



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

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

**COUN 655 PRACTICUM IN COUNSELOR EDUCATION
FALL 2016**

Course Section: COUN 655, 001, 3CR
Course Meetings: Mondays 1:25 – 3:20
Course Location: Claxton 210

Faculty Instructor: Jeff L. Cochran, PhD
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Office: 439 Claxton
Office Hours: Thurs 11-12:30 & 2-3:00, plus other times by appointment

COURSE DESCRIPTION

3 CREDIT HOURS

Supervised practice and application of counseling skills with clients.
Repeatability: May be repeated. Maximum 6 hours.
Comment(s): Admission to counselor education program required.
Registration Restriction(s): Minimum student level – graduate.
Registration Permission: Consent of instructor.

DUAL PURPOSE AND FOCUS

- Clinical development, extension of experience, demonstration of competence
- Preparation to teach, supervise and guide clinical development

CONTENT ADDRESSED

CACREP REQUIREMENTS/EXPERIENCES ADDRESSED	2016 STANDARD
Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.	6.C.1
During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.	6.C.2

Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.	6.C.4
Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.	6.C.5
Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.	6.C.6
DUAL FOCI OF LEARNING THROUGH PRACTICUM	
1. CLINICAL DEVELOPMENT, EXTENSION OF EXPERIENCE, & DEMONSTRATION OF COMPETENCE	
2. PREPARATION TO TEACH, SUPERVISE AND GUIDE THE CLINICAL DEVELOPMENT OF MASTERS STUDENTS	

STUDENT LEARNING OUTCOMES – TOP 2 ESSENTIAL AREAS OF SKILL AND SELF-DEVELOPMENT

SLO	EVALUATION
1. ACHIEVE & DEMONSTRATE EXCELLENCE STRENGTHS IN THERAPEUTIC RELATIONSHIP SKILLS	(A) 4 OR HIGHER ON AT LEAST 10 OF 11 ITEMS OF INSTRUCTOR THERAPEUTIC RELATIONSHIP SKILLS EVALUATION; (B) RATING OF 1 OR HIGHER ON ITEM 1 OF THE BROAD, OVERALL COUN 655 INSTRUCTOR EVALUATION
2. MAINTAIN OR DEVELOP AND DEMONSTRATE PROFESSIONALISM	(A) SITE SUPERVISOR INPUT IN SITE VISIT, WRITTEN EVALUATIONS, AND OTHER COMMUNICATION; (B) INSTRUCTOR EVALUATION OF 1 OR HIGHER ACROSS ITEMS 5-8 OF COUN 655 INSTRUCTOR EVALUATION

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 ideas, 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

Field experience; readings related to field experience and beginning counselors' clinical development; researching and reporting understandings of site; researching and reporting views of beginning counselors' clinical development

With our class meeting time focused in:

- Student presentations of settings, clients, and self-development issues
- Sharing understandings of settings
- Student presentations of work with clients
- Giving-receiving feedback regarding counseling skills
- Discussions from readings and of issues in each other's experience
- Sharing ideas regarding beginning counselors' clinical development

REQUIRED TEXTS & MATERIALS

Cochran, J.L., & Cochran, N.H. (2015). *The heart of counseling: Counseling skills through therapeutic relationships*. New York: Routledge.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due
Clinical Service	25	Ongoing
Setting Report	25	
Reading Reflections	25	Ongoing
Your Personal Guide for Beginning Counselors' Clinical Development	25	
Draft due		10/24
Final Report and Presentation due		11/7, 11/14, 11/28

Grading Scale	
A	90 - 100
B+	87 – 89.9
B	80 – 86.9
C+	77 – 79.9
C	70 – 76.9
D	60 – 69.9
F	<60

See assignment descriptions in syllabus addendum, attached.

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 (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

ASSIGNMENT SUBMISSION AND GENERAL GUIDELINES

Please submit all assignments through Blackboard.

Unless otherwise indicated, write assignments in accordance with APA (6th ed.) style. Cover pages, abstracts, and reference pages do not count toward page specifications. Regardless of paper formatting, use APA format to cite all sources used for all assignments. Cover pages and abstracts are not needed for Reading Reflections.

TIMELINESS

Modeling after professional behavior norms of most work places, late work should be very rare, if occurring at all. If unusual and unforeseeable circumstances do result in late work, the late work can be acceptable, assuming communication with me/instructor about the issue. If lateness were to become a pattern for any student, in fairness, it should result in grade deduction, and may be indicative of a broader problem in the student's development.

ATTENDANCE

Attendance will be quite important as our course meetings will be group supervision and will include your sharing and developing ideas with peers and instructor. You will benefit from openness in giving and receiving feedback from peers. Missing more than one meeting will result in a one letter grade deduction per meeting.

MULTITASKING & ELECTRONIC DEVICES

Effective counseling requires focused attending, something that is increasingly difficult in our constant-contact world. Open computers, tablets, and phones are not appropriate during most class meetings as they may detract from learning and overall sense of class safety.

I will let you know if there are exceptions, but you should not need to take extensive notes during most class meetings. I encourage you to maximize your learning by practicing what the best counselors do – focus on being in the moment during our sessions and take time to contemplate following our sessions. That time of review and reflection is an optimal time to make notes regarding the most important points, ponderings, and take-away lessons.

SAFETY, INTEGRITY, RESPECT, PRIVACY, AND CONFIDENTIALITY

To achieve our course learning outcomes, this course will be experientially oriented, require a level of personal communication, and include personal self-development. You have the right to decide what and how you share in our class activities/supervision, and I trust you to manage your own engagement in the course. At the same time, I hope you will remember that we grow the most when we are uncomfortable to some degree. I encourage you to strive to push through discomfort you experience, knowing that you may decide when and how to limit yourself. If an activity feels too uncomfortable, please exercise your right to limit participation without penalty.

Supervision is personal. So it is likely that colleagues will say things that are personal and that they intend to be kept private. Although supervision and classroom activities do not carry the same legal right to confidentiality and privilege as professional counseling, members of our learning community have an ethical obligation to maintain privacy regarding peers' communications. I expect you to demonstrate respect and integrity by treating your colleagues' disclosures as confidential.

TENTATIVE COURSE CALENDAR

Date	Topics	Assignments Due
8/22	Course & Syllabus Overview Discussion of initial contacts at sites, getting started issues & ideas	
8/29	Setting Presentations: <u>Charmayne, Amanda, Marlon, Derrick</u> Discussion of readings Discussion of thoughts and feelings toward initial clients or setting activities; getting started issues	Verification of Liability Insurance (paper) Verification of submission for background checks (paper) Site supervisor reviewed Contract Draft (Blackboard) Reading Reflection (RR) 1 (Intro – Ch 4) 1 st 4 Setting Presentation & accompanying paper
9/5	No Meeting – Labor Day	Finalized, signed Contracts due
9/12	Setting Presentations: <u>Nancy, Arden, Adam, Jillian</u> Discussion of readings Discussion of settings, clients, activities and self-development issues	2 nd 4 setting presentations & accompanying paper RR2 (Chapters 5 & 6)
9/19	Tape Presentations: <u>Derrick, Nancy</u> Discussion of settings, clients, activities, self-development	Tape Presentations: <u>Derrick, Nancy</u>
9/26	Tape Presentations: <u>Marlon, Charmayne</u> Discussion of readings Discussion of setting activities, client and self-development issues	RR3 (Chapters 7-9) Tape Presentations: <u>Marlon, Charmayne</u>
10/3	Tape Presentations: <u>Amanda, Adam</u> Discussion of readings Discussion of setting activities, client and self-development issues	RR4 (Chapters 10-12) Tape Presentations: <u>Amanda, Adam</u>
10/10	Not Meeting	
10/17	Tape Presentations: <u>Arden, Jillian</u> Discussion of setting activities, client and self-development issues	Tape Presentations: <u>Arden, Jillian</u> Site supervisor mid-term evaluation
10/24	Discussion of setting activities, client and self-development issues Open opportunity for tape presentations	Draft or detailed outline for Personal Guide for Beginning Counselors' Clinical Development (PGD)
10/31	Discussion of readings Discussion of setting activities, client and self-development issues Open opportunity for tape presentations May ask you to comment on revised impressions of setting	RR5 (Chapters 13 – Concluding Thoughts)
11/7	1 st 3 PGD presentations: <u>Charmayne, Arden, Nancy</u> Discussion of site issues and counselor development, as needed and as time allows.	PGD presentations and accompanying papers: <u>Charmayne, Arden, Nancy</u>
11/14	2 nd 3 PGD presentations: <u>Adam, Marlon, Derrick</u> Discussion of site issues and counselor development, as needed and as time allows.	PGD presentations and accompanying papers: <u>Adam, Marlon, Derrick</u>
11/21	Note Meeting for TCA	

11/28	Course Evaluations Final 2 PGD presentations: <u>Jillian, Amanda</u> Discussion of site issues and counselor development, as needed and as time allows.	PGD presentations and accompanying papers: <u>Jillian, Amanda</u>
12/7	This is not a meeting date.	All Practicum Documentation due Revised Impressions of Setting paper due

Detailed Assignment Descriptions

Area 1: Clinical Service

You will devote at least 100 hours to your practicum experience, with at least 40 hours being direct service to clients, including at least some group work. You will log your time on the form provided to document clinical service.

Verification of liability insurance and background check(s) is due before direct work with clients. Contract draft is due Aug 29, following review by you and your site-supervisor. Final signed contract due by 9/5.

There are 25 points possible in this assignment area. However, adequate clinical skills and professionalism amount to a special “must pass” assignment area. Should you be struggling significantly in clinical skills or professionalism, against all expectations, this would be clarified through feedback in instructor feedback and possibly in site-supervisor mid-term evaluation.

Site supervision. You should have one hour of site supervision most weeks. Site supervision usually focuses on coordinating your tasks with the needs of the agency/school and in keeping your site-supervisor informed of potentially important client issues, such that she can have adequate oversight of the clients you serve within her agency. Your site-supervisor’s evaluation will reference the quality of your clinical service as well as your professionalism and is weighted heavily within this assignment/requirement area.

University based triadic supervision. We will have a minimum of three triadic university supervision meetings in the semester. This is to ensure that I see/hear enough of your sessions to evaluate your clinical skills, as well as to assist in your development. These meetings will include viewing or listening to recent segment of your work that you select for supervision, as well as discussions of your development and your reactions to client and workplace issues.

University based group supervision. Our course meetings are group supervision, featuring presentations of recorded segments of your work for group input and discussion, discussions of service possibilities that you see and are researching, discussions of the values that you bring to your clinical work and hope to foster as an educator and supervisor working toward new counselor skill development. Before each meeting, you should put thought into what you would like to discuss of your site for your benefit or for sharing understandings with peers. For each opportunity that you have to play a recorded segment of your work (scheduled dates in group supervision, plus open dates, and each meeting of triadic faculty clinical supervision), you should be ready to play a 9-10 minute the segment you have selected, be ready to orient instructor and peers to the segment, including why you selected it and what feedback you are hoping for.

The requirement of recordings ready to present in group and triadic supervision begins Sept 19.

Attendance, participation, and tape review. Attendance will be quite important as our course meetings will be group supervision and will include your sharing and developing ideas with peers and instructor. You will benefit from openness in giving and receiving feedback from peers. Missing more than one meeting will result in a one letter grade deduction per meeting.

Grade rubric.

A = 24-25 points, from:

- Excellent reviews of clinical skills by instructor/university supervisor & site-supervisor
- Consistent and strong use of university supervision
- Unquestionable professionalism in your workplace and in class

B = 20-23 points, from:

- Positive reviews of clinical skills by instructor/university supervisor & site-supervisor
- Reasonably consistent and effective use of university based supervision
- A positive impression of professionalism in your workplace

C = 18-19 points, from:

- Minimally adequate reviews of clinical skills by instructor
- Minimally effective use of university based supervision
- Minimally evidence professionalism

D = 15-17: significant deficiencies noted from categories above

F = <15: serious deficiencies, repeated critical errors, or unfinished commitments.

Area 2: Differences, Challenges, and Understandings of Your Setting

Early impressions paper. Describe your practicum setting. Address key characteristics and understandings from your impressions so far. Include at least 2-3 pieces of professional literature to support your understandings, along with your anecdotal first impressions and input from your site supervisor. This is an informal paper, meaning that all factual assertions do not have to be cited.

Explain the challenges that your new site poses for you, including new skill areas that you anticipate needing to develop, personal challenges and self-development needs that you anticipate.

Due in early weeks of the semester (see calendar). Length: 6-8 pages in the body of the paper, which should be in APA style.

Setting presentation. In a 10-12 minute informal presentation, with a few minutes following for questions and comments, share the few most critical and interesting points from your paper with your peers. By “informal,” I mean that these presentations will be from your seat and without use of projector. However, a 1-page handout would be helpful for us to follow your thoughts.

Revisited impressions paper. At the end of the semester, submit a revised “Setting” paper in which you revisit your early impressions. Address which of your views have been confirmed by your experience and how so, which have changed through your experience, and how you have changed or are developing through your experience.

Grade rubric.

A = 24-25 points, from:

- Excellence in papers in being apparently well-thought out; clarity and quality of writing.
- Excellence in presentation in clarity, even though informal, and interesting

B = 20-23 points, from:

- At least achieving instructor impression of “very good” in thematic areas of review above.

C = 18-19 points, from:

- Adequate success in thematic areas of review above.

D = 15-17: significant deficiencies noted from categories above

F = <15: serious deficiencies, repeated critical errors, or unfinished commitments.

Area 3: Skills Text Reading Reflections (RR)

At five dates during the semester submit a written reading reflection to skills text, The Heart of Counseling. On those dates, be prepared for discussion. In each written reflection address:

- Connections you see of the chapters to your work in practicum this semester
- Thoughts of how the content of the assigned chapters have been relevant in your counseling experience up to practicum
- Other personal reactions, such as parts of the text that resonate with you in some way (explain) or that you particularly like.

Each reading reaction should be no longer than four pages (double spaced with normal APA margins and font).

See calendar for due dates. Please submit by 10:00 AM on due dates.

Grade rubric.

A = 24-25 points: excellence in completeness, depth of thought, and specificity in connection to experiences; clarity and quality of writing

B = 20-23 points: good qualities of completeness, depth of thought, and specificity in connection to experiences; clarity and quality of writing

C = 18-19 points: minimal qualities of completeness, depth of thought, and specificity in connection to experiences; clarity and quality of writing

D = 15-17 points: significant difficulties in categories above

E = <15 points: critical difficulties in categories above

Area 4: Personal Guide for Beginning Counselors' Clinical Development (PGB)

Throughout your experience, contemplations, and assignments of the semester, develop your personal guide for beginning counselors' clinical development. Discern what you value most at this time in core clinical skills and why. Recall how your values regarding clinical skills have changed and which have remained consistent through your development (e.g., from before graduate study, through graduate study, through clinical experiences, through this semester). Consider how you may foster beginning counselors' skill development in accordance with your values.

The written document of this assignment will be an essay of about 10 pages in the body of the work. The major sections of this paper are:

- I. What you value in core clinical skills: The most important 2-4 values you hold, with each well explained
- II. How you may foster counselor skill development in accordance with your values: Explain 2-4 actions or ways of being that you may employ to facilitate counselor skill development fitting with your values.

Note that you are to submit an early draft or at least a detailed outline. The point of this is for me to see if there is any feedback, suggestions, or ideas that connect with yours that I can give you to help develop your final draft for the semester. Due Oct 24.

Your final draft is due with your presentations. Presentations are about 25 minutes in length, with use of AV.

Grade rubric.

A = 24-25 points: excellence in well-thought out and clearly articulated values, clarity of explanations of actions or ways of being that give life to your values (including fit of actions/ways of being to values), completeness of the paper in addressing the topic as assigned, and overall writing quality

B = 20-23 points: good quality work in well-thought out and clearly articulated values, clarity of explanations of actions or ways of being that give life to your values (including fit of actions/ways of being to values), completeness of the paper in addressing the topic as assigned, and overall writing quality

C = 18-19 points: minimal quality in well-thought out and clearly articulated values, clarity of explanations of actions or ways of being that give life to your values (including fit of actions/ways of being to values), completeness of the paper in addressing the topic as assigned, and overall writing quality

D = 15-17 points: significant difficulties in well-thought out and clearly articulated values, clarity of explanations of actions or ways of being that give life to your values (including fit of actions/ways of being to values), completeness of the paper in addressing the topic as assigned, and overall writing quality

E = <15 points: critical difficulties in well-thought out and clearly articulated values, clarity of explanations of actions or ways of being that give life to your values (including fit of actions/ways of being to values), completeness of the paper in addressing the topic as assigned, and overall writing quality