

DOANE



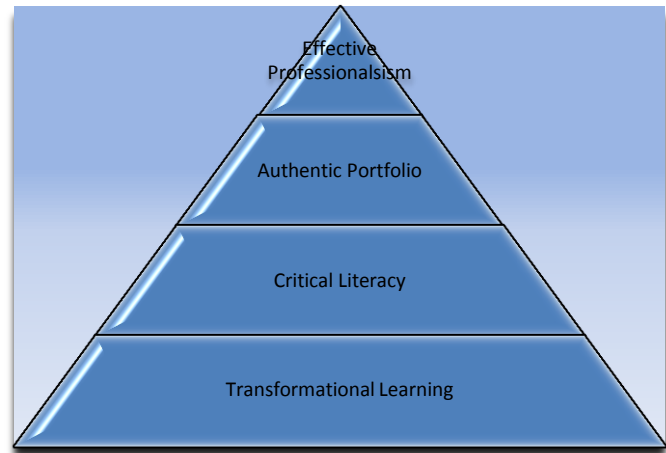
UNIVERSITY

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## COU 595 – Foundations in Professional Mental Health Counseling

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Doane University-Lincoln



### Course Description:

COU 59 develops foundational skills for entry into the professional mental health counseling program. The course is designed for adult learners in which participants are guided to relevant concepts and practical application. Transformational learning is introduced as learning that induces more far-reaching change in the learner than other kinds of learning, especially learning experiences which shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences (Clark, 1993).

Transformational learning is the foundation on which students will extend their life experiences into a dynamic personal mission statement. In addition, a personal theory of change is explored and developed that will lead to a culminating theoretical orientation with the conferral of the Master of Arts in Counseling degree. Students will continuously reflect on personal growth and professional development as they formulate a culminating personal identity statement and position paper. Students will defend this paper to peers as well as to Doane faculty prior to gaining course credits.

### Course Objectives

- Students will clarify, conceptualize, and construct a road map for their experience of becoming a professional mental health counselor.
- Students will develop skills in critical evaluation in self-reflective and peer-review settings.
- Students will gain proficiency and demonstrate in academic and technical tools needed to successfully complete the requirements of the Doane MAC program.
- Students will gain proficiency and demonstrate in written and verbal communication strategies allowing the successful dissemination and defense of professional correspondence and positions.
- Students will understand the pedagogy of transformational learning and will formulate their professional commitment toward ongoing growth and development.



- Students will gain experience in the utilization of PID seminars assisting them in acquiring, internalizing, and solidifying a complex and competent statement of individual professionalism.

Doane College's mission is to provide an exceptional liberal arts education in a creative, inclusive, and collaborative community where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens in the world.

### Course Format:

COU 59 takes a holistic approach to student learning by immersing applicants in the expectations and requirements for success in the Doane College Master of Arts in Counseling program. Weekly classes on campus, online lessons and critical discussion, and continuous engagement in Doane MAC professional graduate tools will challenge program applicants to connect the academic program of studies with individual interests in becoming effective professional counselors.

The y in this course is constructed on the principle that successful candidates to the MAC program are drawn to information they see as relevant, i.e., connected to cognitive sets of concepts they use in their lives; acquire new information by adapting and attachment into theses sets; and practical application of the expanded metacognitions. Course structures will concentrate on the concept that successful candidates will be skilled at using technologies for acquiring and understanding rapidly developing science and practice. Finally, COU will continuously challenge participants to reflect and critically review/defend beliefs, ideas, and practices.

### Course Attendance/Assignments:

Attendance and timely completion of assignments are critical to course completion and overall professionalism. Overall course grade will be reduced by one full letter grade for each absence. Late work will not be accepted for credit; however, work must still be completed prior to full application into the Doane MAC program.

### Grading:

A = 100-95	B-= 81-79
A-= 94-90	C+= 78-76
B+= 89-86	C = 75-72
B = 85-82	C-= 71-69

Students falling below a "B-" will be required to meet with course instructor prior to upcoming class.

### Academic Integrity Policy:

All individual student submissions will represent the student's own work. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or dean of the Master of Art in Counseling program.



	Topic of CURRENT week.	Homework Expected for NEXT class.	Assignment Due at BEGINNING of class from previous week.
Prior to Week 1	Students will engage in reflective practice, develop a personal artifact, and become familiar with Doane technical resources.	1) Students will develop a personal artifact, reflective statement of artifact’s meaning, quotes representing themselves personally and professionally, and complete a personal inventory (RW) (SA) (PIS) (PTC) [4, 6, 8, 9, & 10]. 2) Students will use appropriate resources to gain access to Doane e-mail and Blackboard prior to the first week of class (NGLA) [4 & 9].	
Week 1	<p><b>-Opening Circle: Introduction Activity</b></p> <ul style="list-style-type: none"> <li>-Syllabus Review and Rubrics Review</li> <li>-MAC Student Handbook</li> <li>-Housekeeping: Set/Clean-up/Snacks</li> <li>-Setting Class Times</li> <li>-Introduction to PID/PPE</li> <li><b>-COU 59 Pyramid of Success</b></li> <li>---Transformational Learning</li> <li>---Critical Literacy</li> <li>---Authentic Portfolio</li> <li>---Effective Professionalism</li> <li><b>-Blackboard/LiveText</b></li> <li>---Navigating Made Easy</li> <li>---Peer Review Boards</li> <li><b>-Research Tools</b></li> </ul>	<ul style="list-style-type: none"> <li>1) Find the body of peer reviewed knowledge describing professional mental health counselors: How do counselors address the issues raised by the COU 59 Reflection Questions?</li> <li>2) Post for peer review three (or more) professional conclusions from that literature.</li> <li>3) Post responses that demonstrate critical thinking for each of your colleagues postings</li> </ul>	<p>NOTE: -Postings and Peer Reviews are due 48 hours prior to next scheduled class meeting.</p> <ul style="list-style-type: none"> <li>1) COU 59 Reflection Questions, Philosophy Statement, &amp; Artifact.</li> <li>2) E-mail sent to instructor prior to beginning of class.</li> </ul>
Week 2	<p><b>-Opening/Check-In</b></p> <ul style="list-style-type: none"> <li>-Wagon Wheel: How does Peer-Reviewed Knowledge Reflection Questions?</li> <li>-Group Discussion of Above</li> <li>-Group Discussion of Strengths/Weaknesses of Postings</li> <li>-Walk the Beach.</li> <li>-Study Group Analysis: Book Review/Presentation</li> <li>-Technology Demonstrations</li> <li>--Google Tools including CALENDAR.</li> <li>-Discussion/Practice on Critical Thinking</li> <li>-Clear, Concise, Effective Communication</li> <li><b>-COU 59 Pyramid of Success</b></li> <li>---Transformational Learning</li> </ul>	<ul style="list-style-type: none"> <li>1) 1) Develop a three-minute presentation on an overview of critical thinking.</li> <li>2) 2) Select Book to Review</li> <li>3) 3) Research the concept and the professional applications of critical thinking, post three (or more) essential fundamentals of critical thinking, and post critical comments on each of the postings.</li> <li>4) 4) Research the concept and the professional applications of adult learning theory in practitioner programs, post three (or more) essential fundamentals of critical thinking, and post critical comments on postings</li> </ul>	<p>Week One #1: NGLA Postings of #2 &amp; #3 are peer-reviewed and graded by instructor with rubric.</p>



<p>Week 3</p>	<p><b>Opening/Check-in Writing Skills</b>                  ---Business Letters:                  ---Writing Research Papers:  <b>-Literature Reviews</b>                  ---Literature review vs. book report vs. annotated bibliography.                  ---Definition of "The Literature"  <b>-Journaling</b>                  ---Styles: dialectical, creative, personal  <b>-Descriptive writing v. Persuasive</b>  <b>-APA Style</b>  <b>-Entertainment</b>  <b>-Audience</b>  <i>Guest Faculty: Jayne Germer, Doane Library expert.</i></p>	<p>1) 1) Research the concept and the professional applications of understanding persuasion.                  2) 2) Post critical comments on each of the postings posting                  3) 3) Prepare three-minute oral discussion for lay persons and three-minute oral defense of artifacts for peers.</p>	<p>-Presentation of #1 critical thinking to peer group.                  -Present selected book #2 to group.                  -Week two #3 &amp; #4: Posts and critique of peer work are peer-reviewed and graded by instructor with rubric.</p>
<p>Week 4</p>	<p><b>Opening/Check-in Focus Circle Discussion</b>                  Special Topics:                  -Formal Petitions for Promotion                  -Conceptualization and articulation of professional development (Professional Identity Statement).                  -Conceptualization and articulation of initial experience in personal change theory.                  -Conceptualization and articulation of critical learning analysis.                  -Understanding Professional Declaration -Statements ACA expectation of reflective and research based practice                  -Developing clear articulation of assumptions providing the counselor with a theory-based framework.</p>	<p>1) Research the concept and the professional applications of understanding personal change.                  2) Research the concept and the professional implications of personal and professional ethics.                  3) Post critical comments on each of the postings.                  4) Begin E-Portfolio</p>	<p>-Postings of #1 &amp; #2 are peer-reviewed and graded by instructor with rubric.                  -Presentation of #3 critical thinking to peer group.</p>
<p>Week 5</p>	<p><b>Opening/Check-in Review and discuss postings Professional Development</b> in the MAC program -the process  <b>Student responsibility:</b>                  --- To plan, map and monitor growth --- To synthesize, process and incorporate information and experience into knowledge and professionalism                  --- To demonstrate and articulate</p>	<p>1) Research the concept and the professional applications of understanding personal change as a self-process.                  2) Research the concept and the professional implications of understanding perspective within professional relationships.                  3) Post critical comments on each of the postings posting                  4) Post Personal Mission Statement</p>	<p>-Postings of #1, &amp; #2, and #3 are peer-reviewed and graded by instructor with rubric.                  -E-portfolio #4 will serve as a discussion point with student.</p>



	<p>growth, progress and readiness for promotion</p> <p><b>Additional Topics:</b></p> <ul style="list-style-type: none"> <li>-Ethical Responsibilities</li> <li>-Arguers and arguments</li> </ul> <p><b>Guest Faculty Overview</b></p>		
Week 6	<p><b>Opening/Check-in</b></p> <p><b>Review and discuss postings</b></p> <p><b>Special Topics:</b></p> <ul style="list-style-type: none"> <li>-Professional Development: life-long learning</li> <li>-Unconditional championing of another</li> <li>-Authentic portfolio</li> <li>-Personal organization</li> </ul> <p><b>Immersion in Livetext and Doane Portal</b></p> <p><i>Guest Faculty Overview: Guest from NCA.</i></p>	<p>1) Develop personal executive summaries of the following:</p> <ul style="list-style-type: none"> <li>A) professional orientation</li> <li>B) professional development</li> <li>C) experiential learning</li> <li>D) cultural diversity</li> </ul> <p>2) Develop a business letter requesting promotion into the MAC program.</p>	<p>-Postings of #1, &amp; #2, and #3 are peer-reviewed and graded by instructor with rubric.</p> <p>-Posting of #4 will be used as a discussion point with student.</p>
Week 7	<p><b>Opening/Check-in</b></p> <p><b>Review and polish petitions</b></p> <p><b>Review course learning goals</b></p> <p><b>Review individual plans</b> and readiness for emersion in the MAC program.</p> <p><i>Guest Faculty Overview</i></p>	<p>1) Develop Statement of Personal/Professional Identity.</p> <p>2)Develop Statement of Personal Theory of Change.</p>	<p>-Postings of #1 &amp; #2 are peer-reviewed and graded by instructor with rubric.</p> <p>Note: Postings #1 &amp; #2 are signature course assignments.</p>
Week 8	<p><b>Opening/Check-in</b></p> <p><b>Special Topics</b></p> <ul style="list-style-type: none"> <li>-Presentation/defense of petition</li> <li>-Presentation of electronic portfolio</li> <li>-Peer editing of documents</li> </ul> <p><i>Guest Faculty Overview</i></p>	<p>1) Develop Statement of Critical Learning Analysis</p> <p>2)Develop PowerPoint in defense of Personal/Professional Identity Statement</p>	<p>-Postings of #1 &amp; #2 are peer-reviewed and graded by instructor with rubric.</p> <p>Note: Postings #1 &amp; #2 are signature course assignments.</p>
Week 9 Final	<p><b>Opening/Check-in</b></p> <p><b>Special Topics</b></p> <ul style="list-style-type: none"> <li>-Development of peer group</li> <li>-PID</li> </ul> <p><i>Guest Faculty Overview</i></p>	<p>1) Develop note of appreciation to peers and personal support group members</p> <p>2) Post final book review</p> <p>3) Read "Wounded Healer"</p>	<p>-Postings of #1 &amp; #2 are peer-reviewed and graded by instructor with rubric.</p> <p>Note: Postings #1 &amp; #2 are signature course assignments.</p>