



DOANE UNIVERSITY

SYLLABUS

COU 628 - Professional Identity Development II

Course Content

| | |
|-----------------------|--------------------------------------|
| <i>Course Number:</i> | COU 628 |
| <i>Course Title:</i> | Professional Identity Development II |
| <i>Course Dates:</i> | 2017 – 2016 Academic Year |
| <i>Credit Hours:</i> | 1 or 0 Credit(s) |

| <i>Instructor</i> | <i>Phone</i> | <i>Email</i> |
|-----------------------|--------------|------------------------------|
| Keri Nider | 306-765-2401 | keri.nider@doane.edu |
| Kate Speck | 402-472-0501 | kate.speck@doane.edu |
| Rebecca Stahlecker | 402-741-0801 | rebecca.stahlecker@doane.edu |
| Cathy Steinhauer | 402-417-6644 | cathy.steinhauer@doane.edu |
| Nicole Trevena-Flores | 402-580-4401 | nicole.trevena@doane.edu |
| Elisa Tworek-Limoges | 402-580-3425 | elisa.tworek@doane.edu |

| | |
|-----------------------|---|
| <i>Office Hours:</i> | By Appointment |
| <i>Classroom:</i> | TBA |
| <i>Meeting Times:</i> | Second and seventh weeks of each term. Speck PID meets on the third Sunday of the month. |

Course Description

COU 628 – Professional Identity Development II (1 credit or 0 credit)

The focus of this second seminar is on the student's development of the key functional professional skill areas necessary in the effective mental health counselor. The student will: 1) develop a personal and professional strength and skill assessment plan; 2)

document the assessed skills; and 3) identify elements of the program that facilitate the development of these skills. **Prerequisite: COU 627. Required course for all students in Level II.**

COU 628(0-credit) – Professional Identity Development II

This seminar allows for a seamless monitoring of the student throughout Professional Identity Development II. **Prerequisite: COU 627 Required for students in Level II.**

Course Objectives:

1. Students will demonstrate knowledge of the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (2.F.1.e).
2. Students will demonstrate knowledge of strategies to advocate for persons with mental health issues (5.C.3.e).
3. Students will have knowledge of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2.F.2.h).
4. Students will have knowledge of legislation and government policy relevant to clinical mental health counseling (5.C.2.i).
5. Students will demonstrate knowledge of strategies to promote client understanding of and access to a variety of community-based resources (2.F.5.k).
6. Students will have knowledge of theories and models of clinical counseling and the processes for aiding in developing a personal model of counseling (2.F.5.n; 5.C.1.a).
7. Students will have knowledge of characteristics and functions of effective group leaders (2.F.6.d).
8. Students will demonstrate knowledge of strategies for interfacing with the legal system regarding court-referred clients (5.C.3.c).
9. Students will have knowledge of strategies for interfacing with behavioral health-care professionals (5.C.3.d)

REQUIRED TEXT:

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 | <ul style="list-style-type: none"> • Join the NCA • Be involved in NCA committee/district |

| | | |
|------------------------|---|---|
| 2.F.1.f | <p>profession</p> <p>Professional counseling organizations, including membership benefits, activities, services to members, and current issues</p> | <p>level involvement</p> <ul style="list-style-type: none"> • Present at NCA state conference |
| 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 5.C.3.e | <p>Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>Strategies to advocate for persons with mental health issues</p> | <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 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 Dxs |
| 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"> • Identify resources in the community that clients could use • Develop a table to available community resources for use with clients. |
| 2.F.5.n | Processes for aiding students in developing a personal model of counseling | <ul style="list-style-type: none"> • Read a theoretical based counseling book • Find and read articles related to a specific counseling theory |
| 5.C.1.b | Theories and models related to clinical mental health counseling | <ul style="list-style-type: none"> • 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 | Strategies for interfacing with the legal system regarding court-referred clients | <ul style="list-style-type: none"> • Research mental health specific laws in NE |
| 5.C.3.d | Strategies for interfacing with integrated behavioral health care professionals | <ul style="list-style-type: none"> • Sit in a mental health/drug court session • Interview a drug court Tx provider |
| Level 3 | | |

| | | |
|--|--|---|
| | | student's learning throughout the program |
|--|--|---|

Measurement of Outcomes

Assignments (Direct): Professional Development Plan, 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 |
|---------------------|

Assignments including specific details and points awarded including where the assignment should be turned in. Livetext should be used as much as possible. Any specific rubrics/assessments used for assignments should be stated within the description

| |
|---------------------|
| Evaluation Criteria |
|---------------------|

Final Grade

The final grade will be based on the following criteria:

Assignments listed with percentage of each assignment based on total grade.

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 | | |

| |
|--------------|
| Expectations |
|--------------|

Not required for CACREP. Section to include instruction/class specific rules. This could include attendance requirements, classroom behavior, instructor requirements with late assignments, etc.

| |
|---------------------|
| Course Declarations |
|---------------------|

| Date | CACREP Standard | Assignment | Assignment Due |
|------|-----------------|------------|----------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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.