



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

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

**COUN 650 SEMINAR IN COUNSELOR EDUCATION  
FALL 2016**

**Course Section:** 001  
**Course Meetings:** Mondays, 3:35pm to 6:35pm  
**Course Location:** 328 Bailey Educational Complex (BEC)

**Faculty Instructor:** Shawn L. Spurgeon, PhD, NCC, LPC-MHSP, ACS  
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**Office Hours:** Wednesdays, 10:00am - 12:00pm

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**COURSE DESCRIPTION**

**3 CREDIT HOURS**

Professional issues related to role and function of counselor educator.  
Comment(s): Admission to the doctoral program in counselor education required.  
Registration Restriction(s): Minimum student level - graduate.

**PURPOSE AND FOCUS**

This course provides an introduction to counselor education from theoretical, research, professional, and personal perspectives. Designed to explore the basic assumptions about counselor education (including practice, teaching, and supervision), the class discussions and assignments focus on the multiple contexts in which counselor education takes place. There is a special emphasis on developing a research perspective in counselor education that includes a) conducting a review of the literature and b) exploring research endeavors of faculty and other counselor education students. We also focus on current events and how these relate to our work and lives as counselor educators.

### CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
research questions appropriate for professional research and publication	6.B.4.g
professional writing for journal and newsletter publication	6.B.4.h
knowledge of accreditation standards and processes	6.B.5.d
current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	6.B.5.h
role of counselors and counselor educators advocating on behalf of the profession and professional identity	6.B.5.i

### STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
1. Understand the role of the counselor educator, including the importance of advocacy	6.B.5.i	Counselor Ed. Interview Final Paper
2. Demonstrate the ability to research and write about an important topic in the counseling profession	6.B.4.g 6.B.4.h	Literature Review
3. Demonstrate an awareness of the critical issues affecting the counseling profession	6.B.5.h	Presentation

### 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

Class sessions will include presentations by the professor, informed discussions by class members, guest speakers, role plays, small group assignments, and other experiential activities.

## REQUIRED TEXTS & MATERIALS

American Counseling Association. (2014). *2014 code of ethics*. Retrieved from: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

McAuliffe, G., & Eriksen, K. (2011). *Handbook of counselor education preparation: Constructivist, developmental, and experiential approaches*. Los Angeles: Sage.

**\*Other assigned readings are posted on the Blackboard Course Website\***

## STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

**1. Interviewing One Counselor Education Faculty Member:** This assignment is designed to help you get to know a member of the counselor education faculty. During the first half of the semester, each faculty member will come to class on a specified date and spend 15 – 20 minutes talking about their career path and research interests. The dates are listed below:

September 12<sup>th</sup>: 4:00pm – Dr. Cochran; 4:30pm – Dr. Gibbons

September 26<sup>th</sup>: 4:00pm – Dr. Barrio Minton; 4:30pm – Dr. Wheat  
5:00pm – Dr. Kronick

October 3<sup>rd</sup>: 4:00pm – Dr. Diambra; 4:30pm – Dr. Brott

After these meetings have taken place, each of you will interview a faculty member (first-come, first-serve basis) during the second half of the semester. This interview should last no longer than 30 minutes. This is an informal assignment, designed for you to expand your knowledge of the counselor education faculty and begin to establish a relationship with this individual. You will submit a 1- to 2-page assessment of your insights gained as a result of the interview. The assignment is due on the Blackboard Course website on **October 17<sup>th</sup>**.

Possible questions to ask:

1. Describe your motivation to study and practice in the helping professions.
2. What basic assumptions guide your work with counselors in training?
3. What makes your approach as a teacher unique?
4. How do you perform all three roles: teaching, research, and service?
5. What is your favorite part of your job?

6. What advice do you have for counselor education doctoral students?
7. You may add additional questions of your choosing.

**2. Written Review of the Literature:** In this class we will review briefly the epistemologies that under gird the approaches of both qualitative and quantitative research. The study of research methodology provides the groundwork for an investigation of research issues in the counselor education. Each member of the class will choose a topic in counseling/counselor education and review the literature related to that topic. From this review, each of you will prepare a 15-20 page written paper focused on the synthesis and integration of the literature related to that topic. This will be an APA-formatted paper and will include a cover page, abstract, and proper APA writing style. The assignment will be structured as follows:

1. Annotated bibliography of 20 research articles related to topic **(September 19<sup>th</sup>)**
2. Submit outline for review by professor **(October 3<sup>rd</sup>)**
3. Submit a rough draft for peer review **(October 17<sup>th</sup>)**
4. Submit a rough draft for review by the professor **(October 31<sup>st</sup>)**
5. Submit final paper **(November 28<sup>th</sup>)**

**3. Seminar Presentation:** Each of you will be assigned a day during the semester where you will bring in a current issue or political influence that you find in local, regional, national, or international news media. This issue must be connected to the counseling profession and must be relevant to your future work as a counselor educator. You will lead a 20- to 30-minute discussion on how this issue influences counselor education and the counseling profession. Issues for consideration can include topics discussed on CESNET, current initiatives with ACA, and state and local regulatory laws that affect our work as counselors and counselor educators.

**4. Exploring Your Own Development as a Counselor:** Often, the basic assumptions one has about counseling and counselor education are formed by prior educational experiences, especially the experiences of learning to be a counselor (or helper). These experiences can begin as early as pre-school or as late as enrollment in a counseling program. Professional growth continues as one works in the field. Personality traits, motivations, cultures of origin, and early personal experiences all contribute to personal and professional development as a helper.

For this class each of you will write a paper that outlines and analyzes your professional development. By examining this process, many of the basic assumptions each person has will emerge. These assumptions profoundly influence how each of us will teach others to be counselors. Once these assumptions become clearer, it will be possible to be intentional in one's approach to counselor education and to be more aware of the character and limitations of one's approach. This information helps you reflect on your future role as a counselor educator (teacher, supervisor, counselor, and consultant).

## Outline of the Paper

- I. Describe your motivation to study and practice in the helping professions.
- II. Tell the story of your informal and formal education as a helper. Be sure to include information about mentors, classes, practical experiences, classmates, significant readings, and other elements of your education, especially those which directly influenced how you think about counseling and helping. You may also want to include any early influences and experiences, especially those that directly shaped your decisions.
- III. Identify the basic assumptions that guided your professional education. Indicate the specific ways these assumptions manifested themselves in your education. (You will have to look hard at your previous education to discern these. They often appear in the form of “this is just how it happened.”)
- IV. Present your own ideas about educating others to be counselors. Be sure to identify your basic assumptions and what practices follow from these assumptions.
- V. Discuss the insights gained from working on this paper and talking with others about their experiences and your own.

This is an informal paper. This will be an APA-formatted paper and will include a cover page, abstract, and proper APA writing style. The length of the paper will be **no more** than 10 pages. The paper is due on **December 5<sup>th</sup>**.

**5. Professional Development:** Your professional development is an ongoing component of who you are as a person and is an expected part of your journey to become a counselor educator. You will be required to participate in a number of professional development opportunities during the course of the semester. You will document your work on this assignment on a Summary Sheet and post it on the Blackboard Course Site by **November 28<sup>th</sup>**.

**Counselor Education Research Group** – Each month the counselor education research group meets to consider research ideas, proposals, and on-going research projects. Students and faculty provide feedback to each other in a collaborative atmosphere designed to enhance and support the research process. Each student is required to attend three research meetings. The dates and topics are:

September 20<sup>th</sup> – Experiences in Teaching

October 18<sup>th</sup> – Experiences in Supervision

November 16<sup>th</sup> – Experiences in Leadership and Service

All meetings will be held in Claxton 451 and will start at 3:30pm on the designated date.

**Professional Activities** – You will participate in a **minimum of 15 hours** of professional activities related to the counseling profession. You will be expected to

attend **at least** one Smoky Mountain Counseling Association (SMCA) meeting **or** one Tennessee Licensed Professional Counselor Association (TLPCA) meeting. **Other Conferences/Events you may attend include:**

ACA Podcasts (maximum of 2)

Tennessee Counseling Association (TCA): Annual conference, November 20<sup>th</sup> – 22<sup>nd</sup>, Murfreesboro, TN

University sponsored events

Upsilon Theta, Chi Sigma Iota (CSI) sponsored events

**Join a Professional Counseling Organization** – You will join the American Counseling Association (ACA) if you are not currently a member and the Association for Counselor Education and Supervision (ACES). You are encouraged to join additional organizations as well.

Assignment	Points	Due
Counselor Educator Interview	25	10/17
Annotated Bibliography	25	9/19
Outline submitted to professor	15	10/3
Rough draft with peer review notes	10	10/17
Rough draft to Dr. Spurgeon	25	10/31
Final Integrated paper	75	11/28
Seminar Presentation	50	-----
Professional Development Activities	25	11/28
Professional Exploration Paper	50	12/5

Grading Scale	
A	270 - 300
B+	255 – 269
B	240 – 254
C+	225 – 239
C	210 – 224
F	0 – 209

*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

Student participation and interaction will be a major focus of this class. Attendance at all class meetings and active participation in all discussions/activities is expected and necessary for successful completion of the course. Preparation for class should include reading **and** reflecting on the material. Your insights and reactions to the course material are a vital aspect of the learning process, and articulate presentation of these is encouraged. Your respect for and openness to others' perspectives, as well as a willingness to examine your own, will be valuable to your learning process.

Graduate level work needs to be typed, double-spaced, on one side of the page. The style should be formal without the use of contractions, slang, or abbreviations except when quoting a client. The guide for the writing style is the Publication Manual of the American Psychological Association, 5<sup>th</sup> edition. Written assignments are to be submitted to the Blackboard course website at the start of class on the assigned due date. **Late assignments will not be accepted, unless you have received prior approval to do so.**

### TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
8/22	Course Introduction	Course Syllabus Spurgeon et. al. (2012)
8/29	Introduction to Counselor Education	2014 ACA Code of Ethics McAuliffe & Erikson, Ch. 1 Amentrano (2014) Kaplan & Gladding (2011)
9/5	<b>No Class - Labor Day</b>	
9/12	Introduction to Counselor Education	Adkison-Bradley (2013) Odegard & Vereen (2010)
9/19	Online Discussion #1	
9/26	Ethical and Legal Issues in Counselor Education	Burkholder, Hall, & Burkholder (2014) Dugger & Francis (2014) Kocet & Herlihy (2014) Scarborough, Bernard, & Morris (2006)
10/3	Roles and Responsibilities of Counselor Educators	Barrio-Minton, Wachter-Morris, & Yaites (2014) Homrich et. al. (2014) Hutchens, Block, & Young (2013)

<b>10/10</b>	Online Discussion #2	
<b>10/17</b>	Understanding CACREP	Even & Robinson (2013) Mascari & Webber (2013) Urofsky (2013)
<b>10/24</b>	Assessment and Competence of Counselors-in-training	McAuliffe & Erikson, Chs. 4, 23 Brown (2013) Foster, Leppma, & Hutchinson (2014) Rust, Raskin, & Hill (2013)
<b>10/31</b>	Ethical and Legal Issues in Supervision Wellness in Counseling	Bjornestad et. al. (2014) Lenz et. al. (2012) Roach & Young (2011)
<b>11/7</b>	No Class – Work on Research Paper	
<b>11/14</b>	Use of Technology in Counselor Education	McAuliffe & Erikson, Ch. 24 Kress & Protivnak (2009) Prosek & Hurt (2014) Swank & Smith-Adcock (2014)
<b>11/21</b>	<b>No Class – TCA Conference</b>	
<b>11/28</b>	Wrap – up	

**\*Your final Development Paper is due to Blackboard on Monday, December 5<sup>th</sup>\***