

**The University of Tennessee at Martin
School Counseling Program**

Specialty Area Standards and Implementation Standards

TN EPP Specialty Area Standards

Course	TN EPP 1	TN EPP 2	TN EPP 3	TN EPP 4	TN EPP 5	TN EPP 6	TN EPP 7	TN EPP 8	TN EPP 9	TN EPP 10	TN EPP 11	TN EPP 12	TN EPP 13	TN EPP 14
COUN 620			I											
COUN 710/ EDFN 710									I					
COUN 712	I						I							
COUN 716	I													
COUN 721 / EDFN 720		I												
COUN 722										I				
COUN 725			I											
COUN 730			I			I	I							
COUN 740					I									
COUN 760								I						
COUN 785			R	R	R	R	R	R	R	R	R	R	R	R
COUN 786	R	R	I	I					I	I	I	I	I	I
COUN 789	M	M	M	M	M	M	M	M	M	M	M	M	M	M
COUN 790	M	M	M	M	M	M	M	M	M	M	M	M	M	M

Standard 1: This standard is first addressed early in the program as accepted students who are not licensed teachers or do not have 30 hours of classroom observation experience, must enroll in COUN 712, Learning and Instruction. This course introduces students to learning theory and basic teaching methods and requires 30 hours of classroom observation. All students must take COUN 716, Growth and Development Across the Lifespan. This course emphasizes the changing needs of individuals as they develop. COUN 786, Organization and Administration of School Counseling Services/Programs, reinforces this standard. For example, in one component of a major project students must identify relevant guidance lesson topics that match the needs of a specific school assigned to them, design four lesson plans to meet those needs, and describe how those lessons fit the developmental level of the intended students. Field experiences bring to life these lessons as students are exposed to and participate in individual and group interventions in a school setting. Students complete field experiences at both the elementary and secondary levels.

Standard 2: Each student is required to enroll in EDFN 720 Multicultural Issues in Education and Counseling. This course provides students the opportunity to examine their own cultural influences and biases while learning how education and learning are impacted by these important factors. COUN 786, Organization and Administration of School Counseling Services/Programs, requires the completion of an 8 component project in which students develop their own school counseling program. Students are provided a list of actual school to use as their model, or are allowed to use their current school if they are employed as a teacher or school counselor. Students must use actual demographic data to consider the racial, gender, ethnic and socioeconomic status of their students and design the program with these factors in mind. While completing their field experiences students are often able to observe and participate in programs aimed at preventing person and substance abuse, discrimination, and dropping out of school, depending on the needs and resources of the school and counseling program with which they are working.

Standard 3: Students take several courses designed to introduce and refine their knowledge and skills of the helping process. COUN 620 introduces students to the counseling profession and requires them to complete recorded video role play counseling scenarios. Students are also required to watch and evaluate other students' role plays. Both of these activities, conducting and evaluating role plays, are instrumental in teaching students about the helping process. Other courses, including COUN 725 Theory and Techniques of Counseling, COUN 730 Career Counseling, and COUN 786 Organization and Administration of School Counseling Services/Programs, also require students to complete and evaluate role plays. Each of these courses adds to the knowledge gained in COUN 620 by emphasizing either a different setting for counseling (career counseling in schools versus private practice, for example) or a different theoretical orientation used in counseling (COUN 725). Students' understanding of the helping process is refined in their field placements as they work directly with students in counseling situations. Both onsite and university supervision allow for students to process their experiences and further refine their skills.

Standard 4: Students learn about advocacy, leadership, collaboration, and consulting activities in COUN 786 Organization and Administration of School Counseling Services/Programs. Specific assignments, such as discussion activities and the 8 component project, require students to consider these various roles of a school counselor. For example, one of the components of the project requires students to develop and record a 30-minute presentation they would deliver to teachers during an in-service program. The presentation is an introduction to their school counseling program, emphasizing the points that are most relevant for teachers to know (such as the scope of practice of a school counselor, limits of confidentiality, and ways to refer students). Another component requires them to develop a short 2 to 3-minute video clip in which they describe their school counseling program to parents and students, with the intention of this being posted on their school counseling program's website. Students must consider which information is most relevant to parents in developing and conducting this recorded message. Another component requires them to describe in detail their plan to collaborate with parents, teachers, and administrators. In their field experiences, these ideas are reinforced and sometimes challenged as they are embedded within specific schools, each

with its own culture and climate that impact how their site supervisor is able to advocate, lead, collaborate and consult with faculty, administration and parents.

Standard 5: COUN 740, Group Counseling, introduces students to the theory and practice of leading groups. One requirement of that course is that each student must make three observations of a group either in the community or in a school and write a paper processing their experience. The field experiences refine and reinforce this knowledge as students may take part in large and small group activities. The needs of the school and its students determine the focus of these groups. Students are encouraged to develop and propose their own group activities and work in collaboration with their onsite supervisors to carry these out.

Standard 6: COUN 730, Career Counseling, introduces students to the need to stay current on changes in society and technology when developing a career counseling program.

Standard 7: Students are introduced to curriculum issues in COUN 712, Learning and Instruction. Students are introduced to career counseling in COUN 730. Their knowledge and application of concepts are refined in their field placements where they are exposed to and participate in activities and programs designed to address career counseling and curriculum issues. These experiences vary depending upon their school placement, and the needs of that particular student body.

Standard 8: Students enroll in COUN 760 Individual Appraisal, a course designed to introduce the basics of assessment, and the use of common instruments used in an educational setting. In their field placements students are exposed to the common assessment practices of their particular school, and often assist in the planning and administration of those instruments.

Standard 9: All students are required to enroll in COUN 710, a course that introduces them to the basic components of research methods. Students are required to enroll in COUN 786 Organization and Administration of School Counseling Services/Programs. One requirement is the completion of an 8 component project in which they develop their own comprehensive school counseling program. Here are the directions for each component of the project:

COUN 786 Project

Development of a Comprehensive School Counseling Program

Component 1:

Develop a mission statement for your counseling program.

It should answer the questions:

Who are we? (How is the school counseling program different from the school program?)

What basic student needs do we address?

What do we do? (What are the activities of the school counseling program?)

What makes us unique?

What is your personal philosophy of counseling? (What are your professional beliefs, values and views on working with students?)

Describe how your mission statement reflects your own **personal philosophy** of school counseling.

POINTS: 30 points

Component 2:

Describe how your mission statement and philosophy of school counseling address the needs of the school. Incorporate the demographic data and academic statistics to help you do this. Which data is most important in developing your mission statement? Why? In this section you are bringing together your own philosophy with the needs of the school. Be very specific in your description of how these two important elements come together to form your mission statement.

POINTS: 20 points

Component 3:

Delivering a guidance lesson: School counselors are expected to develop and deliver guidance lessons in the classroom. You should become comfortable providing this type of service. It may be necessary for you to design original guidance lessons that incorporate information from multiple sources and address very specific needs of your students. However, you may also take advantage of the many guidance lessons that are available on the internet. For this project, you may use one of these previously designed lesson plans to address the needs of your school.

Use either of these sites:

<http://wvde.state.wv.us/counselors/guidance-curriculum.html>

<http://dese.mo.gov/college-career-readiness/career-ed-model-curriculum/guidance-counseling>

For some reason you can't click on the above links to get to these sites. You must copy and paste the URL into your browser.

Use the above website to find 4 appropriate lesson plans for your school.

Convert each of these lessons into a lesson plan that complies with the State of Tennessee Standards. Use the TEAM Lesson Plan format on the attachment.

For each of the four lesson plans you submit, answer the following questions:

Describe why you chose the lesson and how it relates directly to the needs of your school.

Is the lesson developmentally age appropriate? How? DO NOT just state that the lesson was developed for a particular grade level, so it is developmentally appropriate. Analyze whether YOU think it is developmentally appropriate. Think about the topic and the delivery method/activities used.

Which ASCA competencies in any of the 3 domains are addressed in the lesson?

Now consider your own ability to deliver an effective guidance lesson by answering the following questions:

What personal skills do you have in teaching? (Notice I am asking about your PERSONAL skills, not your experience with teaching. Don't tell me how long you have taught, tell me what skills you have that make you an effective teacher.)

What potential challenges will you face in delivering a guidance lesson?

How might your particular skills impact how you react to these challenges?

And, finally choose ONE of the four lessons, develop a Powerpoint presentation for that lesson, and record a video of yourself delivering that lesson. You don't need to do this in front of students, just video yourself and your Powerpoint, like in the attached video. To do this you must create a YouTube account, post your video there (you can adjust the privacy settings so others can't see it) and send me the link to your video. Your video should be 25-30 minutes long.

Component 4:

- Describe your plan to assess the effectiveness of your CSCP. In developing your plan, refer to the Tennessee Model for School Counseling Programs (link to the site is found under Course Materials). Use the section "The Accountability System" to help you describe your assessment plan.

Be sure to describe in detail how you would use the MEASURE system in your plan.

Describe how you would gather and use:

Process data

Perception data

Results data

School improvement data

Refer to the Tennessee Model for School Counseling Programs to understand these types of data.

POINTS: 30 points

Component 5:

For this component you will consider how you plan to collaborate with stakeholders. You should have a written response for each of the following:

1. Describe your plan to work with parents, teachers, and administrators. Address each of these groups separately and devise a detailed plan for fostering a relationship with each of them. Use specific information from your textbook to help you form and justify your plan.
2. What obstacles do you anticipate in working with each of these groups?
3. How can you overcome these obstacles?

Then: Create a YouTube video of yourself describing your counseling program to the parents at your school. Video messaging is a great way to contact parents. This could be posted on your program's website or emailed directly to parents. Consider what information is most relevant to parents, and how you can best express this to them. Include the URL link to your video in your submission for this assignment. Use the following video as a model to help you decide how best to create your own video message to parents:



Watch Video

Elementary School Guidance and Counseling Program

Duration: (1:46)

User: pbmapbc - Added: 6/3/14

POINTS: 30 points

Component 6:

Develop a sample one-week calendar of your schedule that would help you organize your time, and achieve the tasks/activities you had planned. In developing your calendar, refer to the Tennessee Model for School Counseling Programs (link to the site is found under Course Materials). Read about the "Sample Distribution of Total School Counselor Time within the Delivery System Component" found in this document. Use this to help design your sample one-week calendar.

POINTS: 20 points

Component 7:

As a new elementary, middle school or high school (your choice) counselor in your selected school, your school administrator has asked you to present a ½ hour in-service training mini-workshop at a faculty meeting. Develop a Powerpoint presentation briefly outlining your counseling program. (This is not about the counselor's qualifications!) Focus on making the slides interesting and informative. Don't use a slide that looks like a page from a book - full of small text that people have to read. Images and key words are the best choices for your slides. When you create a Powerpoint there is a portion of the screen devoted to the individual slide you are creating and beneath that is a section for "Notes". In the Notes section write what it is you would say to the group as they are reading your slide. This will allow you to add the information you think is necessary without trying to fill up every slide with text.

And...you guessed it!! Create a video of yourself delivering this presentation, just like you did earlier for the guidance lesson assignment. Include the URL for your YouTube in your assignment submission. Or you can add audio of yourself to each slide of you presenting the material. This might be easier than doing the video. You can do it either way: a video, or just the audio added.

REMEMBER: You don't need to attach this Powerpoint file to your project file. Turn this one component in separately.

POINTS: 30 points

Component 8:

School counselors should use a "counseling plan" for work with individual students. Using the case study found in the attached file (Client's Biographical Sketch) you will demonstrate your ability to use Solution-Focused Brief Counseling described in Sklare's book. In your group role play a counseling session with this student. You will each take turns as being both the counselor and the student. Figures 4.1 and 4.2 in Sklare's book should help you in constructing your response here. You will each record a separate session using your personal Zoom account. See the folder below to set up and use Zoom. On this site you will be able to record your sessions. Each student will be recorded as they role play being the counselor working with the student. Once you record and save your counseling session, upload that file to your Google Drive account and share it with me. See the folder below on Google Drive to learn how to do this.

The written part of this component involves you writing out your conceptualization of the student's case and how you plan to work with the student, her teachers and mother to help him. You will submit this final paper here, on Blackboard, but also on LiveText. See the sample paper attached here to construct your paper. Note that the case in this sample paper is not the same as the one you will use, and the approach described in the paper is not solely SFBC. You will only be using SFBC for your paper and role play. Be sure to write this paper AFTER your role play, incorporating what you learned in your role play into your case conceptualization paper.

Points: 40

Standard 10: Students are introduced to the legal and ethical issues in counseling when they take COUN 722 Professional, Ethical and Legal Issues in Counseling. Also, in COUN 786 students are required to purchase the textbook *School Counseling Principles: Ethics and Law (3rd. Ed.)* by Carolyn Stone. The author uses actual court cases to illustrate each ethical and legal issue, making this a very practical resource. Students are required to complete five separate group papers, each one focused on a separate chapter in Stone's book each of which deals with a specific legal and ethical issue. The five chapters are: Family Educational Rights and Privacy Act; Negligence; Obligations to Courts; Child Abuse; and, Bullying, Cyberbullying and Sexting. The assignment involves group collaboration to encourage students to discuss their understanding of each of these complex legal and ethical issues. Each paper requires the students to discuss their overall reactions to the specific issues within each chapter, describe specific cases from the chapter that stood out to them, and to complete a reflection assignment found in each chapter. The field experiences reinforce their learning of legal and ethical issues

as they observe their site supervisors navigate problems, and they encounter them in their own work with students and parents.

Standard 11: One of the components of the project assigned in COUN 786 requires students to develop a detailed plan to collaborate with stakeholders of their comprehensive school counseling program. This assignment allows them to use the knowledge gained in the course to consider this important function of school counseling. This knowledge is reinforced and refined in the field placements as students observe their site supervisor collaborate, and also begin to collaborate, as deemed appropriate by their site supervisor, with parents, teachers and other stakeholders.

Standard 12: Students learn about the need to communicate effectively with students, teachers, parents and the community in COUN 786. Their textbook outlines the purpose and methods of informing these stakeholders of the elements of the comprehensive school counseling program. One of the components of the required 8 component project in this course requires students to develop and record a 30-minute presentation they would deliver to teachers during an in-service program. The presentation is an introduction to their school counseling program, emphasizing the points that are most relevant for teachers to know (such as the scope of practice of a school counselor, limits of confidentiality, and ways to refer students). Another component requires them to develop a short 2 to 3-minute video clip in which they describe their school counseling program to parents and students, with the intention of this being posted on their school counseling program's website. Students must consider which information is most relevant to parents in developing and conducting this recorded message. Another component requires them to describe in detail their plan to collaborate with parents, teachers, and administrators. In their field experiences, these ideas are reinforced and sometimes challenged as they are embedded within specific schools, each with its own culture and climate that impact how their site supervisor is able to advocate, lead, collaborate and consult with faculty, administration and parents. The strategies they learned in this project are refined and reinforced during their field placements as they observe the techniques used by their site supervisors to inform stakeholders about the purposes and activities of their comprehensive school counseling program.

Standard 13: Students are introduced to the need for working with parents and conducting parent education activities when they take COUN 786. One of the components of the 8 component project in this course requires them to develop a short 2 to 3-minute video clip in which they describe their school counseling program to parents and students, with the intention of this being posted on their school counseling program's website. Students must consider which information is most relevant to parents in developing and conducting this recorded message. Another component requires them to describe in detail their plan to collaborate with parents, teachers, and administrators. In their field experiences, these ideas are reinforced and sometimes challenged as they are embedded within specific schools, each with its own culture and climate that impact how their site supervisor is able to collaborate and consult with parents.

Standard 14: Students are introduced to the need for using community resources and referral processes, and developing effective partnerships with community agencies when they take COUN 786. These ideas are presented in their textbook and reinforced in the completion of various assignments in the course. During their field experiences students are exposed to these ideas in much more detail, as the community resources needed by students vary depending on the student population and community in which the students live. Students observe the activities of their site supervisors in using and referring students and their families to community resources.

TN EPP Implementation Standards

1. The UTM School Counseling Program is offered at the graduate level
2. Local systems, when appropriate, are partners in training our school counseling students, offering placements for both practicum and internships. Since we are an online program our students typically do not live in Martin, Tennessee. We have students from multiple states, though many are from the West Tennessee area. Thus we interact with many different school systems. A data base of internship sites and agreements is maintained.
3. Students complete a 100-hour practicum placement and two 300-hour internship placements which are each the equivalent of a full semester in length. One internship is completed at the elementary school level, and one at the secondary school level. A formal written agreement is agreed upon and signed by both UTM and the school system. Students are given an opportunity to demonstrate skills in individual and group counseling, teacher and parent consultation, classroom guidance, building cooperative relationships in the school, leadership, advocacy, and development of partnerships with community resources. The specific duties of each internship are developed in collaboration between the student and site supervisor at the beginning of the field experience. Each student completes, with the site supervisor, an Individual Plan that outlines the specific goals to be accomplished during the field experience, and the method of evaluation of progress toward those goals. The Individual Plan is submitted to the university supervisor who provides final approval of the goals. At the end of the semester the student and site supervisor evaluate progress toward the goals and submit this in writing to the university supervisor.
4. Prior to approval of the practicum or internship site, proposed site supervisors must complete a Site Supervisor Application, verifying that they have the appropriate academic credentials, a school counseling license, and at least two years of school counseling experience. Once accepted as an appropriate site supervisor, the university supervisor contacts them and provides a School Counseling Practicum and Internship Site Supervisor Handbook. The Handbook outlines the expectations, responsibilities and duties of the site supervisor, student, and university supervisor. It also provides information on appropriate supervision practice, methods for dealing with student issues, and the forms necessary to document the experience and evaluate the student at both midterm and the end of the semester.

5. Students without a teaching license or experience, or who have not had at least 30 hours of classroom observation, are required to enroll in COUN 712, Learning and Instruction. This course introduces the concepts of student learning and teaching methodology and requires 30 hours of classroom observation.

6. a.) The following are required for application to the program and are reviewed by the Admissions Committee:

- Three letters of recommendation from school superintendents, principals, teachers, professors and/or employers. Each letter must provide clear evidence that addresses the candidate's counseling skills and/or potential which will enable the individual to become a counselor. **Letters must be mailed to graduate studies by the reference;** they must not be submitted by the applicant. Letters should be on letterhead.
- A two-page typed essay that fully describes the candidate's skills and experiences relevant to becoming a successful counselor. The candidate must also discuss the perceived personal abilities and attributes that will enable the counseling candidate to become a successful counselor.
- A resume that fully describes the candidate's degrees, and importantly, the person's occupational experiences – particularly any counseling experiences obtained.
- Form that acknowledges requirement for four-day counseling residency held on the UT Martin campus. ("Acknowledgement of 4 day Counseling Residency")
- Documentation of teaching experience provided by the applicant's school system on appropriate letterhead. Applicants without teaching experience must submit a signed acknowledgement of this requirement. ("Acknowledgement of Teaching Experience")
- A background check is required prior to consideration by the admissions board. See www.utm.edu/ess for details on obtaining the background check.
- GRE scores – you must have a combined Verbal plus Quantitative score of 285 for conditional admissions and 300 for unconditional status. Additionally, you must have an analytical writing score of 3.5. If you do not already have a graduate degree and you have not taken any graduate course work then you do not have to submit your GRE scores until the end of your first semester and will be admitted within an unclassified status. However, you will not be allowed to continue with the graduate program until passing GRE scores have been received.

6 b.) The Admission Committee is comprised of the faculty members of the program, a faculty member in the Educational Studies department and a licensed school counselor from a local school system.

7. There are currently three full-time faculty members in the program. Dr. Claire Dempsey, Assistant Professor, earned her Ed.D. in Counselor Education from the University of Memphis in 2015. Dr. Dempsey teaches courses in Clinical Mental Health Counseling, including several courses that are required for the School Counseling degree. Dr. David Dietrich, Associate Professor, earned

his Ph.D. in Counseling Psychology from the University of Memphis in 1995, his Tennessee teaching license in 1986 (since expired), and was a school counselor for three years in Memphis, Tennessee. Dr. Dietrich has taught both clinical mental health and school counseling courses. Tabitha Cude, Assistant Professor, is ABD, currently completing her dissertation in the Ph.D. program in Professional Counseling at Amridge University. Ms. Cude earned her Master of Education in School Counseling from the University of Tennessee at Martin in 2015. Ms. Cude was a licensed school counselor working at the elementary, middle, and high school levels and currently teaches both school counseling and clinical mental health counseling courses.