



DOANE UNIVERSITY

SYLLABUS

COU 627- Professional Identity Development I

Course Content

Course Number: COU 627

Course Title: Professional Identity Development I

Course Dates: 2019 – 2020 Academic Year

Credit Hours: 1 credit and 0 credit

<i>Instructor</i>	<i>Phone</i>	<i>Email</i>
Alison Downs		alison.downs@doane.edu
Cathy Steinhauer	402-417-6644	cathy.steinhauer@doane.edu
Nicole Trevena-Flores	402-580-4401	nicole.trevena@doane.edu
Michelle Wooten		michelle.wooten@doane.edu

Office Hours: By Appointment

Meeting Times: Second and seventh weeks of each term
Speck PID meets on the third Sunday of the month.

Course Description

COU 627

This seminar is the first of a series of three seminars. The focus of this seminar is on examining core issues in the development of a professional identity as a counselor. The student will: 1) begin to recognize personal characteristics identified in the research literature as essential for effective mental health counselors; 2) initiate the ongoing process of individual strength and skill assessment, and 3) document the learning that occurs and how that learning can be applied in counseling settings.

Required course for all students in Level I.

COU 627 (0-credit)

This seminar course allows for a seamless monitoring of the students throughout Professional Identity Development I. **Required for students in Level 1.**

Course Objectives:

1. Students will have knowledge of the role and process of the professional mental health counselor advocating on behalf of the profession (2.F.1.d.).
2. Students will have knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues (2.F.1.f.)
3. Students will have knowledge of self-care strategies appropriate to the counselor role (2.F.1.l.).
4. Students will have knowledge of personal characteristics and behaviors that influence the counseling process (2.F.5.f.).

REQUIRED TEXT:

SUPPLEMENTAL TEXT:

CACREP Standards Addressed in this Course

CACREP Standard		Possible Goal
Level 1		
2.F.1.d	The role and process of the professional counselor advocating on behalf of the profession	<ul style="list-style-type: none"> • Join the NCA • Be involved in NCA committee/district level involvement • Present at NCA state conference
2.F.1.f	Professional counseling organizations, including membership benefits, activities, services to members, and current issues	
2.F.1.l	Self-care strategies appropriate to the counselor role	<ul style="list-style-type: none"> • Develop and implement a self-care plan

2.F.5.f	Counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> • Identify personal characteristics that would influence my work with clients • Develop a plan for being reflective of personal issues that influence work with clients
Level 2		
2.F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	<ul style="list-style-type: none"> • Engage in advocacy efforts on behalf of clients during Tx team meetings/in school system/at internship site/etc. • Engage in advocacy efforts at state government level Learn about the concepts of psychological first aid
5.C.3.e	Strategies to advocate for persons with mental health issues	
2.F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<ul style="list-style-type: none"> • Identify discrimination barriers for those with mental health Dx's • Be involved in advocacy efforts for those with mental health Dx's
2.F.5.k	Strategies to promote client understanding of and access to a variety of community-based resources	<ul style="list-style-type: none"> • Identify resources in the community that clients could use • Develop a table of available community resources for use with clients.
2.F.5.n	Processes for aiding students in developing a	<ul style="list-style-type: none"> • Read a theoretical based counseling book

5.C.1.a	<p>personal model of counseling</p> <p>Theories and models related to clinical mental health counseling</p>	<ul style="list-style-type: none"> • Find and read articles related to a specific counseling theory • Complete an assessment based on determining a counseling theory • Develop a paper related to a personal perspective of counseling • Begin development of theory related section of portfolio
2.F.6.d	<p>Characteristics and functions of effective group leaders</p>	<ul style="list-style-type: none"> • Identify personal characteristics that may impede being an effective group facilitator
5.C.3.c	<p>Strategies for interfacing with the legal system regarding court-referred clients</p>	<ul style="list-style-type: none"> • Research mental health specific laws in NE • Sit in a mental health/drug court session • Interview a drug court Tx provider
5.C.3.d	<p>Strategies for interfacing with integrated behavioral health care professionals</p>	
Level 3		
2.F.1.g	<p>Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</p>	<ul style="list-style-type: none"> • Begin to complete licensure application package • Develop plan to complete provisional licensure package
5.C.2.i	<p>Legislation and government policy relevant to clinical mental health counseling</p>	

5.C.2.k	Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	
2.F.1.m	The role of counseling supervision in the profession	<ul style="list-style-type: none"> • Identify personal characteristics that may impeded the development of a supervision relationship • Develop a list of areas that need to be focused on in supervision
2.F.1.h	Current labor market information relevant to opportunities for practice within the counseling profession	<ul style="list-style-type: none"> • Identify open counseling jobs • Determine qualifications for open counseling jobs compared to current qualifications
	CPCE	<ul style="list-style-type: none"> • Schedule and take the CPCE exam through the Academic Support Center
	Capstone Presentation	<ul style="list-style-type: none"> • summarize and synthesize the student's learning throughout the program.

Measurement of Outcomes

Assignments (Direct): Professional Development Plan, Reflection paper

Instructor Evaluations (Indirect): Participation points awarded by instructor

Instructional Methods

This class will include: self-evaluation, personal reflection, discussion, and dialogue.

Suggestions for getting the most out of this Course

Be engaged. PID seminars are intended to foster an active dialogue supporting self-reflective consideration of issues. Active engagement in the seminar will enhance your ability to develop a personalized strategy to get the most out of your experience in the counseling program.

Course Requirements

PID Seminars meet a minimum of two times per nine-week term, usually in the second and seventh weeks of the term, for 90 minutes. A common assignment in all of the PID seminars is for the student to develop a goal related to each of the learning objectives identified at his or her current program level (Level 1, Level 2, or Level 3). The student's goal will be submitted as a Professional Development Plan, through Live Text and will be evaluated by the student's PID instructor. At the next PID meeting, the student will then reflect on his or her completion of the goal during the term. The student's written reflection will be submitted through Live Text and will be evaluated by the instructor. **Students must have documentation demonstrating successful completion of all of the learning objectives at his or her current level in the program, in order to be eligible for promotion to the next program level.**

1. Active participation 30% of Grade

1. Students are expected to maintain consistent attendance and active participation in the seminar. At the highest level, this is indicated when the student listens attentively when others speak and engages group members in ways that facilitate their contribution. The student constructively builds upon or synthesizes the contributions of others and/or makes novel observations. The student supports a constructive group climate by treating group members respectfully, using constructive, positive verbal and nonverbal communication. Students are eligible for a successful grade in PID if they have one absence per academic year. Students that have more than one absence per year should not expect to earn a successful grade in PID.

2. Professional Development Plan (PDP) 30% of Grade

Every term, students will develop a Professional Development Plan which outlines a goal that addresses one of the learning objectives identified at the student's current program level (Level 1, Level 2, or Level 3). The plan should include specific outcome measures that indicate how and when the student will achieve the goal. The Professional Development Plan will be submitted through Live Text.

3. PDP - Reflection 40% of Grade

Students will reflect on the achievement of the goal outlined in the Professional Development Plan. The reflection paper should include the following information:

- a. **Content Knowledge:** What have I learned?
At the highest level, the student's discussion should demonstrate a deep level of reflection and application to personal experience over the course of the term.
- b. **Professional Development:** How have I developed as a professional counselor?
Student's reflection should discuss in detail specific experiences that led to professional identity development in the content area.
- c. **Personal Development:** How have I developed personally?
Student's reflection should discuss in detail specific experiences that led to personal identity development in the content area.
- d. **Future Application:** What do I hope to continue in the future?
Student's reflection should provide a detailed plan for future continued development and growth in the content area.

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

Attendance and active participation in the seminar	30%
Professional Development Plan	30%
Reflection paper	40%

Grading Scale:

Students earn a letter grade for COU 627, 628, and 629.

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

Course Declarations

After successful completion of COU 595-Foundations in Professional Mental Health, students achieve Level 1 status, and are required to enroll in a PID course each term. In their second term in the counseling program, students enroll in COU 627 – Professional Identity Development I, a one credit course. In each subsequent term in which students have Level 1 status, they enroll in a zero-credit PID course, COU 627.

Upon successful promotion to the next program level, Level 2 – Admission to Candidacy for the Degree, students enroll in COU 628-Professional Identity Development II, a one credit course. In each subsequent term in which students have Level 2 status, they enroll in a zero-credit PID course, COU 628.

Upon successful promotion to the next program level, Level 3 – Internship, students enroll in COU 629-Professional Identity Development III, a one-credit PID course. In each subsequent term in which students have Level 3 status, they enroll in a zero-credit PID course, COU 629.

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition,

you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the **Director of the Office for Civil Rights**, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the University of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.

3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.