DOANE
UNIVERSITY

SYLLABUS

COU 628: Professional Identity Development II

Course Content

Course Number:	COU 628
Course Title:	Professional Identity Development II
Course Dates:	2020 – 2021 Academic Year
Credit Hours:	1 credit and 0 credit
Instructors:	Alison Downs, Cathy Steinhauer, Nicole Trevena-Flores, & Michelle Wooten
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Office Hours:	By Appointment
Meeting Times:	Second and Seventh weeks of each term

Course Description

This seminar is the second 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. This seminar course allows for a seamless monitoring of the students throughout Professional Identity Development II. **Prerequisite: COU 627.**

Student Learning Objectives

Upon completion of PID II:

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 demonstrate knowledge of strategies to promote client understanding of and access to a variety of community-based resources (2.F.5.k).
5. 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).
6. Students will have knowledge of characteristics and functions of effective group leaders (2.F.6.d).

Textbooks & Resources

REQUIRED TEXT: N/A

Supplemental Texts: Provided to students by the assigned instructor as needed.

2016 CACREP Standards Addressed in This Course

Students are required to address knowledge of each standard provided below by completion of at least one written SMART goal per term; demonstration of knowledge and/or skill will be demonstrated through the completion of a goal reflection.

Level 2 Professional Goals	
Goal Topic	**Relevant 2016 CACREP Standards**
Professional Advocacy Efforts	**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 *(Note: Students may combine these two standards into one goal; both standards must be clearly identified and addressed.)*
Discrimination Elimination Efforts	**2.F.2.h** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
Community Resources	**2.F.5.k** strategies to promote client understanding of and access to a variety of community-based resources
Theoretical Foundation Development	**2.F.5.n** processes for aiding students in developing a personal model of counseling **5.C.1.a** history and development of clinical mental health counseling *(Note: Students may combine these two standards into one goal; both standards must be clearly identified and addressed.)*
Group Leadership Development	**2.F.6.d** characteristics and functions of effective group leaders

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Measurement of Outcomes

Assignments (Direct): Professional Development Plan, Reflection paper

Instructor Evaluations (Indirect): Participation points awarded by instructor

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Instructional Methods

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

Suggestions for Making the Most of PID

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1. <u>Be engaged.</u> 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. <u>Challenge yourself.</u> 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. <u>Get involved.</u> 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.

Assignments

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1. **Attendance and Active Participation |** *15% per meeting (30% total per term)*
   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. *Participation rubric available on LiveText.*

   To achieve full attendance and participation credit, students must do the following:
   ● *Active participation (as identified on the rubric), 5% per class meeting*
   ● *Completion of class activity, 5% per class meeting*
   ● *Completion of Class Reflection Form, 5% per class meeting*

   If a student is more than 15 minutes late for PID, the student will be considered absent. Should a student miss ONE class meeting, they are eligible to earn a maximum of an 85% (B) in the course for that term. Should a student miss BOTH class meetings in a given term, they are eligible to earn a maximum of a 70% (C-), resulting in a course failure for that term.

2. **Professional Goal |** *35% total per term*
   Each term, students will develop a minimum of one goal based on the CACREP standards identified in the chart above for each Program Level. The Goal should use a SMART-goal

format, to include specific, measurable outcomes that indicate how and when the student will achieve the goal. *The Goal will be submitted and evaluated through Live Text.* Students must complete a Goal for all of the objectives identified at their current program level in order to be eligible for promotion to the next program level.

If a student completes ALL identified Level 2 goals and wishes to complete Level 3 goals, the student must gain approval from their assigned PID instructor. Level 3 goals are identified on the COU 629: PID III syllabus, located at https://www.doane.edu/mac-syllabi.

3. **Professional Goal Reflection |** *35% total per term*
   Each term, students will demonstrate knowledge and/or skill associated with their identified Professional Goal through a graduate-level reflection essay. The reflection essay should include, at minimum, the following information:
   - **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.
   - **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.
   - **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.
   - **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.

   The Goal Reflection will be submitted and evaluated through Live Text. Students must complete a goal reflection for all of the objectives identified at their current program level in order to be eligible for promotion to the next program level.

Evaluation Criteria

Students will receive a letter grade each term using the following percentage allocation:

Attendance and Active Participation	30%
Professional Goal	35%
Goal Reflection	35%

100%

Grading Scale

Students will earn either a PASS or FAIL for each term of enrollment. This grade is based on the following numerical guidelines:

PASS	80%-100%
FAIL	79% or lower

In accordance with the MAC Student Handbook & Policy Manual, if a student receives a FAIL in any given term, they must retake the course. Failure of the same course for a second time will result in dismissal from the MAC program.

Student 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% deduction** each day up to 3 days for late Professional Goal and Goal Reflection submissions. Any assignments submitted more than 3 days late will not be accepted and will earn zero credit. No partial or make-up credit will be given towards Attendance and Participation.

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.

Additional Policies

LiveTextUsage

LiveText 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

Students may request to schedule an appointment with the instructor: for follow-up issues to discuss; to respectfully address a problem or misunderstanding; to discuss a question or complaint; etc. If problems or concerns continue after multiple appropriate attempts for resolve with the assigned instructor, the student may contact the MAC Program Director to discuss the grievance. Formal grievance procedures are outlined in the Doane MAC Student Handbook & Policy Manual.

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, they 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

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).

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.

2020/2021 COVID-19 Modifications
In an abundance of caution, MAC courses will temporarily utilize a variety of Distance Learning Modalities (DLM). This may include, but is not limited to, a combination of modified face-to-face classroom instruction, asynchronous distance learning modalities, or synchronous learning modalities via Zoom teleconferences. General MAC program protocol will be announced by the Program Director prior to each term until necessary. Individual course instruction and activities may be altered as deemed necessary by the assigned course instructor. Students will be notified by the course instructor of any further course modifications. Students may contact the MAC Program Director for additional clarification, questions, or concerns related to course modalities and safety/health precautions taken for MAC students.