



# DOANE UNIVERSITY

## SYLLABUS

COU 629: Professional Identity Development III

### Course Content

<i>Course Number:</i>	COU 629
<i>Course Title:</i>	Professional Identity Development III
<i>Course Dates:</i>	2020 – 2021 Academic Year
<i>Credit Hours:</i>	1 credit and 0 credit
<i>Instructors:</i>	Alison Downs, Cathy Steinhauer, Nicole Trevena-Flores, & Michelle Wooten
<i>Email Contact:</i>	alison.downs@doane.edu, cathy.steinhauer@doane.edu, Nicole.trevena@doane.edu, michelle.wooten@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Second and Seventh weeks of each term

### Course Description

This seminar course allows for a seamless monitoring of the student throughout Professional Identity Development III. The third seminar allows the student to explore the application of professional development and its relevance to counseling, consultation and supervision.

***Prerequisite: COU 628 Required for students in Level III.***

### Student Learning Objectives

Upon completion of PID III, the student will:

1. develop a personal philosophy of counseling and personal career goals;
2. address the personal impact of practical professional issues (including professional credentialing by certification or licensure, accreditation practices and standards, and the effects of public policy on these issues); and
3. become familiar with practical details of professional practice.

In addition, students will be able to:

4. demonstrate knowledge of professional counseling credentialing, including certification, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (2.F.1.g & 5.C.2.k);
5. demonstrate knowledge of legislation and government policy relevant to clinical mental health counseling (5.C.2.1);
6. demonstrate knowledge of the role of counseling supervision in the profession (2.F.1.m);
7. demonstrate knowledge of current labor market information relevant to opportunities for practice within the counseling profession (2.F.1.h);
8. successfully pass the Counselor Preparation Comprehensive Examination (CPCE); and
9. demonstrate their knowledge and applied skills throughout the counseling program in a Capstone presentation.

<b>Textbooks &amp; Resources</b>
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REQUIRED TEXT: N/A

Supplemental Texts: Provided to students by the assigned instructor as needed.

<b>2016 CACREP Standards Addressed in this Course</b>
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Students are required to address knowledge of each standard provided below by completion of at least one written SMART goal per term; demonstration of knowledge and/or skill will be demonstrated through the completion of a goal reflection.

<b>Level 3 Professional Goals</b>	
<b>Goal Topic</b>	<b>Relevant 2016 CACREP Standards</b>
<b><i>Licensure and Credentialing</i></b>	<b><i>2.F.1.g</i></b> Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues  <b><i>5.C.2.k</i></b>

	<p>Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</p> <p><i>(Note: students may combine these two standards to address one Goal; each standard must be clearly identified and addressed.)</i></p>
<b>Legislation and Policy</b>	<p><b>5.C.2.i</b> Legislation and government policy relevant to clinical mental health counseling</p>
<b>Supervision</b>	<p><b>2.F.1.m</b> The role of counseling supervision in the profession</p>
<b>Employment Opportunities</b>	<p><b>2.F.1.h</b> Current labor market information relevant to opportunities for practice within the counseling profession</p>
<b>Professional Resume and Cover Letter</b>	<p><b>*No standard linked</b> Students will create and/or revise their professional resume to accurately reflect their education and clinical experience. Students will also develop a cover letter template appropriate for the field.</p>

**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 Making the Most of PID

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

1. *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.
2. *Challenge yourself.* Becoming a reflective practitioner requires reconsideration of previous assumptions or beliefs in the light of new information. This may require venturing outside of your comfort zone.
3. *Get involved.* Explore what it means to join the community of professional counselors. This is your opportunity to define your future professional identity and scope of practice.
4. The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas.

## Assignments

### 1. Attendance and Active Participation | 15% per meeting (30% total per term)

Students are expected to maintain consistent attendance and active participation in the seminar. It is expected that students will attend every class meeting and be prepared to participate. *Participation rubric available on LiveText.*

*To achieve full attendance and participation credit, students must do the following:*

- *Active participation (as identified on the rubric), 5% per class meeting*
- *Completion of class activity, 5% per class meeting*
- *Completion of Class Reflection Form, 5% per class meeting*

If a student is more than 15 minutes late for PID, the student will be considered absent. Should a student miss ONE class meeting, they are eligible to earn a maximum of an 85% (B) in the course for that term. Should a student miss BOTH class meetings in a given term, they are eligible to earn a maximum of a 70% (C-), resulting in a course failure for that term.

2. **Professional Goal | 35% total per term**

Each term, students will develop a minimum of one goal based on the CACREP standards identified in the chart above for each Program Level. The Goal should use a SMART-goal format, to include specific, measurable outcomes that indicate how and when the student will achieve the goal. *The Goal will be submitted and evaluated through Live Text.* Students must complete a Goal for all of the objectives identified at their current program level in order to be eligible for promotion to the next program level

3. **Professional Goal Reflection | 35% total per term**

Each term, students will demonstrate knowledge and/or skill associated with their identified Professional Goal through a graduate-level reflection essay. The reflection essay should include, at minimum, the following information:

- **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.
- **Professional Development:** How have I developed as a professional counselor?
  - Student's reflection should discuss in detail specific experiences that lead to professional identity development in the content area.
- **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.
- **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.

*The Goal Reflection will be submitted and evaluated through Live Text.* Students must complete a goal reflection for all of the objectives identified at their current program level in order to be eligible for promotion to the next program level.

**4. Capstone Presentation | 70% of Grade (only completed during last term of enrollment)**

The capstone presentation should summarize and synthesize the student’s learning throughout the program. Using the student portfolio, the student should demonstrate how their professional identity has evolved and discuss their overall growth and development through the program. During the capstone presentation, the student should be able to clearly articulate their own theoretical orientation. *Rubric available on LiveText.*

**Additional Course Requirements**

**Counselor Preparation Comprehensive Exam | Additional Fee Applies**

The CPCE is to be completed at least one term PRIOR to the anticipated term for conferral of the degree. Students are strongly encouraged to register for this exam in the first term of enrollment in PID III. Approximately 8-12 weeks must be allowed to receive final exam scores.

The CPCE assesses students’ competence of counseling-related knowledge. Students should contact the Academic Support Center to arrange a day and time to complete the exam. Students must successfully pass the CPCE in order to be eligible for a final grade in PID III.

*More information regarding scoring and process may be found in the MAC Student Handbook and Policy Manual.*

**Evaluation Criteria**

Students will receive a letter grade each term using the following percentage allocation:

Attendance and Active Participation	30%
Professional Goal	35%
Goal Reflection	35%
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	100%

**OR**  
**(during last term of PID III enrollment ONLY)**

Attendance and Active Participation	30%
Capstone Presentation	70%
CPCE	Pass/Fail
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	100%

### Grading Scale

Students will earn either a PASS or FAIL for each term of enrollment. This grade is based on the following numerical guidelines:

PASS	80%-100%
FAIL	79% or lower

*In accordance with the MAC Student Handbook & Policy Manual, if a student receives a FAIL in any given term, they must retake the course. Failure of the same course for a second time will result in dismissal from the MAC program.*

### Student Expectations

- 1. Attendance and Participation:** It is expected that students will attend every seminar meeting prepared to participate. No make-ups will be allowed with the exception of extenuating circumstances that are approved. If BOTH sessions are missed during a given term, the student will fail the course for that term. Regular course failure policies apply.
- 2. Classroom Behavior:** Students are expected to demonstrate graduate-level professional behavior. Being professional includes being on time, respectful to peers and instructors, prepared, attentive, and open to learning.
- 3. Late Assignments:** Students will receive a **5% deduction** each day up to 3 days for late Professional Goal and Goal Reflection submissions. Any assignments submitted more than 3 days late will not be accepted and will earn zero credit. No partial or make-up credit will be given towards Attendance and Participation.
- 4. Use of Technology:** Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could

distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom. The instructor reserves the right to eliminate any technology use from a student or the entire class if problematic behavior arises.

- 5. Email:** Students should expect to communicate with the instructor through the official Doane University email system. Appropriate email communication etiquette is expected.

## Additional Policies

### **LiveTextUsage**

LiveText 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**

Students may request to schedule an appointment with the instructor: for follow-up issues to discuss; to respectfully address a problem or misunderstanding; to discuss a question or complaint; etc. If problems or concerns continue after multiple appropriate attempts for resolve with the assigned instructor, the student may contact the MAC Program Director to discuss the grievance. Formal grievance procedures are outlined in the Doane MAC Student Handbook & Policy Manual.

### **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.

### **Title IX Mandatory Reporting**

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, they will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at [doane.edu/cape-project](http://doane.edu/cape-project)

### **Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

### **Accommodations**

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.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

### **Military Friendliness Academic Policy**

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog

### **Catalogs and Calendars**

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

### **Doane Library**

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email([library@doane.edu](mailto:library@doane.edu)).

### **Changes in Syllabus**

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

### ***2020/2021 COVID-19 Modifications***

*In an abundance of caution, MAC courses will temporarily utilize a variety of Distance Learning Modalities (DLM). This may include, but is not limited to, a combination of modified face-to-face classroom instruction, asynchronous distance learning modalities, or synchronous learning modalities via Zoom teleconferences. General MAC program protocol will be announced by the Program Director prior to each term until necessary. Individual course instruction and activities may be altered as deemed necessary by the assigned course instructor. Students will be notified by the course instructor of any further course modifications. Students may contact the MAC Program Director for additional clarification, questions, or concerns related to course modalities and safety/health precautions taken for MAC students.*