Barrio Minton, C. A., & Sweeney, T. J. (2012). On becoming a leader: A journey. In C. Y. Chang, C. A. Barrio Minton, A. L. Dixon, J. E. Myers, & T. J. Sweeney (Eds.), Professional counseling excellence through leadership and advocacy (pp. 63-77). New York: Routledge.

Additional readings may be assigned.

#### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due	Grading Scale	
CITI Training	10	11/16	A	93-100
Funding Workshop	10	11/16	B+	88-92
Vita Draft	10	9/14	B	83-87
Syllabus Critique	15	11/2	C+	78-92
Teaching Observations	15	11/9	C	70-77
Self-as-Leader	15	9/28	F	Below 70
Who am I Paper	25	11/16		

#### Assignments

##### Grants and Research

Students will be introduced to basic grant proposal components and human subject protection (i.e., Human Subjects IRB). Visit the Office of Research and Engagement webpage (<http://research.utk.edu/training-workshops/>). You must provide evidence that you successfully completed the following trainings before the end of the semester:

- *CITI IRB/Human Subjects Compliance Training (10 points; pass/fail)*
  - <http://research.utk.edu/wp-content/blogs.dir/29/files/2014/02/Responses-to-CITI-IRB-training2.pdf>
- *Proposal and Faculty Development Workshops (10 points; pass/fail)*
  - <http://research.utk.edu/training-workshops/fdt/>
  - Complete 1 grant writing workshop from the available list

##### Leadership and Advocacy

- *Self as Leader (15 points; see rubric):* You will write a brief, 3-5 page paper reflecting on your leadership experiences to date, your leadership style and characteristics, and a five-year plan for growth as a professional leader. You must include citations to literature regarding theories and skills of leadership and detail concrete action steps regarding involvement in specific professional associations. You can use the assigned readings in your paper, but must include at least two additional sources.

##### Counselor Education Identity Development

- *Vita Building (10 points; pass/fail):* you will create a first draft of your vita, including the subheadings discussed in class (teaching, research, supervision, service).

- *Who am I (25 points; see rubric):* For this culminating paper, you will write 3-5 page paper describing how you see yourself becoming involved in the various roles of a counselor educator (teaching, supervision, research, service, administrative). You will answer the following in your paper:
  - As you look toward graduating from this program, how do you envision your life as a counselor educator?
  - At this point, which counselor educator roles seem most salient to you and why?
  - At this point, what are your primary strengths and growth areas related to becoming a counselor educator?
  - What are your next few steps toward achieving your goals?

Introduction to Teaching

*Syllabus Critique (15 points; see rubric):* You will critique one syllabus from the ACES Syllabus Clearinghouse and using the Work Track Changes tool, insert comments, suggested revisions, and critiques within the syllabus.

*Teaching Observations (15 points; see rubric):* You will obtain instructor permission and observe two COUN classes (two different instructors) and write a reflection for each observation (2-3 pages each) on:

- Teaching style
- Student-teacher interactions
- Teaching process
- Strengths
- Suggestions for improvement

Evaluation Rubric

Item	Excellent (A Range)	Good (B Range)	Satisfactory (C Range)	Unsatisfactory (D/F range)
Content (40%)	Very clear, relevant	Clear, relevant	Somewhat clear, relevant	Unclear and/or not relevant
Organization and structure (20%)	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 requirements. Writing has moderate problems	Lacks more than 2 of: logic, organization, follows requirements, writing strength
Reflection (40%)	Strong evidence of reflections and depth of thought	Decent evidence of reflection and depth of thought	Some evidence of reflection and depth of thought	Lacks reflection and depth

*Dear Student,*

*The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.*

*I wish you the best for a successful and productive semester.*

*Provost Susan Martin*



#### **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.”

#### **YOUR ROLE IN 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 Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- 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)

## INSTRUCTOR POLICIES

### Writing Quality

All written work is expected to be mechanically and grammatically correct (i.e., APA style, well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of the writing as well as the content. All work should be typewritten, in 12-point font (preferably Times New Roman), double-spaced, with one-inch margins, and stapled. Additionally, if you choose to use any materials or ideas borrowed from other sources other than your own creative head, you must attach a full reference list of these sources using APA style and cite these ideas in the body of the paper using APA style.

### Attendance

Attending class is vital to your learning experience. We all learn from each other, so everyone needs to be present at every class. That said, I know that emergencies and illnesses arise, so you are permitted one absence without penalty. No distinction is made between an excused and unexcused absence. You may email me if you plan to miss class, or you may simply choose to not show up to class. More than one absence, however, will result in a lowering of your final grade by five points per additional absence. These points will be subtracted from your final percentages. Only in a true emergency will this penalty be waived – it is **STRONGLY** recommended that students save the absence for when the unexpected occurs rather than using it for a non-emergency. It is your responsibility to make sure you sign the attendance roster in order to be counted as present for the class. Excessive tardiness will not be accepted and also will be reflected in your final grade.

### 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 me **BEFORE** the assignment is due; I 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.

## TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
8/17	Introduction Course Expectations Doctoral Program Handbook Introduction to CACREP <b>Gibbons</b>	
8/24	Counselor Education Identity Development Moving from counselor to counselor educator <b>Spurgeon</b>	Calley & Hawley (2008) Dollarhide et al. (2013) CACREP standards (2016)
8/31	Vita building Getting involved Conference presentations and publishing <b>Barrio Minton</b>	Faculty vita: <a href="http://epc.utk.edu/epc-directory-1/">http://epc.utk.edu/epc-directory-1/</a>
9/7	Leadership and advocacy Theories of leadership <b>Brott</b>	Lewis (2012) Myers (2012)
9/14	Leadership and advocacy Leadership development <b>Kronick</b>	Myers et al. (2012) Vita draft due
9/21	Grant Writing successful grants	

	Types of grants <b>Gibbons</b>	
9/28	Grant and IRB Writing the IRB Guest speaker from IRB	Self-as-Leader paper due
10/5	No class –ACES	
10/12	Leadership and advocacy How to advocate and lead <b>Diambra</b>	
10/19	Consultation Supervision –what is it? Purpose of and roles in supervision <b>Spurgeon</b>	
10/26	Teaching Course planning Syllabi components <b>Cochran</b>	Munzenmaier & Rubin (2013)
11/2	Teaching SAIS evaluations Lesson planning <b>Barrio</b>	Syllabus critique due
11/9	Orientations to school and CMHC field experiences Practical tools for teaching and research Designing a research question <b>Cochran</b>	Teaching observations due
11/16	Writing a research proposal <b>Brott</b>	Who am I paper due CITI training Grant writing workshop
11/23	No class – thanksgiving	