



## The Professional Counseling Identity

### **Institutional Information**

Antioch University Seattle

Master of Arts in Clinical Mental Health Counseling (CMHC) Program

### **Basic Course Information**

COUN 5080: The Professional Counseling Identity

3 credits (quarter)

Term Year

Required prerequisites: None

Day, Dates & Times:

First and last day of the course)

(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

### **Instructor Information**

(Instructor's name)

2400 3<sup>rd</sup> Avenue, Suite 200, Seattle, WA 98121

Antioch email address (*only - Do not include personal or other email address.*)

Office hours/instructor availability:

(ZOOM Drop-in Hours and link)

### **Course Owner and Course Liaison Information**

- **Primary Course Owner/Liaison:**  
Mariamee Gonzalez, Ph.D.: [mgonzalez3@antioche.du](mailto:mgonzalez3@antioche.du)
- **Secondary Course Owner/Liaison:**  
Tanya Johnson, Ph.D.: [tjohnson17@antioch.edu](mailto:tjohnson17@antioch.edu)
- **Course Consultant**  
Mary Roberts, MA, LMHC, NCC: [mroberts3@antioch.edu](mailto:mroberts3@antioch.edu)

### **Course Description**

This course provides a foundation for the development of one's professional identity within the field of counseling. Topics for exploration will include: the history of the counseling profession, professional associations (including membership benefits, current issues, etc.), professional credentialing (including licensure, accreditation, public policy), the role of counselors as part of a multi-disciplinary crisis response team, theories/skills, importance of self-awareness and values and self-care, understanding diversity, the role of ethics in counseling, the role of supervision in counseling and professional roles of counselors.

## **Learning Experiences**

**Pedagogical Design:** This course is a mix of didactic and experiential learning and will be taught in a hybrid modality. Attendance (for both on-campus and synchronous remote classes), completion of all online work (discussion forums and any recorded lecture material), and overall active participation are crucial for success. Students will explore the goals outlined through didactic lectures and experiential work including reading, large and small group discussion, videos, skills practice, research, interviewing and writing. All phones should be silent during class. Laptops should only be used for class related activities.

Because of the experiential learning inherent in this course, the instructor uses an emergent design process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants should the need arise.

## **Program Competencies & Outcomes**

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

### **Primary Learning Objectives (PLOs):**

By successfully completing the requirements for this course, participants will be able to:

1. To become familiar with the history and philosophy of the counseling profession and its specialty areas.
2. To understand the role and process of the professional counselor advocating on behalf of the profession and learn about advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
3. To become familiar with the professional counseling organizations, including membership benefits, activities, services to members, and current issues
4. To learn about professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
5. To become familiar with about current labor market information relevant to opportunities for practice within the counseling profession
6. To become familiar with technology's impact on the counseling profession.
7. Develop an understanding of the importance of self-care strategies to avoid counselor burnout.

### **Student Learning Objectives (SLOs):**

By the end of the course, students are expected to:

1. Articulate awareness about the history and philosophy of the counseling profession and its specialty areas (2.F1.A; 5.C.2.A).
2. Demonstrate the role and process of the professional counselor advocating on behalf of the profession (2.F1.D, 5.C.2.i ).
3. Articulate awareness and ability to apply various advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (2.F1.E; 5.C.2.i ).

4. Articulate awareness about the Professional counseling organizations, including membership benefits, activities, services to members, and current issues (2.F1.F; 5.C.2.k).
5. Articulate awareness about the Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (2.F1.G).
6. Understand the implications about the current labor market information relevant to opportunities for practice within the counseling profession (2.F.1.H.; 5.C.2.A).
7. Articulate awareness about technology's impact on the counseling profession (2. F. 1. J).
8. Demonstrate awareness and practice about self-care strategies appropriate to the counselor role (2.F.1.L).

**Related 2016 CACREP Standards:**

2.F1.A. History and philosophy of the counseling profession and its specialty areas
2.F.1.D. The role and process of the professional counselor advocating on behalf of the profession
2.F.1. E. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2.F.1. F. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
2.F.1.G. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
2.F.1.H. Current labor market information relevant to opportunities for practice within the counseling profession
2. F. 1. J. Technology's impact on the counseling profession
2.F.1.L. Self-care strategies appropriate to the counselor role
Section 5. C.1.A.history and development of clinical mental health
Section 5.C.2.A. Roles and settings of clinical mental health counselors
Section 5.C.2.i. legislation and government policy relevant to the clinical mental health counseling
Section 5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice to clinical mental health counseling

<b>Student Learning Objectives</b>	<b>Key Performance Indicators</b>	<b>Direct Evaluative Methods</b>
Demonstrate the knowledge about the history and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a; Section 5.C.1.A & 5.c.2.a).	<i>Course readings, active participation during class and/or online forums.</i>  <i>Students will research and demonstrate understanding the history of counseling and specialty. This knowledge will be used as a foundational information towards the development of professional identity.</i>	Counseling profession and advocacy group presentation. Final professional identity paper.
Understand the role and process of the professional counselor advocating on behalf of the profession &	<i>Course readings, active participation during class and/or online forums.</i>	Social Justice and Advocacy Assignment; Counseling profession

advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP Standards 2.F.1. D & E.; 5.C.2.A; 5.C.2.i.);	<i>Students will demonstrate awareness about the importance of social justice counseling, the fifth force, in regards to professional identity development.</i>	and advocacy group presentation.
Develop an understanding of the professional counseling organizations, including membership benefits, activities, services to members, and current issues (Clinical Mental Health Standards 2F.1.F.; 5.C.2.k.);	<i>Active participation during class and online forums. Students will become familiar with each ACA division and how to utilize these divisions for professional identity development and creating counseling community.</i>	American Counseling Association (ACA) Division presentations and online ACA division forums.
Learn about the professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standards 2.F.1.G)	<i>Course readings, active participation during class and/or online forums. Students will learn how to apply for licensure and about post graduation developmental opportunities. Student will demonstrate awareness about ACA's 20/20 vision and steps as professional counselors they can do to advocate on behalf of the profession.</i>	Social Justice and Advocacy Assignment; Completion of state application licensure for LMHCA. Counseling profession and advocacy group presentation.
Demonstrate the knowledge about the current labor market information relevant to opportunities for practice within the counseling profession (CACREP Standards 2.F.1.H)	<i>Course readings, active participation during class and/or online forums Students will research and become familiar with current labor market information relevant to opportunities for practice and their own specialties.</i>	Counseling profession and advocacy group presentation. Final Professional Identity Paper.
Explore technology's impact on the counseling profession (CACREP Standards 2.F.1.J)	<i>Course readings, active participation during class and/or online forums. Students will research technology's impact on the counseling profession and how to implement technology into different roles as a professional counselor.</i>	Counseling profession and advocacy group presentation.
Demonstrate the knowledge about self-care strategies appropriate to the counselor	<i>Course readings, active participation during class and/or online forums.</i>	Self-care counselor-in-training burnout

role (CACREP Standards 2.F.1.L)	<i>Students will learn and reflect on culturally sensitive and evidence based self-care strategies to succeed in graduate school and to implement as part of their professional counselor identity.</i>	prevention/wellness plan.
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### Learning Resources

Required Textbooks & Readings	
Book Titles & Authors	ISBN
, Austin, J. (Ed.) (2020). <i>Surviving and Thriving in Your Counseling Program</i> . John Wiley & Sons. American Counseling Association	<b>ISBN 13:</b> 978-1-119-68623- ISBN <b>10:</b> 1-119-68623-7
Faii Sangganjanavanich , V. & Reynolds , C. A. (Eds.) (2015). <i>Introduction to Professional Counseling</i> (Ed.). Thousand Oaks, California: SAGE Publication.	<b>ISBN 13:</b> 978-1-4522-4070-1 <b>ISBN 10:</b> 1-4522-4070-1
*Other required readings (articles, chapters, etc.) will be posted on Sakai.	

### Supplemental Resource

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Author.

### Teaching Statement:

Books for fun (not required):

Delgado, J.L. (2010). *The Latina Guide to Health: Consejos and Caring Answers*. New York, New York: William Morrow.

Dohertym, W.J. (1995). *Soul searching*. New York, NY: Basic Books/Perseus Books.

Kottler, J.(2010). *On being a therapist*. (4<sup>th</sup> ed.) Publisher: Jossey-Bass, San Francisco, Ca. ISBN: 1956946 ISBN-10: 0470565470

Pipher, M. (2016). *Letters to a Young Therapist*. New York, New York. Basic Books. ISBN: 9780465039685.

Phillips, R., Hazzard, V., & Picot, I. (2015). *The Color of Hope: People of Color Mental Health Narratives*. CreateSpace Independent Publishing Platform. ISBN: 1514273489

Rastogi, M., & Wieling, E. (Eds.) (2005). *Voices of color: First-person accounts of ethnic minority therapists* Thousand Oaks, CA: SAGE Publications. ISBN: 0761928901 9780761928904

Yalom, I.D. (2017). *The gift of therapy*. New York, NY: Harper/Collins. First published 2003. ISBN-10: 9780061719615 ISBN-13: 978-0061719615

Vargas, D. (2019). *The Color of My Mind: Mental Health Narratives from People of Color*. San Francisco, CA: Reclamation Press.

**Free Self-care workbooks**

Self-care 101: <https://www.blurtitout.org/wp-content/uploads/2017/12/The-Self-Care-Project-worksheets.pdf>

Empowerment focus: <https://www.empowermt.org/wp-content/uploads/2016/11/Self-Care.pdf>

Guidebook on Vicarious Trauma: Recommended Solutions for Anti-Violence Workers (feminist perspective) [https://vtt.ovc.ojp.gov/ojpasset/Documents/OS\\_Vicarious\\_Trauma\\_Guidebook-508.pdf](https://vtt.ovc.ojp.gov/ojpasset/Documents/OS_Vicarious_Trauma_Guidebook-508.pdf)

Free wellness Book (lots of fun self-care quizzes): <https://www.blurtitout.org/wp-content/uploads/2017/12/The-Self-Care-Project-worksheets.pdf>

<https://static1.squarespace.com/static/575cf8c120c647c0a0062afa/t/5a1f4308e4966bb1ff15b754/1511998216344/self+care+workbook.pdf>

All types of self-care (sobriety, mindfulness, ect.) <https://mindremakeproject.org/2018/11/12/free-printable-pdf-workbooks-manuals-and-self-help-guides/>

Self-Care and Compassion:

<https://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swswww/files/files/Counseling/Just%20as%20I%20am%20Workbook.pdf>

For those who identify as a mother:

<https://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swswww/files/files/Counseling/Just%20as%20I%20am%20Workbook.pdf>

Depression Self-Management Toolkit

<https://www.commongroundhealth.org/Media/Default/Resource%20library/Behavioral%20health/Tools/Depression%20Self%20Management%20Toolkit%20Feb%202012.pdf>

Me and White Supremacy Workbook [www.meandwhitesupremacybook.com](http://www.meandwhitesupremacybook.com)

**\*\*Not free**

Singh, A. (2018). *The Queer and Transgender Resilience Workbook: Skills for Navigating Sexual Orientation and Gender Expression* (New Harbinger Self-Help Workbook). Oakland, CA: New Harbinger Publications; Workbook edition.

### Helpful Counseling Links

**American Counseling Association(ACA) link:** [www.counseling.org](http://www.counseling.org)

**Washington State Department of Health link:** [www.wastategov/deptofhealth](http://www.wastategov/deptofhealth)

**Washington Counseling Association link:** [www.wacounseling.org](http://www.wacounseling.org)

**ACA trauma and disaster link:** <http://www.counseling.org/knowledge-center/trauma-disaster>

**ACA Divisions link:** <http://www.counseling.org/about-us/divisions-regions-and-branches/divisions>

**ACA Code of Ethics link:** <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

**ACA AMCD MC Competencies link:**

[http://www.counseling.org/Resources/Competencies/Multicultural\\_Competerencies.pdf](http://www.counseling.org/Resources/Competencies/Multicultural_Competerencies.pdf)

**ACA Social Justice Code of Ethics link:** [http://www.psysr.org/jsacp/Ibrahim-v3n2\\_1-21.pdf](http://www.psysr.org/jsacp/Ibrahim-v3n2_1-21.pdf)

**ACA Facebook Page link:** <https://www.facebook.com/American.Counseling.Association>

<https://implicit.harvard.edu/implicit/selectatest.html>

<https://www.ngttcn.com/> National Queer and Trans Therapist of Color Network

[https://www.therapyforblackgirls.com/gd\\_therapist/](https://www.therapyforblackgirls.com/gd_therapist/) Therapy for Black Girls

**Women of Color Network** [www.wocninc.org](http://www.wocninc.org)

**Pro Bono Therapy for Black Lives Matter Activists** [www.healingforactivists.com/cities/therapy-for-activists-philadelphia/](http://www.healingforactivists.com/cities/therapy-for-activists-philadelphia/)

### Course Requirements

To obtain credit for this course, all students must meet minimum attendance, scholarship, and competency standards. The specific course criteria and assessment standards for obtaining credit and competency are delineated below.

**Attendance.** Each student is expected to be on time and attend all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the minimum standard of attendance (90%), it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work or credit will be granted in those cases where 80% or more of the class meeting time has been missed. Anyone who misses first night of class will not be able to remain in course.

**Completion and Timeliness of Work:** Students are expected to complete their work by the due date, unless prior arrangements have been made with the instructor. All assignments should be completed thoroughly, addressing each prompt or element of the assignment. Participation in in-class activities is considered an important component of the coursework.

**Participation:** Active participation in class exercises, online forums and discussions. (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners). Level of involvement and depth of content will reflect on course competencies: critical thinking, verbal communication, oral presentation, and interpersonal skills.

**Scholarship.** All written papers must conform to APA writing standards of graduate-level scholarship. Completion of written assignments (written work should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; research papers should reflect APA format). Further revisions are at the discretion of the instructor. Students may submit papers electronically via email and turn in hard copy to the instructor. Students are responsible to be proactive and approach the instructor, prior to deadline, for *possible* considerations for extensions. Student must receive approval from instructor either in a verbal or written format. Extension of an assignment may result in partial credit to no credit. Failure to turn in an assignment will result in failure of the course. Any demonstration for lack of responsibility or disrespect towards instructor for the above will be reflected in the competency narrative for emotional maturity, ethical conduct, and other competencies. For final paper, revisions will not be allowed in this class. Assignments are expected to be on time. Assignments that receive “partial credit” or “no credit” should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Hard copies of final papers can be mailed if the student supplies a self-addressed stamped envelope.

**Course Evaluations:** The final course evaluation (Week 10) is required for all students in all courses.

## Competency

### **CFT/CMHC/CAT COURSE & PROFESSIONAL COMPETENCY ASSESSMENT CRITERIA**

**COURSE COMPETENCY:** In order to be granted credit for a specific course, at a minimum, all CFT, CFT/CAT, CMHC, CMHC/CAT students must demonstrate an overall “Required Competency”.

**CFT/CFT-CAT STUDENTS:** Additionally, in order to successfully move into the internship year and to graduate, students must demonstrate overall “Intermediate Competency” in 50% of courses within each of the nine competency domains for the CFT program. A comprehensive student review by the faculty occurs early and various points in their progress through the curriculum. If the student falls below competency in any of the courses or if the student fails to achieve intermediate competency in a minimum of 50% of courses within one or more competency domains, a Student Development Plan (SDP) will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

**CMHC/CMHC-CAT STUDENTS:** Additionally, in order to successfully move into the internship year, students must demonstrate an overall “Intermediate Competency” in at least 50% of “required” courses to date, and in order to successfully graduate the student must demonstrate an overall “Intermediate Competency” in at least 75% of “required” courses. A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below competency in 50% of “required” courses as they prepare to enter internship, a Student Development Plan (SDP), will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

### **Assessment Criteria for CMHC Students**

In addition to the competencies specific to each course, CFT/CMHC students are also evaluated on 5 areas of **Professional Core Competencies (PCC)**, with subsidiary **Skill or Knowledge Domains (SKD)**, to



be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

**PCC – Professionalism and SKD – Professional:**

Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

**PCC - Reflective Practice and SKD – Perceptual:**

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

**PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:**

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

**PCC - Diversity and Social Justice and SKD – Executive:**

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally

**PCC - Written Communication and SKD – Conceptual/Evaluative:**

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style. Does not engage in plagiarism of any type.

**Competency Attainment Levels**

All students are expected to demonstrate *Required Competency* in order to receive credit for the course. The levels of competence that will be assessed for this course are as follows:

1. ***Below Competency (BC)*** – reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.
2. ***Required Competency (RC)*** – indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be*

*accepted*). As a mastery-learning course, assignments will be returned with a **P** (Pass) or **I** (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

3. **Intermediate Competency (IC)** – denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.
4. **Advanced Competency (AC)** – granted only to students in internship courses.

### **Final Assessment**

All students will receive a final assessment of their overall competency for this course based on a mastery model of accomplishment—on student’s ability to demonstrate an increased capacity to understand and apply the learning material as they progress through this course. Hence, as students demonstrate this progression, they will receive a level of competency attainment for the course that is commensurate with the quality of their final demonstration of learning.

### **Counselor Competency & Fitness**

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

**Diversity Statement:** This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to **do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.** This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

**Laptops and cell phones: No social media, texting or class during class time.**

***ACA Code of Ethics (2005)***

*Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.*

*(See C.1., H.1.)*

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly, examples of violation include, Facebook, texting, online chats, or other forms of communication with another person(s) via telephone or social networks. Maintaining confidentiality is the primary ethical principle of

counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing evaluation** in the course. In addition, the instructor will refer the breach of confidentiality to your advisor and department chair for a correction action plan for the student. Computer usage in class can only be for note taking or class related activities only. Please arrange phone accommodations before class with the instructor.

### **Audio- or Video-recording of Classes**

Audio- or Video-recording of Classes. Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

### **Evaluation Procedures**

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

- 6.. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic

standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

7. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

## University Policies

Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)

Questions about policies may be directed to Dr. Erica Holmes, Academic Dean of Students, [Eholmes4@antioch.edu](mailto:Eholmes4@antioch.edu).

### Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or [dss.aus@antioch.edu](mailto:dss.aus@antioch.edu).

### Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or [bstuart@antioch.edu](mailto:bstuart@antioch.edu).

### **Writing Support at Antioch University**

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

**Writing Lab (room 323 Library/CTL):** The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email [writinglab.aus@antioch.edu](mailto:writinglab.aus@antioch.edu)) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their [website](#) for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located at [antioch.edu/vwc](http://antioch.edu/vwc) and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu).

### **The Writers' Exchange (WEX): fee-based writing support**

The Writers' Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at [wex.antioch.edu](http://wex.antioch.edu).

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

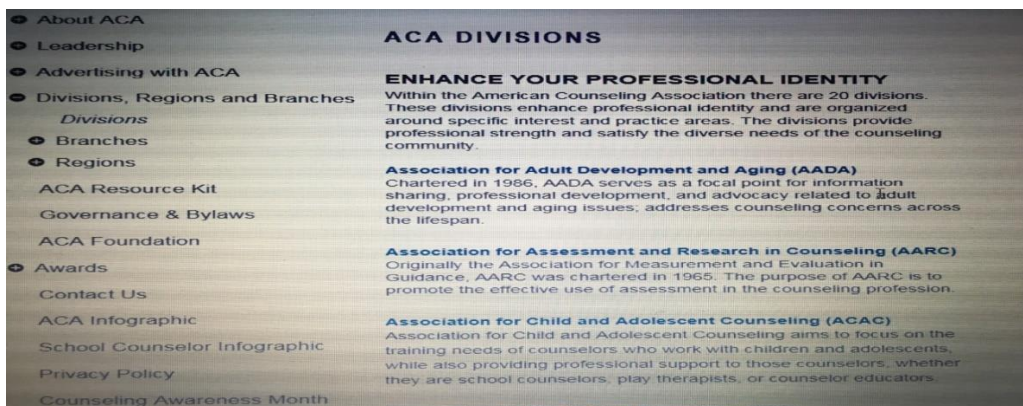
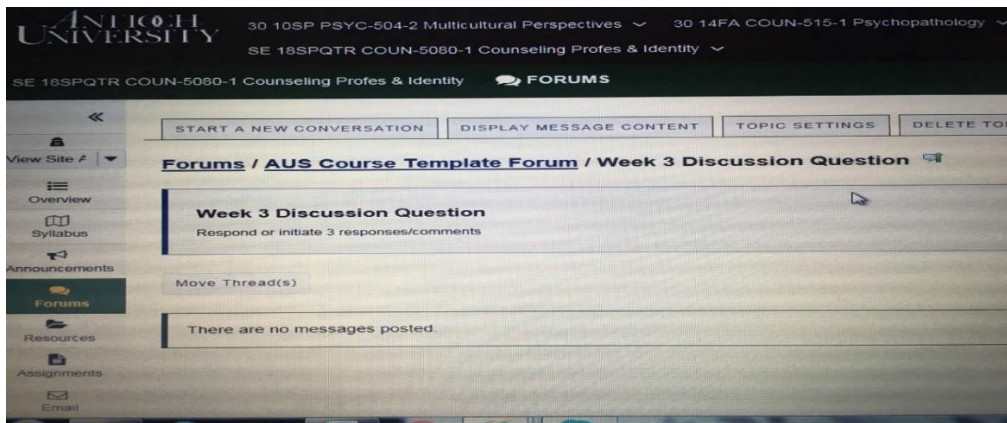
## Course Assignments

1. **On Sakai Forum: Research one division of ACA. Create an attractive pamphlet/brochure, post on a Sakai forum and answer questions related to the division.** There are a total of 18 divisions within the ACA, students are encouraged to join. Pretend you are trying to sell your classmates on joining the divisions you describe. Please include membership benefits, activities, services to members, scholarships for students, and current issues.

**ACA Presenter:** Look for your division and name on the Sakai Forum. You will then upload your ACA division information. Post ACA division information to online forum Sunday by 11:00pm. You will respond to all feedback and questions until Saturday at 10pm (of the same week). Recommend tending to forum earlier in the week in case you need to research questions.

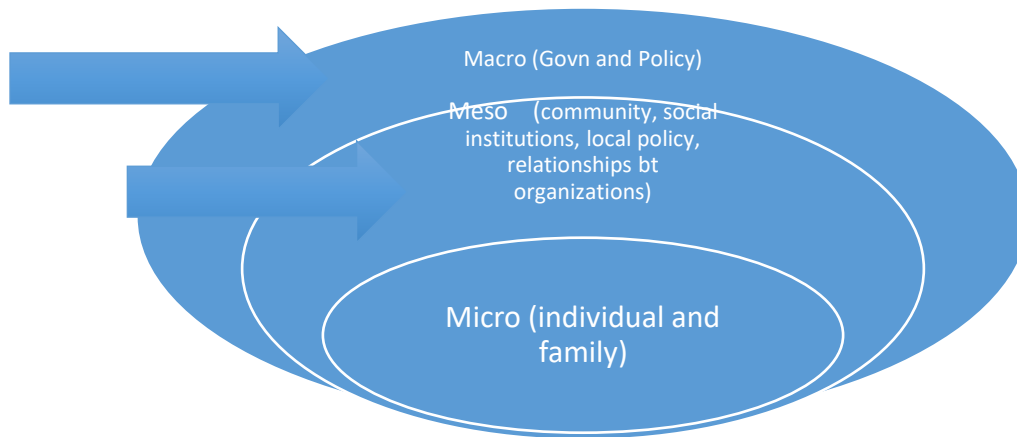
**Forum participant:** Online forum discussions will occur weekly. Must ask question and/or a comment for each ACA Division post weekly by Friday 8pm. Be respectful will all responses.

ACA Divisions link: <http://www.counseling.org/about-us/divisions-regions-and-branches/divisions>



2. **Social Justice and Advocacy Assignment.** The purpose of this assignment is encourage your identity as a professional counselor advocate and will require that you write a letter or email related to legislative action. The letter is to focus on systemic changes impacting the

micro, meso or macro level of advocacy. You will need to explore the ACA and state counseling association websites to become aware of the need for various legislative actions (e.g. [www.counseling.org/PublicPolicy](http://www.counseling.org/PublicPolicy)). You can look up bills alive on the floor this session. This letter is to address institutional and social barriers that impede access, equity, and success for clients. Create a 2-3 page single spaced thoughtful and well-informed letter/email, you will need to engage in your own research on the subject and include that information in your letter/email with correct referencing of resources (you must cite at least two professional references of research in the body of your letter and include a references page). You may not use a standard letter that an organization has prepared. This letter/email must be in your own words though you can use template letters to inform yours. **Due any time up to week 5.** Please review example on the sakai site.



3. **Self-care counselor-in-training burnout prevention/wellness plan.** Create one for yourself. Look at using evidence based and culturally competent plan. Cite your resources. APA style cover page, references pages. Body does not have to be APA style, 6-10 pages. Can include the chart below, workbook style format, creative arts, journaling, pictures, and any other expressive formalities. Upload to Sakai site.

*Self-care within a high stress moment and daily/weekly habits. Include a very detailed plan of self-care for each of these domains of wellness (ch.9):*



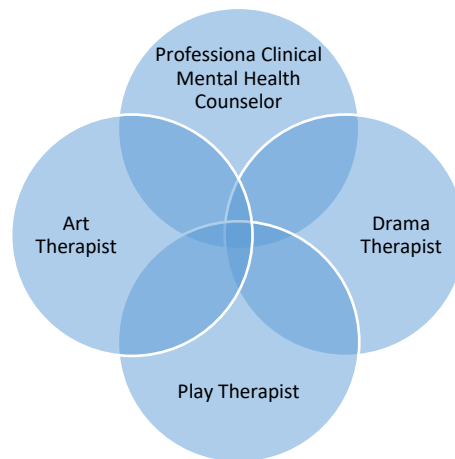
Career	<ul style="list-style-type: none"> <li>•1 Present</li> <li>•2 Short term</li> <li>•3 Long term</li> </ul>
Social	<ul style="list-style-type: none"> <li>•1</li> <li>•2</li> <li>•3</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>•1</li> <li>•2</li> <li>•3</li> </ul>
Spiritual	<ul style="list-style-type: none"> <li>•1</li> <li>•2</li> <li>•3</li> </ul>
Physical	<ul style="list-style-type: none"> <li>•1</li> <li>•2</li> <li>•3</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>•1</li> <li>•2</li> <li>•3</li> </ul>
Environmental	<ul style="list-style-type: none"> <li>•1</li> <li>•2</li> <li>•3</li> </ul>
Financial	<ul style="list-style-type: none"> <li>•1</li> <li>•2</li> <li>•3</li> </ul>

**Spiritual Wellness** refers one’s meaning of harmony with oneself and others. The word “Spiritual” refers to the fundamental dimension of human life – one’s connection with one’s self and/or others, and/or the earth, and or the universe, and /or source of life or divinity– that provides you with a profound sense of self awareness and/or faith and/or meaning on who you are, where you came from, why you are here in the world, what you need, how you live, where you’re going, etc.

**Environmental wellness** refers to one’s relationship to their surroundings that affect humans’ wellness. It refers to living in harmony with earth by becoming aware of one’s interactions with nature and environment and the impact such interactions have.

**Financial Wellness** is your relationship with money and skills in managing resources, as well as your ability to make good consumer choices and seek out appropriate financial opportunities and resources/support.

4. Mental Health Counselor Associate packet: Fill out the application for the state of WA and email to instructor. <https://www.doh.wa.gov/portals/1/Documents/Pubs/670100.pdf> Complete section 1 (name only), 3, 4, & 5. If you plan to apply to another state, you can turn in the packet of that state. If you have dual identities, thus dual licensure, you can turn in both licensure packets.
5. **Professional Identity Paper:** APA style paper, 8-10 pages of content. *Personal meaning of how you define your professional counselor identity (if you identify with more than one profession, discuss how you intersect the two or three identities). How do you define professional counseling? What population, area of specialty, or focus are you interested? What is the current labor market information relevant to your area of specialty? Which professional organizations, preparation standards, and credentials relevant to the practice to clinical mental health counseling would be helpful for your professional development? What are your strengths and areas of growth in regards to developing your professional identity? What goals do you have for yourself with this professional identity and how do you see yourself meeting these goals (can include a plan, support, timeline, ect.)?*



#### 6. **Counseling profession and advocacy group presentation.**

The role of educator and advocate is two of several that counseling professionals take in their work with clients and other counseling professionals. The purpose to grow in your ability to work effectively in groups and conduct psychoeducation and advocacy as a professional counselor. Groups of no more than four will select a topic of mutual interest and work throughout the quarter on developing that topic into a 40-45-minute presentation. Presentations occur Weeks 9 & 10.

Presentations must include the following objectives:

1. Advocacy issues within the clinical mental health profession.
2. How does topic connect to philosophy of the counseling profession and any specialty area.
3. Any current labor market information relevant to opportunities for practice within the counseling profession.
4. Technology's impact on the counseling topic.
5. Prepare a resource list related to your project for your classmates.
6. Post presentations on Sakai Forum page.
7. Feedback form from classmates.
8. Please complete peer feedback review form. Failure to complete a peer review will impact overall credit for this assignment and course.

Selection of presentation topics:

1. Professional Organizations (e.g. ACA)
2. State Licensure and Credentialing
3. Counseling in Agency and Community Mental Health Settings
4. Legislative and Advocacy Issues
5. Diversity and Multicultural Counseling
6. Social Justice Counseling (Topic of Choice)
7. Counseling Supervision
8. Professional Impairment (Ethical focus)
9. Counseling Outcomes and Treatment Protocols
10. Mental Health Counseling Research (Topic of Choice)
11. Social Justice and Community Outreach (Topic of Choice)
12. International Counseling
13. Spirituality and Counseling
14. Creativity and Counseling
15. How to hold dual professional identities
16. Political Climate and the Counseling Profession
17. Coronavirus Pandemic and the Counseling Profession
18. Self-care Practices and Wellness Counseling
19. Correctional Counseling and Advocacy
20. Military Counseling and Advocacy
21. Counseling Vulnerable Populations and Advocacy
22. Technology and Counseling
- Other topics approved by the Instructor

Presentations occur Weeks 9 & 10.

**The Counseling Profession & Identity**  
(Instructor reserves the right to make changes to schedule)

Week/ Date	Course Topics	Readings	Sakai Forum	Assignments Due
Week 1 In person	<ul style="list-style-type: none"> <li>• Introductions, Overview, Syllabus</li> <li>• Pick groups for presentation.</li> <li>• Welcome to grad school.</li> </ul>	Book readings: <ul style="list-style-type: none"> <li>• Sangganjanavanich &amp; Reynolds: Chapter 1.</li> </ul>	Virtual Name Tag	
Week 2 In person	<ul style="list-style-type: none"> <li>• History of Counseling</li> <li>• Multicultural/Social Justice competencies and Professional Identity</li> <li>• Prof roles, functions and consultation with other professionals</li> <li>• Graduate School</li> </ul>	Book readings: Sangganjanavanich. & Reynolds: <ul style="list-style-type: none"> <li>• Ch 2, 3, &amp; 6,</li> <li>• Austin: Chapter 1: You got in. Now what?</li> </ul> Sakai Readings: <ul style="list-style-type: none"> <li>• 20/20 JCD article</li> <li>• Intro to professional CNS</li> <li>• History of Wellness Counseling</li> <li>• Prof Id Compassion Fatigue 2019</li> </ul>		
Week 3 Online forums.		Book Readings: <ul style="list-style-type: none"> <li>• Sangganjanavanich &amp; Reynolds: Chapter 4 &amp; 5</li> <li>• Austin, J. (Ed.) Chapter 2: Second Year &amp; Chapter 3: Third Year</li> </ul> Sakai Reading: <ul style="list-style-type: none"> <li>• The Five Domains of wellness</li> <li>• Advocacy and Social Justice: A helping paradigm for the 21 century</li> </ul>	ACA Division ACA Division  Topic: Professional Settings and Career Choices	
Week 4 In person	<ul style="list-style-type: none"> <li>• Wellness and Self-Care for Professional Counselors</li> <li>• Professional Organizations and memberships</li> <li>• Having a conversation about graduate school and developing professional identity</li> </ul>	Book Readings: <ul style="list-style-type: none"> <li>• Sangganjanavanich &amp; Reynolds: Chapter 9 &amp; 10</li> <li>• Austin, J. (Ed.) Chapter7 : Emotional Maturity &amp; Chapter 8: Dealing with Setbacks</li> </ul> Sakai Readings: <ul style="list-style-type: none"> <li>• Wellness Counseling: Mind</li> <li>• Creative-counselor-self care</li> </ul>	ACA Division ACA Division	
Week 5 Online forums		Book Readings: <ul style="list-style-type: none"> <li>• Faii Sangganjanavanich , V. &amp; Reynolds , C. A. (Eds.) Ch 8: Ethical and Legal Considerations</li> <li>• Austin, J. (Ed.) Chapter 4</li> </ul>	ACA Division ACA Division  Austin: Chapter 4	Social Justice and Advocacy Assignment.
Week 6 In-person	<ul style="list-style-type: none"> <li>• Telemental Health and technology applications</li> </ul>	Book Readings: <ul style="list-style-type: none"> <li>• Faii Sangganjanavanich &amp; Reynolds-Ch 12</li> </ul>	ACA Division	

	<ul style="list-style-type: none"> <li>• Advocacy for Professional Counseling</li> <li>• Graduate School</li> </ul>	<ul style="list-style-type: none"> <li>• Austin, J. (Ed.) Chapter 10</li> </ul>	ACA Division	
Week 7 Online forum	<i>Time to focus on community volunteer work and class presentations</i>	Book Readings Due: <ul style="list-style-type: none"> <li>• Austin, J. (Ed.) Chapter 9: Managing Conflicts &amp; Chapter 10: Multicultural Considerations</li> </ul>	ACA Division ACA Division	Self-care counselor-in-training burnout prevention/wellness plan.
Week 8 In-person.	<ul style="list-style-type: none"> <li>• How to apply for WA state LMHCA licensure</li> <li>• Clinical Supervision/cultural considerations</li> <li>• Getting ready for graduation.</li> <li>• Getting a doctoral degree.</li> </ul>	Book Readings Due: <ul style="list-style-type: none"> <li>• Faii Sangganjanavanich , V. &amp; Reynolds , C. A. (Eds.) Ch 7 &amp; Ch 11</li> <li>• Austin, J. (Ed.) Chapter 5 &amp; 6</li> </ul> Sakai: Washington State Mental Health Counselor: <a href="http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MentalHealthCounselor">http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MentalHealthCounselor</a>	ACA Division ACA Division	Turn in State Licensure application.
Week 9 In-person	Group Presentation Group Presentation		ACA Division ACA Division	Professional identity paper.
Week 10 In-person	Group Presentation Group Presentation			Group peer feedback form.
Week 11 TBD				

Coun5080: The Counseling Professional Identity  
 ACA Division Presentation Rubric  
 Antioch University Seattle  
 School of Applied, Psychology, Counseling, and Family Therapy

Student name \_\_\_\_\_ ACA Division: \_\_\_\_\_ Date \_\_\_\_\_

Read about the descriptions of the *Assignment Competencies* listed on Appendix A.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Presentation Content
			Quality and creativity of division flyer or media visual (commercial)
			Membership benefits (include costs)
			Division activities (webinars, conferences, workshops, elections, journal, ect.)
			Services to members (journals, newsletter, workshops, consultation, ect.)
			Current division topics/ issues
			Scholarship/resources for graduate students
			Location for additional information (websites)
			Timely responses to all questions/comments on forum (Starts Monday-ends Saturday night 10pm)
			Posted division information on forum on time (Sunday midnight)

Coun5080: The Counseling Professional Identity  
 Assignment: Self-care counselor-in-training burnout prevention/wellness plan Rubric  
 Antioch University Seattle  
 School of Applied, Psychology, Counseling, and Family Therapy

Student name \_\_\_\_\_ Date \_\_\_\_\_

Read about the descriptions of the *Assignment Competencies* listed on Appendix A.

Below Minimum Competency	Required Competency 2	Intermediate Competency 3	Content
			Your own burnout prevention/wellness plan-Self-care within a high stress moment and daily/weekly habits.
			A very detailed plan of self-care for domain of wellness (ch.9): Career Aspects
			A very detailed plan of self-care for domain of wellness (ch.9): Social Aspects
			A very detailed plan of self-care for domain of wellness (ch.9): Cognitive Aspects
			A very detailed plan of self-care for domains of wellness (ch.9): Spiritual Aspects (only complete if this domain aligns with you)
			A very detailed plan of self-care for domains of wellness (ch.9): Physical Aspects
			Write a very detailed plan of self-care for each of these domains of wellness (ch.9): Emotional Aspects

## ASSIGNMENT RUBRIC

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Structure
			Introduction
			Inclusion of all assignment criteria
			Conclusion
			APA format for crediting sources
			APA format accuracy for citations
			APA format accuracy for references

OTHER COMMENTS:

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	<b>Summary Comments</b>
			Overall structure

OTHER COMMENTS:

Coun5080: The Counseling Professional Identity  
 Counseling profession and advocacy group presentation  
 Antioch University Seattle  
 School of Applied, Psychology, Counseling, and Family Therapy

Student name \_\_\_\_\_

Date \_\_\_\_\_

Read about the descriptions of the *Assignment Competencies* listed on Appendix A.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	<b>Content</b>
			How does topic connect to philosophy of the counseling profession and any specialty area



			Any current labor market information relevant to opportunities for practice within the counseling profession.
			Current movement/concerns/strengths/changes
			Technology's impact on the counseling topic
			Social justice and cultural factors to be made aware of regarding this topic
			Conclusion

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	<b>Structure/presentation</b>
			Introduction (introduce group members, state purpose of pp)
			Title page include group members, title, date, and class
			Conclusion page
			APA format for crediting sources on ea slide
			APA format accuracy for citations on each slide
			APA format accuracy for references
			Deliverance of content (cohesive, organized, clear, professional nonverbal and verbal, readable)
			Able to answer questions and receive feedback in a professional and respectful manner
			Presented within 40-45 minutes, inclusive of 5 minutes for questions and answers (if go over 50 minutes, unable to receive intermediate on assignment).
			resource sheet to be shared with the class

OTHER COMMENTS:

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Summary Comments
			Overall content
			Overall structure of PowerPoint

OTHER COMMENTS:

Group members:

Comments:


**Coun5080: The Counseling Professional Identity**  
**Social Justice and Advocacy Assignment Rubric**  
**Antioch University Seattle**  
**School of Applied, Psychology, Counseling, and Family Therapy**

Student name \_\_\_\_\_ Date \_\_\_\_\_

Read about the descriptions of the *Assignment Competencies* listed on Appendix A.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Letter Content
			Professional introduction of presenting systemic problem
			Cohesive description of injustice/oppressive factor

			State what change you are requesting (supported by peer reviewed research)
			Two professional references
			Reference Page APA Style Letter/email
			Thoughtful and well- informed
			Overall content and structure

Coun5080: The Counseling Professional Identity  
 Professional Identity Paper Rubric  
 Antioch University Seattle  
 School of Applied, Psychology, Counseling, and Family Therapy

Student name \_\_\_\_\_

Date \_\_\_\_\_

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	<b>Content</b>
			Personal meaning of how you define your professional identity (if you identify with more than one profession, discuss how you intersect the two identities).
			Any current labor market information relevant to opportunities for practice within the counseling profession.
			Strengths and areas of growth in regards to developing your professional identity.
			Explored goals you have for yourself with this professional identity and plan to meeting these goals (can include a plan, support, timeline, ect).

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	<b>Structure</b>
			Introduction
			Inclusion of all assignment criteria
			Conclusion
			APA format for organization
			APA format for style
			APA format for crediting sources
			APA format accuracy for citations
			APA format accuracy for references

OTHER COMMENTS:

## Appendix A

<b>Assignment Competencies</b>			
	<b>INTERMEDIATE COMPETENCY</b>	<b>REQUIRED COMPETENCY</b>	<b>BELOW COMPETENCY</b>
<b>ACA Division Forums</b>	Addresses all aspects of the assignment; each prompt or question is responded to with complete, thoughtful reflections. Main ideas are clear and well developed. Responds to all questions and feedback within 72 hr throughout the entire week (Sun-Sat).	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing. Responds to all questions and feedback on only Friday and/or Saturday.	Some aspects of the assignment are not addressed. Main ideas forums responses are unclear. Does not respond to questions or feedback.
<b>ACA Reading Forums</b>	Each prompt or question is responded to with complete, thoughtful reflections. Main ideas are clear and well developed. Responds to all questions and feedback within 72 hrs throughout the entire week (Sun-Sat).	Each prompt or question is responded to fully. Main ideas are developing. Responds to all questions and feedback on only Friday and/or Saturday.	Main ideas forums responses are unclear. Does not respond to questions or feedback.
<b>Social Justice and Advocacy Assignment</b>	Addresses all aspects of the assignment; Main ideas are clear and well developed. Cite two evidence-based resources to support ideas stated in letter. References are APA style.	Addresses all aspects of the assignment; Main ideas are developing. Errors with APA reference page.	Some prompts or questions are not addressed. Main ideas are unclear. Colloquial rather than scholarly tone. Lacks evidence based resources.
<b>Mental Health Counselor Associate packet</b>	Addresses all aspects thoroughly of the assignment section, 3, 4, & 5; and emailed to instructor by due date & time.	Addresses aspects of the assignment with minimal information; Turned in by due date & time.	Some aspects of the assignment are not addressed. Not turned in by due date & time.
<b>Self-care counselor-in- training burnout</b>	Addresses all aspects of the assignment. Each prompt or question is responded to with	Addresses all aspects of the assignment. Ideas are developing. Each prompt or question is	Some aspects of the assignment are not addressed. Self-

<b>prevention/wellness plan</b>	complete, thoughtful reflections. Main ideas are clear and well developed.	responded to fully. Main ideas are developing.	care practices are unclear or too brief.
<b>Final Paper Professional Identity</b>	Addresses all aspects of the assignment thoroughly. Ideas are well formed and clearly supported with evidence. Writing demonstrates exemplary graduate-level APA format and style. Content is coherent, well organized, and written in a scholarly tone.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing and supported with evidence. Writing demonstrates developing graduate-level APA format and style. Paper demonstrates developing scholarly tone.	Some prompts or questions are not addressed. Main ideas are unclear. Paper does not demonstrate understanding of material or lacks synthesis of thoughts about professional counselor identity.
<b>Counseling profession and advocacy group presentation</b>	Addresses all aspects of the assignment thoroughly. Ideas are well formed and clearly supported with evidence. Had a variety of deliverances of content for the different types of learners. Able to answer questions and receive feedback in a professional and respectful manner. Completed presentation in a timely manner.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing and supported with evidence. Only had one type of content deliverance. Able to answer questions and receive feedback in a professional and respectful manner. Did not complete presentation in a timely manner, ran over within 5 minute mark.	Some prompts or questions are not addressed. Main ideas are unclear. Not able to answer questions and receive feedback in a professional and respectful manner. Did not complete presentation in a timely manner, ran over within 10 minute mark.

Group Presentations  
Antioch University Seattle  
School of Applied, Psychology, Counseling, and Family Therapy

Feedback Form

Please circle the appropriate number to rate each aspect of the presentation; 1 being unsatisfactory and 5 being completely satisfied.

The presenters knowledge of the material discussed. 1 – 2 – 3 – 4 – 5

The presenters preparation and presentation of the material planned. 1 – 2 – 3 – 4 – 5

The presenters ability to answer questions and provide meaningful answers for the audience. 1 – 2 – 3 – 4 – 5

The presenters ability to identify with the audience and connect with them meaningfully about the topic. 1 – 2 – 3 – 4 – 5

The presenters style and format. 1 – 2 – 3 – 4 – 5

Please include some helpful additional comments:

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*Thank you. Please return to group members.*

**The Professional Counseling Identity**  
**End of quarter student peer evaluation**  
Antioch University Seattle  
School of Applied, Psychology, Counseling, and Family Therapy

**STUDENT PEER EVALUATION SHEET** – Evaluate your group members.

This will be provided to the instructor ONLY and not your peers. Thank you.

List Each Group Member Below:

Your name \_\_\_\_\_

Group member \_\_\_\_\_

Group member \_\_\_\_\_

Group Member \_\_\_\_\_

---

Rate each line provided below with the following options:

1 (rarely/never)

2 (occasionally/sometimes)

3 (all/most of the time)

Name of group member: \_\_\_\_\_

\_\_\_\_ was cooperative/did agreed upon task

\_\_\_\_ was available for communication (email, phone, person, etc.)

\_\_\_\_ was proactive in coordinating logistics (meeting times, volunteer hours, report writing etc.)

\_\_\_\_ contributed to overall success of this presentation and volunteer activity

Word describing this person as a group member: \_\_\_\_\_

Comments:



Name of group member: \_\_\_\_\_

\_\_\_ was cooperative/did agreed upon task

\_\_\_ was available for communication (email, phone, person, etc.)

\_\_\_ was proactive in coordinating logistics (meeting times, volunteer hours, report writing etc.)

\_\_\_ contributed to overall success of this presentation and volunteer activity

Word describing this person as a group member: \_\_\_\_\_

Comments:

---

Rate each line provided below with the following options:

1 (rarely/never)

2 (occasionally/sometimes)

3 (all/most of the time)

Name of group member: \_\_\_\_\_

\_\_\_ was cooperative/did agreed upon task

\_\_\_ was available for communication (email, phone, person, etc.)

\_\_\_ was proactive in coordinating logistics (meeting times, volunteer hours, report writing etc.)

\_\_\_ contributed to overall success of this presentation and volunteer activity

Word describing this person as a group member: \_\_\_\_\_

Comments:

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Rate **yourself** with the following options: 1 (rarely/never) 2 (occasionally/sometimes) 3 (all/most of the time)

\_\_\_ was cooperative/did agreed upon task

\_\_\_ was available for communication (email, phone, person, etc.)

\_\_\_ was proactive in coordinating logistics (meeting times, volunteer hours, report writing, etc.)

\_\_\_\_ contributed to overall success of this social justice task force and the report

Rate your contribution as compared to your group members: \_\_\_\_\_

Explain your reasoning for your self-evaluation scores:

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Thank you for your feedback.

### Student Information

Name: \_\_\_\_\_

Student email: \_\_\_\_\_

Other form of contact: \_\_\_\_\_

Self-goal to obtain in this course: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Program pursuing degree: \_\_\_\_\_

Current term enrolled: \_\_\_\_\_

Possible population or interest's area of work:  
\_\_\_\_\_

How do you currently identify? (Please circle all that apply)

- Professional Clinical Mental Health Counselor (MA)
- Art Therapist (MA)
- Drama Therapist (MA)
- Play Therapist (MA)

Group presentations

Week 9 DATE

1. Group Topic: \_\_\_\_\_  
Group Members

2. Group Topic \_\_\_\_\_  
Group Members

Week 10 DATE

3. Group Topic \_\_\_\_\_  
Group Members

4. Group Topic \_\_\_\_\_  
Group Members

### Criteria for Appropriate Feedback

Feedback is information that flows between people that has to do with their interaction in the here and now. Effective feedback is information that:

1. Can be heard by the receiver (as evidenced by the fact that s/he does not get hurt, defensive, etc.).
2. Keeps the relationship intact, open, and healthy (though not devoid of healthy conflict).
3. Validates the feedback process in future interaction (rather than avoiding it because “last time it hurt”).

### Giving Feedback

Effective Feedback	Ineffective Feedback
Describes the behavior specifically: “Your voice was louder when you were telling the client...”	Uses judgmental statements: “You were being rude to the client.”
Comes as soon as possible after the behavior.	Is delayed, saved up or dumped.
Is direct, from sender to receiver.	Indirect; ricocheted (“Tom, how do you feel when Jim cracks his knuckles in session?”)
Uses “I” messages – the sender takes responsibility for his or her own thoughts, feelings, and reactions.	“Ownership” is transferred to “people,” “everybody,” “we,” etc: “Everybody thinks you ask too many closed questions in session.”
Refers to behavior the receiver can do something about.	Refers to behaviors over which the receiver has little or no control. “Your southern accent is very annoying.”
Recognizes that this is a “process,” that an interaction between the sender and receiver can occur at any moment.	No recognition of the need to process the feedback.

### Receiving Feedback

Effectively Receiving Feedback	Ineffectively Receiving Feedback
<b>Open:</b> listens without frequent interruption or objections.	<b>Defensive:</b> defends personal action, frequently objects to feedback given.

<b>Responsive:</b> willing to hear what's being said without turning the table.	<b>Attacking:</b> verbally attacks the feedback giver and turns the table.
<b>Accepting:</b> accepts the feedback, without denial.	<b>Denies:</b> refutes the accuracy or fairness of the feedback.
<b>Respectful:</b> recognized the value of what is being said and the speaker's right to say it.	<b>Disrespectful:</b> devalues the speaker, what the speaker is saying, or the speaker's right to give feedback.
<b>Engaged:</b> interacts appropriately with the speaker, asking for clarification when needed.	<b>Closed:</b> ignores the feedback, listening blankly without interest.
<b>Active listening:</b> listens carefully and tries to understand the meaning of the feedback.	<b>Inactive listening:</b> makes no attempt to "hear" or understand the meaning of the feedback.
<b>Thoughtful:</b> tries to understand the personal behavior that has led to the feedback.	<b>Rationalization:</b> finds explanations for the feedback that dissolve any personal responsibility.
<b>Interested:</b> is genuinely interested in getting feedback.	<b>Patronizing:</b> listens but shows no real interest.
<b>Sincere:</b> genuinely wants to make personal changes if appropriate.	<b>Superficial:</b> listens and agrees. But gives the impression that the feedback will have little actual effect.

Guidelines for Feedback borrowed from Dr. Andrew Wood.