



DOANE UNIVERSITY

SYLLABUS

COU 629 - Professional Identity Development III

Course Content

Course Number: COU 629

Course Title: Professional Identity Development III

Course Dates: 2018 – 2019 Academic Year

Credit Hours: 1 or 0 credit

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Office Hours: By Appointment

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

Course Description

COU 629 – Professional Identity Development III (1 or 0 credit)

The third seminar allows the student to explore the application of his/her professional development and its relevance to counseling, consultation and supervision. 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. **Prerequisite: COU 628. Required course for all students in Level III.**

COU 629 (0 credit)– Professional Identity Development III

This seminar allows for a seamless monitoring of the student throughout Professional Identity Development III. **Prerequisite: COU 628 Required for students in Level III.**

Course Objectives:

1. Students will have 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).
2. Students will have knowledge of legislation and government policy relevant to clinical mental health counseling (5.C.2.1).
3. Students will have knowledge of the role of counseling supervision in the profession (2.F.1.m).
4. Students will have knowledge of current labor market information relevant to opportunities for practice within the counseling profession (2.F.1.h).
5. Students will schedule and successfully complete the Counselor Preparation Comprehensive Examination (CPCE).
6. Students will summarize their learning throughout the counseling program in a capstone presentation.

REQUIRED TEXT: N/A

SUPPLEMENTAL TEXT:

CACREP Standards Addressed in this Course

CACREP Standard		Possible Goal
Level 1		
2.F.1.d	The role and process of the professional counselor advocating on behalf of the profession	<ul style="list-style-type: none"> • Join the NCA • Be involved in NCA committee/district level involvement
2.F.1.f	Professional counseling organizations, including membership benefits,	<ul style="list-style-type: none"> • Present at NCA state conference

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

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

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

Measurement of Outcomes

Assignments (Direct): Professional Development Plan, Goal Reflection paper, portfolio

Instructor Evaluations (Indirect): Participation points awarded by instructor

Instructional Methods

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

Suggestions for getting the most out of this Course

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. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu.

Course Requirements

PID Seminars meet a minimum of two times per nine-week term, usually in the second and seventh weeks of the term, for 90 minutes. A common assignment in all of the PID seminars is for the student to develop a goal related to each of the learning objectives identified at his or her current program level (Level 1, Level 2, or Level 3). The student's goal will be submitted as a Professional Development Plan, through Live Text and will be evaluated by the student's PID

instructor. At the next PID meeting, the student will then reflect on his or her completion of the goal during the term. The student's written reflection will be submitted through Live Text and will be evaluated by the instructor. **Students must have documentation demonstrating successful completion of all of the learning objectives at his or her current level in the program, in order to be eligible for promotion to the next program level.**

1. Active participation 20% of Grade

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. Ideal class participation, which earns the highest number of participation points, will exemplify the following:

- a) *Full Participation*: Proactive participation – Always a willing participant. Consistently responds to questions. Routinely volunteers own relevant point of view. Contributions and examples are interesting and relevant. Thoroughly prepared. Interactions with others are professional and cooperative. Demonstrated ability to listen to and build upon the ideas of others. Thinking is characterized by a high quality of introspection, deliberation, or contemplation.
- b) *Most Participation*: Often a willing participant. Occasionally responds to questions. Frequently volunteers own relevant point of view. Contributions and examples are usually interesting and relevant to the group membership and purpose. Usually prepared. Frequently cooperative interchanges of professional quality with others. Contributions and responses are usually respectful and courteous. Frequently demonstrates introspection, deliberation or contemplation in responses.
- c) Reactive participation – Seldom a willing participant. Seldom able to respond to questions. Seldom volunteers own relevant point of view. Contributions are sometimes questionable or inappropriate. Little connection made between ideas expressed and relevance to group purpose. Often unprepared. Occasionally cooperative interchanges of professional quality with others. Contributions are sometimes expressed as personal criticism or put downs. Occasionally introspective, deliberate, or contemplative in responses.
- d) *No Participation*: Never a willing participant. Never able to respond to questions. Never volunteers own point of view. Contributions are questionable or inappropriate. Little to no connection made between ideas expressed and relevance to group purpose. Rarely prepared. Rarely or never engages in cooperative interchanges of professional quality with others. Contributions frequently expressed as personal criticism or put downs. Infrequently introspective, deliberative, or contemplative in responses. Frequently other-focused, fault-finding, or critical.

If a student is more than 15 minutes late for PID, the student will be considered absent.

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

Every term, students will develop a Professional Development Plan which outlines a goal that addresses one of the learning objectives identified at the student's program level (Level 1, Level 2, or Level 3).). The plan will use a SMART-goal format, so it will include specific, measurable outcomes that indicate how and when the student will achieve the goal. The Professional Development Plan will be submitted and evaluated through Live Text. When a student is eligible for promotion to the next program level, he or she must have documentation supporting the completion of each learning objective at the current program level.

3. PDP – Goal Reflection 40% of Grade

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

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

4. Counselor Preparation Comprehensive Exam 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 complete the CPCE in order to be eligible for a final grade in PID III.

5. Capstone Presentation 10% of Grade The capstone presentation should summarize and synthesize the student's learning throughout the program. Using his or her student portfolio, the student should demonstrate how his or her professional identity has evolved and discuss his or her overall growth and development through the program. During the capstone presentation, the student should be able to clearly articulate his or her theoretical orientation.

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

Attendance and active participation in the seminar	20%
Completion of Professional Development Plan	30%
Goal Reflection paper	40%
Capstone Presentation	10%

Grading Scale:

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

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

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

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

Expectations

1. **Attendance and Participation:** It is expected that students will attend every seminar meeting prepared to participate.
2. **Classroom Behavior:** Students are expected to demonstrate appropriate professional behavior. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning.
3. **Late Assignments:** Students will receive a **5 point deduction** for all late assignments.
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.
5. **Email:** Students should expect to communicate with the instructor through the official Doane University email system.

Course Declarations

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

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of

race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

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

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

Academic Integrity

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

Access/Services for Students with Disabilities

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

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

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