Program Handbook

M.S. in Counseling

Clinical Mental Health Counseling
School Counseling

Summer 2023 Start

Department of Educational Psychology and Counseling
Revised: May 2023

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Welcome & Program Directory

We are glad you chose the University of Tennessee for your graduate education! There are two concentrations within the Master of Science (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 program requires 60 credit hours focused on developing skills for working in clinical mental health and school counseling settings. Our faculty is committed to helping you develop the knowledge, skills, and dispositions needed to begin your career in professional counseling. You will have many opportunities to interact with peers and faculty as you build these skills in and out of the classroom.

Person	Roles	MS Courses Most Often Taught	Interests
Casey Barrio Minton	Professor Interim Department Head	Lifespan	Crisis, teaching, professional development
Sherrie Bruner	Clinical Associate Professor CTC Director	Theories, diagnosis, internship	Systems advocacy, diversity and inclusion
Jeff Cochran	Professor Field Experience Coordinator	Skills, child centered play therapy	Counseling relationships, CCPT
Jamian Coleman	Assistant Professor	Evaluation, addiction	Multicultural orientation, skill development
Joel Diambra	Associate Professor	Group, internship	Counselor and student development, supervision, group
Melinda Gibbons	Professor Academic Unit Coordinator RAMHP Coordinator	Career	Career development, first-generation college students
Hyunhee Kim	Assistant Professor	School counseling	Developmental assets, protective factors, school counseling
Jordan Westcott	Assistant Professor	Crisis, internship	LGBTQIA+, older adults, health care access

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Description and Program Summary

Purpose

In the Clinical Mental Health Counseling Program, 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, 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
- develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical
- demonstrate professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness (CHORIS)
- 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

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). All members of our community are expected to demonstrate these dispositions. The faculty is responsible for helping students identify strategies for building strong professional dispositions and providing feedback when dispositions may impact their effectiveness as counselors negatively. We have identified the following dispositions associated with success for professional counselors. You will have opportunities to develop and demonstrate each of these dispositions throughout the program. The acronym CHORIS may help you remember them.

Disposition	Definition
Commitment	Demonstrates engagement in and dedication to the learning process, the counseling profession, and the development of counseling skills and knowledge. Completes tasks by scheduled deadlines, meets program and site expectations, and takes initiative in program and site activities.
Humility	Demonstrates commitment to self-critique regarding own counseling skills, ability, and knowledge with a recognition that professional growth is a life-long process. Embraces an attitude of curiosity and acceptance of others' beliefs, identities, and values.
Openness	Demonstrates an interest in learning, growing, and changing behavior. Receives and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors.
Respect	Demonstrates an ability to collaborate with colleagues and supervisors in the pursuit of shared goals and understanding. Recognizes role and maintains core conditions when navigating challenging or conflictual situations. Communicates with colleagues and supervisors effectively and appropriately.
Integrity	Demonstrates professional behavior with others, including maturity and honesty within all professional interactions. Takes responsibility for own professional behavior during challenging circumstances, including providing an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. Accepts mistakes and avoids placing blame on others. Adheres to professional and ethical guidelines for the counseling profession.
Self-Awareness	Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Actively pursues learning about self in relationship to the world around them. Implements professional self-care strategies to optimize wellness, mitigate personal concerns, and prevent burnout that may impact clients and counselor competency.

We measure dispositions using a formal assessment tool called the ***Assessment of Professional Counseling Dispositions***. You can read more in Appendix P.

Commitment to ACA Code of Ethics (2014)

By choosing to enroll in a CACREP-accredited program, you are making a commitment to adhere strictly to letter and spirit of the American Counseling Association (ACA) *Code of Ethics* (2014). During the first semester, you will become familiar with the *Code of Ethics* and aspects of the Tennessee penal code. During your second semester, you will learn about ethical principles and laws related to your specialized practice area of CMHC or SC. We handle relationships in which you take client/counselor roles as if the same ethical and legal regulations apply. You will sign statements of ethical and legal awareness prior to beginning all clinical experiences. If faculty members become aware of ethical violations, they will initiate the Student Support Plan process described later in this handbook.

MS Counseling Requirements

The *Graduate Catalog* serves as the official source of information regarding curricular requirements. Your program of study will populate in the *2023-2024 Graduate Catalog*; you can see it and associated course descriptions at https://catalog.utk.edu. CACREP requires that we also allow prospective and enrolled students to preview syllabi for courses. If you would like to do so, contact Kathi Pauling.

Our MS Counseling programs require 60 credit hours of study typically taken over two years of full-time study, including summers and occasional January-term courses:
- 39 hours of common coursework for all MS Counseling Students, including 3 credit hours of practicum (100 total hours)
- 9 hours of coursework specific to the CMHC concentration, including 6 credit hours of internship (600 total hours)
- 12 hours of coursework specific to the SC concentration, including 6 credit hours of internship (600 total hours)
- 9-12 hours of electives, depending on CMHC or SC concentration

All students must complete a one-semester, 100-hour counseling practicum and a two-semester, 600-hour counseling internship in a setting consistent with your specialized practice area (i.e., CMHC or SC). Dual-option students complete a two-semester 600-hour SC internship and a two-semester 600-hour CMHC internship.

Canvas - Counseling Programs Central

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. It will provide an archive to easily find handbooks and instructions throughout the program. The calendar will include details about all program-related events and deadlines.

Please set up Canvas to email you immediately when announcements or events are added to the Canvas. As an aspiring professional, you are responsible for monitoring this site and ensuring you remain up to date regarding deadlines and events.

Volmail

Volmail is UT's official email system for students. Please set it up and check it consistently. The program, department, college, and university will use it for all official communications. If you need support with Volmail, contact the helpdesk at https://oit.ukt.edu

MS Counseling Curricular Requirements

Required Courses for All MS Counseling Students (39 hours total)

Semester	Course
Summer 1	COUN 580 Essential Skills for Professional Counseling COUN 535 Orientation to Counseling and Ethics COUN 545 Lifespan Development & Wellness in Counseling
Fall 1	COUN 551 Counseling Theories COUN 570 Social and Cultural Diversity in Counseling COUN 534 Evidence-based Practice and Accountability in Counseling
	The courses above are prerequisites to practicum
Spring 1	COUN 555 Practicum in Counseling (8-10 hours/week) COUN 554 Group Counseling & Group Work SCHP 690 Psychopathology in School and Mental Health Settings
Summer 2	COUN 541 Addictions Counseling COUN 563 Crisis and Trauma Counseling
	The courses above are prerequisites to internship
Fall 2	COUN 552 Career Development and Counseling
Spring 2	COUN 525 Assessment and Testing in Counseling

Required Courses for CMHC Concentration (9 hours total)

Semester	Course
Fall 1	COUN 556 Foundations in Clinical Mental Health Counseling
Fall 2	COUN 559 Internship in CMHC (20-25 hours/week)
Spring 2	COUN 559 Internship in CMHC (20-25 hours/week)

Required Courses for SC Concentration (12 hours total)

Semester	Course
Fall 1	COUN 550 Foundations in School Counseling
Winter Mini	COUN 565 Counseling Children & Adolescents
Fall 2	COUN 558 Internship in SC (20-25 hours/week)
Spring 2	COUN 558 Internship in SC (20-25 hours/week)

Elective Courses (12 hours CMHC; 9 hours SC) – Based on demand and advising

Semester	Course

Electives

You will work with your advisor to identify electives aligned with your professional interests
- 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 misuse, wellness)

We typically offer the following ***Counseling Electives*** contingent on demand and staffing:

- COUN 504   Special Topics (as announced)
- COUN 557   Advanced Practicum in Counseling (summers, bridge to internship)
- 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; available Winter Mini-Term for CMHC)
- COUN 593   Independent Study (under special circumstances only)

You might also wish to check out elective courses in the following disciplines:

- Child and Family Studies
- Cultural Studies in Education
- Educational Psychology
- Nursing
- Nutrition
- Public Health
- Psychology
- School 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 program regarding offering schedule and prerequisites or permissions they may require.

Transfer Coursework

If you have completed graduate-level coursework in another 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 from the previous university. Please see Appendix N for the complete Transfer Policy.

Counseling Practicum

You must complete a one-semester, 100-hour practicum in which you provide at least 40 direct hours of counseling services. Practicum is offered every spring. Prerequisites for practicum include COUN 580, 535, 545, 551, 570, 550/556, and 534. We will invite you to complete a practicum application in the fall. The application will include an opportunity to share your preferences, and the field experience coordinator will work with a committee to match you with a site based on what we know of availability, your strengths, and site fit.

The ***Practicum Handbook*** will guide you in planning, documenting, and evaluating practicum experiences. Your site supervisor and faculty supervisor will help you develop a contract for practicum. The contract identifies objectives, describes experiences for the achievement of the objectives, outlines an evaluation plan, and describes roles and responsibilities for all involved. 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 2-3 hours of group supervision each week with a faculty instructor, you will engage additional supervision including weekly time with your site/administrative supervisor *and* approximately one hour per week with a doctoral student who is under the supervision of a faculty member.

You must complete COUN 555 with a grade of B or higher to progress to internship.

SC Students: As part of your Practicum experiences, you will be 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.

Advanced Counseling Practicum (elective)
We designed this elective to serve as a bridge between practicum and internship. Advanced Practicum will require at least 75 hours of supervised post-practicum, pre-internship experiences. These may include orientation to internship site (e.g., onboarding, shadowing of clinicians and programs), special projects to be implemented during internship, specialized training in counseling approaches utilized by the site, or provision of counseling services under weekly clinical supervisor of an approved site supervisor. The Advanced Counseling Practicum instructor will work with you to develop personalized contracts to guide your learning.

Counseling Internship
You will complete a two-semester, 600-hour counseling internship that includes 240 direct contact hours with clients. Dual-option students complete a two-semester, 600-hour SC internship and a two-semester 600-hour CMHC internship. The internship experience is broader than practicum and allows you to be exposed to cases, situations, counseling services, and professional environments of counselors in your specialized practice area. As with practicum, we will invite you to apply and share preferences for internship sites. The field experience coordinator will work with a committee to make assignments based on what we know of availability, student strengths, and site fit.

The ***Internship Handbook*** will guide you in planning, documenting, and evaluating internship experiences. Your site supervisor and faculty supervisor will help you develop a contract to guide your experience. You will work 20-25 hours per week from August-May; this may include work during breaks (e.g., during winter Mini-term or spring break). Most of your work will be focused on individual or group counseling; however, you may also engage indirect services or special projects. As with practicum, you will need to record work with careful attention to ethical and legal requirements around supervision and confidentiality.

In addition to participating in 2-3 hours of group supervision each week with a faculty instructor, you will engage additional supervision including one hour of weekly supervision with your site supervisor. You will participate in ongoing individual or triadic supervision with a doctoral-level student who is under the supervision of a faculty member.

Occasionally, students will be offered an opportunity for a paid or job-embedded internship. The faculty endorses proposals on a case-by-case basis. This includes careful consideration of the 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, and standing in program.

SC Students: 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-Option
The dual option allows you to complete all academic and field experience requirements for CMHC and SC concentrations. This would allow you to meet academic requirements for licensure as a Professional Counselor (LPC) and all requirements for licensure as a Professional School Counselor. Although it does not require any additional credit hours, the dual option requires three years of study, including four semesters of internship (i.e., 600 hours SC and 600 hours CMHC).

The number of dual option seats varies each year. We will invite applications in your first semester and decide by the end of the summer term. If you pursue this option, you will work with the graduate school to add the second concentration to their profile. Transcripts list completion of one degree (i.e., MS in Counseling) and name both CMHC and SC concentrations. Although the dual option does not require electives, you may choose to enroll in additional courses.

Grief, Loss, & Trauma Certificate

Counseling students only need one additional course, COUN 560: Practicum in Grief Support (typically offered in fall), to complete coursework for the Grief, Loss, and Trauma certificate. This course is in addition to the 60 hours required for the program. The final requirement is a capstone paper completed by midterm of the semester you will graduate. Please see the current Graduate Catalog for details.

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 summer. 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 summer. There is no penalty for applying for the certificate and later changing your mind.

Academic Performance Expectations

Academic performance expectations include completing work in compliance with the university Academic Honesty policy, meeting benchmarks on Key Performance Indicators (KPIs), and maintaining an acceptable GPA. Academic appeals are handled in accordance with university policy.

Student Code of Conduct: Academic Dishonesty

If students engage in any violations of the student code of conduct, including academic dishonesty, the faculty will follow university policies and procedures noted in *Hilltopics* https://hilltopics.utk.edu . They will also initiate a *Student Support Plan* as discussed in *Academic Performance: Evaluation and Retention of Students* section of this handbook.

Key Performance Indicators (KPIs)

CACREP requires that programs identify a series of KPIs and assess each student on them at least twice during their program. We have identified the following KPIs to guide your development as a counselor.

KPI	Measurement
Apply an ethical decision-making model to counseling practice	1-1 COUN 535 Ethical Case Study 1-2 Portfolio Ethical Case Study (Intern 2)
Cultivate multicultural and social justice counseling competencies relevant to practice in one's work setting	2-1 COUN 570 Cultural Awareness Project 2-2 Advanced Cultural Awareness Project (Comps)
Conceptualize clients with attention to multiple systems impacting human development across the lifespan	3-1 COUN 545 Development & Systemic Conceptualization 3-2 Portfolio Development & Systemic Conceptualization (Intern 1)
Apply career development theory to clients while attending to culture and mental health	4-1 COUN 552 Career Development Interview 4-2 Portfolio Career Development Conceptualization (Comps)
Conceptualize client experiences and counseling implications through the lens of an established counseling theory	5A-1 COUN 551 Theoretical Conceptualization 5A-2 Portfolio Theoretical Conceptualization (Intern 2)
Demonstrate invitational, attending, and influencing skills in relationships with clients	5B-1 COUN 555 Final instructor evaluation 5B-2 COUN 558/559 Final instructor evaluation 5B-3 COUN 558/559 Final instructor evaluation
Design a culturally relevant group for implementation in a CMHC or SC setting	6-1 Group Design Project 6-2 Portfolio Group Design Critique (Comps)
Demonstrate knowledge of statistical and assessment frameworks needed to administer and interpret counseling assessments	7-1 COUN 534 Multiple choice exam 7-2 COUN 525 Multiple choice exam
Evaluate effectiveness of interventions in a CMHC or SC setting	8-1 COUN 534 EBP Evaluation Plan 8-2 Portfolio Evaluation Project (Comps)

CMHC – Utilize relevant clinical information to justify decisions about levels of care and referrals in CMHC settings	CMHCA-1 COUN 556 Clinical Case Study CMHCA-2 Portfolio Clinical Case Study (Intern 1)
CMHC – Enact specialized skills in CMHC setting	CMHC B-1 COUN 559 Final site supervisor eval CMHC B-2 COUN 559 Final site supervisor eval
SC – Use disaggregated data to formulate a Closing the Gap Action Plan	SC-1 COUN 550 Closing the Gap Action Plan SC-2 Portfolio Closing the Gap Action Plan (Intern 1)
SC – Enact specialized skills in SC setting	SC B-1 COUN 558 Final site supervisor eval SC B-2 COUN 558 Final site supervisor eval
Demonstrate professional dispositions including Commitment, Humility, Integrity, Openness, Respect, and Self-Awareness	Each Spring – Assessment of Professional Counseling Dispositions (APCD) – See Appendix

Each KPI has a benchmark score to indicate acceptable mastery. This score is listed in Taskstream with assignment descriptions and rubrics. If you do not reach the performance benchmark, we will help you address the area of concern.

Grade Point Average & Academic Performance Policy
The Graduate School requires a cumulative GPA of 3.00 to remain in good standing and be eligible for a graduate degree or certificate. All coursework taken for graduate credit is computed into the graduate GPA.

Programs can set more rigorous requirements. Given the nature of knowledge and skills that must be demonstrated in this graduate professional program, we have implemented an additional academic performance policy. We work to help students remediate concerns; 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 portfolio on the second attempt
- two C+ or lower grades in any course while in the program

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

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 that may jeopardize your ability to complete a course, 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

You should address any academic concerns in a careful order, only escalating them if the concern remains unresolved. First, consult your instructor or advisor. If you are not able to resolve the concern together, bring it to the Academic Unit Coordinator. If you are not able to resolve the concern together, bring it to the Department Head before pursuing other courses of action. If the Department Head is from Counselor Education and has been involved in decision-making related to the appeal, they will refer you to the Director of Graduate Students & Associate Department Head.

You can access the *Graduate Council Appeal Procedure* via the Graduate School website. The procedure will guide you through steps to handle grievances, starting with the department, moving on to the college, and eventually reaching the Graduate Council Appeals Committee and Dean of the Graduate School. Appeals may involve 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 regarding 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 complaint with the Office of Equity and Diversity. The Office of Title IX is available to hear concerns related to prohibited conduct related to sex.

Advisement

Advising

You received your faculty advisor assignment prior to enrollment in the program. Most advisors offer small group sessions around midterm of the fall and spring semesters; you are expected to meet with them at least once each fall and spring. Advising meetings will help you establish an individualized course of study and address questions about registration, course offerings, electives, and field placements. Additionally, advising meetings may include discussion about development of dispositions (CHORIS), wellness, strategies for thriving in a rigorous graduate program, and career development.

Most faculty members are on 9-month contracts from August 1 through Spring commencement, with a three-week break in December/January. Most faculty members choose to teach in the summer and will be available for advising as needed. If your advisor is not available during the summer and you need advising, please contact the Academic Unit Coordinator.

Memo of Program Expectations

You will complete a program orientation in early summer. Following this orientation, you will read and sign the *Memo of Program Expectations* in Appendix A.

Plan of Study

You will work with your advisor to establish a plan of study. Complete and bring the *Plan of Study* (Appendix B) form to your first advising meeting. Then, update the approved plan of study each semester.

  CMHC Students: See Appendix C for sequencing of courses.
  SC Students: See Appendix D for sequencing of courses.
  Dual Students: See Appendix E for sequencing of courses.

Course Sequencing Alert

You are responsible for following the course sequence in the appendix. The course sequence ensures that you meet all prerequisites to practicum and internship. Deviations from the course sequence may threaten your ability to move forward in practicum or internship or accumulate the required number of electives to graduate.

We are committed to helping you graduate on your timeline. For this reason, your faculty advisor must approve any deviations from the course sequence in the appendix.

Program Pacing

The 60-credit hour degree requires summer study and can be completed in two calendar years. We encourage you to study at a pace that maximizes your individual learning, 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, 9 credit hours in summer, and 6-9 credit hours during internship.

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 ongoing investment in one's own personal growth are essential components of counselor development. CACREP standards require that you participate in experiential small groups, and that the program provides opportunities for exploring your own social and cultural identities, beliefs, and values. We strive to integrate attention to personal growth and self-awareness throughout the program.

Consistent with ACA *Code of Ethics*, faculty members will not use content of student self-disclosure as a basis for grading. You have the autonomy (and responsibility) to choose what and how you share. This is an important boundary management skill you will also engage in your work as a counselor. If you choose to share information that indicates you have the potential to harm clients *or* be minimally effective as a counselor, the program faculty must 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, intimate, and vulnerable. You may be navigating life responsibilities in new ways. You may experience role strain as you work to balance your graduate program with family and work obligations. The ambiguity of the counseling process and the need to continually examine our skills, receive feedback, and integrate feedback into our work can challenge perfectionistic tendencies that served us very well in prior study. As we learn about the human condition, including influences on mental health and wellness, it is quite common to uncover prior hurts or traumas, sometimes seeing our relationships in different ways or changing in ways those around us do not understand. These are normal, natural experiences on the journey to becoming a professional counselor.

Faculty members continually engage in our own personal and professional development, including wellness practice and engaging in counseling. We encourage you to do the same. In this spirit, we may invite you to explore your own wellness. We will work to see and support you as a whole human while also honoring boundaries and professional limits inherent in our relationships as your instructors or advisors. At times, we may recommend that you seek personal counseling to address concerns that emerge as a natural part of counselor development. This is 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 effectiveness as a counselor or client wellbeing, we may require that you engage in personal counseling as part of a Student Support Plan.

You have several resources available for quality counseling services. The UT Counseling Center is funded by student fees, so we suggest you begin with them (https://counselingcenter.utk.edu). Appendix M 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 cultural humility and Multicultural and Social Justice Counseling Competencies (MSJCCs) so we be effective and ethical in our work. We are committed to honoring students' and clients' cultural identities while recognizing the impact of disparities and adverse community experiences on mental health and wellness. The faculty invites you to join us in growing a community where faculty and students commit to celebration of diverse identities, personal and professional development, and social justice.

CoFI is a student-faculty collaborative designed to address diversity and inclusion within our program. CoFI activities and structure vary from year to year based on student and faculty observations. Please be on the lookout for invitations to engage and share feedback, experiences, and suggestions that will help us meet our mission of becoming a more inclusive community.

Professional Organizations

Participation in professional organizations is an important part of professional development. 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 you will embrace this professional identity as well. **To assist with identity development, we require all students to become members of the American Counseling Association (ACA) their first semester.**

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 innovative research and resources geared toward counseling practitioners. **Student members receive liability insurance for no additional cost. This individual liability 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 in your first semester. You can join ACA now by going to www.counseling.org

Professional organizations often offer student memberships at deeply discounted rates. You may benefit from joining state and local professional affiliates of ACA including the Tennessee Counseling Association (TCA) and Smoky Mountain Counseling Association

(SMCA). You may also wish to join organizations within your specialty area. For example, SC students may find value in the American School Counselor Association (ASCA) or 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 divisions of the American Counseling Association. At times, we will share information about professional organizations or events that may support your counselor identity and development.

Finally, we encourage you to become an active member 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 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 about forty active members in any given year. The chapter received CSI International's Outstanding Large Chapter Award in 2019. A 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

The State of Tennessee requires that students enrolled in licensure-related programs a criminal history check conducted by the Tennessee Bureau of Investigation. This will include completing fingerprinting and criminal background check through IdentoGO **and** authorizing release of these findings to the College of Education, Health, and Human Sciences. You must complete steps in a special order; we will provide instructions during orientation. This **background check must be completed by 8/1**. Successful completion is required for practicum and internship placement. 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

The university requires all individuals who have contact with minors to complete an online child protection training. **This training must be completed by 8/1**. 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 placements may also be required to complete drug screening prior to or during practicum or internship placement. SC students, see Appendix H.

Liability Insurance

All students must carry active, individual liability insurance throughout their practicum and internship. Liability insurance is included in student membership of the American Counseling Association (ACA).

Technology

We expect that graduate students will have skills and access to technology for success in a university setting. The program does not require technological access or skills beyond those expected in general undergraduate preparation. As a student, you have access to the full suite of software tools to support your study as well as technical support through https://oit.utk.edu

Taskstream Subscription

We utilize Taskstream, an assessment management system, to support your progress and meet CACREP accreditation requirements for student assessment and program evaluation. Taskstream serves as a unified home for documentation regarding key performance indicators (KPIs), practicum and internship, annual student progress reviews, and a few other assessments of your progress in the program.

You must purchase and activate a Taskstream account before the end of your first semester. Throughout the program, you will 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
Time 1 Key Performance Indicators	At the end of many required counseling courses, you will upload an assignment demonstrating mastery of a KPI related to that course. Faculty will assess the KPI using standardized rubric. If you do not meet the initial benchmark for the assignment, you will work with your course instructor to revise your work.
Practicum and Internship	Practicum and Internship require a great deal of documentation. All documents are 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 and faculty/doctoral student 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 evaluations of your site and supervisors.
Time 2 Key Performance Indicators (Portfolio)	Throughout your internship year, you will complete several assignments that parallel the course-based KPIs and demonstrate a deeper application to your work in internship. Some Time 2 indicators will be reviewed by your internship instructor. Others will be reviewed by a committee of faculty members in late Spring of the second year. Students must meet rubric benchmarks to satisfy the comprehensive examination required to graduate.
Annual Updates/Reviews	Each year, the faculty conducts a formal review of each student's progress in academic, clinical, and CHORIS domains. We document your feedback here.

Appendix K includes instructions for setting up your Tasksream account. Appendix L 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, space for practicum and internship supervision, and outreach clinic. You will participate in multiple activities and experiences in CTC spaces throughout your program. This may include practicing skills, serving as a volunteer "client" for a peer, engaging in supervision, and participating in personal growth experiences. We frequently observe or record these activities using procedures consistent with ACA *Code of Ethics* and CACREP accreditation expectations. All clinic rooms are equipped with VALT (video-audio learning tool) observation and recording technologies. VALT also allows faculty members and supervisors to access recordings in a HIPAA and FERPA compliant manner that does not require transfer of large files. Appendix J 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, prior to seeing clients in Practicum, you will complete a suicide intervention training. In most cases, these additional trainings or workshops will be built into course requirements. We will work to communicate required or expected attendance with as much notice as possible.

Professional Work Behaviors

As healthcare and education professionals, professional counselors are held to a higher standard than the community at large. We work to nurture 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 remediation. Few of these areas are focused on academic success or development of concrete counseling skills. Rather, they are issues regarding professional work behaviors that interfere with learning and/or implementing skills. 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.

Start Here & Build to Practices Below

- **Monitor Counseling Programs Central** and subscribe to updates.
- **Show up prepared and take responsibility**.
- **Be on time; communicate if you are going to be late**.
- **When you are unable to meet a due date or requirement, communicate and propose an alternative proactively.**
- **Respectfully engage all members of your cohort as you would colleagues in a professional setting. This 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 health and wellness.** We *strongly* recommend that counselors participate in their own counseling, which can be accessed free at https://counselingcenter.utk.edu/ or via the list of providers in Appendix M.

Active Management & Coordination

- Make a **calendar** with tasks and deadlines. Set alerts for *approaching* deadlines. Plan ahead! Check your calendar regularly to see what is coming.
- **Get familiar with and follow university policies and resources** in the [Graduate Catalog](#) and [Hilltopics](#).
- **Check and read your university email regularly**
- **Reply promptly** to emails requiring response. Be mindful of [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 one 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 an essential 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 clients to be vulnerable with us. Likewise, begin this practice by taking risks and showing vulnerably in your engagements.
- You may **use technology in the classroom** [except when expressly prohibited] to take notes, refer to resources, and work on tasks as directed. Enact a plan to **limit distractions.** Close tabs with social media, email, news, and off-task items. Install a Web Blocker (e.g. [Freedom](#)) if you struggle with self-control in this area.
- Be mindful of your use of mobile devices and other distractions.
- Approach faculty members and supervisors with **solutions** alongside 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 now and will be your future colleagues.
- Have a **positive attitude**. Practice being interested in other people by asking them questions about their work.
- **Be humble**. Know what you know, and 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.
- You will not always like all of your peers or faculty members (or clients for that matter!). That's ok. **Embrace the opportunity to develop skills for navigating challenges** while showing up in a professional manner.
- 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 Mental Health and Wellness

- **Self-Care**: Maintain your friendships, hobbies, routines, and health. Graduate school can be overwhelming and 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.

Optimize your Experience

- **Develop a growth-mindset and cultivate humility.** Adjust your expectations and mitigate perfectionism. Strong counselors are always working to refine their skills. Feedback is not a personal attack. 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 (this is an important skill for counselors to have!). 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

Early, consistent, strength-based attention to student development is essential for counselor development. In alignment with the *ACA Code of Ethics* and CACREP accreditation standards, we use the following student evaluation and retention procedures. CACREP requires that we regularly review and document your academic performance, clinical skills, and professional dispositions. Each fall and spring semester, the faculty conducts a holistic review of student progress. This review includes attention to your performance in coursework, scores on KPIs, and field experience evaluations. Faculty also consider observations by instructors and supervisors. Each spring, we will document formal, written feedback in your Taskstream account. This includes recognizing your strengths while recommending or requiring attention to growth areas. All students will receive developmental feedback. This is a normal part of counselor development.

At times, faculty or supervisors will identify concerns related to academic performance, clinical skills, or dispositions could impact your progress in the program and/or your effectiveness as a professional counselor. Often, these concerns begin with an instructor, advisor, or supervisor's observation. You need not wait; if you are aware of concerns that may impact your performance, reach out to your advisor or another faculty member to initiate a support 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 your progress in the program or effectiveness with clients, we will take the following steps to support you

1. Meeting with Instructor and/or Advisor (pre-SSP)
An instructor and/or advisor may request a meeting with you as the first step in this process. They will share observations of concerns and invite you to explore the concern and possible steps for change. Following the meeting, the faculty member(s) will send an email summarizing your conversation and action steps. The faculty member(s) will ask you to reply to the email to confirm or clarify understanding. The faculty member(s) will provide a brief report and plan for moving forward during a regularly-scheduled faculty meeting. In most cases, the pre-SSP conversation is all that is needed to address areas of potential concern.

2. Student Support Plan (SSP)
If the problem is continuing or critical (e.g., was already addressed in pre-SSP, may impact ability to move forward in field experience, is an ethical or legal violation), the we will identify 2-3 faculty members to meet with you, explore the concern, and develop a formal Student Support Plan (SSP). The SSP process includes collaborative exploration of concerns and action steps to address the concerns. Following the meeting, faculty members will draft a document that clearly states the concern, objectives of focus (i.e., what will be happening when the concern is resolved), required and recommended activities, and plan for

assessing progress. The plan will also state potential consequences should you be unable or unwilling to meet conditions of the SSP. All parties will sign the SSP. You may agree to the plan or indicate your intent to appeal the plan.

Students and faculty members will continue to work together to update, amend, or discontinue SSPs as needed, providing you with written updates to ensure you understand the process including your rights and responsibilities. Although an SSP rarely feels good, we will ensure SSPs are developed in a positive, proactive manner using strategies consistent with ACA *Code of Ethics* and best practices related to student review and retention.

3. Insufficient Progress, Withdrawal, Advising

In nearly all cases, the pre-SSP or SSP is sufficient for supporting growth. However, if you do not make progress as outlined in the SSP or new concerns emerge, the faculty will need to explore the degree to which you will be able to meet academic, clinical skills, and professional dispositions required for ethical, effective practice. If we believe you will be able to meet expectations, we may continue or enhance the SSP. If we believe you are unable or unwilling to meet requirements, the faculty may vote to recommend dismissal. Recommendations for dismissal are forwarded to the Department Head; if the Department Head was involved in the recommendation for dismissal, recommendations will be forwarded to the Associate Head and Director of Graduate Studies. Consistent with ethical standards, faculty will also support students by providing referrals for academic and career advising.

4. Due Process Procedures

Unless the problem involves a major disciplinary action required by the university, all preceding steps are handled by the Counselor Education faculty. The University and program policies are written to assure your rights are respected through due process. If you wish to challenge a decision regarding retention in the program, you have the right to an appeal process as detailed in the *Graduate School Appeal Guidelines*. These procedures are accepted educational practices consistent with the ACA *Code of Ethics*, CACREP accreditation standards, and University policy.

Culminating Requirements

Admission to Candidacy

You must complete an *Admission to Candidacy* form and application for graduation in the semester *prior to* your anticipated graduation. These are University requirements that must be completed according to University deadlines.

Admission to candidacy indicates that you have demonstrated ability to do acceptable graduate work and are making satisfactory progress toward your degree. We will announce deadlines and procedures for submitting the form. Please follow directions closely. Upon receipt of an acceptable form, the Administrative Specialist 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 from 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

Portfolio Comprehensive Examinations / Time 2 KPIs

You must clear requirements for a comprehensive examination prior to graduation. The comprehensive examination in portfolio-style and consists of a series of Time 2 KPIs you will complete throughout your internship year. Several components will be simple applications evaluated by your internship instructors; however, some will include more in-depth projects. We will provide a KPI manual and orientation in the summer prior to internship. The manual will include a recommended schedule for pacing KPI projects throughout the year (i.e., about one per month). We will also provide several advising sessions designed to support your progress developing KPI responses throughout your internship year.

1. You must pass all Time 2 KPI measures to pass the comprehensive examination and be eligible to be admitted to candidacy. Time 2 KPI scores are recorded as Pass or Fail based on the specific rubric benchmark.
2. If you do not meet the KPI benchmark on any given item, the program will designate a review committee to work with you to develop a paper or project in which you demonstrate proficiency in standards related to the area(s) of concern.
3. If the review committee indicates approval to proceed, you will meet with the committee for an oral defense of the KPI(s) of focus.
4. If you do not receive approval to move forward with written papers/projects OR do not pass the oral defense, Graduate School policy requires that you (1) wait until at least the next semester to retake the examination, and (2) register for credit (i.e., use of facilities) to allow mentored study in preparation for a second attempt.
5. The Graduate School allows two opportunities to pass the examination. Students who are unable to pass all areas of the KPI portfolio on the second attempt will be dismissed from the program.

Praxis: Professional School Counselor Examination (recommended for SC)
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 as designated by the state licensure board. Apply online at http://www.ets.org/praxis

National Counselor Examination (NCE) (recommended for CMHC)
You may choose to take the NCE, an examination used by the National Board of Certified Counselors. The purpose of the examination is to assess knowledge of fundamental counseling concepts. The NCE is required for licensure in many states, including Tennessee. It is a prerequisite to the National Certified Counselor credential. The program will communicate with you regarding the option to take the NCE prior to graduation.

Policy on Endorsements

During and after your program, you may request that faculty members provide a reference for employment, recommendation letter, or licensure/certification endorsement. Typically, the Academic Unit Coordinator serves as the contact person for certification and licensure endorsement. Any faculty member can serve as a reference for other purposes. Faculty members will endorse students based on their professional assessment of your knowledge, skills, and professional dispositions. Please remember that faculty members are not required to endorse students. The ACA *Code of Ethics* prohibits endorsement of candidates who demonstrate potentially harmful dispositions or behaviors even if they earned strong grades.

Faculty will provide formal endorsement of students who meet the following conditions:
1. Proficiency in the credentialing area for which the endorsement is sought (e.g., SC, CMHC)
2. Successful completion of coursework for the desired credential or position
3. Successful performance in practicum and internships for the desired credential or position
4. Evidence of professional dispositions consistent with ethical, effective practice

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.

Our CMHC program meets educational requirements for the Licensed Professional Counselor – Mental Health Service Provider (LPC-MHSP) 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 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 meets the minimal number of field hours

required by state licensure boards in a graduate program. Once our CMHC 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 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 fulfill state-specific curricular requirements. Although we have evaluated state licensure laws to identify compliance, laws change quickly. 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 how the program meets educational requirements for licensure in these states. This may include identifying electives you may need to target to ensure you meet academic requirements in the state(s) you desire.

> **To access a directory of state licensure boards, visit**
> https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards

The CMHC program prepares you to begin work as an entry-level counselor in a variety of settings. Throughout your career, you will pursue continuing education to develop beyond the level of minimum competence. Continuing education includes further coursework, workshops and conferences, seeking counseling-specific credentials and certificates, 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/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements

Our School Counseling Program meets educational requirements for the practitioner school counselor license endorsed for counseling PreK-12 in Tennessee. We are also approved to endorse candidates for Job Embedded Practitioner License (JEP), essentially a paid internship working 32 hours/week as a school counselor. As a CACREP-accredited program, our curriculum meets educational requirements for *most* other states as well. Our program prepares students to take the Praxis subject area examination for school counselor PreK-12, the licensure exam required by most states. Once our SC students graduate, they are prepared to begin working as school counselors. See instructions for initiating TN licensure in Counseling Programs Central.

Career Advisement

Completion of a master's degree does not guarantee employment. However, we work with students and graduates to support their job-seeking process. In most recent years, 100% of graduates who wanted positions in the field secured them within 6-months of graduation. Most students secure positions before or very shortly after graduation. You may also find the Center for Career Development and Academic Exploration helpful for navigating transition into your counseling career (https://career.utk.edu)

Financial Aid & Fellowships

We understand graduate education requires a substantial investment, and cost is a barrier for many. The university offers some resources that may be helpful for your consideration.

> **To access the Graduate School information about costs and funding, including viewing campus-based assistantship openings visit** https://gradschool.utk.edu/graduate-student-life/costs-funding/

Unfortunately, our department cannot provide graduate assistantships to master's students. Occasionally, grant-funded or hourly positions come available for students. We will distribute these to you on an ongoing basis.

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

Additional Fees to Anticipate

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

Counselor Training Clinic

The program is proud to provide you with a 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 throughout the program. In order to reserve rooms within the CTC for counseling, supervision, or practice activities, you will need to create a free account to reserve space to use via https://utkcounseling.skedda.com/ (see Appendix I). When it is time to use your VALT account for recording, your instructor will provide a tutorial.

The CTC also serves as a primary practicum and internship site for CMHC students. As the CTC grows, we will make additional internship and practice opportunities available to you. The CTC Director will communicate regarding CTC requirements, procedures, and protocols.

Regardless of whether you are working 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 O for the complete policy.

Appendix A

Memo of Program Expectations

The counseling faculty is committed to providing quality educational opportunities to facilitate your professional development. Our courses are designed to meet accreditation, licensure, and ethical standards and require 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 meet with your faculty advisor during the first fall 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 (CMHC or SC) or four (dual) semesters of internship. You are expected to demonstrate professional behaviors and dispositions within and outside the classroom. The faculty is responsible providing feedback to students who display characteristics that may adversely influence their progress in the program or effectiveness as a counselor. This includes a responsibility to address academic, skill, or dispositional (i.e., Commitment, Humility, Openness, Respect, Integrity, and Self-awareness) concerns that may impact effectiveness.

Please read the following statement and, when ready, sign your understanding.

I attest to having read the MS Program Handbook, attended the orientation, and asked questions I may have. I agree to abide by the expectations in this document and to actively monitor "Counseling Programs Central" on Canvas. I am aware that I am responsible for attending advising on a regular basis beginning the first fall semester. I understand the importance of making course selections that will provide opportunities to apply and integrate knowledge and skills. I am aware of the importance of displaying CHORIS and understand that part of my professional development requires demonstrating the dispositions and professional work behaviors that have been identified by the program. I understand academic performance requirements, KPI assessment procedures, 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. Then, update this form in preparation for each advising meeting. 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.

Note: students must follow the course sequence specified in Appendices C-E. Failure to do so may impact eligibility for practicum placement, internship placement, and/or graduation.

Required Courses for All MS Counseling Students (39 hours)

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	580	Essential Skills for Professional Counseling	3	
	COUN	535	Orientation to Counseling and Ethics	3	
	COUN	545	Lifespan Development & Wellness in Clg	3	
	COUN	551	Counseling Theories	3	
	COUN	570	Social and Cultural Diversity in Counseling	3	
	COUN	534	Evidence-based Practice and Accountability	3	
	COUN	555	Practicum in Counseling	3	
	COUN	554	Group Counseling & Group Work	3	
	SCHP	690	Psychopathology in MH and School Settings	3	
	COUN	541	Addictions Counseling	3	
	COUN	563	Crisis & Trauma Counseling	3	
	COUN	552	Career Development and Counseling	3	
	COUN	525	Assessment and Testing in Counseling	3	

Total 39 hours

Required Courses for CMHC Concentration (9 hours)

Year/Term	Prefix	#	Course Title	Hours	Grade
	COUN	556	Foundations in CMHC	3	
	COUN	559	Internship in CMHC Semester 1	3	
	COUN	559	Internship in CMHC Semester 2	3	

Required Courses for SC Concentration (12 hours)

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	

Required Courses for Dual-Track (21 hours)

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	558	Internship in SC Semester 2	3	
	COUN	556	Foundations in CMHC	3	
	COUN	559	Internship in CMHC Semester 1	3	
	COUN	559	Internship in CMHC Semester 2	3	

Electives

Year/Term	Prefix	#	Course Title	Hours	Grade

Total 0 hours (dual-track), 9 hours (SC), 12 hours(CMHC)

Internship Planned   Semesters/Years
Graduation Application One Semester Early   Semester/Year
Graduation Planned   Semester/Year

Milestones Check
☐   Practicum prerequisites completed before practicum
☐   Internship prerequisites completed before internship
☐   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
Required Sequence of Courses for Full-Time Students

Core Academic & Field Experience Courses (48 hours)

Semester	Course
Summer 1	COUN 580 Essential Skills for Professional Counseling COUN 535 Orientation to Counseling and Ethics COUN 545 Lifespan Development & Wellness in Counseling
Fall 1	COUN 551 Counseling Theories COUN 570 Social and Cultural Diversity in Counseling COUN 556 Foundations in Clinical Mental Health Counseling COUN 534 Evidence-based Practice and Accountability in Counseling
	The courses above are prerequisites to practicum
Winter Mini-Term	Elective 1 (if desired)
Spring 1	COUN 555 Practicum in Counseling (8-10 hours/week) COUN 554 Group Counseling & Group Work SCHP 690 Psychopathology in School and Mental Health Settings
Summer 2	COUN 541 Addictions Counseling COUN 563 Crisis and Trauma Counseling Elective 2
	The courses above are prerequisites to internship
Fall 2	COUN 559 Internship in CMHC (20-25 hours/week) COUN 552 Career Development and Counseling Elective 3
Winter Mini-Term	Elective 4 (if desired)
Spring 2	COUN 559 Internship in CMHC (20-25 hours/week) COUN 525 Assessment and Testing in Counseling Elective 5 (if needed)

Elective Courses Chosen in Collaboration with Advisors (select 4 = 12 hours)

Course	Course Title	Typically Offered
COUN 557	Advanced Practicum in Counseling	Summer 2
COUN 569	Human Sexuality in the Counseling Profession	Even summers
COUN 562	Child-Centered Play Therapy	Odd summers
COUN 565	Counseling Children & Adolescents	Winter Mini-Term
COUN 560	Foundations & Applications in Grief Support	Fall
COUN 504	Special Topics	TBA
Other	Courses selected from additional departments and programs such as Child & Family Studies, Educational Psychology, Nursing, Nutrition, Public Health, Psychology, Social Work, Sociology, and Special Education	

Please seek advisor consent prior to any deviations from the plan; deviations may delay your eligibility for practicum, internship, or graduation.
Part-time options available by advisement

Appendix D

SCHOOL COUNSELING
Required Sequence of Courses for Full-Time Students

Core Academic & Field Experience Courses (51 hours)

Semester	Course
Summer 1	COUN 580 Essential Skills for Professional Counseling COUN 535 Orientation to Counseling and Ethics COUN 545 Lifespan Development & Wellness in Counseling
Fall 1	COUN 551 Counseling Theories COUN 570 Social and Cultural Diversity in Counseling COUN 550 Foundations in School Counseling COUN 534 Evidence-based Practice and Accountability in Counseling
Winter Mini-Term	COUN 565 Counseling Children & Adolescents
	The courses above are prerequisites to practicum
Spring 1	COUN 555 Practicum in Counseling (8-10 hours/week) COUN 554 Group Counseling & Group Work Elective 1
Summer 2	COUN 541 Addictions Counseling COUN 563 Crisis and Trauma Counseling Elective 2
	The courses above are prerequisites to internship
Fall 2	COUN 558 Internship in SC (20-25 hours/week) COUN 552 Career Development and Counseling Elective 3
Winter Mini-Term	Elective 4 (if offered and needed)
Spring 2	COUN 558 Internship in SC (20-25 hours/week) COUN 525 Assessment and Testing in Counseling SCHP 690 Psychopathology in School and Mental Health Settings

Elective Courses Chosen in Collaboration with Advisors (select 3 = 9 hours)

Course	Course Title	Typically Offered
COUN 557	Advanced Practicum in Counseling	Summer 2
COUN 569	Human Sexuality in the Counseling Profession	Even summers
COUN 562	Child-Centered Play Therapy	Odd summers
COUN 560	Foundations & Applications in Grief Support	Fall
COUN 504	Special Topics	TBA
Other	Courses selected from additional departments and programs such as Child & Family Studies, Educational Psychology, Nursing, Nutrition, Public Health, Psychology, Social Work, Sociology, and Special Education	

Please seek advisor consent prior to any deviations from the plan; deviations may delay your eligibility for practicum, internship, or graduation.
Part-time options available by advisement

Appendix E

DUAL-OPTION
Required Sequence of Courses for Full-Time Students

Students can opt to complete dual-option 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. This includes all coursework required for both concentration areas as well as two semesters of internship (i.e., 600 hours, 240 direct) in each setting.

Application and faculty endorsement are required for those wishing to pursue the dual 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 summer semester ends. Selected students must work through the Graduate School to apply to add the second concentration to their profile. Transcripts list completion of one degree (i.e., MS in Counseling) with both CMHC and SC concentrations. Although the dual option does not require electives, students may choose to enroll in additional, elective options during the program.

Core Academic & Field Experience Courses (60 hours)

Semester	Course
Summer 1	COUN 580 Essential Skills for Professional Counseling COUN 535 Orientation to Counseling and Ethics COUN 545 Lifespan Development & Wellness in Counseling
Fall 1	COUN 551 Counseling Theories COUN 570 Social and Cultural Diversity in Counseling COUN 550 Foundations in School Counseling COUN 534 Evidence-based Practice and Accountability in Counseling
Winter Mini-Term	COUN 565 Counseling Children & Adolescents
	The courses above are prerequisites to practicum
Spring 1	COUN 555 Practicum in Counseling (8-10 hours/week) COUN 554 Group Counseling & Group Work
Summer 2	COUN 541 Addictions Counseling COUN 563 Crisis and Trauma Counseling
	The courses above are prerequisites to SC internship
Fall 2	COUN 558 Internship in SC (20-25 hours/week) COUN 552 Career Development and Counseling COUN 556 Foundations in Clinical Mental Health Counseling
Spring 2	COUN 558 Internship in SC (20-25 hours/week) SCHP 690 Psychopathology in School and Mental Health Settings
	The courses above are prerequisites to CMHC internship
Fall 3	COUN 559 Internship in CMHC (20-25 hours/week)
Spring 3	COUN 559 Internship in CMHC (20-25 hours/week) COUN 525 Assessment and Testing in Counseling

Students are encouraged to consider additional electives if desired for developing specialty expertise, maintaining full-time status (9 hours in fall/spring), and/or keeping financial aid eligibility (6 hours in fall/spring).

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 complete the Authorization to Release Investigative and Criminal Background Records ***prior to*** scheduling a fingerprinting appointment at an approved Tennessee Applicant Processing service (i.e., identogo)

- 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 to complete the VECHS form.
- 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.

If you wish to be considered for a spring practicum placement, you must complete fingerprinting by 8/1.

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://osbe.utk.edu/child-protection-training-certification/. Unless you have a regular staff position at UT, you will follow the link for external users.

- Program affiliation: MS Counseling
- Program coordinator: Casey Barrio
- UT Department: Educational Psychology & Counseling
- To finalize your training, email your certificate 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.

CTC Room Reservations
https://utkcounseling.skedda.com

You have access to seven clinic 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.

Use CTC rooms for
- Counseling
- Supervision
- Course role plays or practice
- TA or internship meetings that require confidential space
- Official research activities which require confidential space (e.g., interviews)

Use 5th floor rooms for supervision and practice; save 4th floor rooms for CTC clients as much as possible.

Use assigned office or cubicles for office hours, homework, GTA/GRA work, social gatherings, and rest.

Hours: Mon-Thurs 8a-8p; Fri 8a-5p

Code: The code to all CTC rooms is 2164#

For Reservations
- Create an account at
  https://UTKCounseling.skedda.com/register?key=872dce1
- Login to your account at https://utkcounseling.skedda.com
  - Code your event or recurring event as [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. Contact Kathi for reservations.

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
  - Close doors

Appendix J

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 PREREQUISTE: 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 K

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, KPI 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)](www.taskstream.com)
Find the Self-Enrollment Area
Click "Enter Code"
Enter the code for your program:
MS-COUN   MS Counseling (2022 and beyond)
Click the enroll button

Appendix L

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 these links for specific instructions: **Quick Start Guide - Authors (2018).pdf** or **Student (Author) FAQs**

Appendix M

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.ebenezercounseling.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 N

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. Students can transfer up to 12 hours of coursework from a previous university
   a. Students must complete at least 5 of 7 practicum prerequisites at UT
   b. For core courses, the transferring program must be CACREP accredited, and each course must be reasonably equivalent to the corresponding UT course
   c. For elective courses, the transferring program may or may not be CACREP accredited; faculty will make a determination of the relevance of the electives for the student's program of study
   d. Students may not transfer clinical courses (i.e., practicum and/or internship) into the program; all clinical coursework must be completed at UT

2. Students must submit course syllabi to the academic unit leader for consideration

3. If a transferred course replaces a course in which a KPI is assessed, the student must complete the KPI with a score at or above the benchmark. If a student wishes to transfer the equivalent of COUN 580 Essential Skills for Professional Counseling, the student must demonstrate skills readiness for field placement prior to practicum.

4. 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. Students will meet with an advisor to explore reasons for the transfer, advisability, and impact on the plan of study
2. Students will submit a memo regarding why they wish to transfer into a different program of study
3. The faculty will review all information, including the student's current standing in the program, and decide whether to support the request to transfer programs

Appendix O

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.

- o 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.
- o 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.
- o 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)

Assessment of Professional
Counseling Dispositions (APCD)

Student/Supervisee: _____ Site Supervisor/Instructor: _____ Date completed: _____

Instructions: Please read the definition for each of the professional dispositions listed below. Then, rate the student or supervisee as demonstrating *Unacceptable*, *Acceptable*, or *Optimal* ratings for each disposition. The scale includes descriptions for each of these ratings including some examples of behaviors, reactions, and cognitions demonstrating merit for the rating of Unacceptable, Acceptable, and Optimal.

Professional Dispositions	Definition	Description of Ratings for Each Criterion			Score
		Unacceptable **1**	**Acceptable** **2**	**Optimal** **3**	
1. Openness to new ideas	Demonstrates an openness to learn, grow, and change behavior based on hearing about new concepts and ideas, including openness to learning about bias, power, and privilege. This also includes a willingness to receive and integrate new ideas into thinking and behaviors (cognitive flexibility).	• Was dogmatic about own perspective and ideas. • Ignored or was defensive about constructive feedback. • Showed little or no evidence of incorporating constructive feedback received or willingness to change own behavior.	• Was amenable to a discussion of perspectives other than own. • Accepts constructive feedback without defensiveness. • Evidence of an effort to incorporate relevant feedback received to change own behavior.	• Solicited others' opinions and perspectives about their own work. • Invited constructive feedback and demonstrated interest in others' perspectives. • Strong evidence of incorporation of feedback received to change own behavior.	
2. Flexibility and adaptability	Demonstrates an ability to respond to environmental demands independently, including showing adaptability to unforeseen events or changes, and an acceptance of encountering challenging unexpected circumstances. This disposition also includes the ability to assess and adapt to demands accordingly and a demonstrated tolerance to ambiguity.	• Showed little or no effort to recognize changing demands in the professional & interpersonal environment. • Showed little or no effort to flex own response to changing environmental demands. • Refused to flex own response to changing environmental demands despite knowledge of the need for change. • Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	• Effort to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate. • Effort to flex own response to new environmental demands was evident but sometimes inaccurate. • Flexed own response to changing environmental demands when directed to do so. • Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	• Showed accurate effort to recognize changing demands in the professional and interpersonal environment. • Showed accurate effort to flex own response to changing environmental demands as needed. • Independently monitored the environment for changing demands and flexed own response accordingly. • Works to understand needs behind unexpected changes in established process, schedule, or protocol to avoid resentment. • Accepted necessary changes in established schedule and attempted to discover the reasons for them.	
3. Cooperativeness with others	Demonstrates an ability to collaborate with classmates, faculty, colleagues, and supervisors in the pursuit of a shared goal and understanding. This disposition includes the willingness to compromise when the situation demands.	• Showed little or no engagement in collaborative activities. • Undermined goal achievement in collaborative activities. • Was unwilling to compromise in collaborative activities.	• Engaged in collaborative activities but with minimum allowable input. • Accepted but rarely initiated compromise in collaborative activities. • Was concerned mainly with their own part in collaborative activities but demonstrated some assistance to others.	• Worked actively toward reaching consensus in collaborative activities. • Was willing to initiate compromise to reach group consensus. • Showed concern for the group as well as individual goals in collaborative activities.	
4. Willingness to accept and use feedback	Demonstrates the ability to listen to, reflect on, and integrate feedback into future thinking and actions. This disposition includes showing an openness to hear feedback and acknowledging that it was received. This disposition also includes engaging in self-reflection and integrates feedback from the program faculty with self-awareness to support professional growth.	• Discouraged feedback from others through defensiveness and anger. • Showed little or no evidence of incorporation of feedback. • Took feedback contrary to own position as a personal affront. • Demonstrated greater willingness to give feedback than receive it.	• Was generally receptive to supervisory feedback. • Showed evidence of incorporating feedback into own views and behaviors. • Showed minimal defensiveness to critique as evidenced by over explanation of own actions with appropriate affect. • Demonstrated greater willingness to receive feedback than to give it.	• Invited feedback by direct request and positive acknowledgment when received. • Showed evidence of active incorporation of supervisory feedback into own views and behaviors. • Demonstrated a balanced willingness to give and receive supervisory feedback.	

	Description				
5. Awareness of own impact on others	Demonstrates insight into how one's words and actions can positively and negatively affect the people around them. This disposition includes an active pursuit to learn about how one's words and actions are affecting others and the incorporation of feedback to create positive change.	• Words and actions reflected little or no concern for how others were impacted by them. • Ignored feedback about how words and actions negatively affected others. • Used physical presence (demeanor, interactions, and behaviors) in a way that negatively affected others.	• An effort to determine how their own words and actions impacted others was attempted but sometimes inaccurate. • Responded as necessary to feedback regarding the negative impact of own words and actions on others. • Used physical presence (demeanor, interactions, and behaviors) appropriately.	• Made effort toward recognition of how own words and actions impacted others. • Initiates feedback from others regarding the impact of own words and behaviors. • Incorporates feedback regarding the impact of own words and behaviors to effect positive change. • Used physical presence (demeanor, interactions, and behaviors) to positive impact others.	
6. Ability to deal with conflict	Demonstrates willingness and ability to take others' perspectives and recognize one's role in a challenging or conflictual situation. This disposition includes the active pursuit of approaches to resolving the conflict and a willingness to use strategies to actively resolve the problem.	• Provoked conflict with peers or others. • Showed little to no willingness to examine own role in a conflict. • Ignored advice that did not agree with own position. • Showed little to no effort at problem solving. • Displayed hostility when conflicts were addressed.	• Attempted but sometimes had difficulty grasping conflicting points of view. • Would examine own role in a conflict when directed to do so. • Was responsive to supervision in a conflict if it was offered. • Participated in problem solving when directed. • Avoided unnecessary conflict.	• Was consistently willing and able to consider others' points of view. • Regularly examined own role in a conflict. • Was always open to supervisory critique about own role in a conflict. • Initiated and participated in problem-solving efforts in conflicts. • Anticipated and prevented unwanted conflict.	
7. Ability to accept personal responsibility	Demonstrates the willingness and ability to take responsibility for own role in a problem or challenging situation, including an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. This disposition also includes being able to accept mistakes and avoid placing blame on others.	• Refused to admit mistakes or examine own contribution to problems. • Minimized or embellished the truth to extricate themselves from problems. • Overestimated role in problems. • Consistently blamed others for problems without self-examination. • Unable to receive feedback from peers, instructors, or supervisors.	• Was willing to examine own role in problems when informed of the need to do so. • Was accurate and honest in describing own and others' roles in problems. • Might blame initially, but was open to self-examination about own role in problems • Accepted feedback from peers, instructors, or supervisors	• Monitored own level of responsibility in professional performance. • Invited constructive critique from others and applied it toward professional growth. • Accepted own mistakes and responded to them as an opportunity for self-improvement. • Avoided blame in favor of self-examination.	
8. Effective and appropriate expression of feelings	Demonstrates the ability to recognize and manage feelings in oneself effectively and control emotional reactivity. This includes the ability to communicate and respond to emotions in an appropriate manner for the setting and situation. This disposition also includes an openness to discuss feelings genuinely with the aim of improving reflectivity and self-awareness.	• Showed little evidence of willingness and ability to articulate own feelings. • Showed little to no evidence of willingness and ability to recognize and acknowledge the feelings of others. • Acted out negative feelings (via unhealthy behaviors) rather than talking about them. • Expressions of feeling were inappropriate given professional setting/situation. • Was unable to control emotional reactions. • Was resistant to a discussion of feelings in supervision and/or faculty interactions.	• Showed evidence of willingness and ability to express own feelings, but with limited range. • Showed evidence of willingness and ability to acknowledge others' feelings, sometimes in an inaccurate way. • Expressions of feeling usually appropriate to the setting, responsive to feedback when not. • Willing to discuss own feelings in supervision and faculty interactions when directed.	• Showed consistent willingness and ability to articulate the full range of own feelings. • Showed evidence of willingness and accurate ability to acknowledge others' feelings. • Expression of own feelings was consistently appropriate to the setting. • Initiated appropriate discussion of own feelings in supervision and faculty interactions. • Consistently able to control emotional reactions.	
9. Attention to ethical and legal considerations	Demonstrates adherence to ethical guidelines (ACA Code of Ethics) and legal mandates for the counseling profession, including sensitivity to ethical concerns, seeking supervision when experiencing an ethical or legal concern and following appropriate site procedures and policies. This disposition also includes managing professional boundaries, sensitivity to diversity, ensuring client welfare, and maintaining confidentiality.	• Engaged in behaviors that violated applicable ethical codes or laws. • Engaged in inappropriate or unethical dual relationships. • Acted with prejudice toward those of different race, culture, religion, gender, sexual orientation/affection, and other areas of difference than self. • Endangered the safety and the wellbeing of clients, peers, faculty, and supervisors. • Breached established rules or procedures regarding confidentiality.	• Behaved ethically and used sound ethical decision-making processes. • Was responsive to supervision for occasional personal-professional boundary confusion. • Was responsive to feedback on occasional insensitivity to diversity in professional interactions. • Used judgment that could have put client, peer, faculty, or supervisor safety and wellbeing at risk. • Used judgment that could have put client confidentiality at risk.	• Led ethical decision-making processes and taught others appropriate ethical behavior. • Maintained clear boundaries with clients, peers, and supervisors. • Demonstrated consistent sensitivity to diversity. • Satisfactorily ensured client, peer, faculty, or supervisor safety and wellbeing. • Appropriately safeguarded the confidentiality of clients.	

10. Initiative and motivation	Demonstrates engagement in the learning process and development of counseling skills and knowledge. This includes completing assignments by scheduled due dates and meeting class expectations. This disposition also includes taking initiative in the program, classes, and extracurricular activities.	• Often missed deadlines and classes. • Rarely participated in class activities. • Often failed to meet minimal expectations in assignments. • Displayed little or no initiative and creativity in assignments or supervision.	• Missed no more than the allowable number of classes or deadlines. • Usually participated in class activities. • Met only the minimal expectations in assigned work. • Showed some initiative and creativity in assignments.	• Met all attendance requirements and deadlines. • Regularly participated in class activities. • Exceeded expectations in assigned work. • Consistently displayed initiative and creativity in assigned work.	
11. Orientation to multiculturalism and social justice advocacy	Demonstrates a way of being with classmates, faculty, supervisors, and clients that attends to issues related to culture and social justice. This disposition includes an ability to remain objective about clients and to develop one's self-awareness with regards to multiculturalism. The disposition also includes striving to understand and respect the worldviews of clients, colleagues, and other stakeholders. This also includes being attentive to social justice issues and use of advocacy interventions.	• Showed little to no willingness to increase cultural self-awareness. • Unable to remain objective about client needs and values. • Little to no effort to understand the cultural worldview of others. • Rarely, if ever, demonstrated a social justice perspective. • Refused to acknowledge marginalization and racism affecting people in our society and community. • Engaged in active or passive perpetuation of social privilege.	• Expressed willingness to increase cultural self-awareness. • Responded to clients' need separate from personal views. • Tried to understand the cultural worldview of others and applied it to counseling sessions, conceptualization, or other interactions. • Communicated a social justice perspective and engaged in social justice advocacy activities. • Acknowledged marginalization and racism affecting people in our society and community.	• Actively pursued opportunities to increase cultural self-awareness. • Regularly evaluated personal views to ensure they were not impacting client needs. • Consistently tried to understand the cultural worldview of others and apply it to counseling sessions, client conceptualization, or other interactions. • Engaged actively in social justice activities and encouraged others to do the same. • Recognized and acted often to help those impacted by marginalization and racism in our society and community.	
12. Professional wellness and self-care	Demonstrates the ability to implement strategies to prevent burnout related impairment that may impact clients and counselor competency. This includes using professional self-care strategies to limit the impact of stress on one's professional wellness, and making choices that promote balanced school-life-work interactions.	• Showed problematic stress or burnout resulting from limited use of self-care strategies. • Demonstrated lack of school-life-work balance or took on too much work. • Acted in an inappropriate manner in class, during clinical experiences, or in other interactions due to unmanaged stress or signs of burnout. • Did not demonstrate the use of self-care strategies.	• Did not show problematic stress or burnout. • Usually exhibited a school-life-work balance. • Stress and burnout did not negatively impact behavior in class, during clinical experiences, or in other interactions. • Demonstrated the use of some self-care strategies to maintain professional wellness.	• Maintained a high rate of professional wellness, and supported the professional wellness of others in the program. • Exhibited a good school-life-work balance and took on an appropriate workload. • Modeled for others ways to promote professional wellness. • Actively used self-care strategies to maintain professional wellness and encouraged others to use them.	
13. Humility	Demonstrates a sense of humility related to own knowledge and expertise, including a modest perspective regarding own counseling skills, ability, and understanding of the profession. This disposition also includes an effort to engage in cultural humility regarding peers, faculty, supervisors, and clients.	• Conveyed messages that they did not need to learn new material or skills. • Took a rigid perspective on whether new learning mattered. • Claimed a sense of mastery or expertise in a situation where it was not the case. • Assumed to know cultural factors or characteristics of a peer, faculty, supervisor, or student/client.	• Able to approach learning from a position of modesty. • Showed a willingness to learn course topics. • Admits to gaps in counseling knowledge, skills, or understanding. • Held an openness to learn about the culture of peers, faculty, supervisors, and students/clients.	• Actively expressed the desire to learn and grow knowledge and skills. • Constantly put aside prior experience to learn new topics. • Acknowledged gaps in counseling knowledge and skills and pursued supervision or new learning. • Actively pursued opportunities to learn about the culture of peers, faculty, supervisors, and students/clients.	
14. Professionalism	Demonstrates professional behavior and integrity with supervisors, peers, and clients, including being respectful, honest, thoughtful, and appropriate within all professional interactions. This disposition also includes effective and appropriate communication verbally, electronically, and in writing with classmates, faculty, and supervisors.	• Acted in an unprofessional manner with an instructor, supervisor, or client. • Was disrespectful or dishonest. • Communicated in an unprofessional manner in verbal or nonverbal form. • Reached out to faculty or supervisors abruptly, with short notice, repeatedly over a limited timeframe or in a demanding tone or reached out to multiple faculty/staff with the same issue/question. • Regularly dressed inappropriately or unprofessional at clinical site or class.	• Interactions with faculty or supervisors were professional. • Showed respect to peers, faculty, supervisors, and clients. • Was honest in all interactions. • Exhibited ability to be professional in verbal and/or written communication. • Communication was responsive. • The tone of communication was professional, welcoming, and timely. • Dressed professionally at all times.	• Showed a high rate of professionalism and integrity in interactions. • Held a high degree of respect for others and procedures. • Communicated with faculty well ahead of pending events or concerns in an effective and appropriate tone. • Demonstrated prompt and timely responses. • Showed flexibility during challenging, lengthy, or delayed communications.	

	Demonstrates the ability to seek out help from supervisors, instructors, or other stakeholders that can assist with personal, academic, or professional difficulties. This includes the active pursuit of help when career uncertainty, academic issues, or clinical challenges arise. This disposition also includes a willingness to seek personal counseling and consultation to manage mental health and personal concerns.	Was unwilling to seek out assistance for help to resolve a deficit in understanding, knowledge, or skills. Refused to seek help when asked to by a site supervisor or course instructor. Unwilling to seek training to help with an identified deficit in knowledge or skills. Rejected the idea that personal counseling may help address a personal need. Articulated stigma towards help-seeking behavior.	Demonstrated a willingness to get help regarding academic or clinical skill development after being prompted by a course instructor or supervisor. Sought out professional development for knowledge or clinical skills when prompted. Held open mind to getting help to support academic and personal needs. Articulated the benefits of seeking help in times of personal and professional need.	Actively sought help for academic and clinical skill development without prompting. Frequently sought out professional development for knowledge or clinical skills on own without prompting. Regularly sought help when facing difficulties at their clinical site or during program courses. Engaged in personal counseling or mentorship to address a need to prevent potential concerns without prompting.	
15. Willingness to seek help					