

Katherine V. Graham

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EDUCATION

The University of Tennessee, Knoxville anticipated May 2018
Master of Science, School Counseling Concentration

The University of Tennessee, Knoxville December 2015
Bachelor of Science in Health and Human Sciences
Major: Child and Family Studies; Minor: Psychology

CERTIFICATIONS AND LICENSURE

Tennessee School Counselor Licensure anticipated summer 2018
TN Department of Education, School Services Personnel License

Trauma Focused CBT (TF-CBT) Fall 2017
5-hour training course, service to individuals impacted by trauma

Applied Suicide Intervention Skills Training (ASIST) Summer 2017
16-hour training course, suicide intervention preparedness

Psychological First Aid Summer 2017
3-hour training course, service to individuals after a disaster

Child Protection Training Fall 2016
2-hour training, recognition of potential child maltreatment

SCHOOL COUNSELING RELATED EXPERIENCE

Knox County Schools, Knoxville, TN August 2017 to May 2018
School Counseling Intern, Karns Middle School
Site Supervisors: Kristina Sims, Susan Nalls

Karns Middle School is a student body of 1590 (87.6% White, 7% Black, 1.5% Asian) with three full-time school counselors. School counseling program provides educational support for all students in the developmental domains of academic, social/emotional, and college and career readiness.

Internship experiences framed from the ASCA National Model include

- 600 total hours with 240 hours of direct service spanning two semesters to be completed by May 2018

FOUNDATION

- Update my philosophy of school counseling to best fit the needs of Karns Middle School
- Use ASCA Mindsets and Behaviors and ASCA School Counselor Competencies to frame my direct services

DELIVERY SYSTEM

- Use Reality Therapy and Person-Centered concepts to frame my interventions for students while building a strong therapeutic relationship. I tailor interventions specific to what needs are lacking from a student's life based on the five essential needs seen in Reality Therapy. In addition, I practice goal setting with students through the framework of WDEP.
- Create a check-in process focused on academic grades and social/emotional wellness. This process is guided and managed by an Info-Sheet that I generated.
- Prepare and facilitate two small groups, both focused on organization skills, for seventh grade students
- Deliver classroom lessons to all 8th grade students regarding career and college exploration. Deliver lessons to all 6th grade students on the topic of choosing kindness and preventing bullying. Create and deliver classroom lessons to all 7th grade students about respecting others, themselves, and the environment.

MANAGEMENT SYSTEM

- Utilize use-of-time assessment to determine I am spending 80% of time to direct services with students
- Create and administer a needs assessment to 7th grade teachers. I used their responses to guide my planning in small groups and classroom lessons to best serve their observed student needs.
- Use a pre-/post-test for my small groups to gain a sense of what was learned and what could be improved. I ask students to write one example they have learned after each classroom lesson in order to see how it aligns with ASCA Standards.

ACCOUNTABILITY

- Will complete an effectiveness project to demonstrate the impact of my organization small group on students' achievement and preparedness on this topic. I will use the results to guide future plans.

Knox County Schools, Knoxville, TN

Spring 2017

School Counseling Practicum Student, Pleasant Ridge and Mooreland Heights Elementary Schools

Site Supervisor: Anthony Reda

Practicum experiences framed from the ASCA National Model include

- 100 total hours with 40 hours of direct service
- Focused on creating counseling relationships with students while practicing core therapeutic skills
- Observed school counselor's varying roles within a school setting related to other personnel and students
- Learned strategies to balance workload when divided between two schools as a counselor
- Began a foundation for my comprehensive school counseling program through creating philosophy of school counseling and promoting a slogan that best fits my philosophy

Grief Outreach Initiative (GOI), University of Tennessee, Knoxville

Fall 2016 & 2017

Mentor

GOI provides students who have experienced a loss with a mentor relationship as an additional resource.

- Served as a mentee for two students in 6th and 7th grade
- Engaged in developmentally appropriate activities weekly with individuals
- Tailored activities to the individual's specific need for reconciliation of his/her loss

PiPES: Possibilities in Postsecondary Education and Science

Fall 2016

Intervention Team Member

PiPES provides 10th and 11th grade students in three rural Appalachian schools with college awareness information. This information primarily involves science, technology, engineering, math, and medical science (STEMM) careers.

- Delivered information regarding postsecondary education through classroom lessons
- Collected resources concerning summer opportunities for high school students in order to develop a web page

OTHER EXPERIENCE**Knox County Schools, Knoxville, TN**

August 2012 to Present

Substitute Teacher

- Served as a substitute in classrooms, kindergarten through 12th grade
- Maintained classroom organization in teachers' absence
- Adapted to changes from classroom to classroom with lesson plans and special education experience

Family Justice Center, Knoxville, TN

August to November 2015

Intern

Family Justice Center serves domestic violence and sexual assault victims through a comprehensive support center including: prosecutors, detectives, clergy, and social service professionals.

- Created an inviting and safe atmosphere for victims of domestic violence
- Assisted in connecting clients with the agency of their choice
- Attained knowledge of various community services in East Tennessee
- Represented the Family Justice Center at community events to raise awareness of services

PROFESSIONAL SERVICE**Member of Chi Sigma Iota, Upsilon Theta Chapter**

Spring 2017 to Present

CSI is the international honor society for counseling students, counselor educators, and professional counselors

Public Relations Committee Chair

- Serve my chapter through providing awareness of events by creating flyers and distributing via social media and email
- Strive to connect past, present, and future members through featuring an "alumnus of the month"
- Inform incoming students about CSI, local chapter, leadership positions

AWARDS**Chi Sigma Iota Nomination for Outstanding Entry Level Student Award**

November 2017

The purpose of this award is to recognize an individual CSI Chapter member who has excelled in scholarship, extracurricular involvements, service to the chapter, and evidence of excellence and commitment to the profession.

UTK Counseling Program Award for Outstanding First Year School Counseling Student

April 2017

This award recognizes students who exemplify excellence during the course of their first year in the program.

- Criteria include: ability to actively participate and engage in meaningful discussion, ability to incorporate a strong professional counselor identity, and the ability to demonstrate excellent organizational and professional skills.

AFFILIATIONS

Member of American School Counselor Association (ASCA)

August 2017 to Present

ASCA provides professional development, publications, and other resources in order to support school counselors in serving students' academic, career, and social/emotional development.

References Available Upon Request