

**SYLLAB
US**

COU 628 - Professional Identity
Development II

Course Number: COU 628

Course Title: Professional Identity Development II

Course Dates: 2020 - 2021 Academic Year

Credit Hours: 1 or 0 Credit(s)

Instructor Phone Email Alison Downs alison.downs@doane.edu Cathy
Steinhauer 402-417-6644 cathy.steinhauer@doane.edu Nicole
Trevena-Flores 402-580-4401 nicole.trevena@doane.edu Michelle
Wooten michelle.wooten@doane.edu

Office Hours: By Appointment

Classroom: TBA

Meeting Times: Second and seventh weeks of each term.

Speck PID meets on the third Sunday of the
month.

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**

Course
Content

Course
Description

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 profession

- Join the NCA
- Be involved in NCA committee/district level involvement

3

2.F.1.f Professional counseling organizations, including membership benefits, activities, services to members, and current issues

- Present at NCA state conference

2.F.1.l Self-care strategies

appropriate to the counselor role

- Develop and implement a self-care plan 2.F.5.f Counselor characteristics

and behaviors that influence the counseling process

- 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

• Engage in advocacy Advocacy processes efforts on behalf of needed to address client's during Tx institutional and social team meetings/in barriers that impede school system/at access, equity, and success internship site/etc. for clients

• Engage in advocacy efforts at state Strategies to advocate for government level persons with mental

Learn about the health issues

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

- Identify discrimination barriers for those with mental health Dx's
- Be involved in advocacy efforts for those with mental health Dx's

4

5.C.2.i legislation and

government policy relevant to clinical mental health counseling

• Participate in Day on the Hill

- Explore current legislation that affects funding of services 2.F.5.k Strategies to promote

client understanding of and access to a variety of community-based resources

• Identify resources in the community that clients could use

- Develop a table to available community resources for use with clients. 2.F.5.n

5.C.1.b

Processes for aiding students in developing a personal model of counseling

Theories and models related to clinical mental health counseling

- 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

- 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

- Research mental health specific laws in NE

5

5.C.3.d Strategies for interfacing

with integrated behavioral health care professionals

- Sit in a mental health/drug court session
- Interview a drug court Tx provider Level 3 2.F.1.g

5.C.2.i

5.C.2.k

Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

Legislation and government policy relevant to clinical mental health counseling

Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

- Begin to complete licensure application package
- Develop plan to complete provisional licensure package

2.F.1.m The role of counseling

supervision in the profession

- 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

- Identify open counseling jobs
- Determine qualifications for open counseling jobs compared to current qualifications

6

CPCE • Schedule and take

the CPCE exam through the Academic Support Center Capstone Presentation • summarize and

synthesize the 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.

7

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 30% of Grade

Students are expected to maintain consistent attendance and active participation in the seminar. At the highest level, this is indicated when the student listens attentively when others speak and engages group members in ways that facilitate their contribution. The student constructively builds upon or synthesizes the contributions of others and/or makes novel observations. The student supports a constructive group climate by treating group members respectfully, using constructive, positive verbal and nonverbal communication. **Students are eligible for a successful grade in PID with one absence per academic year.**

Students that have more than one absence are not eligible for a successful grade in the course.

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 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.

8

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

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

9

No
t
Assignment Due
Expectations

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

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.

1
0

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.