



## SYLLABUS

### COU 627: Professional Identity Development I

#### Course Content

<i>Course Number:</i>	COU 627
<i>Course Title:</i>	Professional Identity Development I
<i>Course Dates:</i>	2019 – 2020 Academic Year
<i>Credit Hours:</i>	1 credit and 0 credit
<i>Instructors:</i>	Kate Speck, Cathy Steinhauer, Nicole Trevena-Flores, & Michelle Wooten
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<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Second and Seventh weeks of each term; K. Speck PID meets on the third Sunday of the month.

#### Course Description

#### **COU 627 Professional Identity Development I (1 credit or 0 credit)**

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.**

#### **COU 627 (0-credit) Professional Identity Development I**

This seminar course allows for a seamless monitoring of the students throughout Professional Identity Development I. **Required for students in Level 1.**

#### **Student Learning Objectives:**

1. Students will have knowledge of the role and process of the professional mental health counselor advocating on behalf of the profession (2.F.1.d.).
2. Students will have knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues (2.F.1.f.)
3. Students will have knowledge of self-care strategies appropriate to the counselor role (2.F.1.l.).
4. Students will have knowledge of personal characteristics and behaviors that influence the counseling process (2.F.5.f.).

**REQUIRED TEXT: N/A**

CACREP Standards Addressed in this Course

CACREP Standard	Possible Goal
<b>Level 1</b>	
2.F.1.d The role and process of the professional counselor advocating on behalf of the profession  2.F.1.f Professional counseling organizations, including membership benefits, activities, services to members, and current issues	<ul style="list-style-type: none"> <li>• Join the NCA</li> <li>• Be involved in NCA committee/district level involvement</li> <li>• Present at NCA state conference</li> </ul>
2.F.1.l Self-care strategies appropriate to the counselor role	<ul style="list-style-type: none"> <li>• Develop and implement a self-care plan</li> </ul>
2.F.5.f Counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> <li>• Identify personal characteristics that would influence my work with clients</li> <li>• Develop a plan for being reflective of personal issues that influence work with clients</li> </ul>
<b>Level 2</b>	
2.F.1.e Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients  5.C.3.e Strategies to advocate for persons with mental health issues	<ul style="list-style-type: none"> <li>• Engage in advocacy efforts on behalf of clients during Tx team meetings/in school system/at internship site/etc.</li> <li>• Engage in advocacy efforts at state government level</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn about the concepts of psychological first aid</li> </ul>
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"> <li>• Identify discrimination barriers for those with mental health Dx's</li> <li>• Be involved in advocacy efforts for those with mental health Dx's</li> </ul>
2.F.5.k Strategies to promote client understanding of and access to a variety of community-based resources	<ul style="list-style-type: none"> <li>• Identify resources in the community that clients could use</li> <li>• Develop a table of available community resources for use with clients.</li> </ul>
2.F.5.n Processes for aiding students in developing a personal model of counseling  5.C.1.a Theories and models related to clinical mental health counseling	<ul style="list-style-type: none"> <li>• Read a theoretical based counseling book</li> <li>• Find and read articles related to a specific counseling theory</li> <li>• Complete an assessment based on determining a counseling theory</li> <li>• Develop a paper related to a personal perspective of counseling</li> <li>• Begin development of theory related section of portfolio</li> </ul>
2.F.6.d Characteristics and functions of effective group leaders	<ul style="list-style-type: none"> <li>• Identify personal characteristics that may impede being an effective group facilitator</li> </ul>
5.C.3.c Strategies for interfacing with the legal system regarding court-referred clients  5.C.3.d Strategies for interfacing with integrated behavioral health care professionals  2.F.1.b The multiple professional roles and functions of counselors across specialty areas, and their relationships with human services and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.	<ul style="list-style-type: none"> <li>• Research mental health specific laws in NE</li> <li>• Sit in a mental health/drug court session</li> <li>• Interview a drug court Tx provider</li> </ul>
<b>Level 3</b>	
2.F.1.g Professional counseling credentialing, including certification, licensure, and accreditation practices and	<ul style="list-style-type: none"> <li>• Begin to complete licensure application package</li> </ul>

<p>standards, and the effects of public policy on these issues</p> <p>5.C.2.i Legislation and government policy relevant to clinical mental health counseling</p> <p>5.C.2.k Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</p>	<ul style="list-style-type: none"> <li>• Develop plan to complete provisional licensure package</li> </ul>
<p>2.F.1.m The role of counseling supervision in the profession</p>	<ul style="list-style-type: none"> <li>• Identify personal characteristics that may impeded the development of a supervision relationship</li> <li>• Develop a list of areas that need to be focused on in supervision</li> </ul>
<p>2.F.1.h Current labor market information relevant to opportunities for practice within the counseling profession</p>	<ul style="list-style-type: none"> <li>• Identify open counseling jobs</li> <li>• Determine qualifications for open counseling jobs compared to current qualifications</li> </ul>
<p>5.C.2.K Professional organizations, preparations standards, and credentials relevant to the practice of clinical mental health counseling.</p>	<ul style="list-style-type: none"> <li>• To better prepare for the state exam, join a study group or attend a study workshop.</li> <li>• Seek mentorship from someone credentialed or licensed in the field and is a member of professional organizations.</li> <li>• Prepare for and take the required CPCE; reflect on the process and your scores to better prepare for the state exam.</li> </ul>

Measurement of Outcomes
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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 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](mailto: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 30% 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 current program level (Level 1, Level 2, or Level 3). The plan will use a SMART-format, so it should include specific outcome measures that indicate how and when the student will achieve the goal. The Professional Development Plan will be submitted 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 - 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 led 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.

Evaluation Criteria
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#### Final Grade

The final grade will be based on the following criteria:

Attendance and active participation in the seminar	30%	
Completion of Professional Development Plan (goals)		30%
Goal Reflection paper	40%	

#### Grading Scale:

Students earn a letter grade for COU 627, 628, and 629.

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

#### Course Declarations

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
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**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.

### **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, he/she 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.