Counseling

Primary Career Cluster:	Education & Training and Human Services
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6124
Prerequisite(s):	*Teaching as a Profession I (6125) or Lifespan Development (6013)*
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training or Human Services courses.
Programs of Study and Sequence:	This is an elective course in the *Social Health Services and Teaching as a Profession* programs of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-education-training

Course Description

Counseling is an applied-knowledge course in the Education and Training and Human Services career clusters for students interested in learning more about becoming marriage and family, school, career, mental health, rehabilitation, or substance abuse counselors. The course covers the history of the profession, career investigation, professional ethics, counseling models, counseling approaches for a range of ages, and communication skills. In addition, students will complete a job-shadowing experience. Artifacts will be created to add to a portfolio which students will continue to build throughout the program of study. Upon completion of this course, proficient students will be prepared for further study in school counseling at the postsecondary level.

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Program of Study Application

This is an elective course in the *Social Health Services and Teaching as a Profession* programs of study. For more information on the benefits and requirements of implementing this program in full, please visit the Education and Training website at https://tn.gov/education/article/cte-cluster-education-training.

Course Standards

History of Counseling

1) Research and summarize in a clear and coherent narrative the influence of significant contributors to the history and development of counseling in schools, private practices, and other agencies in the United States. Create a timeline or graphic illustration that represents when each of these major figures lived and highlight their unique contributions.

Career Investigation

2) Compile and analyze real-time labor market data, as well as economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to describe counselor education and licensing requirements, job availability, salaries, and benefits as counselors in multiple job capacities.

3) Citing specific textual evidence from Tennessee State Laws Policy Rules and Regulations, document the roles of counselors in serving clients in multiple capacities, explaining the difference between direct and indirect services.

4) Analyze the relationship between the knowledge, abilities, skills, and attitudes outlined in the American Counseling Association (ACA) Competencies and the importance of graduate degrees in hiring and advancement. Revisit and revise where appropriate the career pathway plan, which outlines academic and career achievement goals created in the previous courses with findings.

Professional Ethics

5) Research professional ethical standards for counselors from recognized professional organizations, such as the American School Counselor Association and/or the American Counseling Association. Synthesize principles from the standards to create a personal code of ethics.

6) Define confidentiality in the context of counseling services. Synthesize information from local, state, and federal laws and policies to create a list of guidelines under which counseling records may be released and to whom. Use the guidelines to analyze counseling case studies and assess the extent to which confidentiality requirements were appropriately implemented.

Counseling Models

7) Compare and contrast mental health therapy models/theories and create an informational artifact summarizing the findings. Include key theorists, their therapy philosophies and techniques, and implications for modern counseling practice. Theories to research include but are not limited to:
    a. Behavioral therapy
    b. Cognitive-Behavioral therapy
    c. Person-Centered therapy
    d. Family Systems therapy

8) Illustrate specific strategies used within the following major domains highlighted by the American Counseling Association and/or American School Counselor Association:
    a. Academic
    b. Personal/Social
    c. Career

9) Working collaboratively, research various models of intervention used in school, rehabilitation, and substance abuse counseling. Assess the potential benefits of implementing a peer assistance program and present findings to the class.

Counseling Young Children (pre-K to fifth grade)

10) Research the types, indicators, and the legal requirements for reporting child welfare issues. Prepare an informational artifact for different types of issues, describing the common signs and symptoms indicative of abuse, and outline the reporting requirements and procedures at the district and state levels.

11) Research circumstances that elementary level guidance counselors or family counselors may be required to address. Synthesize information gathered into a research paper or project on topics including, but not limited to:
    a. Divorce/remarriage of parents
    b. Discipline issues
    c. Learning disabilities
    d. Career awareness and exploration
    e. Education on understanding self and others
    f. Peer relationships, coping strategies and effective social skills
    g. Transition to middle school

Counseling in Middle School (sixth grade to eighth grade)

12) Research situations that guidance counselors in middle schools may need to address. Synthesize information gathered into a research paper or project on topics including, but not limited to:
    a. Puberty
    b. Discipline issues
    c. Learning disabilities

d. Bullying
e. Eating disorders
f. Academic skills support and planning
g. Peer relationships and effective social skills
h. Communication, problem-solving, decision-making and conflict resolution
i. Career awareness, exploration and planning
j. Substance abuse education
k. Individual/family/school crisis intervention
l. Transition to high school

Counseling in High School (ninth to 12th grade)

13) Craft an argumentative essay about the strength of peer influence versus parental influence on decision-making among adolescents. Develop claim(s) and counterclaim(s) with reasoning and evidence.

14) Research situations that guidance counselors in high schools may need to address. Synthesize information gathered into a research paper or a project based on topics including, but not limited to:
   a. Class scheduling
   b. Popularity
   c. Stress
   d. Peer relationships and effective social skills
   e. Bullying
   f. Sexuality
   g. Pregnancy or other health issues
   h. Truancy and school refusal
   i. Juvenile Justice
   j. Drug and alcohol use
   k. Study and test-taking skills
   l. Postsecondary planning and application process
   m. Career planning and awareness
   n. Conflict resolution

15) Demonstrate understanding of the Tennessee juvenile justice system by synthesizing information from various reputable sources to describe:
   a. The potential roles and responsibilities of a school counselor
   b. The role of a Court Appointed Special Advocate
   c. The three major circumstances under which a juvenile court decides custody arrangements for juveniles

Counseling Adults

16) Research circumstances that counselors may be required to address in adult counseling. Synthesize information gathered into a research paper or project on topics including, but not limited to:
   a. Depression, anxiety, fears, or phobias

        b.   Stress management
        c.   Career or family challenges
        d.   Relationship difficulties/couples counseling
        e.   Negative thinking
        f.   Grief or loss
        g.   Weight loss support
        h.   Parenting support
        i.   Low self-esteem/self-confidence
        j.   Financial difficulties

Emergency Counseling

17) Research tools for assessing self-harm and suicide risk, including depression inventories. Create a chart for analyzing risk level (low, medium, high) based on the following:
        a.   Immediate predictors
        b.   Psychiatric history
        c.   Current life events or situations
        d.   Support systems
        e.   Emotional or behavioral factors

18) Create an informative artifact explaining the difference between characteristics of grief at preschool, elementary, and secondary school levels, young adulthood, middle adulthood, and later adulthood developmental levels and cite evidence for appropriate preliminary interventions.

19) Develop developmental-appropriate written and illustrated instructional materials, including electronic media (if available), directing stakeholders to various resources. Examples of resources include but are not limited to crisis hotlines and social service agencies.

Communication Skills

20) Develop and practice active listening skills including identification of speaker's major points, focusing on speaker's message rather than listener's response, discriminating between fact and opinion, and verifying interpretation of message. Use appropriate note-taking techniques and overcome communication barriers by treating the speaker with courtesy and respect. Seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions.

21) Differentiate between verbal and nonverbal communication when interacting with children and adults. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques.

22) Practice communication skills by writing and participating in role play exercises and critiquing the role play exercises of others. Demonstrate specific techniques for building rapport with children, adults, and other stakeholders, including but not limited to:
        a.   Reflecting without judgment
        b.   Affirmation

  c. Summarizing
  d. Asking open-ended questions
  e. Empathizing

23) Cite evidence to support the idea that conflict is a normal part of human relationships at home, school, and work. Compare and contrast communication styles in conflicts. Practice different styles of handling conflicts by participating in role-play exercises and critiquing the role-play exercises of others.

The following artifacts will reside in the student's portfolio:
- History of Counseling graphic
- Career Investigation artifacts
- Personal Code of Ethics artifacts
- Guidelines for Student Records
- Counseling Model artifacts
- Domain illustrations
- Circumstance Research artifacts
- Emergency Graphic illustrations
- Grief illustration
- Communication artifacts

Standards Alignment Notes

*References to other standards include:
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, FACS.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Human Services Practicum

Primary Career Cluster:	Human Services
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6138
Prerequisite(s):	*Family Studies* (6136) or *Nutrition Science and Diet Therapy* (6007)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
Programs of Study and Sequence:	This is the fourth and final course in both the *Dietetics & Nutrition* and *Social Health Services* programs of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://tn.gov/education/topic/work-based-learning.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-human-services

Course Description

Human Services Practicum is a capstone course in the human services cluster that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the human services cluster. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based

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laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at https://tn.gov/education/topic/work-based-learning. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in the *Dietetics & Nutrition* and *Social Health Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Human Services website at https://tn.gov/education/article/cte-cluster-human-services.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
    a. Application of academic and technical knowledge and skills (embedded in course standards)
    b. Career knowledge and navigation skills
    c. 21st Century learning and innovation skills
    d. Personal and social skills

Professionalism, Ethics, and 21st Century Skills

2) Collaboratively, develop a professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
    a. Attendance/punctuality
    b. Professional dress and behavior

c.　Positive attitude
　　　d.　Collaboration
　　　e.　Honesty
　　　f.　Respect
　　　g.　Responsibility
　　　h.　Appropriate technology use

3) Select and research a professional organization in a counseling area of choice. Cite specific textual evidence from the organization and news articles to summarize:
　　　a.　The mission of the organization
　　　b.　Benefits of belonging to the organization
　　　c.　Credentials provided and how they are obtained and maintained
　　　d.　Journals, newsletters, and other documents and reports it publishes
　　　e.　Educational opportunities provided
　　　f.　Conferences held
　　　g.　Membership costs, levels, student memberships
　　　h.　Website, contact information

4) Collect Codes of Ethics from various counseling-related professional organizations and examine areas of commonality. Participate in a class discussion on the significance of including standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics.

Stress Management

5) Describe how stress affects the body and how it impacts relationships. List common stressors and ways to relieve stress and build resilience, citing specific textual evidence from academic and news media.

6) Evaluate personal stress level and ability to cope with stress using the Holmes and Rahe Stress Scale and the Resiliency Center's resiliency quiz (or other appropriate instruments). Identify stressors in your life and create a written plan to address specific stressors, as well as to incorporate one or more general stress relievers into your daily life, justifying recommendations with reasoning and evidence from research.

7) Interview individuals working in a human services occupation (such as counseling, social work, or consumer services) concerning stressors they encounter in their profession. Using evidence compiled from the interviews, participate in a class discussion addressing the stressors associated with counseling fields and how job stress might be reduced or dealt with.

Counseling Policies and Practices

8) Analyze authentic case studies of counseling situations and assess in writing the degree to which their proposed resolutions are supported by legal and ethical policies, citing specific textual evidence from codes of ethics, legislation or other appropriate materials.

9) Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: empathize, motivate, listen attentively, speak

courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction.

10) Work in a team to identify local area public and private agencies, businesses, and other entities that provide counseling services. Conduct phone or face-to-face interviews with a business to find out the specific services offered, fee structure, location(s) and hours, contact information and other information people seeking such services might require. As a class, compile a referral guide to human services in your area. Counseling services might include but are not limited to:
    a. Family
    b. Marriage
    c. Nutrition/Diet
    d. Career
    e. Social services
    f. Grief
    g. Substance abuse
    h. Financial

The Counseling Environment

11) Synthesize relevant research to prepare a checklist by which prospective environments could be evaluated to determine suitability for a counseling practice. Draft indicators to evaluate the degree to which the environment inspires client confidence in the services provided. Include but do not limit the checklist to location, proximity to transportation, safety, and functionality of office layout.

12) Gathering principles of effective design from multiple sources, develop standard operating procedures for a counseling services office that include but are not limited to:
    a. Maintaining patient confidentiality
    b. Office safety
    c. Emergency procedures
    d. Workplace accident and incident reports

Practicum

13) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job-shadow, or classroom-based project. Where appropriate, implement activities and use artifacts developed in previous courses.

14) Document the practicum using a journal to draw connections between the experience and previous course content by reflecting on:
    a. Tasks accomplished and activities implemented
    b. Positive and negative aspects of the experience
    c. Interactions with clients and professionals
    d. Personal satisfaction

15) Upon conclusion of the practicum, produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the experience.

The following artifacts will reside in the student's portfolio:
- Professionalism Rubric
- Professional Organization Brochure
- Personal Code of Ethics
- Stress Management
- Counseling Referral Guide
- Counseling Environment Checklist
- Practicum Checklist
- Practicum Journal
- Practicum Presentation

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.