# DOANE COLLEGE

## Course Syllabus

Title of Course: ***Professional Identity Development Seminar I*** (3 credits)

Course N. **COU 627**

Instructor:                                   Phone:          E-mail:
Gerry Allen           402-461-4262     gerry.allen@doane.edu
Peter Allman          402-467-4114     peer.allman@doane.edu
Lynette Erickson      402-440-0171     lynette.erickson@doane.edu
Janet Johnson         402-828-2393     janet.l.johnson@doane.edu
Gina Larson           402-416-8714     gina.larson@doane.edu
Beverlee Linder       402-471-3330     beverlee.linder@doane.edu
Ina Luhring           402-472-3880     Ina.luhring@doane.edu
Melissa Schmid        402-770-7655     melissa.schmid@doane.edu
Kate Speck            402-472-0501     kate.speck@doane.edu
Cathy Steinhauer      402-488-1032     cmccawley@insighteap.biz
Ray Zeisset           402-435-0933     Ray.Zeisset@doane.edu

I.  **Catalog Description and Credit Hours of Course:**
    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** (1credit)

II.  **Prerequisite(s):**
    Full admission to the program and Permission of the Dean

III.  **Course Integrated into Focus area:**

| Mental Health Focus | Addictions Focus | School Counseling Focus |
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| Required | Required | Required |

IV.  **Course as Relates to External Requirements**

| LMHP | LADC | NDE Endorsement |
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V.  **Course as Relates to External Standards**

| CACREP Standards (2009) |
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| Nebraska Department of Education Standards: Rule 20 |
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| American School Counselor Association (ASCA) National Model |
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| **NCATE** |
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## VI. Purposes and Learning Objectives of the Course

The Professional Identity Development Seminars are described in the graduate catalogue as follows: "a series of three seminars. The focus is on examining core issues in the development of a professional identity as a counselor." The MAC program has always asserted becoming a counselor is a choice, an active decision involving commitment and self reflection, personal and professional growth and development. This program is designed as a transformational growth process best understood from a developmental perspective. The process requires understanding and mastery of a scientific body of knowledge and skills but more importantly the process of becoming a counselor requires internalization and actualization of a professional identity. It requires an active pursuit of the question, "What does this subject or topic or material mean to me as a developing counselor?" It requires a personal understanding of how an individual's personality, beliefs, values, thoughts, and life experiences influence the way they experience the world and their interaction with people.

PID seminars are intended to foster an active dialogue supporting self reflective consideration and the development of a personalized strategy to get the most out of Doane College Master of Arts in Counseling experience. Through the seminars students develop and articulate their philosophy of life and of change, the lens through which they view and understand the world and other people. Their learning goal is to define and realize who they are and will be as a counselor rather than how to act as a counselor or how to do things counselors do. Through the seminars students learn to decide and articulate their theoretical orientation so that they are able to ethically practice in a way that is both intentional and theory based. The ACA Code of Ethics (American Counseling Association, 2005) asserts that counselors practice in a manner based on science and clearly articulated to clients.

The learning experiences of the PID seminars are provocative questions, self evaluation checklists, prompts for personal reflection, journaling questions, discussion, and dialogue. A common assignment in all of the seminars is for students to develop a personal Student Portfolio. The primary purpose of the portfolio is to allow a counseling student to formulate, articulate and communicate an understanding of the knowledge, skills and competencies she or he has developed in various areas of the counseling profession and the student's unique personification of professionalism. The student portfolio is a repository for artifacts and also provides structure and focus as students reflect upon crucial components of their learning process as a counselor-in-training.

The goal is what is identified by Granellor and Young as "a reflective practitioner model".  Reflection is the means by which each student, as they progress through the program, synthesizes and integrates what they are learning with the person they are.   Reflection is the process of reconsidering previous assumptions or beliefs in the light of new information; critically evaluating thoughts, ideas, and opinions.  The learning goal of PID is the clear understanding and articulation by a student of their developing professionalism, both their professional identity and their professional orientation and how this is integrated by means of their transformational growth experience in the MAC program.

Growth and development can happen inside the privacy of each student's mind, but it is solidified and enhanced when it is articulated, written, and discussed with colleagues and mentors.  To track, assess, and guide professional growth each student is required to document their progression as they go; much the same as they will be required later to identify, assess, and document progress in therapy.  Documentation assists both the student and the faculty to have a clear sense of where the student has been, where the student is currently and where the student is headed. As stated above, counselors have the ethical responsibility to be able to articulate to clients the reality of who they are professionally and how they practice.

It is through regular involvement and active participation in the PID seminars that students learn to articulate and communicate their developing professionalism.  As this happens in seminar the instructor is able to mentor and evaluate, provide encouragement and feedback in the form of dialogue and grades for that development.  As stated in 2002 when PIDs were introduced, this documentation is to be placed in a student portfolio.  An evolving portfolio is a tangible articulation of a student's developing professionalism and therefore is a common assignment in all PID seminars.  The student portfolio is the foundation, the repository and the supporting documentation for the student's formal letter requesting and justifying promotion at each level of the program including approval for graduation.

VII.  **Course Content or Outline:**                                  <u>**Class Hours**</u>

Each seminar will meet a minimum of two times per term usually in the second and seventh weeks of each term.  In preparation for each seminar students will update their Student Portfolio.  During each seminar, through provocative questions, self evaluation checklists, prompts for personal reflection, journaling questions, discussion, and dialogue students will edit and polish their portfolio including their Professional Identity Statement, their Professional Orientation Declaration and their letter to the Dean requesting advancement in the program.

The primary purpose of the portfolio is to allow a counseling student to formulate, articulate and communicate an understanding of the knowledge, skills and competencies she or he has developed in various areas of the counseling profession. It is also a vehicle providing structure and focus as students reflect upon crucial components of their learning process as a counselor-in-training.  The portfolio will be designed as outlined below.

Please note:  Students starting the program before January 7, 2011 <u>may</u> present their portfolio in a traditional "hard copy."  This will require the purchase of a three-ring binder, dividers, audio and/or videotapes to be contained within the portfolio.  Management and storage of the binder is the responsibility of the student.   Students starting the program after January 7, 2011 will be required to present the portfolio in an electronic format.    This should follow the outline below:

**Coversheet or Title page**

**Table of Contents**

**Section I: Professional Information**

1.  Introduction Page
2.  Vita or comprehensive Resume
3.  Licensure or Certification Documents (for Professional Portfolio)
4.  Testing Results – CPCE or the NCE (for Professional Portfolio)
5.  Current Transcripts
6.  Malpractice Insurance Documentation

## Section II: Artifacts Demonstrating Proficiency in the Core Counseling Areas

| Proficiency Area | Experience | Possible Artifacts | Acceptable Analysis |
|---|---|---|---|
| 1. LIVE Doane | Total MAC transformational learning experience | Self reflection descriptions of experiences of: Leadership Inquiry Values Engagement | |
| 2. Professional Orientation and Identity | COU 627 PID I COU 628 PID II COU 629 PID III | Letter(s) of Request for Promotion supported by Student Portfolio including: Identity and Orientation Statements | 1. A grade of A or B or documentation of completed remediation plan. 2. Instructor comments written on or an acceptance sheet. 3. Comprehensive reflective statements that articulate and demonstrate understanding and integration with: A) a personal professional identity, and B) professional orientation statement. |
| 3. Helping Relationships | COU 601 Theories of Counseling & Practice I (3) | Evaluation sheets. Feedback forms. Written comprehensive reflective statement, formal request for full acceptance into the program. | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact by assigned PID instructor. 3. A 2 or more page reflective statement that demonstrates understanding and integration self identity and bias as well as basic interviewing techniques and skills into a personal theoretical orientation position statement. |

| 4. Research and Program Evaluation | COU 675 Research in Counseling (3) | 1. 20 Key Concepts Paper<br><br>2. Final Critique | 1. A grade of A or B or documentation of completed remediation plan.<br>2. Comments written on or an acceptance sheet for each artifact by PID instructor.<br>3. A 2 or more page reflective statement that demonstrates understanding and integration of research principles into a personal theoretical orientation position statement. |
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| 5. Psycho-diagnosis | COU 610 Psychopathology (3) | Major paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan.<br>2. Comments written on or an acceptance sheet for each artifact by assigned PID instructor.<br>3. A 2 or more page reflective statement that demonstrates understanding and integration of diagnostic strategy and psycho diagnosis into a personal theoretical orientation position statement. |
| 6. Career Development | COU 662 Career & Lifestyle Development (3) | Major paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan.<br>2. Comments written on or an acceptance sheet for each artifact by assigned PID instructor.<br>3. A 2 or more page reflective statement that demonstrates understanding and integration of career and lifestyle development and theory into a personal theoretical orientation position statement.<br>4. An up-to-date portfolio demonstrating understanding and effective utilization of the portfolio format. |

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| 7. Social and Cultural Diversity | COU 655 Social & Cultural Context and Systems (3) COU 630 Advanced Multicultural & Human Diversity Counseling (3) | Major paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact by assigned PID instructor. 3. A 2 or more page reflective statement that demonstrates understanding and integration of social and cultural diversity into a personal theoretical orientation position statement. |
| 8. Human Growth and Development | COU 625 Human Growth & Development I (3) & COU 626 Human Growth & Development II (3) Or COU ZZZ Human Developmental Across the Lifespan (3) | Major paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact by assigned PID instructor. 3. A 2 or more page reflective statement that demonstrates understanding and integration of normal as well as abnormal human growth and development into a personal theoretical orientation position statement. |
| 9. Counseling Theory | COU 602 Theories of Counseling & Practice II (3) | Theory paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact by assigned PID instructor. 3. A 2 or more page reflective statement that demonstrates understanding and integration of counseling theories into a personal theoretical orientation position statement. |

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| 10. Group Dynamics | COU 634 Group Processes (3) Or COU 653 Foundations of Marriage and Family Therapy (3) | Major paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact by assigned PID instructor. 3. A 2 ore more page reflective statement that demonstrates understanding and integration of the theory and dynamics of groups and group interaction into a personal theoretical orientation position statement. |
| 11.Assessment | COU 612 Clinical Assessment (3) | 1. Term Paper 2. PowerPoint from presentation | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact by assigned PID instructor. 3. A 2 or more page reflective statement that demonstrates understanding and integration of the methods and theory of clinical assessment into a personal theoretical orientation position statement. |
| 12. Crisis Intervention | COU 602 Theories of Counseling & Practice II (3) | Major paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact by PID instructor. 3. A 2 or more page reflective statement that demonstrates understanding and integration of crisis identification and management into a personal theoretical orientation position statement. |
| **Special Requirements** | | | |

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| Requirement #1 - Technology | Demonstrate Competence in the use of Technology | Use of the email, PowerPoint, online instruction, internet and electronic portfolio | Give an example of work with technology. This can be an example of electronic assessment, PowerPoint, WebPages or another appropriate artifact. This artifact may be listed in another section of the portfolio. (If this is the case, reference where it can be found.) |
| Requirement #2 – Professional Identity & Focus | COU 627 (1) COU 628 (1) COU 629 (1) Professional Identity Development Seminars | Portfolio 1 Portfolio 2 Portfolio 3 | 1. Grade of A or B 2. Accepted Professional Identity Statement 3. Professional Orientation Position Statement |

**Section III: Proficiency in a Counseling Focus Area (Mental Health, Addictions or School)**

**Mental Health Counseling**

| Proficiency Area | Experience | Possible Artifacts | Acceptable Analysis |
|---|---|---|---|
| 1.Foundations of Mental Health Counseling 2. Knowledge and Skills for Mental Health Counselors | All counseling courses | Major papers. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact. 3. A 2 or more page reflective statement in each of the Core Counseling Areas (above) demonstrating understanding and integration. |
| 3. Practical Clinical Learning Experience in a Mental Health treatment practicum setting. | COU 621 Counseling Practicum I (3) & COU 622 Counseling Practicum II (3) | Case study(s) illustrating application of personal theoretical orientation. Signed log sheets documenting of a total of 100 clock hours and 40 direct contact hours. Signed evaluation by Site Supervisor | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact. 3. A 2 or more page reflective statement demonstrating understanding and integration of systemic theory and practice in the practical learning setting. |
| Practical Clinical Learning Experience in a Mental Health treatment | COU 691 Internship (6) | Case study(s) illustrating application of personal theoretical orientation. Signed log sheets documenting of a total | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact. |

| | | of 800 clock hours and 320 direct contact hours. | 3. A 2 or more page reflective statement demonstrating understanding and integration of systemic theory and practice in the practical learning setting. |
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| internship setting. | | Signed evaluation by Site Supervisor | |

### Addictions Counseling

| Proficiency Area | Experience | Possible Artifacts | Acceptable Analysis |
|---|---|---|---|
| 1. Advanced understanding of Addictions Theory and Practice | COU 632 (3) COU 657 (3) COU 658 (3) | Major paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan. 2. Comments written on or an acceptance sheet for each artifact. 3. A 2 or more page reflective statement demonstrating understanding and integration of systemic theory and practice in an addictions counseling setting. |
| Practical Clinical Learning Experience in an addictions treatment practicum setting. | COU 621 Counseling Practicum I (3) & COU 622 Counseling Practicum II (3) | Case study(s) illustrating application of personal theoretical orientation. Signed log sheets documenting of a total of 100 clock hours and 40 direct contact hours. Signed evaluation by Site Supervisor | 1. A grade of A or B. 2. Site and university evaluations. 3. An appropriate approved log of a total of 100 clock hours and 40 direct contact hours. |
| Practical Clinical Learning Experience in | COU 691 Internship (6) | Case study(s) illustrating application of personal theoretical | 1. A grade of A or B. 2. Site and university evaluations. 3. An appropriate approved |

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| an addictions treatment internship setting. | | orientation.<br><br>Signed log sheets documenting of a total of 800 clock hours and 320 direct contact hours.<br><br>Signed evaluation by Site Supervisor | log of a total of 800 clock hours and 320 direct contact hours.<br>4. A 2 or more page reflective statement demonstrating understanding and integration of the Practical Clinical Learning Experience. |

**School Counseling**

| Proficiency Area | Experience | Possible Artifacts | Acceptable Analysis |
|---|---|---|---|
| 1. Foundations of School Counseling<br>2. Contextual Dimensions of School Counseling<br>3. Comprehensive Guidance Curriculum | COU xxx Foundations of School Counseling (3) | Major paper. Presentation write-up. Power point outline. Case studies. | 1. A grade of A or B or documentation of completed remediation plan.<br>2. Comments written on or an acceptance sheet for each artifact.<br>3. A 2 or more page reflective statement demonstrating understanding and integration of systemic theory and practice in a school counseling setting. |
| Practical Clinical Learning Experience in a school practicum setting. | COU 621 Counseling Practicum I (3)<br><br>COU 622 Counseling Practicum II (3) | Case study(s) illustrating application of personal theoretical orientation.<br><br>Signed log sheets documenting of a total of 100 clock hours and 40 direct contact hours.<br><br>Signed evaluation by Site Supervisor | 1. A grade of A or B.<br>2. Site and university evaluations.<br>3. An appropriate approved log of a total of 100 clock hours and 40 direct contact hours. |

| Practical Clinical Learning Experience in a school internship setting. | COU 691 | Case study(s) illustrating application of personal theoretical orientation.<br><br>Signed log sheets documenting of a total of 800 clock hours and 320 direct contact hours.<br><br>Signed evaluation by Site Supervisor | 1. A grade of A or B.<br>2. Site and university evaluations.<br>3. An appropriate approved log of a total of 600 clock hours and 240 direct contact hours. 4. A 4-5 page reflective statement demonstrating understanding and integration of the Practical Clinical Learning Experience. |
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Section IV: Professional development in the MAC program

When a potential employer or sophisticated new clients first meets a counselor they may reasonably ask about the counselor's theoretical orientation. Many counselors struggle as they attempt to respond to this very practical question. When pressed to describe their theoretical approach many counselors simply avoid the question by identifying themselves as eclectic. The American Counseling Association (ACA) Code of Ethics (2005) stipulates there must be scientific, empirical research or a theory-based foundation for the use of any technique or treatment modality.

Eclecticism allows for openness and flexibility. However, it can also serve to conceal an indiscriminate selection of bits and pieces from divergent sources. Eclecticism is often a relatively arbitrary process resulting in a hodgepodge of contradictory concepts and techniques. Many if not most clinicians who call themselves eclectic are actually practicing an inconsistent and, at times, haphazard approach to psychotherapy, without guiding principles or theoretical basis. Some clinicians simply accumulate diverse techniques, a random collection of approaches which are interesting to them or are easy to remember but do not weave them together into a thoughtfully selected formulation resulting in a unified whole.

Genuine psychotherapeutic unification necessarily demands a meta-paradigm that will systematically, coherently, and comprehensively include and unify all of the selected single theories and their associated techniques in such a way that they complement, rather than contradict, one another. Without an overarching meta-paradigm clinicians who employ diverse therapeutic techniques, even when the techniques are helpful and effective, often do so more from intuitive clinical judgment than from a meta-theory that provides consistent, sound answers to questions such as "Why would you use this technique with this client?" or "Why would you conceptualize this client from this theoretical perspective?" As students professionally grow and develop in the MAC program they are expected to consider, develop and refine a meta-cognitive theory of their approach to counseling. As

graduates are ready to leave the MAC program and assume their roles as leaders in the professional community they should have a clear conceptualization and articulation of both their own professional identity and of their theoretical orientation to the profession of counseling. This formulation is best accomplished in their professional portfolio that includes both a professional identity statement and a personal theoretical orientation position statement.

It is not enough for each student to sit at their desk in the final week of their internship and develop such a conceptualization.  Students are expected to develop their learning portfolio and theoretical orientation as they progress through the program.  Applicants submit the initial formulation of what will become their portfolio when they apply to the program. At the time students are ready to progress from Level One to Level Two they are expected to provide their PID instructor with an initial draft of their Student Portfolio.  A second draft is due when the student petitions to be promoted from Level II to Level III status and a final draft is due when a student is ready to complete PID III and petition for graduation.

## Section IV-A: Personal Theoretical Orientation Declaration

A well defined theoretical orientation is a fundamental attribute of a counselor. It provides an overarching theory that guides learning and practice. Being intentional and theory based are primary requirements for ethical and effective counseling. Theoretical orientation provides a structure for collecting data, formulating an understanding, selecting interventions and evaluating progress. Intentionality translates theory into practice.

"The term *theoretical orientation* refers to an organized set of assumptions, which provides a counselor with a theory-based framework for (a) generating hypotheses about a client's experience and behavior, (b) formulating a rationale for specific treatment interventions, and (c) evaluating the ongoing therapeutic process" (Poznanski, 1995, p. 412). Theoretical orientation becomes the foundation for and shapes professional identity.

This section of the portfolio contains a position paper articulating a personal theoretical orientation.

### Position Paper

This paper is to be written in APA style with cover page, running head, pagination, reference page and so forth. This paper must be comprehensive. It needs to demonstrate a significant understanding of the theoretical and didactic knowledge, the skills, and the practice of the counseling profession. The candidate is welcome to present the information in any professionally appropriate way. However, the paper must include the following:

1. A comprehensive statement of your individual philosophy of humanity and how individuals and systems change.
2. A statement of your personal professional theory of counseling and change. This statement must be explicitly related to the traditional and researched theories published in the peer reviewed literature of the profession. It is expected that multiple professional references be used including the written work of original theorists demonstrating compliance with the ACA Code of Ethics requirement of a scientific, empirical research or a theory-based foundation for the use of any technique or treatment modality..
3. Your personal professional goals for counseling clients.
   a. Functional goals of counseling flowing from #1 and #2 above.
   b. Techniques used to facilitate achievement of counseling goals.
   c. Justification of the techniques from a theoretical perspective.
   d. Philosophy for counseling clients who have values different from your own including ethnoculturally diverse clients.
4. Personal and professional qualities that may add to or detract from your effectiveness as a counselor.
5. Plans for future personal and professional growth.

## Section IV-B: Personal Professional Identity Statement

Professional Identity Development:

A clear sense of self and professional identity is an essential component of an effective counselor. It does not replace fundamental competencies of knowledge, technical training, etc. but rather grounds those competencies in an underlying

reality.  As a part of the human condition this component has a developmental perspective.  Fraser and Greenhalgh (2001) defined professional identity as the "extent to which individuals can adapt to change, generate new knowledge, and continue to improve their performance" (p. 799).  This view expands the idea of professional competence beyond the more traditional understanding of "what individuals know or are able to do in terms of knowledge, skills, attitudes," adding the concepts of "changeability, improvability, and responsiveness" (p. 799).

Professional Identity is a broad construct and forms the foundation and provides the focus for counselors' education and training. It is a quality intrinsic to professional functioning, or professionalism throughout an individual's career.  The concept is still somewhat loosely defined and as yet, there is no single accepted definition.  Two elements frequently identified as key are interpersonal functioning and thinking like a counselor.

Just as there is not one single definition of professional identity, there is no one agreed upon way of approaching professional identity development.  In the literature professional identity falls into the "nature vs. nurture" debate; Can professional identity be taught, learned, and developed in a graduate program or is it a necessary prerequisite for entry into the filed? (See Vacha-Haase, et al 2004). While the debate is recognized, it is the position of the Doane College Master of Arts in Counseling program that professional identity is taught, learned and developed.

Professional Identity is best considered from a developmental perspective because it relates to different tasks at different points in time; tasks associated with beginning graduate school, maturing as a graduate student, applied experience as an intern, preparing for licensure, beginning a career, mid-career maturing, and approaching retirement, (Ronnestad, & Skovholdt, (2001).

During the first years of graduate school Professional Identity focuses on knowledge, skills, the development of competencies and proficiencies into the emerging professional self.  Upon entering practicum and internship the focus begins to shift to the refinement of these competencies or on specialization.  As a counselor begins practice Professional Identity may refer to continued skill development and attaining or updating of knowledge as well as avoiding the erosion of competencies and is a part of lifelong learning. Professional lifelong learning aims to expand, deepen, generalize, or redirect competencies and knowledge into expertise in areas beyond those encountered in graduate school.  As counselors move through their career ladders, (assuming supervisory, administrative, or management functions) as they attain senior status in professional associations and practice groups they can begin to emerge as professional leaders. As counselors progress through these career benchmarks a simultaneous internal development of professionalism is an essential corollary. The goal is not, at some point in time, a crystallization of one's identity as a counselor but a continuous process of development and growth, (Friedman, D., & Kaslow, N.J. (1986).

This process of professional growth and development involves internalizing standards of the field, inculcation of a professional role, and maturing interpersonal as well as self-reflective skills. According to VanZandt (1990), "Professionalism is the intrinsic motivation ... the way in which a person relies on a personal high standard of competence in providing professional services ... a person's willingness to pursue professional development opportunities that will improve skills within the profession" (p. 243)

Profession: A calling requiring specialized knowledge and often long and intensive preparation including instruction in skills and methods as well as in the scientific, historical, or scholarly principles underlying such skills and methods, maintaining by force of organization or concerted opinion high standards of achievement and conduct, and committing its members to continued study and to a kind of work which has for its prime purpose the rendering of a public service. (Webster's Third New International Dictionary, 1986, p. 1811).

Developing a professional identity involves an internal processes of growth, differentiation, emergence of fuller understanding, maturing of attitudes and includes ongoing consideration of and reflection on personal and professional experiences, (Ronnestad, & Skovholdt, (2001), Schon, (1983).

In a survey published by Ducheny, Allexhauser, Crandell, and Schneider (1997) participants highly endorsed several common components: critical thinking (95%, interpersonal relationships (88%), knowledge of self (83%), self-assessment (74%), and self-care (71%) Ducheny, et. al. (1997). This is parallel with the professionalism of medical professionals as described by Epstein and Hundert: "the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served" (p. 226). They also identified physicians acquisition and use of knowledge, integrative aspects of care, building therapeutic relationships, context, development, and "habits of mind." They describe the last concept as encompassing "observations of one's own thinking, emotions and techniques; attentiveness; critical curiosity; recognition of and response to cognitive and emotional biases; and a willingness to acknowledge and correct errors" (p. 230).

Some essential components of Professional Identity Statement:
1. Professional Development Competencies:
   a. Communication
   b. Responsibility and accountability
   c. Time management/stress management/self-care
   d. Self-understanding/self-reflection
   e. Awareness of personal identity
   f. Development of professional identity
2. Interpersonal Functioning
   a. Components
      i. Conceptualization of operations or skills for relating effectively with others
      ii. Developing professional approaches and professional persona
      iii. Internalizing professional standards
   b. Social intelligence:
      i. The ability to understand others and to behave wisely and appropriately in relation to them
      ii. Empirical measurement  (see: Boyalzis et. al.  (2000).
   c. Empathy-positive regard-genuineness (Rogers, 1957)
   d. Warmth
   e. A nondefensive or reflective response: (see**:** Neufeldt et. al. 1996

   f. Attention to multicultural issues
  3. Critical Thinking and Analysis (see: Halonen, 1995 & Halpern, 1998).
    a. Approach experiences from a counseling and scientific perspective
    b. Logical analysis
    c. Being conversant with and utilizing scientific inquiry and research literature
    d. Being able to conceptualize problems and issues from multiple perspectives (e.g., biological, intrapsychic, familial, systems, social, cultural).
    e. Being able to access, understand, integrate, and use resources (e.g. empirical evidence, statistical approaches, technology, collegial consultation)
  4. Knowledge of Self
  5. Self-assessment
  6. Self-care

Assessment of Professional Identity
  1. There are no universal objective measures for assessing Professional Identity, or for that matter competence or readiness for practice. The licensure test is principally designed to measure knowledge related to the practice of counseling.
  2. Practicum/Internship seminar
    a. Case review
      i. Articulate problem, develop hypotheses, identify key questions
      ii. Collect information and evaluate hypotheses in light of that information
      iii. Construct intervention (see Boud et. al. 1997).
    b. Site-supervisor assessment

VIII. **Textbook(s):**
  a. **Required:**
   Halbur, Duane A. & Halbur, Kimberly V. (Latest Edition). *Developing Your Theoretical Orientation in counseling and Psychotherapy,* Boston, MA: Pearson. ISBN 0-13-715257-4
  b. **Recommended:**
    i. Granello, Darcy H. & Young, Mark E. (2012). *Counseling Today: Foundations of Professional Identity,* Boston, MA: Pearson. ISBN 0-13-098536-8
    ii. Boud, D., & Feletti, G. (Eds.) (1997) *The challenge of problem based learning* (2nd ed.).London: Kogan Page.
    iii. Boyalzis, R., Goleman, D., & Rhee, K. (2000). Clustering competencies in emotional intelligence. In R. Bar-On & J.D. Parker (Eds).), *The handbook of emotional intelligence* (pp. 343-362). San Francisco: Wiley.

iv. Ducheny, K., Allexhauser, H.L., Crandell, D., & Schneider, T.R. (1997). Graduate student professional development. *Professional Psychology: Research and Practice,* 28, 87-91.

v. Epstein, R.M., & Hundert, E.M. (2002) . Defining and assessing professional competence. *Journal of the American Medical Association,* 287, 226-235.

vi. Fraser, S.W., & Greenhalgh, T. (2001). Coping with complexity: Educating for capability. *British Medical Journal,* 323, 799-803.

vii. Friedman, D., & Kaslow, N.J. (1986). The development of professional identity in psychotherapists: six stages in the supervision process. *Clinical Supervisor,* 4, 29-49.

viii. Halonen, J.S. (1995). Demystifying critical thinking. *Teaching of Psychology,* 22, 75-81.

ix. Halpern, D. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring, *American Psychologist,* 53, 449-455.

x. Neufeldt, S.A., Karno, M.P., & Nelson, M.L. (1996). A qualitative study of experts' conceptualization of supervisee reflectivity. *Journal of Counseling Psychology,* 43, 3-9.

xi. Ronnestad, M.H., & Skovholdt, T. M. (2001) Learning arenas for professional development: Retrospective accounts of senior psychotherapists. *Professional Psychology: Research and Practice,* 32, 181-187.

xii. Schon, D.A. (1983) *The reflective practitioner: How professionals think in action.* New York: Basic Books.

xiii. Webster's third new international dictionary of the English language unabridged. (1986). Springfield, MA: Mirriam-Webster.

xiv. Vacha-Haase, T., Davenport, D.S., & Kerewsky, S.D. (2004). Problematic students: Gatekeeping practices of academic professional psychology programs. *Professional Psychology: Research and Practice,* 35, 115-122.

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IX. **Expectations of Students:**
    A. The student is expected to actively participate in each class
    B. The student is expected to complete the required readings and assignments and come to each class prepared to actively participate.
    C. The student is expected to demonstrate elaboration of their portfolio including their Professional Identity Statement and their Professional Orientation Declaration.
    D. The student is expected to demonstrate satisfactory performance on examinations.
    E. The student is expected to respond to a variety of skill assessment techniques.

F. The student is expected to know about and use a variety of technological strategies to enhance learning including Blackboard and the electronic portfolio.

G. The student is expected to know about legal issues and ethical standards in counseling

H. The student is expected to articulate their learning achievements from each course they have taken.

I. The student is expected to complete and appropriate, scholarly, and acceptable letter of request to the Dean.

X. **Basis for Student Evaluation:**
A. Graduate quality Student Portfolio (20%)
B. Graduate quality Professional Identity Statement (20%)
C. Graduate quality Professional Orientation Declaration (20%)
D. Graduate quality letter of request to the Dean (20%)
E. Graduate quality class participation (20%)

Final letter grade:
95% to 100%  = A
85% to   94%  = B
75% to   84%  = C
 0% to   74%  = F

XI. **Methods of Instruction: A combination of:**
A. provocative questions, self evaluation checklists, prompts for personal reflection, journaling questions, discussion, and dialogue
B. Classroom lectures and discussions
C. Classroom experiential exercises
D. Web-assisted, Blackboard, instructions, assignments, tests or exams

XII. **Academic Policy Statement:**
Academic policies are listed in the Doane College Graduate Studies Catalog and can be found on page 8 and following.

XIII. **Students with Disabilities Statement:**
Doane College makes programs accessible to the disabled and complies with the Rehabilitation Act of 1973 (section504)and the Americans with Disabilities Act (ADA).  A complete statement is published in the Doane College Graduate Studies Catalog and can be found on page 13 and following.

XIV. **Civility, Respect and Classroom Etiquette:**

Doane College and the Master of Arts in Counseling program strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments.  To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree.  A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect.  In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions.  Finally, personal harassment of any kind will not be tolerated.

## XV.  Counselor Dispositions:

The beliefs and attitudes related to the areas of **competence, reflection and caring**, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program.  These are:
1. Listens to others, cooperates with others, and accepts other points of view;
2. Responds in a self-reflective and self-critical manner to comments about professional and academic performance;
3. Abides by established ethical standards;
4. Shows motivation to master new material;
5. Demonstrates sensitivity, awareness of self and others, and acceptance of cultural and individual differences;
6. Demonstrates critical thinking and healthy skepticism;
7. Tolerates ambiguity that is inherent in the field of mental health;
8. Recognizes the rights and  responsibilities of counselors as well as other professionals;
9. Demonstrates development of professional identity as a counselor.
 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment.  See Student Handbook.

## XVI.  Knowledge Base References:
An online Knowledge Base is maintained in the Student Portfolio.
## XVII.  Course Schedule:
 *Note:*  *Course Schedule will be added each semester by the instructor.*