

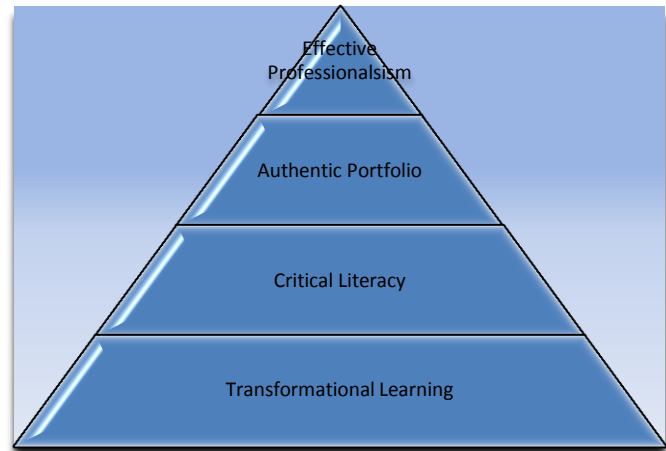
# DOANE COLLEGE



## COU 599 – PROFESSIONAL ORIENTATION to Mental Health Counseling

Doane College-Lincoln  
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### Course Description:

COU 599 develops foundational skills for professional mental health counseling. Learners will begin a journey of preparation concentrating on knowledge, skills, and processes requisite for today's mental health counselor. The course will follow a pedagogy designed for adult learners in which participants are guided to relevant concepts and practical application. Within this pedagogy, students will extend their life experiences and personal mission statement into and throughout their coursework as theoretical orientation assumptions are explored. Students will continuously reflect on personal growth and professional development as they formulate a culminating identity statement and position paper. Students will critically defend this paper to peers as well as Doane faculty prior to gaining course credit. Participants will work collaboratively throughout the course expanding multicultural awareness, gender sensitivity, and ethnic understanding. Finally, students will be challenged to develop an electronic portfolio demonstrating gained proficiencies required within the umbrella of the Doane MAC program.

**Required Text:** No text is required for this course.

### 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 599 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 andragogy 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 599 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-" be required to meet with course instructor prior to upcoming class.

**Academic Integrity Policy:**

All individual student work 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.

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	Topic	Homework	Assignment Due at Beginning of Class
Week One	<ul style="list-style-type: none"> <li>-<b>Opening Circle: Introduction Activity</b></li> <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 599 Pyramid of Success</b></li> <li>---Transformational Learning</li> <li>---Critical Literacy</li> <li>---Authentic Portfolio</li> <li>---Effective Professionalism</li> <li>-<b>Blackboard</b></li> <li>---Navigating Made Easy</li> <li>---<b>Peer Review Boards</b></li> <li>-<b>Research Tools</b></li> </ul>	<ol 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 599 Reflection Questions?</li> <li>2) Find the body of peer reviewed knowledge describing professional mental health counseling: How does the profession as a group address the issues raised by the COU 599 Reflection Questions?</li> <li>3) Post for peer review three (or more) professional conclusions from that literature.</li> <li>4) Post responses that demonstrate critical thinking for each of your colleagues postings</li> </ol>	<ul style="list-style-type: none"> <li>-Registration</li> <li>-COU 599 Reflection Questions</li> <li>-Philosophy Statement &amp; Artifact</li> </ul>
Week Two	<ul style="list-style-type: none"> <li>-Opening/Check-In</li> <li>-Wagon Wheel: How does Peer-Reviewed Knowledge address Reflection Questions?</li> <li>-Group Discussion of Above</li> <li>-Group Discussion of Strengths/Weaknesses of Postings</li> <li>-Study Group Analysis: Book Review/Presentation</li> <li>-Techology Demonstrations</li> <li>--Google Tools including CALENDAR.</li> <li>-Discussion/Practice on Critical Thinking</li> <li>-Clear, Consise, Effective Communication</li> <li>-<b>COU 599 Pyramid of Success</b></li> <li>---Transformational Learning Experience</li> </ul>	<ol style="list-style-type: none"> <li>1) Develop a three-minute presentation on one form of Rhetoric.</li> <li>2) Select Book to Review</li> <li>3) Review/Complete Technical Presentations Before Next Class.</li> <li>4) Begin E-Portfolio</li> <li>5)Research the concept and the professional applications of <b>critical thinking</b>, post three (or more) essential fundamentals of critical thinking, and post critical comments on each of the postings.</li> <li>6)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 each of the postings</li> </ol>	<ul style="list-style-type: none"> <li>- Week One #1</li> <li>- Week One #2</li> <li>-Postings and Peer Reviews are Due at 11:00 p.m. on the Tuesday following its "assigned" date.</li> </ul>
Week Three	<ul style="list-style-type: none"> <li><b>Opening/Check-in Writing Skills</b></li> <li>---Business Letters:</li> <li>---Writing Research Papers:</li> <li>-<b>Literature Reviews</b></li> <li>---Literature review vs. book report vs. annotated bibliography.</li> <li>---Definition of "The Literature"</li> <li>-<b>Journaling</b></li> <li>---Styles: dialectical, creative, personal</li> <li>-<b>Descriptive writing v. Persuasive</b></li> <li>-<b>APA Style</b></li> <li>-<b>Entertainment</b></li> <li>-<b>Audience</b></li> </ul>	<ol style="list-style-type: none"> <li>1) Research writing styles and post samples of each style.</li> <li>2) Reflection on each style.</li> <li>3) Post critical comments on each of the postings posting</li> <li>4) Incorporate Reflections and critical comments into your portfolio</li> <li>5) Develop artifact(s) for portfolio</li> <li>6) Prepare three-minute oral discussion for lay persons and ten-minute oral defense of artifacts for peers.</li> </ol>	<ul style="list-style-type: none"> <li>-Present Rhetoric</li> <li>-Present Selected Book</li> <li>- Week Two #3 will be reviewed online.</li> <li>- Week Two # 4 will be peer reviewed.</li> <li>--Postings and Peer Reviews are Due at 11:00 p.m. on the Tuesday following its "assigned" date.</li> </ul>

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Week Four	<p><b>Opening/Check-in</b>  <b>Focus Circle</b>  <b>Professional Identity Development Seminar</b>  <b>Formal Petitions for Promotion</b>  <b>Conceptualization and articulation</b> of professional development:                      ---Professional Identity Statement                      --- Professional Orientation Declaration  <b>ACA expectation of reflective and</b> research based practice  <b>Clear articulation of assumptions</b> providing the counselor with a theory-based framework for:</p>	<ol style="list-style-type: none"> <li>1) Research process of professional development and professional growth</li> <li>2) Polish your personal "road map"</li> <li>3) Post reflections on professional development and professional growth.</li> <li>4) Post reflections on personal road map.</li> <li>5) Post critical comments on each of the postings</li> </ol>	<p>- Week Three #1, #2, and #3 reviews are due at 11:00 p.m. on the Tuesday following its "assigned" date.                      - Week Three # 5 and #6 will be presented in class.</p>
Week Five	<p>Class will meet on a normal schedule for work to be accomplished on ground. Online Portfolio will be demonstrated and discussed. The remaining time will be for guided work.</p>	<p>Work toward completion of book review with partners, and begin preparation of presentation. Explore Online Portfolio.</p>	<p>No Additional Homework</p>
Week Six	<p><b>Opening/Check-in</b>  <b>Review and discuss postings</b>  <b>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 growth, progress and readiness for promotion</p>	<ol style="list-style-type: none"> <li>1) Research and post first draft of petition for full admission to the program with supporting documentation and reflection in portfolio</li> <li>2) Critique postings</li> </ol>	<p>Evaluation of Week Four #1 will be ENTIRELY from reflections. Week Four #2 will be presented in roundtable forum. Week Four #3, #4, and #5 are due at 11:00 p.m. on the Tuesday following its "assigned" date.</p>
Week Seven	<p><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.</p>	<ol style="list-style-type: none"> <li>1) Finalize petition</li> <li>2) Finalize individual plans for MAC</li> <li>3) Perfect Portfolio</li> <li>4) Prepare for final defense of petition, artifact, professional position statement, and e-portfolio</li> </ol>	
Week Eight	<p><b>Opening/Check-in</b>                      -Presentation/defense of petition.                      -Presentation of electronic portfolio</p>	<ol style="list-style-type: none"> <li>1) Finalize group book presentation</li> </ol>	<p>-Presentation/defense of petition.                      -Presentation of electronic portfolio</p>
Week Nine	<p><b>Opening/Check-in</b>                      -Presentation/defense of petition.                      -Presentation of electronic portfolio</p>	<ol style="list-style-type: none"> <li>1) Finalize group book presentation</li> </ol>	<p>-Presentation/defense of petition.                      -Presentation of electronic portfolio</p>
Final Meeting	<p>All Students will meet by appointment. These 45-minute meetings will allow for final critical response and reflection.</p>		

