



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Program Handbook

M.S. in Counseling

**Clinical Mental Health Counseling
School Counseling**

2021-2022

Department of Educational Psychology and Counseling
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Welcome!

Congratulations on choosing the University of Tennessee as the institution for your graduate education! There are two master's degree concentrations within the MS in Counseling degree: Clinical Mental Health Counseling (CMHC) and School Counseling (SC). Both concentrations are accredited by Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The master's degree requires 60 semester hours, which focus on the development of competencies for those working in clinical and school settings. You will find outstanding counselor educators who will be working with you to fully prepare you for the profession of counseling. The curriculum is designed to prepare you to perform as a professional counselor in your respective settings.

It is up to you to take advantage of the opportunities that these programs have to offer. Your classroom experiences will be enriched as you interact with peers across our programs. This is your opportunity to take advantage of the many classroom experiences designed to help you gain the knowledge, attitude, and skills that successful, competent counselors possess.

The faculty in this flagship, land-grant institution expects graduates to serve as leaders in the profession, to continue professional growth, and to be advocates for the clients and students with whom they will work. Due to the rigorous standards and expectations established by the faculty, counselor trainees will successfully complete required exams and meet educational credentialing standards for Tennessee as well as most states.

Dr. Casey Barrio Minton, Coordinator
Clinical Mental Health Program

Dr. Laura S. Wheat, Coordinator
School Counseling Program

Learning in a COVID-19 Pandemic

As you begin your journey to becoming a professional counselor, you are doing so in the context of a program, university, and world that has been rapidly and profoundly transformed by the COVID-19 pandemic. As our university resumes full face-to-face, cohort-style instruction in Fall 2021, we make the following commitments to you:

1. We will provide a quality education for all students.
2. We will encourage quality relationships within and between peers, cohorts, and faculty.
3. We will seek to understand and be responsive to the unique contextual stressors you are facing while ensuring you develop the knowledge and skills you need to be effective counselors.
4. We will promote wellness of students and faculty.
5. We will communicate in a manner that is intentional, clear, and continuous.

As aspiring professional counselors, our faculty urges you to **practice nonmaleficence by following public health guidelines** regarding masking, social distancing, and other COVID-19 mitigation strategies, even when they may be more stringent than local guidance. **Please also note the following university policy regarding masking, vaccination, and isolation. Note that the policy places the responsibility on *you* to communicate with instructors should your ability to attend courses or fieldwork be impacted.**

With the spread of the Delta variant of COVID-19, students, faculty, and staff will be required to wear masks in classrooms, labs, and for indoor academic events required for students such as orientation. This requirement will remain in place until conditions improve and the university communicates new instructions.

The university strongly recommends that all members of the campus community be vaccinated for their own protection, to prevent disruption to the semester, and to prevent the spread of COVID-19. Vaccination information and appointment signups are available at tiny.utk.edu/vaccine. The Student Health Center medical staff is available to students to answer questions or discuss concerns about vaccines, and the center provides vaccines free of charge for anyone 18 years or older who would like one.

If you think you are sick or have been exposed to COVID-19, you should contact the Student Health Center or your preferred health care provider. You can also contact the university's COVID-19 support team for guidance by filling out the COVID-19 self-isolation form at covidform.utk.edu.

You must not attend class if you have tested positive for COVID-19 and are in the isolation period, if you have COVID-19 symptoms and have not been cleared by a medical provider, or if you are an unvaccinated close contact in the quarantine period.

If you need to miss class for illness, you must communicate with your instructors and supervisors.

You can find more information and updates at utk.edu/coronavirus.

Program Directory

Person	Roles	MS Courses Most Often Taught	Interests
Casey Barrio Minton	Professor Unit & CMHC Coordinator Associate Department Head	Lifespan, multicultural	Crisis, suicide, teaching, professional development
Sherrie Bruner	Clinical Assistant Professor CTC Director	Crisis, diagnosis, CMHC, internship	Systems advocacy, diversity and inclusion
Jeff Cochran	Professor Department Head	Skills for counseling, child centered play therapy	Counseling relationships, Child Centered Play Therapy
Joel Diambra	Associate Professor CMHC Field Placement Coordinator	Group, internship, ethics, skills for counseling	Counselor and student development, supervision, group dynamics
Melinda Gibbons	Professor PhD Coordinator	Career, practicum	Career development, first-generation college students, FUTURE, PiPES
Shawn Spurgeon	Associate Professor	Ethics, CMHC systems, assessment	Professional counselor identity development, adverse childhood experiences
Laura Wheat	Assistant Professor GOI Coordinator SC Coordinator	Group, grief, practicum, internship	Loss and life transitions across the lifespan, LGBTQ+ identities
<p>Kathi Pauling Administrative Assistant & Program Secretary Claxton 421 865-974-1319 kpauling@utk.edu</p>			

Description and Program Summary

Our counseling programs focus on development of competencies for the counseling profession in the 21st century. The programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and fulfill educational requirements for licensure in Tennessee and in most other states.

Statement of Purpose

In the Clinical Mental Health Counseling Program at UT, we aim to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

In the School Counseling Program at UT, we aim to equip graduate students with the competencies to excel as PreK-12 professional school counselors. The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession through advocacy, collaboration, and consultation while attending to the changing, diverse educational community.

Program Objectives

Counseling Graduate Students will:

- attain foundation knowledge necessary for success as professional counselors
- be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical
- demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness (CORIS)
- be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement
- as clinical mental health counselors, be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models
- as school counselors, become well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of preK-12 students

Counselor Education Faculty will:

- provide training and education for master's degree seeking students to be competent and ethical professional counselors in their respective settings.
- make available a comprehensive understanding and an opportunity to develop and practice a wide variety of counseling theories and techniques.
- provide opportunities that facilitate the development of professional leaders who counsel, collaborate, advocate, and consult with clients/students, parents/guardians, educators, and members of the local community.
- instruct students with a model for promoting social consciousness with a commitment to a pluralistic society.

- instruct school counseling students in creating, implementing, and evaluating a developmental school counseling program based on the *Tennessee Comprehensive School Counseling Model and Standards (2017)*
- provide an opportunity to understand current issues in counseling as they relate to the ever-changing world in which we live.

Professional Dispositions

Professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2018). Students and faculty members are expected to behave professionally, as described in the dispositions, both within and outside the classroom. Counselor educators are responsible for monitoring and providing feedback to students who display dispositions that may adversely influence their effectiveness as professional counselors and for identifying strategies for rectifying these behaviors. The program faculty has identified the following professional dispositions as those that are associated with professional success. All students will be provided opportunities to self-reflect and demonstrate each of these dispositions. The acronym CORIS (pronounced ‘chorus’) may help you remember these dispositions.



Commitment	Openness	Respect	Integrity	Self-awareness
<ul style="list-style-type: none"> • Investment • Counselor identity • Advocacy • Professional excellence • Civic engagement • Collaboration • Interpersonal competence 	<ul style="list-style-type: none"> • Openness to ideas, learning, and change • Openness to growth • Self-development • Openness to others • Understand micro/macro perspective • Interpersonal communication 	<ul style="list-style-type: none"> • Perceives and honors diversity • Self-care • Wellness 	<ul style="list-style-type: none"> • Personal responsibility • Personal integrity • Courage • Congruence 	<ul style="list-style-type: none"> • Humility • Self-reflection/exploration • Place in History • Personal maturity • Honesty

Statement of Commitment to ACA Code of Ethics

As a CACREP-accredited program, all students are expected to adhere strictly to both letter and spirit of the American Counseling Association (ACA) *Code of Ethics* (2014). During the first semester in the program, students must become familiar with the *Code of Ethics* and relevant aspects of the Tennessee penal code. We handle training relationships in which students take client/counselor roles as if the same ethical and legal regulations apply.

Students are required to sign statements of ethical and legal awareness prior to beginning all clinical experiences. Applicants who accept an invitation to enter our programs are affirming their awareness of the ACA ethical standard C.5 that “counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital

status/partnership, language preference, socioeconomic status, or any basis proscribed by law.”

Non-discrimination includes students’ willingness to counsel any client representing any of these categories, even if the individual demonstrates personal beliefs or behaviors with which the student counselor does not agree. Referral of clients based on personal beliefs and/or values constitutes discrimination and violation of the *ACA Code of Ethics*. Students who violate the *Code of Ethics* are subject to disciplinary action up to and including dismissal from the Counseling Program.

MS Counseling Requirements

The *Graduate Catalog* serves as the official source of information regarding curricular requirements. Requirements are duplicated here for student ease of access. To view the 2021-2022 *Graduate Catalog* and associated course descriptions, visit <https://catalog.utk.edu>. CACREP requires that we also allow prospective and enrolled students to preview past syllabi for courses. If you would like to do so, contact kpauling@utk.edu with the course names and numbers.

The MS Counseling programs require 60 credit hours of study typically taken over 2-3 years of full-time study. As is illustrated on the next page, this includes

- 39 hours of common coursework for all MS Counseling Students, including 3 credit hours of practicum (100 total hours)
- 12 hours of coursework specific to the CMHC concentration, including 9 credit hours of internship (900 total hours)
- 15 hours of coursework specific to the SC concentration, including 6 credit hours of internship (600 total hours)
- 6-9 hours of electives, depending on CMHC or SC concentration

Several courses within the program require you to complete field experiences in a school or agency setting to fulfill course requirements. All students must complete a one-semester, 100-hour counseling practicum. CMHC students must complete a three-semester, 900-hour counseling internship; SC students must complete a two-semester, 600-hour counseling internship. Dual-track students complete a two-semester 600-hour SC internship and a two-semester 600-hour CMHC internship. The table on the next page also indicates prerequisites to practicum and internship.

MS Counseling Curricular Requirements

Required Courses for All MS Counseling Students

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	580 ₁	Skills for Counseling ₃	3	
	COUN	535 ₁	Professional Orientation and Ethics	3	
	COUN	551 ₁	Theory and Practice of Counseling	3	
	COUN	554 ₁	Group Dynamics and Methods	3	
	COUN	555 ₂	Practicum in Counseling	3	
	COUN	570	Cross-cultural Counseling	3	
	SCHP	690 ₂	Psychopathology in MH and School Settings	3	
	COUN	541	Counseling for Addictions in School and MH	3	
	COUN	545	Lifespan Development & Wellness in Counseling		
	EDPY	682	Educational Research Methods	3	
	COUN	552	Career Development	3	
	COUN	563	Crisis Intervention for Counselors	3	
	COUN	525	Assessment and Testing in Counseling	3	

1 prerequisite to practicum, 2 prerequisite to internship

Total 39 hours

Required Courses for CMHC Concentration

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	556	CMHC and Related Professional Issues	3	
	COUN	559	Internship in CMHC Semester 1	3	
	COUN	559	Internship in CMHC Semester 2	3	
	COUN	559	Internship in CMHC Semester 3	3	

Total 12 hours

Required Courses for SC Concentration

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	550	Foundations in School Counseling	3	
	COUN	565	Counseling Children & Adolescents	3	
	COUN	558	Internship in SC Semester 1	3	
	COUN	559	Internship in SC Semester 2	3	
	SPED	552	Classroom Management	3	

Total 15 hours

Electives

Year/Term	Prefix	#	Course Title	Hours	Grade

Total 6 hours (SC) or 9 hours (CMHC)

Counseling Electives & Thesis Option

All students choose electives in consultation with their advisors. When selecting electives, we encourage you to

- consider COUN courses first as they are most likely to be applied directly to counseling
- select a series of electives that will allow you to begin building toward an area of specialization (e.g., couples and family, at-risk youth, substance use, health and wellness)

Technically, CMHC students may choose to complete a thesis option in which they enroll in 6 credits of COUN 500 and one additional elective. The thesis option almost always requires students to extend their plan of study to three years and to complete additional research coursework not listed on the degree plan. The thesis option may be professionally helpful in some very specific instances; however, most students are best served by focusing on developing their counseling skills rather than their master's-level research skills. If you are interested in the thesis option, please speak to your advisor as early as possible to assess whether it is best for you.

The following includes a list of courses you may wish to consider as electives. However, you may propose additional courses to your advisor.

Counseling Electives

- COUN 504 Special Topics (as announced)
- COUN 569 Human Sexuality in the Counseling Profession (even summers)
- COUN 560 Practicum in Grief Support (falls)
- COUN 562 Child Centered Play Therapy (odd summers)
- COUN 565 Counseling Children and Adolescents (required for SC students; summers)
- COUN 672 Advanced Multicultural Counseling (odd springs, with permission)
- COUN 593 Independent Study (under special circumstances only)

Additional Departments and Programs to Consider

- Child and Family Studies
- Cultural Studies in Education
- Educational Psychology
- Nursing
- Nutrition
- Public Health
- Psychology
- Social Work
- Sociology
- Special Education

Course descriptions and additional course information are available via the Graduate Catalog. If you are considering taking courses outside the Counseling Programs, check with the specific department regarding course offering schedule and prerequisites/permissions that may be required.

Transfer Coursework

If you have completed graduate-level coursework within another counseling program prior to entering our program, and that coursework has not already been applied to a completed degree, you may be eligible to transfer up to 12 credits of coursework from the previous university. Please see Appendix Q for the complete Transfer Policy.

Counseling Practicum

All students must complete a one-semester, 100-hour counseling practicum. Practicum is offered every spring semester. Prerequisites for practicum include COUN 580, 535, 551, and 554. **In order to register for Practicum, each student must be formally admitted to the department as a degree-seeking candidate and must have taken classes for at least one semester after formal acceptance into the Program.** An unclassified or non-degree seeking student may not register for this course. To register for practicum, each student must complete and submit the practicum application during the semester prior to the term in which practicum is desired. The program coordinator will announce the due date; applications are typically due in mid-September.

Preferences for practicum sites should be compatible with your future goals and be selected in consultation with your advisor and/or the field placement coordinator. You will work with your site supervisor and faculty supervisor to develop a contract for the practicum experience. The contract identifies objectives, describes appropriate experiences for the achievement of the objectives, and outlines an evaluation plan for determining the achievement of each objective.

The practicum requires 100 hours, and at least 40 of these hours must be providing direct counseling experiences. Although it may be possible to meet the requirements one day per week on site, this experience usually requires you to spend two days per week on site. Direct counseling experiences are individual and group counseling sessions in a clinical or school setting to develop experience applying counseling skills with real clients and begin conceptualizing the counseling process. Counseling sessions conducted in practicum are recorded in accordance with careful attention to ethical and legal requirements around supervision and confidentiality.

In addition to participating in two hours of group supervision each week with a faculty instructor, you will complete two additional types of supervision: at least one hour per week with your site supervisor, *and* approximately one hour per week with a doctoral-level student who is under the supervision of a faculty member.

Each student will receive a ***Practicum Handbook*** that will assist in planning, documenting, and evaluating practicum experiences. The program will also provide your site supervisors with program materials and supervision handbooks.

Students must complete COUN 555 with a grade of B or higher in order to progress to internship.

School Counseling Students: As part of your Practicum experiences, you will be required to complete the *Fieldwork Experience for School Counseling Students*. The state of Tennessee requires this experience to help you learn about how public schools work. The requirement adds approximately 20 hours to your Practicum requirements. See *MS Practicum Handbook* for details.

Counseling Internship

CMHC students must complete a three-semester, 900-hour counseling internship; SC students must complete a two-semester, 600-hour counseling internship. Students who are completing the dual-track option must complete a two-semester, 600-hour SC internship and a two-semester, 600-hour CMHC internship. The internship allows you to demonstrate skill proficiencies acquired during coursework and practicum and to acquire additional knowledge and skills most appropriately gained through supervision in appropriate settings. The internship experience is characterized in the following manner:

1. The experience occurs after the successful completion of COUN 555 Practicum (i.e., grade of B or higher).
2. The experience is offered for academic credit.
3. It is offered in school and clinical settings serving clients/students appropriate to the setting.
4. The experience is broader than practicum and allows the intern to be exposed to cases, situations, counseling services, and professional environments that are representative of the role and function of a counselor.
5. The experience occurs on a part-time basis (20 hours per week) over two semesters for SC interns (600 total hours, 240 direct), three semesters for CMHC interns (900 total hours, 360 direct), and four semesters for dual-track interns (1200 total hours, 480 direct).
6. Individual supervision and primary responsibility for the intern rests with the on-site supervisor.
7. The student participates in an average of 1.5 hours per week of group supervision with a faculty instructor.
8. The student participates in biweekly individual or triadic supervision with a doctoral-level student who is under the supervision of a faculty member

Preferences for internship sites should be compatible with your future goals and selected in consultation with your advisor and/or field experience placement coordinator. You will work with your site supervisor and faculty supervisor to prepare a contract for your internship. The contract identifies internship objectives, describes appropriate experiences for the achievement of the objectives, and outlines an evaluation plan for determining the achievement of each objective.

Occasionally, students will be offered an opportunity for a paid internship, often concurrent with completing last steps of the internship and/or semester of the program. The faculty approves proposals for paid internships on a case-by-case basis. This includes careful consideration of the position duties (i.e., must be consistent with role of master's-level professional counselor rather than continuation of a bachelor's level position in which student was already employed), supervision available, and student standing in program.

In order to register for Internship, each student must be formally admitted to the department as a degree-seeking candidate and have successfully completed COUN 555 with a grade of B or higher. To register for internship, you must complete and submit the internship application to the placement coordinator during the semester prior to the term in which the internship is desired. The program coordinator will announce the deadline.

Applications are typically due Mid-September 1 (spring placements) and early March (fall placements). We will communicate specific deadlines and application processes each semester.

Each student will receive the *Internship Handbook*. This handbook will assist you in planning, documenting, and evaluating internship experiences. In addition, site supervisors will receive the *Internship Handbook* and specialized supervision materials.

School Counseling Students: In order for clinical experiences to meet Tennessee requirements for licensure as a school counselor, SC students must complete practicum and/or internship in at least two out of three school levels: elementary, middle, or high school.

Dual-Track Option

Students admitted to the CMHC and SC programs have the opportunity to complete dual-track licensure preparation requirements. The completed coursework will provide students with a structured method for meeting academic requirements for licensure as a Professional Counselor (LPC) and as a Professional School Counselor in the state of Tennessee. The dual-track option requires a total of 63 hours completed over three, full-time academic years.

Application and faculty endorsement are required for those wishing to pursue the dual-track option. Students must declare their intentions early in the first semester in their program. The faculty will review all applications and inform students regarding decisions before the Fall semester ends. Selected students remain in the program for which they were admitted (i.e., CMHC or SC) but complete all required coursework and two semesters of field experience (e.g., 600 hours, 240 direct) for both programs. Although the dual-track option does not require electives, students may choose to enroll in additional, elective options during the program.

Canvas - Counseling Programs Central

As you begin your study, we will invite you to participate in a Canvas “course” called Counseling Programs Central. This is your one-stop shop for all communications, forms, and resources needed to navigate the program as a whole. It will provide an archive for you to easily find handbooks and instructions that reach across courses. This will also be important for your time with the Counselor Training Clinic. You will be able to find locations for all program-related events as well. You will need to set up your Canvas account to email you immediately when announcements or events are added to the Canvas and to ensure events from the Canvas site automatically populate onto your Canvas calendar. You are responsible for monitoring this site and ensuring you remain up to date regarding deadlines and events.

Graduate Certificates

Students in the Department of Educational Psychology & Counseling (EPC) have a number of opportunities to earn additional specialized focus through a variety of Graduate Certificates. These include:

- Evaluation, Statistics, & Measurement
- Grief, Loss, & Trauma
- Online Teaching & Learning
- Qualitative Research Methods in Education

The Grief, Loss, & Trauma certificate is housed with Counselor Education, and our students only need one additional course, COUN 560: Practicum in Grief Support (offered every fall), to complete the 12-hour coursework for the certificate. The final requirement is a capstone paper to be completed by the end of the semester following completion of certificate coursework OR midterm of the semester of graduation, whichever is earlier. Please see the current Graduate Catalog for details. Contact Dr. Wheat at lwheat@utk.edu with specific questions.

Important: If you are even possibly interested in the Grief, Loss, & Trauma Graduate Certificate, you must apply as an add-on through the Graduate School before the end of your first fall semester. The Graduate School requires certificate applicants to be accepted into the certificate before six hours have been accrued toward it, and you will have completed those hours by the end of the first fall. If you apply for the certificate and later change your mind or find yourself unable to take COUN 560, there is no penalty.

Advisement and Mentoring

Advisement

The faculty believes in group process, human connections, and person to person interactions. These qualities are reflected in our courses and in interactions with students. We value the life and development of each student, and we strive to demonstrate this value by challenging you to be the best professional counselor you can be and by supporting you when there is a need.

Your program coordinator will assign you an advisor in the months leading up to your enrollment. You must meet with your advisor at least once each fall and spring semester to establish and maintain an individualized course of study and address your advisement questions. Most advisors will offer small group advising sessions around midterm of the semester. During these meetings, you may discuss issues related to the program such as registration, course offerings, electives, and field placements. Additionally, these advising meetings may include a discussion about development of dispositions (CORIS), wellness, strategies for thriving in a rigorous graduate program, and career advising.

Memo of Program Expectations

You will complete a brief orientation immediately before classes begin the Fall of your first year, and faculty will visit your COUN 535 course to conduct an extended orientation

to the program, typically in early September. Following this extended orientation, you will read and sign the *Memo of Program Expectations* in Appendix A.

Plan of Study

You are responsible for working with your advisor to establish a plan of study. Your advisor will likely meet with you in a small group format; however, you can also request an individual time. Complete and bring the *Plan of Study* (Appendix B) form to your first advising meeting; then, update the approved plan of study each spring semester.

CMHC Students: See Appendix C for sequencing of courses.

SC Students: See Appendix D for sequencing of courses.

Dual-track Students: See Appendix E for sequencing of courses.

Mentoring

We offer an active, award-winning chapter of Chi Sigma Iota (CSI). CSI is the international professional counseling honor society developed to promote and enhance the counseling profession. Upsilon Theta chapter of CSI provides a wide range of opportunities for involvement including professional development, advocacy events, community engagement, social gatherings, and mentoring. The mentoring program matches incoming students with advanced students who are members of CSI. Mentors help new students navigate the program during their first year. In turn, you will have an opportunity to mentor a new student during your second year of study.

Program Length and Pacing of Graduate Study

The 60-credit hour master's degree can be completed in as little as 2 years, which includes 2 summers. The faculty works to help students meet this time frame if desired; however, we also encourage you to get the full value of all courses and experiences by studying at a pace that maximizes your individual learning, developmental experiences, and wellness. Some students select courses of study that span three or four years. Your advisor can assist you in determining the pace of study that works best for you. The Graduate School's policy is that the maximum time restriction courses can be used toward the master's degree is six years.

Course Loads

The maximum course load for a graduate student is 15 hours. For the summer term, graduate students may register for a maximum of 12 semester hours. We recommend *no more than* 12 credit hours in any long semester and 6-9 credit hours during internship.

Summer Courses

Our MS curriculum is delivered across the calendar year, including two summers. Although this supports shorter time to degree, it also creates a necessity of summer study as some courses are offered in summers only. You will need to take courses during at least two summers.

Part-time Study Option

Although most students pursue the program full-time, your advisor can help you design a part-time schedule that serves your personal and professional needs. It is important to note that practicum and internship requirements often conflict with full-time work or caretaking. You will likely need to provide services at your site at the same time you would be at your job or home with family. Part-time students usually delay practicum as long as possible, then significantly reduce employment during practicum and end outside employment during internship.

Self-Growth and Self-Disclosure as Part of the Program

Self-awareness and investment in one's own personal growth are widely regarded as essential components of the counselor preparation process. CACREP standards mandate participation in experiential small groups and engagement in exploration regarding social and cultural diversity. The faculty also strives to integrate attention to personal growth throughout the curriculum.

Consistent with ACA *Code of Ethics*, faculty members will not use content of student self-disclosure as a basis for grading in program courses. However, if you share information that indicates impairment or the potential to harm clients, the program faculty may initiate remediation via a *Student Support Plan* as discussed in the *Academic Performance: Evaluation and Retention of Students* section of this handbook.

Wellness & Engagement in Counseling

The process of becoming a counselor can be rigorous and intimate. Depending on your prior life experiences, you may be living away from home for the first time and/or navigating life responsibilities in new ways. You may experience role strain as you work to balance your graduate program with family and other work obligations. It is quite common for students to become aware of personal experiences and ways of being that have potential to impact their effectiveness as counselors.

The counseling faculty continually engage in their own personal and professional development, including wellness practice and seeking counseling. We encourage our students to do the same. In this spirit, we:

- offer a continuing series *Welcome to Wellness* in which we encourage you to explore a variety of wellness practices that can promote optimal development
- initiate conversations about wellness in course experiences and advising
- recognize boundaries and professional limits inherent in our relationships with you as instructors or advisors. At times, program faculty may recommend you seek personal counseling as a method for addressing concerns that emerge as a natural part of the counselor development process. This recommendation is non-punitive and offered in accordance with our belief that everyone can benefit from counseling. If the issue is a critical one that has potential to impact your development as a counselor or client

wellbeing, we may require that you engage in personal counseling as part of a Student Support Plan.

Students have a number of resources available for quality counseling services. The UT Counseling Center is funded, in part, by student fees, so we suggest you begin with them (<https://counselingcenter.utk.edu>). Appendix P includes a list of local organizations that provide counseling services and a list of non-affiliated individual practitioners we recommend.

Counselors for Inclusion (CoFI)

It is critical that all counselors actively cultivate Multicultural and Social Justice Counseling Competencies (MSJCCs) so they can be optimally effective in their work. We are committed to social justice and the recognition and elimination of disparities based on cultural identities. In all of our activities, we seek to create an inviting and inclusive space for all students. Therefore, it is our expectation that faculty and students alike commit to celebration of diverse identities, personal and professional development, and actions toward social justice.

CoFI is a student-faculty collaborative designed to address issues of diversity and inclusion within our Counseling program, coursework, and student-student student-faculty relationships. Each cohort and program has at least one designated CoFI representative engaged in this process. CoFI will invite you to participate in the program in many ways. These include:

- required day-long, fall training for all new students
- ongoing cultural awareness and diversity celebration opportunities
- events each semester to promote MSJCCs, connection within the program, and advocacy within the local community

We hope you will actively engage with CoFI as part of your counselor development process. We welcome your experiences and suggestions. Please be in contact with your cohort representative, Dr. Barrio Minton, or Dr. Gibbons to share feedback, experiences, and suggestions that will help us meet our mission of a more diverse, just, and engaged community.

Professional Organizations

You will have the opportunity to develop your professional and personal self in a number of ways, including awareness of and participation in professional organizations. You may also have opportunity to engage in leadership within a number of local, state, and professional counseling organizations.

The faculty values our identity as professional counselors and hopes that all students enrolled in our programs embrace this professional identity as well. **To assist with identity development, we require all students to become members of the American Counseling Association (ACA) in the first year of study.**

ACA offers a wide variety of services for graduate students in counseling. As stated on the ACA website, “student membership in ACA opens doors to lifelong resources and benefits, including offering career development services and access to select counseling jobs, helping develop and expand skills, providing resources for research, and offering professional networking opportunities.” In addition, publications such as the *Journal of Counseling and Development* and *Counseling Today* provide current and innovative research and information geared toward counseling practitioners. **Student members also receive liability insurance for no additional cost. This insurance is a requirement for all students enrolled in counseling programs at UT.**

We believe that joining the ACA helps start students on a journey toward developing a professional counseling identity. Its many benefits and uses make the yearly cost worthwhile. Your COUN 535 instructor will require that you document proof of membership early in the fall semester. You can join ACA now by going to www.counseling.org

You may also benefit from joining state and local professional affiliates of ACA including the Tennessee Counseling Association (TCA) and Smoky Mountain Counseling Association (SMCA). We will work to make you aware of other professional organizations that support counselor identity and development and provide specialty information related to your study. For example, we encourage school counseling students to join the American School Counselor Association (ASCA) during their second year of study; SC students may find it beneficial to join the Tennessee School Counselor Association (TSCA). CMHC students may benefit from exploring the American Mental Health Counselors Association (AMHCA) and Tennessee Licensed Professional Counselors Association (TLPCA). All students may benefit from exploring relevant divisions of the American Counseling Association.



Finally, we encourage all students to become active members of Upsilon Theta chapter of Chi Sigma Iota (CSI). CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. Our mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of

counseling.

Our local chapter, Upsilon Theta (UT-CSI), was founded in 2004 and has 329 members, of which 42 are currently active. The chapter received CSI International’s Outstanding Large Chapter Award in 2019. A large leadership team of master’s and doctoral students work together to support our local counseling community. Our goals are to

- Promote understanding of and commitment to professional advocacy
- Promote understanding of and commitment to community engagement

- Develop community within chapter and program
- Initiate and support professional development among membership and broader community

Each year, about 90% of our students choose to join CSI. Membership in CSI is by invitation only and is based on academic performance (GPA, credits completed) and standing in the program.

Additional Program Requirements

Criminal Background Check

Tennessee state law requires all students who wish to be admitted to professional licensure programs to engage in a fingerprinting and criminal history records check process and to release the results of this process to administrative personnel within the university. All students must complete these requirements successfully prior to beginning coursework. Program coordinators send instructions to incoming students several months prior to arrival on campus. See Appendix F for detailed instructions.

Students in all settings are subject to regulations specific to the schools and agencies in which they are placed. You should expect to complete additional fingerprinting, background checking, and drug screening as part of the field experience process. For example, Knox County Schools requires a background check each academic year.

Child Protection Training

In addition, the university requires all individuals who have contact with minors to complete an online child protection training. Program coordinators send instructions to incoming students several months prior to arrival on campus. See Appendix G for instructions.

Drug Screening

Students in SC settings with Knox County Schools will be required to complete drug screening in preparation for their spring practicum. Students in other settings may be required to complete drug screening prior to or during practicum or internship placement. School Counseling students, See Appendix H.

Liability Insurance

All students are required to carry active liability insurance throughout their time in practicum and internship. Liability insurance is included in student membership of the American Counseling Association (ACA) and/or American School Counselor Association (ASCA).

Technology Requirements

It is expected that graduate students will have computer competency skills and access to technology for success in a university setting. The program does not require technological access or skills beyond those expected in undergraduate preparation. The Office of Information Technology (<https://oit.utk.edu>) provides help with technology

Taskstream Subscription

Our programs utilize Taskstream, an assessment management system, to support student progress and meet CACREP accreditation requirements for student assessment and program evaluation. Taskstream serves as a unified home for all practicum and internship documentation, comprehensive examination results, annual progress reviews, and a few other assessments of your progress in the program.

You must purchase and activate a Taskstream account at the beginning of your program of study. Throughout the program, you will be required to upload documents to Taskstream, and the program faculty will provide you with feedback on your progress. The following chart includes a summary of how you will use Taskstream throughout your program.

Area	Explanation
<i>End of Course Evaluations</i>	At the end of required counseling courses, you will upload evidence of your learning to Taskstream. Faculty instructors will respond with a rubric in which they document your overall accomplishments on learning outcomes for the course.
<i>Practicum and Internship</i>	Practicum and Internship require a great deal of documentation. All documents associated with these experiences will be housed in Taskstream. At the beginning of the semester, you will upload liability insurance, ethics pledge, and internship contracts. At midterm, you will provide a copy of your site supervisor's evaluation, and your instructor will enter a midterm evaluation; you will repeat this process at the end of the semester. You will also upload a summary of hours earned, reflections/assignments required by your instructor, and a field placement evaluation.
<i>Comprehensive Examinations</i>	After you complete your comprehensive examination, faculty will upload final rubrics and examination feedback.
<i>Annual Updates/Reviews</i>	Each year, the faculty conducts a formal review of each student's progress in academic, clinical, and CORIS domains. We will document your feedback here.

Appendix N includes instructions for setting up your Taskstream account. Appendix O includes instructions for navigating Taskstream.

VALT (Video-Audio Learning Tool) Engagement

We are fortunate to have a Counselor Training Clinic (CTC) to serve as a skills practice environment for students, space for practicum and internship supervision, and community outreach clinic. All clinic rooms are equipped with VALT (video-audio learning tool) observation and recording technologies. All students will be required to participate in multiple activities and experiences in CTC spaces throughout their programs. These experiences include practicing skills, serving as a volunteer "client" for a peer, seeing a CTC client, engaging in supervision with doctoral students, and participating in required growth experiences. These activities are frequently observed and recorded for development purposes using procedures consistent with ACA *Code of Ethics* and CACREP accreditation expectations. VALT will also allow faculty members and supervisors to access these recordings in a secure, confidential manner that does not require transfer of large video files. Appendix M includes additional information regarding procedures for storage and access.

Additional Required Trainings or Workshops

At several points in your program, the program will offer required trainings or workshops to enhance your learning experience. For example, in the Fall semester, the program will offer a day-long workshop focused on understanding identities, identifying bias, and responding to bias. Prior to seeing clients in Practicum, you will complete an intensive suicide intervention training. In most cases, these additional trainings or workshops will be built into course requirements. Program coordinators will work to communicate required or expected attendance with as much notice as possible.

Academic Performance Expectations

Students are expected to demonstrate mastery of knowledge and skills throughout the program. This includes completing work in compliance with the university Academic Integrity policy and maintaining acceptable grade point average. Academic appeals are handled in accordance with university policy

Academic Honesty

If students engage in unethical behavior, criminal behavior, or academic dishonesty, the program faculty will initiate remediation using university policies and procedures noted in *Hilltopics* <https://hilltopics.utk.edu> and via a *Student Support Plan* as discussed in *Academic Performance: Evaluation and Retention of Students* section of this handbook.

Grade Point Average & Academic Performance Policy

The *Graduate Catalog* notes that a cumulative grade point average of 3.00 is required on all graduate coursework taken at the UT to remain in good standing and to receive any graduate degree or certificate from the university. All coursework taken for graduate credit is computed into the graduate GPA.

The Graduate Schools allows programs to set requirements that are more rigorous than those in the university catalog. Given the nature of knowledge and skills that must be demonstrated in this graduate professional program, the program has implemented an additional academic performance policy. Faculty members will work to help students remediate problematic performance; however, there are several reasons a student will be immediately dismissed from the program for academic concerns:

- failure to meet minimum Graduate School requirements as identified in the Graduate Catalog
- failure to pass all components of the comprehensive examination on the second attempt
- earned two C+ or lower grades in any course while in the program

In addition, a student must earn a minimum grade of B to pass COUN 555 Practicum and be approved to continue to internship (COUN 558 or 559).

Please note that university policy allows for assignment of an Incomplete (I) “under extraordinary circumstances and at the discretion of the instructor” for “students who have satisfactorily completed a substantial portion of the course requirement but cannot complete the course for reasons beyond their control.” The *Graduate Catalog* includes

additional guidelines regarding use of Incomplete. If you are experiencing circumstances you believe to be extraordinary and that may jeopardize your ability to complete a course satisfactorily, please schedule a meeting with your instructor as soon as possible to discuss strategies for supporting your success in the course and program.

Academic Appeals Procedure

Ideally, academic concerns or problems are addressed at the program and department level. Students first consult their advisor, then their program coordinator, and then the department head before pursuing other courses of action. The Graduate Council Appeal Procedure can be obtained via web or at the Graduate School. Normally, grievances should be handled first at the department level. Further appeal may be made to the dean of the respective college, the Graduate Council Appeals Committee through the Assistant Dean of the Graduate School, and ultimately to the Dean of the Graduate School. Appeals may involve the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education and the issuance of grades based on specific allowable reasons stipulated in the Graduate Council Appeal Procedure. Appeal procedures in regard to allegations of misconduct or academic dishonesty are presented in *Hilltopics* under “Disciplinary Regulations and Procedures.” Students with grievances related to race, sex, color, religion, national origin, age, disability or veteran status should file a formal complaint with the [Office of Equity and Diversity](#).

Professional Work Behaviors

As healthcare and education professionals, professional counselors are held to a higher standard than the community at large. Our graduate-level program endeavors to nurture professional behaviors that directly translate into your work as professional counselors. We will be practicing these behaviors throughout our interactions so you can use them as you begin field experiences.

Research shows clear consistencies in behaviors that lead to the need for student remediation (Henderson & Dufrene, 2012). Few of these areas are specifically focused on academic success or development of concrete counseling skills. Rather, they are issues regarding professional work behavior that interfere with learning content and skills and/or implementing them in practice. Strong practices can buffer against concerns: boundary management, systems for navigating multiple tasks, maturity, receptivity to feedback, self-reflective abilities, and active management of personal difficulties and mental health concerns. Thus, we expect all students to engage in the following practices.

Overwhelmed? Start Here and Build to Practices Below

- **Monitor Counseling Programs Central** and subscribe to updates.
- **Show up prepared and take responsibility.**
- **Be on time; communicate ASAP if you are going to be late.**
- **When you are unable to meet a due date or requirement, communicate and propose an alternative.**
- **Respectfully engage all members of your cohort as you would colleagues in a professional setting, which includes being mindful of how your verbal and nonverbal behaviors may be experienced by others** (e.g., sidebar conversations, nonverbal responses to others' sharing).
- **Be attuned to and take responsibility for your mental health.** We strongly recommend folks studying to become counselors participate in their own counseling, which can be accessed for free at <https://counselingcenter.utk.edu/> or via the list of providers in your handbook.

Active Management & Coordination

- Make a **calendar** with important tasks and deadlines. Set alerts for *approaching* deadlines. Plan ahead – don't procrastinate! And then, check your calendar regularly to see what is coming.
- **Get familiar with and follow university policies and resources** in the [Graduate Catalog](#), in [Hilltopics](#), and related to [academic dishonesty](#).
- **Check and read your university email regularly** for announcements related to class and professional opportunities, as well as for essential university communication.
- **Reply promptly** to any emails requiring response. Use [proper email etiquette](#).
- It's okay to send a **follow up email** as a *polite nudge* if the person has not replied. The length of time varies based on circumstance, but three business days for faculty and a week for professional contacts is a good guide.
- **Follow through** if you say you'll do something. Don't promise more than you can deliver, but also don't sell yourself short.

Active Engagement

- **Collaboration** is a key component of work in counseling and will play a prominent role in our program. Respect others' opinions, fairly divide work, and mind the air space you do or do not take. We will be asking our clients to be vulnerable with us. Likewise, begin this practice by taking risks and showing vulnerability in large and small group engagements.
- You may **use technology in the classroom** [except when expressly prohibited] to take notes, refer to e-readings, look up references, and work on tasks as directed. Create a plan to **limit distractions**. Close tabs with social media, email, news, and off-task items, or install a Web Blocker (e.g. [Freedom](#)) if you struggle with self-control in this area. This is particularly important in online courses.
- Be mindful of your use of **cell phones**, mobile devices, and other distractions.
- Approach faculty members and supervisors with **solutions** instead of problems (X Problem + Y Solution. What do you think?)

Professional Presence: Engage with Peers as Colleagues

- **Support your colleagues:** take the time to listen to them, go to coffee or a happy hour with them, attend events or presentations they organize. Discuss your successes and failures. They are your support network through grad school and will be your colleagues in the field.
- Have a **positive attitude**. People will respond to your attitude. Practice being interested in other people by asking them questions about their work. Always be **courteous**.
- **Be humble**. Know what you know, but listen to learn more. We aspire that you'll leave this program with the understanding that there's lots more to learn, and that you can learn from people who aren't like you.
- If you are experiencing **problems related to your relationships** with students or faculty, please speak with the person with whom you are concerned first. Then reach out to a faculty member if you need support working together to resolve any issues.
- Remember, *nothing you post online is truly private*, and anything could be viewed by future employers. Consider the image you're cultivating before posting. On all **social media** accounts used during this program, students are expected to uphold professional standards that meet university and professional codes of conduct.

Attend to Wellness and Mental Health

- **Self-Care:** Maintain your friendships, outside hobbies and routines, and your health. Graduate school is overwhelming, and it can quickly take over your life. Your well-being still should be a priority!
- **Ask questions or seek support when you get stuck or need help.** It's better to ask early on, rather than staying stuck and not being able to continue on.

Optimize Your Experience

- **Develop a growth-mindset and cultivate humility.** Adjust your expectations and mitigate perfectionism. The best counselors are always working to refine their skills. Feedback in this program is not a personal attack or meant to be hurtful, so work to understand your reactions to feedback and cultivate a growth mindset in which you can actively receive and implement feedback in the spirit of optimal development. Regularly review instructor or supervisor feedback and use it in your future work. Likewise, take responsibility for and accept natural consequences of mistakes.
- **Embrace opportunities** for further professional development – Chi Sigma Iota, conferences, volunteering at community events, departmental events, university resources.

Evaluation and Retention of Students

The faculty reviews student progress on a regular basis and attends carefully to assist students in need while also celebrating excellence in each developing counselor. In alignment with the *ACA Code of Ethics* and CACREP accreditation standards, the faculty developed the following student evaluation and retention procedures. These guidelines are designed to help faculty consider academic abilities, clinical skills, and professional dispositions when evaluating student progress.

We use our professional dispositions as a focal point for identifying strengths and concerns. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:

Commitment: *Counseling identity, Investment, Advocacy, Collaboration, Interpersonal Competence*

Openness: *Ideas, Learning, Change, Feedback, Others, Self-development*

Respect: *Self, Others, Diversity, Self-Care, Wellness*

Integrity: *Personal responsibility, Maturity, Honesty, Courage, Congruence*

Self-awareness: *Humility, Self-reflection, Understanding Place in History*

We expect students to strive for excellence in each disposition.

We believe that early, consistent, and strength-based attention to student development is essential for your success as a counselor. In addition, CACREP requires that we regularly review and document student academic performance, clinical skills, and professional dispositions. Therefore, each fall and spring semester, the faculty meets to conduct a holistic review of student progress. This review includes attention to your performance in coursework and field experience as well as observations by faculty instructors, doctoral student supervisors, and site supervisors. Each spring semester, we document formal, written feedback in each student’s Taskstream account. This process helps to ensure timely support of all students and coordinated work to help you develop into the best counselor you can be.

At times, the faculty will identify concerns related to academic performance, clinical skills, and/or dispositions that require additional attention in order to ensure success in the program and as a professional counseling. This identification may take place as part of regularly-scheduled student review and retention meetings or may begin with an individual instructor or advisor’s observation. You need not wait until someone notices to engage this process. If you are aware of concerns related to your own academic performance, clinical skill development, dispositions, or complicating life circumstances and wish to have support in navigating, please reach out to your advisor or another faculty member to initiate the process. Likewise, if you are concerned about a peer, please share your concerns with them in a caring manner first. If the situation is one in which you are concerned for peer or client well-being, please approach a faculty member to explore your concerns.

When the faculty is aware of concerns that may impact student success, we will take the following steps to support student progress in the program.

1. Meeting with Instructor and/or Advisor

As a first step to supporting student progress, an instructor and/or advisor may request a meeting with a student. During this meeting, faculty member(s) will share observations or specific examples of difficulties noted in class, during field experience, or during student review meetings. The faculty member(s) will work with you to explore this area of difficulty, and you will discuss expectations and procedures for change. Following the meeting, the faculty member(s) will send you an email summarizing your conversation, salient points made during the meeting, and action steps to which you've agreed. The faculty member(s) will ask you to reply to the email with your feedback and confirmation of understanding. Following this process, the faculty member(s) will provide a brief report and plan for moving forward during a regularly-scheduled faculty meeting.

2. Student Support Plan (SSP)

If the problem is a continuing one or is critical (e.g., was already addressed via advisor or instructor meeting, may impact ability to move forward in field experience, constitutes an ethical violation), the program coordinator may appoint 2-3 faculty members to meet with the student. The purpose of this meeting will be to explore the concern and develop a formal Student Support Plan (SSP).

During this meeting, faculty members will share concerns with the student and provide an opportunity for a student to respond to the concerns. Faculty members will collaborate with the student to explore the concerns identified, steps for resolution, and time frame for action. Following the meeting, faculty members will draft a SSP which will serve as a contract clearly stating areas that need to be improved upon, methods and time frame needed for improvement, and next steps should the student be unable or unwilling to adhere to the SSP. The faculty members and student sign the SSP. The student receives a copy to keep, and the original is placed in the student's file.

The SSP will include specific details regarding follow-up tasks or responsibilities. Students and faculty members will continue to work together to update, amend, or discontinue plans as needed; students will also receive and have opportunity to sign SSP updates, and SSP updates will also be kept in the student's file. Throughout the process, the faculty will work to ensure SSPs are developed in a positive, proactive manner and using strategies consistent with *ACA Code of Ethics* and best practices related to student review and retention.

3. Insufficient Progress, Withdrawal, Advising

In most cases, the steps identified in the SSP are sufficient for supporting growth in the academic, clinical, and/or disposition areas of concern. However, if the student does not make progress as specified in the SSP or new concerns emerge, the faculty will explore the degree to which the student will be able to meet academic, clinical skills, and professional dispositions required by the program. If the faculty believes the student will be able to meet program expectations, the faculty may continue or enhance the SSP. If the faculty believes the student to be

unable or unwilling to meet program requirements, the faculty may vote to recommend withdrawal or dismissal from the program. Recommendations for withdrawal or dismissal are forwarded to the Department Head. Consistent with ethical standards, program faculty will support the student by providing referrals for academic and career advising.

4. Due Process Procedures

Unless the problem involves a major disciplinary action, all of the preceding steps are handled by the Counselor Education faculty. The University and the program policies are written to assure students that their rights are respected and due process is followed. If a student wishes to challenge a decision regarding retention in the program, the student has the right to an appeal process, as detailed in the student handbook, *Hilltopics*. The stated procedures are in accord with the accepted educational practices and guidelines of the ACA *Code of Ethics*.

Culminating Requirements

Admission to Candidacy

All students must complete an *Admission to Candidacy* form and application for graduation in the semester *prior to* anticipated graduation. These are University requirements and must be completed according to university-published deadlines.

Admission to candidacy indicates that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. The program coordinators will announce deadlines for submitting a first copy of the admission to candidacy form each semester and will notify MS students of “committee members” to include on the form. Upon receipt of an acceptable form, the program coordinators will route for signatures and ensure the form is submitted to the Graduate School by the university deadline. The Admission to Candidacy form can be downloaded at: <https://gradschool.utk.edu/forms-central/>

A parallel process for Graduate Certificate Course Verification must be completed for any Graduate Certificates you earn during the program (e.g., Certificate in Grief, Loss, and Trauma). You can do this at the same time by completing the form located at: <https://gradschool.utk.edu/forms-central>

To be certain that all of the requirements for the degree have been accomplished, Appendix I includes a checklist you may find helpful.

Policy for Comprehensive Examinations

All counseling students must take a comprehensive final examination prior to graduation. Comprehensive examinations are offered each fall and spring semester. The exams cover all core curricular areas. Therefore, students need to complete core courses prior to or during the academic semester of their comprehensive exams. The following information outlines the comprehensive examination policy.

- All students must complete an application form by the deadline announced by the program coordinators (typically 9/1 for fall graduation and 2/1 for spring or summer graduation)
- Each semester, the examination coordinator meets with students to discuss the examination and to provide guidelines on how to study for the examination.
- Students must be in their last fall or spring semester of classes in order to take the comprehensive examination.
- All counseling students take the same examination.
- Comprehensive examination scores are Pass or Fail.
- According to the Graduate Catalog, “In case of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.” (<http://catalog.utk.edu>). To be eligible to retake the comprehensive examination, students must register for course credit (as advised by program coordinator) during the semester in which the examination is retaken.
- The master’s comprehensive exam will be administered in **two parts**.

Part 1: Counselor Preparation Comprehensive Examination (CPCE) is a standardized examination administered by the Center for Credentialing & Education. This is a computerized examination used by over 400 counseling programs across the country. It will provide the program – and you – immediate feedback regarding your performance in the eight CACREP core areas:

- Professional counseling orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Career development
- Counseling and helping relationships
- Group counseling and group work
- Assessment and testing
- Research and program evaluation

Coincidentally, this examination is written by the same company that offers the NCE; both the CPCE and the NCE cover the same eight core areas. The current cost of the CPCE is \$75.

Scoring: The CPCE is an objective examination. To pass the CPCE

- students must score no lower than one standard deviation below the mean of the CACREP-accredited norm group
- students must pass at least 6 of 8 core area plus the total score

Alternate Timing: The program is only able to designate one testing date per fall and spring semester. Faculty will communicate the date no later than the first week of the semester in which the examination is scheduled. If a student is unable to test on that date for planned (e.g., family obligation) or unplanned (e.g., illness, accident) reasons, the following alternate timing policy applies.

- The faculty will designate an alternate testing window to run one week before and after the scheduled campus administration of the CPCE.

- The student will be responsible for contacting Pearson VUE to identify possible testing dates and locations during the identified 2-week window.
- The student is responsible for any additional cost incurred to test via Pearson VUE rather than on campus (i.e., typically \$75)

Part 2: Advanced Bias Resistance Project is a year-long project presented during a culminating poster presentation event in the Spring semester following COUN 570 (i.e., second spring for full-time students, spring of internship year for part-time students). This serves as a Key Performance Indicator for development of skills specific to Social and Cultural Diversity *and* SC or CMHC Practice. You will complete this component in spring of your first internship year regardless of the semester you plan to graduate or take Part 1 of the comprehensive examination. Project guidelines will be provided in COUN 570 and explored throughout your internship year.

Scoring: The culminating poster and presentation will be blind-reviewed by three faculty members who use a standardized program rubric. Students pass this section with majority (at least 2 of 3) ratings of pass on the rubric.

Alternate Timing: The program will designate one culminating event date per spring. Faculty will communicate the date no later than the first week of the spring semester. If a student is unable to participate in the event on that date for planned (e.g., family obligation) or unplanned (e.g., illness, accident) reasons, the student is responsible for the following:

- Planned absence: Submit the poster and a video-recorded presentation regarding the poster to the examination chair no less than one week prior to the event. Engage in a scheduled 30-minute oral defense of the materials within one week of examination chair request.
- Unplanned absence: Submit the poster and a video-recorded presentation regarding the poster to the examination chair within one week of the event. Engage in a scheduled 30-minute oral defense of the materials within one week of examination chair request.

Admission to Candidacy

1. Students must pass both Part I and Part II to pass the examination and be eligible to be admitted to candidacy
2. Students who do not meet passing cut-point on Part I must work with advisor and examination chair to develop a paper or project in which they demonstrate proficiency in CACREP standards related to the area(s) of concern. Students who do not receive at least 2 (of 3) holistic passes on Part II must work with advisor and examination chair to (a) explore specific deficiencies noted in the rubric, (b) develop a paper or project in which they demonstrate proficiency in MSJCCs standards related to the area(s) of concern as indicated on rubric ratings.
3. Students will present remediation paper and/or project to an examination committee and, if committee indicates approval to proceed, meet with committee for an oral defense of Part I and/or II.
4. Students who do not receive committee approval to move forward with written papers/projects OR who do not pass oral defense must register for credit to allow

time for mentored study in preparation for a second attempt at the entire examination.

5. Students have two opportunities to pass the examination. Students who are unable to pass both Parts I and II by the second attempt will be dismissed from the program.

Praxis: Professional School Counselor Examination

In order to earn licensure as a school counselor in the state of Tennessee, students must take and satisfactorily complete the Praxis subject area examination for school counselor PreK-12 (5421). Apply on-line at <http://www.ets.org/praxis>

National Counselor Examination (NCE)

Students may choose to take the NCE, a national examination used by the National Board of Certified Counselors. The purpose of the examination is to assess knowledge, skills, and abilities for providing counseling services. The NCE is required for licensure in a number of states and is also a prerequisite to the National Certified Counselor credential. Historically, the program has offered two opportunities each year for advanced students to complete the NCE on campus; however, changes at the credentialing company may result in discontinued offerings on campus. Program coordinators will announce if the program will host NCE.

Policy on Endorsements

Students who graduate from the counseling programs are prepared to work with clients in clinical mental health and school settings. Faculty members within the program work directly with students as they develop their self-awareness, clinical skills, and theoretical orientation. Additionally, faculty members make students aware of potential employment opportunities throughout the program; notifications are made by email, during individual advising meetings, and during group advising meetings. Student employment is an ongoing part of student development, and faculty members work to be aware of community opportunities for students.

Student endorsement is an essential component of this process. Endorsement includes a faculty member's willingness to provide a reference for employment, to note program completion, and to provide a letter of support for licensure. Typically, the program coordinator serves as the contact person for certification and licensure endorsement. However, any faculty member can serve as a reference for employment. It is important to note that faculty members are not required to endorse students. Student endorsement is based on performance during their program of study, including a commitment to professional dispositions and academic performance in the classroom.

The faculty adheres to a policy of formal endorsement of students completing programs for professional credentials who have met the following conditions:

1. Admitted to the Graduate School and the department.
2. Evidence of proficiency in the credentialing area for which the endorsement is sought.

3. Completion of appropriate coursework for the desired credential.
4. Completion and appropriate performance in supervised practicum and internships.
5. Evidence of professional dispositions consistent with ethical, effective practice
6. *School Counseling Students*: Completion of the form from the UTK licensure office located at BEC 332 (see Appendix K).

Requirements for Licensure

Licensed Professional Counselor

All U.S. states regulate the practice of counseling through licensure. Although the content and specifics of licensure laws vary by state, they all contain the 3-Es: Education, Examination, and Experience.

- **Education** – master’s degree with a specific number of credit hours and specific coursework (e.g., 60 graduate credit hours)
- **Examination** – credentialing examination, often offered by a national testing company (e.g., PRAXIS, NCE, NCMHCE)
- **Experience** – certain number of supervised counseling hours in the years following graduation (e.g., 3000 hours)

To independently practice counseling outside the public school or religious setting in Tennessee, one must be Licensed as a Professional Counselor. Definitions of counseling, educational requirements for licensure, examination requirements for licensure, and experience requirements for licensure vary widely from state to state.

UT’s CMHC program is aligned to educational requirements for the Licensed Professional Counselor – Mental Health Service Provider (LPC-MHSP) in Tennessee (see Appendix R for sample course verification aligned to Tennessee standards). As a CACREP-accredited program, our curriculum meets educational requirements for *most* other states as well. In addition, our program prepares students to take the most common licensure examination, the National Counselor Examination (NCE) prior to graduation. Our graduates must also pass the National Clinical Mental Health Counseling Examination (NCMHCE) and Tennessee Juris Prudence Exam (TJPE) prior to licensure as an LPC-MHSP. Finally, UT’s program exceeds the minimal number of field hours required by state licensure boards in a graduate program. Once our students graduate, they are prepared to begin working under an approved supervisor to accrue post-graduate counseling hours required for licensure (e.g., 3000 hours in TN).

If you expect to practice outside the state of Tennessee, we urge you to investigate educational, experience, and examination requirements in states of interest so your advisor can help you customize your time in the program by choosing electives that fill state-specific curricular requirements. During your first advising meeting, share the states in which you are interested in practicing. With your advisor’s guidance, you can make a clear determination of whether and how the program meets educational requirements for licensure in these states.

To access a directory of state licensure boards, visit

<https://www.counseling.org/knowledge-center/licensure-requirements>

The CMHC program prepares you to begin work as an entry-level counselor in a variety of settings. The faculty assumes that you will pursue continuing education to develop beyond the level of minimum competence. Continuing education includes further coursework, attendance at workshops and conferences, seeking counseling-specific credentials and certificates, participation in supervised practice, and reading current professional literature.

Licensed School Counselor

Each state sets the requirements for certification or licensure as a school counselor. In general, the 3-Es (education, experience, and examination) hold true for school counselor certification or licensure and will vary state to state. Contact the state department of education where you want to be employed as a school counselor for specific application information.

To access a directory of state licensure boards, visit

<https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>

UT's School Counseling Program is aligned to educational requirements for the practitioner school counselor license endorsed for counseling PreK-12 in Tennessee. As a CACREP-accredited program, our curriculum meets educational requirements for *most* other states as well. In addition, our program prepares students to take the Praxis subject area examination for school counselor PreK-12. Students may consider taking the National Counselor Examination (NCE) prior to graduation as well. Once our students graduate, they are prepared to begin working as school counselors.

Career Advisement

The completion of a master's degree does not guarantee employment. However, faculty members will provide career advisement to graduates of the program that includes up-to-date information about employment. In most recent years, our graduates have had a 100% placement rate; all students who desired employment reported securing positions within 6-months of graduation. You may also find UT Center for Career Development helpful for navigating your transition into your counseling career (<https://career.utk.edu>)

Financial Aid & Fellowships

We understand graduate education requires a substantial investment. The university and department offer some resources that may be helpful for your consideration.

To access the Graduate School information about costs and funding, visit <https://gradschool.utk.edu/graduate-student-life/costs-funding/>

To access department information about costs and funding, including assistantship options, visit <https://epc.utk.edu/financial-aid/>

Each year two or three fellowships are available for counseling students. The faculty nominates current students who have shown outstanding achievement, or students who are entering the program who have previously demonstrated potential through achievements. The scholarships are:

Charles Lowell Thompson Fellowship (alternating CMHC/SC)	\$1000.00
Helen Carter Murray Fellowship (SC)	\$500.00 (amount varies)
Eugene & Mary Sue Akins Fellowship (SC)	\$500.00 (amount varies)

Additional Fees to Anticipate

Item	Fee (yearly unless specified)
Costs at beginning of (and some throughout) program	
ACA*	\$105 (<i>includes liability insurance for MS students</i>)
Taskstream*	\$50 for one year \$139 for seven years
Fingerprinting (<i>Knox County Schools</i>)**	\$35.15 – one-time fee
Drug Screening (<i>Knox County Schools</i>)**	\$58
ASCA (<i>SC and dual-track</i>)	\$69
CSI International (<i>strongly recommended</i>)	\$50 (<i>\$40 after first year</i>)
Costs near end of program	
CPCE*	\$75 – one-time fee
NCE	\$185 (<i>\$275 for graduates</i>) – one-time fee
PRAXIS Professional School Counselor**	\$120 – one-time fee

*required for all students

**required for school counseling students

Note: additional fees may be required based on site assignments. Current as of 8/2019.

Other Sources of Information

All graduate students are expected to utilize VolMail for official email communications and keep local address and phone number current in university records.

The bulletin boards within the hallway outside the department and faculty offices are valuable sources of information regarding workshops, publications, meetings, course offerings, and employment opportunities.

Counselor Training Clinic

The program is proud to provide you with a newly-renovated Counselor Training Clinic (CTC) that includes a conference room, three group rooms, and four individual counseling/supervision rooms. These rooms are equipped with VALT recording and observation systems as discussed earlier in the “Other Program Requirements” section of the handbook.

You will use the CTC for course-based practice every semester in the program. In order to reserve counseling rooms within the CTC, you will need to create a free account (see Appendix L), to reserve space to use for counseling, supervision, role-play, or research activities via <https://utkcounseling.skedda.com/>

When it is time to use your VALT account for recording, the instructor of the relevant course will provide a tutorial for you.

In addition, practicum students will see one or two CTC clients each semester. As the CTC grows, we will make additional internship and practice opportunities available to you. The CTC Director, Dr. Sherrie Bruner, will communicate with you regarding CTC requirements, procedures, and protocols.

Regardless of whether you are working remotely, within the CTC, or in a program-sponsored field experience, you have a legal and ethical obligation to keep recordings secure and encrypted in compliance with HIPAA and FERPA mandates. Our recording and encryption policy applies to (1) course-based practice experiences, (2) clinical experiences within the CTC, and (3) off-site practica and internships. Please see Appendix S for the complete policy.

Appendix A

Memo of Program Expectations

The counseling faculty is committed to providing quality training and opportunities to facilitate your growth in becoming an excellent professional. The courses in the curriculum are to be taken with thoughtful, purposeful reflection and application. We recommend that you limit the number of courses you take each semester, particularly during practicum and internship. We realize that life events are difficult to anticipate, and we recognize that you may need to alter course selections to meet your needs.

As you make course selections, consider the personal obligations that may impact your educational and professional development. Your advisor is available to assist you in creating and customizing your course of study. **You must make an appointment with your faculty advisor during the first six weeks of the program in order to plan your program of study.** If you decide to make changes in your program, please do so carefully and only after discussing options with your faculty advisor.

As part of your 60-credit hour master's degree, you are required to successfully complete one semester of practicum (spring) and two to four semesters of internship. For clinical mental health counseling, three semesters of internship are required (fall/spring/summer). For school counseling, two semesters of internship are required (fall, spring). For dual-track students, two fall/spring semesters are required in *each* school and clinical settings.

Furthermore, counselor trainees are expected to behave professionally both within and outside the classroom. It is the responsibility of the faculty to monitor and provide feedback to students who display characteristics that may adversely influence their effectiveness as a counselor, and to identify strategies for rectifying these behaviors. The faculty has identified the following professional dispositions (CORIS) as those necessary for counselor success; students will have opportunities to cultivate these traits.

Commitment

- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Scholar/practitioner
- Collaboration
- Interpersonal competence

Openness

- Openness to ideas, learning, and change
- Openness to give and receive feedback
- Openness to growth
- Self-development
- Openness to others
- Understand micro/macro perspective
- Interpersonal communication

Respect

- Perceives and honors diversity
- Self-care
- Wellness

Integrity

- Personal responsibility
- Personal integrity
- Courage
- Congruence

Self-awareness

- Integrity
- Humility
- Self-reflection/exploration
- Place in History
- Personal maturity
- Honesty

By signing below, I attest to having read the *MS Program Handbook* and attended the extended orientation. If needed, my questions have been addressed. I agree to abide by the expectations in this document and to actively monitor Canvas "Counseling Programs Central." I am aware that I am responsible for making an appointment with my advisor within the first six weeks of the fall semester to plan my program of study. I understand the importance of making course selections that will provide the opportunity to apply and integrate academic content and clinical skills. I am aware of the importance of displaying CORIS and understand that part of my educational experience will be to display the dispositions that have been identified in the program. I understand academic performance requirements, self-disclosure and personal growth considerations, recording requirements, and steps the program may take to help me maximize my effectiveness as a counselor.

Signature

Printed name

Date

Appendix B

PLAN OF STUDY MS Counseling Advisement Update

**Student
Advisor
Year Started**

Year of Update

Program CMHC SC **Check if dual-track**

This is an advising form we will use to support you as you navigate your program. Initially complete the plan of study your first fall semester. Each spring we will ask you to submit an updated plan to Taskstream. This should include courses taken and grades earned as well as updates regarding your enrollment plans for the remainder of your program. This form does not take the place of your Program Handbook, the Graduate Catalog, or official Graduate School documents such as the Admission to Candidacy or Graduation Application.

Required Courses for All MS Counseling Students

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	580 ₁	Skills for Counseling ₃	3	
	COUN	535 ₁	Professional Orientation and Ethics	3	
	COUN	551 ₁	Theory and Practice of Counseling	3	
	COUN	554 ₁	Group Dynamics and Methods	3	
	COUN	555 ₂	Practicum in Counseling	3	
	SCHP	690 ₂	Psychopathology for MH and School	3	
	COUN	541	Counseling for Addictions in School and MH	3	
	COUN	570	Cross-cultural Counseling	3	
	COUN	545	Lifespan Development & Wellness in Clg	3	
	EDPY	682	Educational Research Methods	3	
	COUN	552	Career Development	3	
	COUN	563	Crisis Intervention for Counselors	3	
	COUN	525	Assessment and Testing in Counseling	3	

₁prerequisite to practicum, ₂ prerequisite to CMHC internship

Total 39 hours

Required Courses for CMHC Concentration

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	556	CMHC and Related Professional Issues	3	
	COUN	559	Internship in CMHC Semester 1	3	
	COUN	559	Internship in CMHC Semester 2	3	
	COUN	559	Internship in CMHC Semester 3	3	

Total 12 hours

Required Courses for SC Concentration

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	550	Foundations in School Counseling	3	
	COUN	565	Counseling Children & Adolescents	3	
	COUN	558	Internship in SC Semester 1	3	
	COUN	559	Internship in SC Semester 2	3	
	SPED	552	Classroom Management	3	

Total 15 hours

Required Courses for Dual-Track

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	550	Foundations in School Counseling	3	
	COUN	565	Counseling Children & Adolescents	3	
	COUN	558	Internship in SC Semester 1	3	
	COUN	559	Internship in SC Semester 2	3	
	SPED	552	Classroom Management	3	
	COUN	556	CMHC and Related Professional Issues	3	
	COUN	559	Internship in CMHC Semester 1	3	
	COUN	559	Internship in CMHC Semester 2	3	

Total 24 hours

Electives

Year/Term	Prefix	#	Course Title	Hours	Grade

Total 0 hours (dual-track), 6 hours (SC), 9 hours(CMHC)

Internship Planned

Semesters/Years

Comprehensive Examination Planned

Fall Spring

Year

Graduation Application One Semester Early

Semester/Year

Graduation Planned

Semester/Year

Milestones Check

- Practicum prerequisites completed before practicum
- Internship prerequisites completed before internship
- All core courses completed prior to or concurrent with comprehensive examination
- All electives at the graduate level
- All special topics courses 3 credit hours (or sum to 3 credit hours)
- Graduation application planned for semester **prior to** graduation

What, if any, additional coursework have you taken or do you plan to take?

What support or feedback do you need from your advisor?

APPENDIX C

CLINICAL MENTAL HEALTH COUNSELING Sequence of Courses for Full-Time Students

	Summer 2020 Start	Fall 2020 Start (Option 1)	Fall 2020 Start (Option 2)
Summer 2020	COUN 580 Skills Elective (if desired) EDPY 682 (if desired)		
Fall 2020	COUN 535 Ethics/Ori COUN 551 Theories COUN 554 Group Elective (if desired)	COUN 580 Skills COUN 535 Ethics/Ori COUN 551 Theories COUN 554 Group	COUN 580 Skills COUN 535 Ethics/Ori COUN 551 Theories COUN 554 Group
Spring 2021	COUN 555 Practicum COUN 556 CMHC COUN 570 Cross-Cultural SCHP 690 Diagnosis	COUN 555 Practicum COUN 556 CMHC COUN 570 Cross-Cultural SCHP 690 Diagnosis	COUN 555 Practicum COUN 556 CMHC COUN 570 Cross-Cultural SCHP 690 Diagnosis
Summer 2021	COUN 545 Lifespan COUN 541 Addictions EDPY 682 Research	COUN 545 Lifespan COUN 541 Addictions EDPY 682 Research Elective (if desired)	COUN 545 Lifespan COUN 541 Addictions EDPY 682 Research
Fall 2021	COUN 559 Internship 1 COUN 552 Career COUN 563 Crisis	COUN 559 Internship 1 COUN 552 Career COUN 563 Crisis	COUN 559 Internship 1 COUN 552 Career COUN 563 Crisis
Spring 2022	COUN 559 Internship 2 COUN 525 Assessment Elective (if desired) <i>Comprehensive Exam</i>	COUN 559 Internship 2 COUN 525 Assessment Elective <i>Comprehensive Exam</i>	COUN 559 Internship 2 COUN 525 Assessment
Summer 2022	COUN 559 Internship 3 Elective (if needed)	COUN 559 Internship 3 Elective Elective (if needed)	COUN 559 Internship 3 Elective
Fall 2022			Elective Elective <i>Comprehensive Exam</i>

Part-Time Course of Study

Part-time options are available by advisement. Typically, this involves taking core courses over the first two or three years, entering practicum in the second or third spring, and completing internship during the third or fourth year. Internships begin each fall semester and require three consecutive semesters (fall, spring, summer) of placement at 20-25 hours per week; as such, internship is rarely compatible with full-time work or caregiving.

APPENDIX D

SCHOOL COUNSELING Sequence of Courses for Full-Time Students

	Summer 2020 Start	Fall 2020 Start
Summer 2020	COUN 580 Skills EDPY 682 Research	
Fall 2020	COUN 535 Ethics/Orientation COUN 551 Theories COUN 554 Group Elective	COUN 580 Skills COUN 535 Ethics/Orientation COUN 551 Theories COUN 554 Group
Spring 2021	COUN 555 Practicum COUN 570 Cross-Cultural Counseling COUN 550 Foundations of SC SPED 552 Classroom Management	COUN 555 Practicum COUN 570 Cross-Cultural Counseling COUN 550 Foundations of SC SPED 552 Classroom Management
Summer 2021	COUN 545 Lifespan COUN 565 Counseling Child & Adol COUN 541 Addictions Elective (if desired)	COUN 545 Lifespan COUN 565 Counseling Child & Adol EDPY 682 Research Elective (if desired)
Fall 2021	COUN 558 Internship 1 COUN 552 Career COUN 563 Crisis Elective (if needed)	COUN 558 Internship 1 COUN 552 Career COUN 563 Crisis Elective (if needed)
Spring 2022	COUN 558 Internship 2 COUN 525 Assessment SCHP 690 Diagnosis <i>Comprehensive Exam</i> <i>Praxis</i>	COUN 558 Internship 2 COUN 525 Assessment SCHP 690 Diagnosis <i>Comprehensive Exam</i> <i>Praxis</i>
Summer 2022		COUN 541 Addictions Elective (if needed)

Part-Time Course of Study

Part-time options are available by advisement. Typically, this involves taking core courses over the first two or three years, entering practicum in the second or third spring, and completing internship during the third or fourth year. Internships begin in the fall and require two consecutive semesters (fall, spring) of placement at 20-25 hours per week; as such, internship is rarely compatible with full-time work or caregiving.

APPENDIX E

DUAL-TRACK Sequence of Courses for Full-Time Students

Fall 2020 Start	
Fall 2020	COUN 580 Skills COUN 535 Ethics/Orientation COUN 551 Theories COUN 554 Group
Spring 2021	COUN 555 Practicum COUN 570 Cross-Cultural Counseling COUN 550 Foundations of SC SPED 552 Classroom Management
Summer 2021	COUN 545 Lifespan COUN 565 Counseling Child & Adol
Fall 2021	COUN 558 SC Internship 1 COUN 552 Career COUN 563 Crisis
Spring 2022	COUN 558 SC Internship 2 COUN 556 CMHC Systems SCHP 690 Diagnosis
Summer 2022	COUN 541 Addictions EDPY 682 Research
Fall 2022	COUN 559 CMHC Internship 1
Spring 2023	COUN 559 CMHC Internship 2 COUN 525 Assessment <i>Comprehensive Exam</i> <i>Praxis</i>

Students are encouraged to consider additional electives if desired for developing specialty expertise or maintaining full-time status. For example, COUN 560 Practicum in Grief Outreach fits well in Fall 2021. COUN 562 Child Centered Play Therapy and COUN 569 Human Sexuality are available during summers.

Appendix F

Instructions for Fingerprinting and Criminal History Records Check

Tennessee Code Annotated (TCA) 49-5-5610 requires all students who wish to be admitted to teacher preparation/professional licensure programs to:

- Sign an authorization and release form authorizing a qualified Tennessee licensed private investigation company by and on behalf of the board to complete a criminal history records check, and;
- Agree to the release of all investigative records to the administrator of the selected teacher training program, and;
- Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation.

To begin this process, YOU MUST DO THE FOLLOWING IN THIS ORDER:

- Download and complete the Authorization to Release Investigative and Criminal Background Records.
- When the authorization form has been completed and submitted, you will receive an email with instructions to complete the VECHS form.
- Following the instructions included in the email, print, sign, and send the VECHS form to Diane Booker.
- Email confirmation will be sent to confirm receipt of the VECHS form.
- **AFTER** you receive confirmation that your VECHS form has been received by our office, you are allowed to schedule your fingerprinting appointment.

Tennessee Applicant Processing Services

Follow the simple steps outlined below to complete the fingerprinting process:

1. Go to www.identogo.com, and choose “Get Fingerprinted.” Choose Tennessee or call (855) 226-2937 to schedule an appointment.
2. At bottom of page, click “Digital Fingerprinting” and then choose “Schedule a New Appointment”.
3. Choose as “Don’t know your Service Code.” Choose **Agency Name (Non-DCS Child Care/Adoption Providers), Applicant Type (Child Related Worker Private)**, and enter the **ORI number (TNCC47076)** and click “go” after each entry.
4. You will be asked to enter a zip code to determine the closest fingerprinting location.
5. Click on the word “Schedule” across from the location you want, under the day you wish to be fingerprinted. If you want a date further in the future, click “Next Week>” link to display more dates. Once you select the location/date combination, select the time for your appointment and click “go”.
6. Complete the demographic information page. Required fields are indicated by a red asterisk (*). When complete, click “Send Information”.
7. Confirm the information. Follow the on screen directions to make any changes necessary. Once you see the data is correct, click “Send Information”.
8. The cost of the fingerprinting process is \$35.15. Credit card payments must be made onsite at the time of the fingerprinting session. Payments online are not accepted.
9. Print your confirmation page.
10. Take approved identification documents with you to the appointment. These approved document options are identified on your confirmation of your appointment.

Appendix G

Child Protection Training

Because you will work with children during your graduate program of study, you are required to complete *Child Protection Training for Covered Adults*. This is a requirement for all UT employees, faculty, and students enrolled in programs that work directly with children. You can access the free online training at <https://hr.tennessee.edu/training/training-services/child-protection-training/>.

Please save confirmation of completion and submit to Kathi Pauling at kpauling@utk.edu

Appendix H

Instructions for Completing Drug Screening & Background Check Required by Knox County Schools

(updated August 2019)

The following instructions were accurate at time of publication; however, they may change. Always refer to instructions from School Counseling Placement Coordinator.

Knox County Schools (KCS) requires students to complete drug screening and a background check prior to school counseling field experiences, which includes practicum and internships. The UT School Counseling Placement Coordinator will provide students with any form that needs to be completed. KCS drug screening is completed once provided you remain continuously enrolled in the master's program. KCS background check is completed each academic year.

KCS paperwork needs to be completed and taken to the district offices located at the Andrew Johnson Building at 912 South Gay Street. The Human Resources Department is located on the 15th Floor. The drug screening paperwork will be timestamped, and you will have 48 hours to complete the drug screening. Once the drug screening results have been received, a background check will be conducted.

The following website provides instructions for the KCS process:

<https://osbe.utk.edu/knox-county-schools-student-teaching-internship-registration/>

KCS District Offices:

- District offices are located at the Andrew Johnson Building at 912 South Gay Street. The Human Resources Department is located on the 15th Floor.
- Someone at the KCS district offices is available ***Monday- Wednesday 8am to 4pm*** to assist you.
- You will need to sign in at the security desk on the lobby level before being buzzed up to our floor.
- Parking is available in a variety of lots downtown and metered parking is available on the streets surrounding the building. Parking validation is NOT provided.

Contact Information:

Office of School-Based Experiences – osbe@utk.edu - BEC 329

Administrative Assistant: Julia Campbell – jcampb89@utk.edu - 974-5203

Director: Dr. Geri Landry – glandry@utk.edu - 974-5283.

Appendix I

Checklist for MS Counseling Students

- € Confirm acceptance to UT MS in Counseling.
- € Reach out to assigned faculty advisor.
- € Complete child protection training prior to arrival on campus.
- € Complete background check *and* authorize CEHHS to view results prior to arrival on campus.
- € Attend Department of Educational Psychology and Counseling and Counseling Program Orientations.
- € Read and sign *Memo of Program Expectations* following extended orientation.
- € Complete application for Practicum (COUN 555) semester prior to practicum (typically Sept)
- € If desired, complete application for dual-track option (typically Sept)
- € Complete program of study with advisor within first six weeks of the first semester
- € Attend *Orientation for Practicum* the semester prior to semester you are planning to take class.
- € Apply for membership into *Upsilon Theta* Chapter of *Chi Sigma Iota* at the beginning of the second semester.
- € Apply for Internship (COUN 558 or 559) the spring semester prior to semester you are planning to begin placement. NOTE: School counseling students needs to complete this each semester.
- € Attend *Orientation for Internship* the spring semester prior to semester you are planning to complete the internship.
- € *If you choose:* Apply to take the National Counseling Examination (NCE) the semester you plan to graduate or post-graduation. See <http://www.nbcc.org/Exams/NCE>
- € Complete *Admission to Candidacy* form one semester prior to graduation. See <http://gradschool.utk.edu/gradforms.shtml>
- € Apply for graduation one semester prior to graduation. See <http://gradschool.utk.edu/gradforms.shtml>
- € Apply to take the comprehensive examination by date announced by program coordinator.
- € Attend the orientation for the comprehensive exam the semester you plan to take the examination.
- € Take the comprehensive exam the fall (December graduates) or spring (May and August graduates) you plan to graduate.
- € School counseling students: Take the PRAXIS the semester you plan to graduate. You will be taking the *Professional School Counselor* portion of the test that contains a listening section. The web address to register for this exam is <https://www.ets.org/praxis>
- € School counseling students: Follow the *School Counselor Licensure Process for UT Students* (see next page).

Appendix J

School Counselor Licensure Process for UT Students

UT Contact Person:

Lisa Emery, Associate Director
Office of Teacher Licensure
University of Tennessee
College of Education, Health & Human Sciences
1122 Volunteer Blvd., 313 BEC
Knoxville, TN 37996-3433
lemery@utk.edu

Forms cannot be submitted prior to the student's last semester in the program

Step 1:

- Take official copies of all post-high school academic transcripts to Lisa Emery
 - Lisa will have your UT transcripts
 - Bring to her official copies of any community college, baccalaureate, or graduate work completed at institutions OTHER than University of Tennessee, Knoxville.
 - Official, paper transcripts can be forwarded to Lisa from each institution, if desired. She cannot, however, accept electronic transcripts.

Step 2:

- Take and pass the Praxis exam, #5421
 - Test #5421 is computer-delivered versus paper-delivered.
 - List UT, Knoxville as a score recipient, code # 1843.

Step 3:

- Print Program Verification Form (see following page, Appendix M)
- Fill out the top portion
- Take the form to Dr. Brott for signature; she will hand-deliver to Lisa Emery

Appendix K
The University of Tennessee, Knoxville
College of Education, Health, and Human Sciences

Request to be Recommended for TN licensure and
Verification of School Counseling / School Psychology Program Completion

Directions: Candidate will complete Part 1 and submit to Drs. Pamela Brott (School Counseling) or Merilee McCurdy (School Psychology) for completion of Part 2. Also, see bulleted notes at bottom of form. Drs. Brott or McCurdy will submit completed form to Lisa Emery. The form cannot be emailed, due to UT ID and SSN being provided, which are both required.

Mailing address: Lisa Emery
UT – College of EHHS
Office of Advising and Student Services
1122 Volunteer Blvd., 312 BEC
Knoxville, TN 37996-3433

Part I. To Be Completed by Candidate:

Name: _____ **Date of Birth:** _____
Last First MI

UT ID: _____ **SSN:** _____ **Semester of Program Completion:** _____

Mailing Address: _____
Street City State Zip Code

Primary Email Address: _____ **Secondary Email:** _____

Primary Telephone # (day, include area code): _____

The following information is collected for the purpose of federal reporting requirements.

Ethnicity: Hispanic or Latino
 Not Hispanic or Latino

Gender: Male
 Female

Race: American Indian or Alaska Native
(mark all that apply) Black or African American
 White

Asian
 Native Hawaiian/ Other Pacific
Islander

Part II. To Be Completed by Program Coordinator:

The above student has completed all requirements for a license in the requested area(s), including all general education, content field, and professional education requirements.

Name (Print or Type)	Signature	Date
-----------------------------	------------------	-------------

Applicant is responsible for:

- submitting this program verification form to Dr. Brott or Dr. McCurdy, after Part I is completed,
- ensuring there are no “holds” on their UT account, financial or otherwise,
- submitting all paper-based, official, non-UTK transcripts to Lisa Emery (address above), and
- ensuring all required Praxis exam results have been submitted to UTK and the TN Department of Education, directly from ETS.

Appendix L

CTC Room Reservations

<https://utkcounseling.skedda.com>

Counselor education students have access to seven private rooms for supervision, counseling, role play, and other program activities that require confidential space. This guide will help you understand use of rooms and how to reserve them.

Appropriate Room Use	Inappropriate Room Use (use assigned office or cubicles instead)
Counseling (e.g., CTC, FUTURE, ASPIRE)	Office hours (unless otherwise approved)
Supervision	Homework
Course role plays and practice	GTA/GRA functions that can be conducted in cubicles (e.g., grading, planning, coding)
TA or internship meetings that require confidential space	Social
Official research activities which require confidential space (e.g., participant interviews)	Rest

Hours

- Monday-Thursday 8:00am – 8:00pm
- Friday 8:00am-5:00pm

Codebox

- The code to all CTC rooms is 2164#

Room Etiquette

- **Remember, cameras are live at all times; even if you are not recording, individuals with admin status can access a camera in any room at any time**
- **Leave space in same condition (or better) than you found it. Before you leave,**
 - Return all furniture to original location
 - Turn off lights, fans, and noise machines (if applicable)
 - Close doors

To Book Reservations

- First time only: create an account at <https://UTKCounseling.skedda.com/register?key=872dce1>
- Login to your account at <https://utkcounseling.skedda.com>
- Use 5th floor rooms for supervision and course practice; save 4th floor rooms for CTC clients as much as possible.
- Code your event or recurring event as follows
 - [Course/program] – [Activity]
 - **Course/program codes** – enter course number, CTC, GOI, etc.
 - **Activity codes** – SUP = supervision, COUN = Counseling, ROLE = Practice/Assignment, GTA = Teaching, GRA = Research
 - **Example** – For example, if you are supervising a practicum student, enter “COUN 555 – SUP.” If you are practicing for COUN 580, enter “COUN 580 – ROLE.” If you are seeing a CTC client, enter “CTC – COUN”
- The conference room is not on Skedda. If you need to reserve the BEC 502D, contact Kathi.

Appendix M

VALT Quick-Start Guide for Students

Video Audio Learning Tool (VALT), is installed and active in all 7 Counselor Training Clinic (CTC) rooms. This software will allow us to observe and record all activities in the clinic, including practice sessions, actual counseling sessions, and supervision. This quick guide will help you navigate VALT and your associated account.

REMEMBER: VALT does not replace Skedda. First make your reservation on Skedda. Then, set up your VALT recording.

TECHNICAL PREREQUISITE: To do anything within the VALT system, you must first log into UT's VPN via your NetID and password. UT provides press **Pulse Secure** software for PCs, Macs, IOS, and Android. To secure this software and configure your devices for easy login, see <https://help.utk.edu/kb/index.php?func=show&e=2712>

LOG IN

1. Ensure you are logged into UT's VPN via Pulse Secure
2. Navigate to <http://ehhsvalt.occ.utk.edu/>
3. Enter your NetID (username) and password (password)

RECORD

VALT offers two options for you to record your sessions.

1. **Schedule a recording in advance (Preferred)** - the "Schedule" button will ask you to complete a form allowing it to categorize your and to schedule when to start and end a recording. You can also use the "sharing" feature to select certain individuals (e.g., instructors, supervisors, or a peer) to access your video. "Retention" will let you tell VALT how long to keep your recording. VALT will automatically start and stop the recording at the times you specify. If you start early or run late, your video may be incomplete; if someone else is using the room, you may accidentally record some of their session. Please be careful when selecting times.
2. **In-room buttons (Not preferred)** – You can start and stop videos by pressing the buttons in the clinic rooms (red light indicates VALT is recording). However, this option does not automatically associate the recording with your username. This will require that a faculty member or clinic staff member sort through recordings and manually reassign to you before you can access it. We will use this option sparingly.

UPLOAD

You can use the Upload feature to import an external audio or video recording into the VALT system. After you have uploaded, you can share and markup as with other VALT videos.

REVIEW

To review your recordings, go to the "review" tab. You will be able to view your recording, edit information about the recording, edit your video (e.g., clip, redact), and use the marker sets to make notes on your video for your supervisor or instructor to view. You can also change sharing permissions to another student, doctoral student, or faculty member can view your video.

NEED MORE HELP?

See <https://ipivs.com/wiki/Home>

Appendix N

Taskstream Student Account Creation

The program uses Taskstream to support student progress and meet CACREP accreditation requirements at program and individual student levels. Taskstream serves as a unified home for all practicum and internship documentation, comprehensive examination results, annual progress reviews, and a few other assessments of your progress in the program.

Master's and doctoral students will need to maintain active Taskstream accounts throughout the program.

If you do not yet have a Taskstream account, there are 2 steps to setting up your account.

- 1. Purchase an account***
- 2. Associate the account with a specific program***

Step 1: Purchase Taskstream

Go to www.taskstream.com

Click “create/renew account” (top menu bar)

Click “create a new Taskstream subscription”

Select “Option 1: Credit card purchase”

Select “college/university program that requires Taskstream”

Select “Tennessee” □ “College/University” □ “University of Tennessee – Knoxville” □ “College of Education” □ “Counselor Education”

Choose the subscription rate that best applies to you. You will have substantial savings if you conceptualize the cost as you would a textbook and purchase to last throughout your program. If you purchase a shorter duration than you need, you will have the opportunity to renew your subscription at a later time.

Enter requested details and proceed to payment

Step 2: Self-Enroll in Your Program(s)

Login to your Taskstream account (www.taskstream.com)

Find the Self-Enrollment Area

Click “Enter Code”

Enter the code for your primary program:

MS-CMHC Clinical Mental Health Counseling

MS-SC School Counseling

PHD-CE Counselor Education Doctoral Program

Click the enroll button

Note, if you are enrolled in the dual-track option (or add at another time), repeat this process using MS-DUAL as your code. In the end, you should be enrolled in TWO Taskstream programs. You do not need to purchase two accounts to do this.

Appendix O

Taskstream Quick-Start Guide

You should be aware of three primary terms when using Taskstream

- **Author** – this is Taskstream for Student. This is YOU
- **Evaluator** – this is Taskstream for faculty member or rater
- **DRF** – this stands for Directed Response Folio. This is the area template you will use to submit your work. It has placeholders for nearly all program requirements.

You can use the Taskstream **Quick-Start Guide for Authors** and **Author FAQs** to learn how to upload your work and view feedback within Taskstream. Follow this link for specific instructions: **Quick Start Guide - Authors (2018).pdf**

Appendix P

Community Resources & Non-Affiliated Counseling Providers

Mobile Crisis (emergencies)

865-539-2409

UT Psychological Clinic

865-974-2161

<https://psychclinic.utk.edu/>

Helen Ross McNabb

600 Arthur Street, Knoxville, TN 37921

865-523-8695

Cherokee Health Systems

2018 Western Avenue, Knoxville, TN 37921

865-544-0406

Mental Health Association of East TN

9050 Executive Park Drive, Suite 104-A

Knoxville, TN 37923

865-584-9125

All Ages Counseling

816 E. Oldham Ave., Knoxville, TN 37917

865-523-9163

Complete Counseling North

2507 Mineral Springs Ave, Suite C,

Knoxville, TN 37917

865-688-0661

K-Town Youth

901 Summit Hill Drive, Knoxville, TN 37915

865-523-0701

Intercept Youth Villages

9111 Cross Park, Knoxville, TN 37923

865-560-2595

Omni Community Health

4709 Papermill Rd., Knoxville, TN 37909

865-525-0391

Dana Vince, MA, LPC- MHSP

Healing Hearts Counseling

10261 Kingston Pike, Knoxville TN 37922

(865) 283-1777

www.marriagecounselingknoxville.com

Anthony Fuller, MA, LPC-MHSP

Alternative Counseling Center

3105 Essary Drive, Knoxville, TN 37918

(865) 687-8990

Anthony.tlpca@gmail.com

Jodi Clarke, MS, LPC-MHSP, NCC

9219 Middlebrook, Knoxville, TN 37922

(865) 384-2172

Jodi@knoxcounselor.com

<https://www.jodiclarkecounseling.com/>

Marla Lenihan, MS, LPC-MHSP

440 Laboratory Road, Oak Ridge, TN 37830

(865) 482-1388

mvlenihan@yahoo.com

Al and Linda Behel

Suburban Counseling Center

109 Suburban Road, Knoxville, TN 37923

(865) 693-6333

www.suburbancounselingcenter.com

Tiffany Latta, LPC-MHSP

1531 Dick Lonas Drive, Knoxville, TN 37909

931-797-2705 or 865-602-2021

Ebenezer Counseling

www.ebenzercounseling.com

Katie Medicus

www.katiemedicus.com

David Hall

Haven Counseling Center

305 Westfield Road, Knoxville, TN 37919

865-409-5001, www.davidhallmft.com

Charlie Mitchell, MS, NCC

305 Westfield Road, Knoxville, TN 37919

865 409-5001

Havenpsychiatry.com

Destiny White, LPC-MHSP

Knoxville Counseling Services

<https://www.knoxvillecounselingservices.com/>

Appendix Q

Transfer Policy

The policy for students who wish to transfer course credits earned at another university prior to being admitted into our program is as follows:

1. Before a student can be considered for transfer credits, they must be admitted to a program of study (Clinical Mental Health or School Counseling).
2. The student must complete at least three of the four practicum prerequisite courses at UT (COUN 580, 535, 551, and 554).
3. The student can transfer up to 12 hours of coursework from a previous university
 - a. For core courses, the transferring program must be CACREP accredited, and each course syllabus must be reasonably equivalent to the UT corresponding course syllabus (as per UT faculty review)
 - b. For electives, the transferring program may or may not be CACREP accredited; faculty will make a determination of the relevance of the transferred electives for the student's program of study
 - c. For clinical course: students may not transfer clinical courses (i.e., practicum and/or internship) into the program; all clinical coursework must be completed at UT
4. Students must submit the actual syllabus for each course under consideration for transfer.
5. The program faculty (i.e., CMHC or SC) will review all relevant information and make a final disposition on which courses can be transferred into the program.
6. All transfers must be consistent with policies within the Graduate Catalog (e.g., may not have been used for a prior degree, 6-year time to degree begins with date of first course).

The policy for students who wish to transfer between programs within UT (e.g., between SC and CMHC) is as follows:

1. The student will meet with the advisor to explore reasons for the transfer, advisability, and impact on the plan of study
2. The student will submit a letter of explanation regarding why they wish to transfer into a different program of study.
3. The faculty will review all the relevant information and make a final disposition on whether or not the student can transfer into a different program. This will include consideration of presence of SSP (e.g., if present, successfully remediated) and CORIS.

Appendix R

Tennessee LPC Board Coursework Verification Sample

LPC COURSE WORK SUMMARY

All graduate courses, titles, and numbers listed on this page must also appear on the transcript(s) sent directly from your college or university to the Board's Administrative Office. If a course is taken in more than one (1) area, list the credit hours in **only one (1)** category. Please do not list the hours more than once on this sheet.

<u>COURSE CATEGORIES (Core Area)</u>	<u>*CREDIT HOURS</u>	<u>INSTITUTION</u>
THEORIES OF HUMAN BEHAVIOR, LEARNING AND PERSONALITY COUN 545 Lifespan Development	3	
ABNORMAL BEHAVIOR AND PSYCHOPATHOLOGY SCHP 690 Psychopathology	3	
THEORIES OF COUNSELING AND PSYCHOTHERAPY COUN 551 Counseling Theories	3	
EVALUATION AND APPRAISAL PROCEDURES COUN 525 Assessment and Testing	3	
GROUP DYNAMICS, THEORIES AND TECHNIQUES COUN 554 Group Counseling	3	
COUNSELING TECHNIQUES COUN 480 Skills for Counseling	3	
MULTICULTURAL COUNSELING COUN 570 Cross-cultural Counseling	3	
ETHICS COUN 535 Professional Orientation & Ethics	3	
RESEARCH EDPY 682 Educational Research Methods	3	
USE OF THE DIAGNOSTIC AND STATISTICAL MANUAL SCHP 690 Psychopathology		

TREATMENT AND TREATMENT PLANNING

SCHP 690 Psychopathology		
COUN 563 Crisis and Trauma	3	
COUN 541 Addiction Counseling	3	

If the course work listed above is less than the sixty (60) hours required by T.C.A. §63-22-104, list additional courses below.

<u>ADDITIONAL COURSES</u>	<u>*CREDIT HOURS</u>	<u>INSTITUTION</u>
COUN 556 CMHC Systems	3	
COUN 554 Career Counseling	3	
Elective: Name it	3	
Elective: Name it	3	
Elective: Name it	3	
COUN 555: Practicum in Counseling	3	
COUN 559: Internship in CMHC	9	

*Count all quarter credit hours to semester hours: # of quarter hours x .67 = # of semester hours

CLINICAL PRACTICUM/INTERNSHIP

LIST THE LOCATION, DATES AND HOURS OF SUPERVISED PRACTICUM(S)/INTERNSHIP IN COUNSELING, WHICH INCLUDES A MINIMUM OF FIVE HUNDRED (500) CLOCK HOURS OF TRAINING. AT LEAST THREE HUNDRED (300) HOURS MUST BE COMPLETED IN A MENTAL HEALTH OR COMMUNITY AGENCY SETTING.

Appendix S

Recording & Encryption Policy

All University of Tennessee Counselor Education program students, faculty, and staff must comply with HIPAA Privacy and Security Rules. We created the following policies and procedures, as administrative safeguards (HIPAA, 2013, §164.308, p. 1029) and will work to implement these safeguards consistently. These are in place to ensure the integrity, availability and confidentiality of clients' electronic personally identifiable health information (ePHI) to protect against any reasonably anticipated or foreseeable risks or threats to security and privacy of ePHI (HIPAA, 2013, §164.306.a).

Administrative safeguards include policies and procedures used to manage the development, selection, implementation and security in protecting individuals' ePHI. Policies and procedures include steps to ensure authentication corroboration and client confidentiality.

- Authentication includes “the corroboration that a person is the one claimed” (HIPAA, 2013, § 164.304, p. 1027).
 - CTC: For initial contacts, students will provide counseling only after obtaining the following information from clients when providing telehealth counseling: Client's name, DOB, address, original reason for referral. Counselors should ask to see photo identification during the first session. For subsequent sessions, if students are unable to authenticate identity via video, they will use the same procedures.
 - Off-Site: Students must authenticate client identity for initial and ongoing telehealth contacts. Students will follow site procedures for doing so. If the site does not have a formalized procedure, student will utilize the CTC procedure.
- Confidentiality defines “the property that data or information is not made available or disclosed to unauthorized persons or processes” (HIPAA, 2013, § 164.304, p. 1027).
 - Students will maintain client confidentiality by only making recordings available or disclose recordings to authorized persons.
 - Students will use recording devices with enabled password protection.
 - Students will store recordings as encrypted with enabled password protection.
 - CTC
 - Students will record sessions using VALT (in person) or HIPAA-compliant ZOOM accounts (telehealth; record to computer).
 - In-person VALT recordings will be automatically stored on the encrypted site.
 - For CTC sessions recorded via HIPAA-compliant ZOOM, students must transfer the recording to VALT using the file upload option for supervisor review. After confirming that the session transferred,

students will delete from their computer. This must be completed the same day of the session.

- Off-site
 - Students must use recording devices and software that encrypt audio and video data in compliance with HIPAA standards.
 - The specific recording device and software must be approved by the site supervisor and the university supervisor at the beginning of the semester. This approval must be documented on the recording and encryption agreement form and uploaded to Taskstream with the recording consents.
 - Students must use HIPAA-compliant methods for submitting recordings to supervisors for review. This will include using the UTK GoogleDrive (only UTK account, not personal) with files stored as password protected and then shared to instructor and/or doctoral supervisor's UTK GoogleDrive account. Students will communicate password with supervisors at beginning of semester.
- Unless otherwise explicitly instructed to maintain recording by faculty supervisor, ensure recordings are completely and permanently deleted from recording devices and accounts (i.e., unrecoverable, trash emptied) no later than the last day of classes for the semester.
- If students become aware that a breach in confidentiality may have occurred with regard to ePHI (e.g., forgot to encrypt, accidentally shared with the wrong person, mistakenly shared password), they must immediately report the potential breach to their faculty supervisor.

Following these policies and procedures take reasonable precautions and steps to help ensure ePHI is protected from any security incident “the attempted or successful unauthorized access, use, disclosure, modification, or destruction of information or interference with system operation in an information system” (HIPAA, 2013, § 164.304, p. 1027).