



COU 599

**Professional Orientation to the  
Doane Master of Arts in Counseling Program**

**Spring Term, 2016 Syllabus**

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**Instructor:** Burke Brown

**Class Times:** Tuesdays  
6:00 – 10:30 pm

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***Prerequisite:*** none

***Course Description:*** COU 599 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 Masters 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 credit.

***Course Rationale:*** This course provides an orientation to the performance expectations necessary for a student to attain an acceptable level of competence within the 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. Performance will be assessed using various rubrics to determine whether a student will be recommended to full admission to the Doane Master of Arts in Counseling program. In addition, faculty as well senior level students will be guest speakers to provide further orientation to the Doane Masters of Arts in Counseling program.

Possible outcomes include: 1) full admission to Level I; 2) provisional admission without a remediation plan; 3) provisional admission with a remediation plan, and 3) admission deferred until evidence of completing a remediation plan is presented. Minimum competency in the writing and oral presentation rubrics, indicated by a rating of 3 –Satisfactory, is expected in order to be considered for full admission to the Doane Master of Arts in Counseling program.

**Course Objectives (student learning outcomes), Standards, and Assessments:** (course objectives are aligned with CACREP 2009 Standards which are posted at the 'Introduction to Counseling' Blackboard site):

The Doane MAC program requires students demonstrate competency in knowledge and skills in the eight common core counseling curricular areas, including: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation (CACREP II G).

**Objectives (Student Learning Outcomes)**

<i>Direct Assessment Artifacts</i>	<i>Indirect Assessment Artifacts</i>
<i>Examples: DLA-direct learning artifact, quizzes, exams, PDP-professional development plan, NGLA-non-graded learning assessments, video/audio taping, SD-skill demonstration SAA-signature assignment artifact, SPA-supervised practical application, RW-reflective writing RU-rubric PIS-professional identity statement, PTC-personal theory of change paper, MS-mission statement, PF-portfolio, CT-critical thinking rubric, CLA-critical learning analysis</i>	<i>Examples: SA-self-assessment PDP-professional development plan DB-discussion board OCS-oral communication skills rubric CL-collaborative learning LP-letter of promotion</i>

<i>#</i>	<i>Learning Outcome</i>	<i>Direct Assessment Artifacts</i>	<i>Indirect Assessment Artifacts</i>
#1	<i>Students will become oriented with the professional development plan, which will be introduced to the PID instructor and group, if admitted to the MAC program.</i>	<i>PTC</i>	<i>LP,PDP</i>
#2	<i>Students will identify critical thinking processes and apply these processes in self-reflective writing and in dialogue with peers that reinforces the importance of transformational learning.</i>	<i>RW-CT-CLA</i>	<i>DB</i>
#3	<i>Students will become familiar with the rubric process which measures a range of skills, and knowledge which are critical to progressing through the Doane MAC program.</i>		<i>DB</i>
#4	<i>Students will demonstrate proficiency in academic, and other technical tools needed to successfully complete the requirements of the Doane MAC program including the use of a portfolio, electronic data bases in the Doane library system, and LiveText.</i>	<i>PF</i>	
#5	<i>Students will be introduced to APA style professional writing and the Writing Rubric</i>	<i>RW,PTC</i>	

#6	<i>Students will be provided feedback regarding written and oral communication skills. The student will have the opportunity to develop a remediation plan if deficits are identified.</i>	<i>RW, OCS</i>	
#7	<i>Students will review and revise documents prepared for application into the MAC program, and revise for use in applying various rubrics. Student will share their documents with peers in a formal presentation during the last week of the term. These documents may be the basis for possible remediation of identified skills.</i>	<i>PTC</i>	
#8	<i>Students will begin to develop an initial professional identity statement, and an initial personal theory of change and transformation philosophy to be shared with peers.</i>	<i>PTC</i>	
#9	<i>Students will review attributes of expected student behavior as part of the Doane MAC learning community with an emphasis upon the ethical implications of information placed in the social media environment.</i>		<i>DB</i>

### **Student Responsibilities:**

As a student taking this course, your responsibilities are to:

- 1) Attend class regularly and actively participate in all classroom activities (discussions, Blackboard discussions, presentations, teamwork, role playing, and exercises).
- 2) Complete all required assignments and submit according to the schedule or at the instructor's request.

### **Methods of Instruction:**

Methods of instruction may include, but are not limited to: lectures, discussion, field trips, videos, guest speakers, modeling, and computerized/internet instruction. Methods will vary depending on the instructor.

**Basis for Student Evaluation:** The student will be accountable for knowledge and skill development through the use of multiple assessments based on various rubrics.

### **Assessments:**

Students will demonstrate the accurate assessment of skills and of knowledge at the end of the course by completing various assessments at a minimum of a "meets expectations level (80 % and above)". In addition, students complete self-assessments as well as assessments of the course. (CACREP Section III, G). The instructor will also complete a PPE evaluation of the student in LiveText. The instructor will utilize various rubrics to assist in assigning a final grade.

**Grading:** Final letter grades will be assigned based on the following grade equivalents:

<b>A+</b>	98-100		
<b>A</b>	92-97	<b>C</b>	72-77
<b>A-</b>	90-91	<b>C-</b>	70-71
<b>B+</b>	88-89		
<b>B</b>	82-87		
<b>B-</b>	80-81		
<b>C+</b>	78-79		

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor.

**Remediation of Identified Deficits:** The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

**Rubric Descriptions:** Participation in the Professional Learning Community (classroom, etc.) is reflected in the rubrics for Collaboration, Oral Communication Skills, Personal Theory of Change, and Writing which are found at the 'Introduction to Counseling' Blackboard site.

**Assignments:**

Personal Theory of Change is a paper (10-12 pages) that is due week 8, but drafts are required for review by the instructor. The recommended outline is attached.

Critical Learning Analysis paper (3-5 pages) reflects upon lessons learned and is due week 9.

The portfolio will be constructed on an ongoing basis and will be due week 9.

The letter of promotion is due week 7 and the initial draft is due week 6. The instructor will provide guidelines.

**LiveText/Blackboard Usage:**

The LiveText Portfolio, LiveText and Blackboard will be utilized to collect artifacts that can represent the student's body of work. Examples include:

1) *Direct Assessment Artifact*

--*Personal Theory of Change*

--*Portfolio*

2) *Indirect Assessment Artifact*

--*Self-Assessment*

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.

**Website Resources: to be assigned**

**Classroom Conduct, Confidentiality & Ethics:**

Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard.

**Academic Conduct:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the Doane Student Handbook.

**Professional Conduct & Dress:** Students are expected to adhere to the American Counseling Association (ACA) code of ethics. Any behavior(s) deemed unethical may become grounds for review by the Director’s office or possible dismissal from the program. Students are expected to dress in a casual, but professional manner for the classroom as well as field experience setting.

**Sensitive Material:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered.

**Ethical Standards:** All of the graduate courses offered by the Doane Masters of Arts in Counseling program adhere to the current standards of the American Counseling Association (ACA). The current ACA Code of Ethics is available for download at: <http://www.counseling.org/>.

#### **Confidentiality & Collaborative Learning:**

In the Masters of Arts in Counseling program, you will experience a process of collaborative learning that involves a substantial amount of role-playing and practice interviewing. Others in the class may share things that are personal and confidential. It is your responsibility to maintain confidentiality.

**Cell Phone Use:** Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor’s permission, and used discretely.

**Accommodating Students with Special Learning Needs:** Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

#### **Professional Communication Skills:**

Professional communication skills (written and oral) are vital to the success of the student in the Master of Arts in Counseling program as well as in their professional career.

**Writing:** The knowledge and skills needed to express information in writing in a concise, professional manner is critical. To assist the student learner, access to A Quick Guide to APA Style, 10<sup>th</sup> edition (March 2014), compiled by Ray M. Zeisset, Ph.D., Doane MAC faculty, is an invaluable resource guide. It is found on the Introduction to Counseling Blackboard site.

The Master of Arts in Counseling Writing Rubric is found on the Introduction to Counseling Blackboard site allowing the student to assess their written work.

**Oral Communication Skills:** Pragmatic oral communication skills are essential to becoming a professional in the counseling field. Presentations, team leadership, and counseling skills require the counseling professional to have a high proficiency in this interpersonal skill area. The instructor will provide feedback based upon rubrics and observations.

The Master of Arts in Counseling Presentations and Multi-media Rubric is found on the Introduction to Counseling Blackboard site allowing the student to assess their oral communication and listening skills.

Feedback from classroom course work and training on an ongoing basis will provide the student insight regarding the professional communication skill levels that the student is observed as demonstrating. Remediation and development of these skills, if needed, by the student is critical in their professional growth. This feedback may indicate that the student will need to seek services that can provide assistance in developing literacy and oral communication skills. The Dean's office or an instructor may be of assistance in providing suggestions.

### **Statement about Diversity:**

The Master of Arts in Counseling program is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class.

The Master of Arts in Counseling program expects that all faculty and students will engage in respectful explorations of issues regarding diversity and multiculturalism as the program continuously develops and maintains a commitment to social justice. In addition, faculty and students are expected to explore their own attitudes, knowledge, and behaviors with regard to various forms of discrimination so that the quality of research, teaching, and practice improves.

### **Questions, Concerns, Grievances:**

Feel free to schedule an appointment to talk with the instructor if you have any issues to discuss. More formal grievance procedures are outlined in the Doane **MAC Student Handbook**.

### **Absence Policy:**

In registering for classes at Doane, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. Lateness in attending class and absences will result adversely impact the students' final grade. In severe cases of inclement weather or other emergency conditions the Campus Director's office will announce cancellation of classes through the local and regional media as well as through the web site.

### **Plagiarism and Collaboration:**

The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments.

These kinds of discussions and debates in some ways represent the essence of life in an academic community. And yet, it is important for all scholars to acknowledge clearly when they have relied upon or incorporated the work of others. To ensure the proper use of sources while at the same time recognizing and preserving the importance of the academic dialogue, Master of Arts in Counseling program has adopted the following policy:

A student who allows another student use of their work in the completion of coursework will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program.

**Changes in Syllabus:**

The instructor reserves the right to alter the schedule and content as needed. Changes will be made publically at the earliest possible time.

	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) 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) 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> <p>-Syllabus Review and Rubrics Review -MAC Student Handbook -Housekeeping: Set/Clean-up/Snacks -Setting Class Times -Introduction to PID/PPE</p> <p><b>-COU 599 Pyramid of Success</b></p> <p>---Transformational Learning ---Critical Literacy ---Authentic Portfolio ---Effective Professionalism</p> <p><b>-Blackboard/LiveText</b></p> <p>---Navigating Made Easy</p> <p><b>---Peer Review Boards</b></p> <p><b>-Research Tools</b></p>	<p>1) Find the body of peer reviewed knowledge describing professional mental health counselors: How do counselors address the issues raised by the COU 599 Reflection Questions?</p> <p>2) Post for peer review three (or more) professional conclusions from that literature.</p> <p>3) Post responses that demonstrate critical thinking for each of your colleagues postings</p>	<p>NOTE: -Postings and Peer Reviews are due 48 hours prior to next scheduled class meeting.</p> <p>1) COU 599 Reflection Questions, Philosophy Statement, &amp; Artifact.</p> <p>2) E-mail sent to instructor prior to beginning of class.</p>
Week 2	<p><b>-Opening/Check-In</b></p> <p>-Wagon Wheel: How does Peer-Reviewed Knowledge Reflection Questions?</p> <p>-Group Discussion of Above</p> <p>-Group Discussion of Strengths/Weaknesses of Postings</p> <p>-Walk the Beach.</p> <p>-Study Group Analysis: Book Review/Presentation</p> <p>-Technology Demonstrations</p> <p>--Google Tools including CALENDAR.</p> <p>-Discussion/Practice on Critical Thinking</p> <p>-Clear, Concise, Effective Communication</p> <p><b>-COU 599 Pyramid of Success</b></p> <p>---Transformational Learning</p>	<p>1) 1) Develop a three-minute presentation on an overview of critical thinking.</p> <p>2) 2) Select Book to Review</p> <p>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.</p> <p>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</p>	<p>Week One #1: NGLA Postings of #2 &amp; #3 are peer-reviewed and graded by instructor with rubric.</p>
Week 3	<b>Opening/Check-in</b>	1) 1) Research the concept and the	-Presentation of #1



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

	<b>Additional Topics:</b> -Ethical Responsibilities -Arguers and arguments <b>Guest Faculty Overview</b>		
Week 6	<b>Opening/Check-in</b> <b>Review and discuss postings</b> <b>Special Topics:</b> -Professional Development: life-long learning -Unconditional championing of another -Authentic portfolio -Personal organization <b>Immersion in Livetext and Doane Portal</b> <i>Guest Faculty Overview: Guest from NCA.</i>	1) Develop personal executive summaries of the following: A) professional orientation B) professional development C) experiential learning D) cultural diversity 2) Develop a business letter requesting promotion into the MAC program.	-Postings of #1, & #2, and #3 are peer-reviewed and graded by instructor with rubric. -Posting of #4 will be used as a discussion point with student.
Week 7	<b>Opening/Check-in</b> <b>Review and polish petitions</b> <b>Review course learning goals</b> <b>Review individual plans</b> and readiness for emersion in the MAC program. <i>Guest Faculty Overview</i>	1) Develop Statement of Personal/Professional Identity. 2) Develop Statement of Personal Theory of Change.	-Postings of #1 & #2 are peer-reviewed and graded by instructor with rubric.  Note: Postings #1 & #2 are signature course assignments.
Week 8	<b>Opening/Check-in</b> <b>Special Topics</b> -Presentation/defense of petition -Presentation of electronic portfolio -Peer editing of documents <i>Guest Faculty Overview</i>	1) Develop Statement of Critical Learning Analysis 2) Develop PowerPoint in defense of Personal/Professional Identity Statement	-Postings of #1 & #2 are peer-reviewed and graded by instructor with rubric.  Note: Postings #1 & #2 are signature course assignments.
Week 9 Final	<b>Opening/Check-in</b> <b>Special Topics</b> -Development of peer group -PID  <i>Guest Faculty Overview</i>	1) Develop note of appreciation to peers and personal support group members 2) Post final book review 3) Read "Wounded Healer"	-Postings of #1 & #2 are peer-reviewed and graded by instructor with rubric.  Note: Postings #1 & #2 are signature course assignments.