Capstone Course  CNS 790  INTEGRATIVE LEARNING

Facilitator: Samuel T. Gladding, Ph.D., LPC, NCC, CCMHC

Meeting Times: Wednesdays, 11:30-1:30, A105

Course Objectives:

- Demonstrate mastery of counseling program objectives and understanding of mission.

Course Requirements:

Provide evidence of your growth in each of the five areas of the counseling program objectives. You may use projects or papers you have already completed or you may create something new that will document your acquisition of the knowledge, skills and commitment to the profession that has occurred during your education with us. Please compile the evidence in a portfolio (electronic or notebook).

Plan to share a portion of your portfolio with the class (i.e., a PowerPoint set, a portfolio, or some other format, including art). Each piece of evidence (or artifact) you choose for the presentation should be accompanied by an explanation of the reasons this represents your growth. Presentations will last approximately 15 minutes. Therefore, you will want to share the additional material with me in portfolio format (electronic or notebooks).

Evaluation:
Rubric scoring. Rubrics will be completed by each student and by me after you give your presentation.

Mission Statement

The Wake Forest University Department of Counseling prepares exemplary counselors to serve humanity - Pro Humanitate.

We provide a rigorous intellectual climate and a supportive atmosphere for personal and professional development to a diverse student body in order to prepare professional counselors who

- Acquire knowledge and skills to practice effectively and ethically
- Value professional diligence and life-long learning
- Excel as community leaders, advocates and practitioners.
- Possess a deep awareness of themselves and of their impact on others
- Commit to the compassionate service of humanity and foster the well-being of people at the local, state, national and international level.
**Overall Objectives**

**Acquire knowledge and skills to practice effectively and ethically:**

1. Educate students to be highly skilled and competent counselors first and counseling specialists second.
2. Ensure excellence in curricular experiences in all eight common core areas of CACREP: professional orientation and ethical practice, social & cultural diversity, human growth & development, career development, helping relationships, group work, assessment and research & program evaluation.
3. Transmit currency and diversity in the presentation of theoretical approaches so that students might begin to develop personal models of counseling and consultation.
4. Teach the use of technology to obtain, evaluate and present data to enhance and inform the practice of professional counseling.
5. Seek to encourage habits of mind that ask “why,” that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth.
6. Instill an understanding of ethical and legal issues in counseling and a commitment to practicing within those parameters.
7. Prepare students to work the most effectively with diverse populations.

**Value professional diligence and life-long learning:**

1. Understand the necessity of practicing ethically, staying current, and using an evidence-based conceptual framework for work with clients.
2. Develop an awareness of the need for life-long learning and the value of continuing to seek opportunities for personal and professional growth.

**Excel as community leaders, advocates and practitioners:**

1. Encourage students to become actively involved in professional organizations such as ACA (American Counseling Association) and NCCA (North Carolina Counseling Association) and Chi Sigma Iota.
2. Illustrate by faculty example the importance of leadership in professional organizations and in school and community settings and in crisis situations.

**Possess a deep awareness of themselves and of their impact on others:**

1. Remain small in size in order to function as a community of learners in a cohort environment with collegial relationships between faculty and students.
2. Enable students to develop their fullest potential through a transformation process that challenges the student intellectually, emotionally and professionally.
3. Promote personal growth by providing experiences that encourage self-examination and an openness to the perspectives of others.
4. Emphasize the appreciation and celebration of the similarities and differences of others.
Commit to the compassionate service of humanity and foster the well-being of people at the local, state, national and international level.

1. Produce counselors who believe in the potential and worth of all human individuals and who are committed to removing barriers that impede those potentials.
2. Teach the importance of advocacy, social responsibility and the rejection of hatred and bigotry in any form.

Proposed Schedule:

Each week we will meet at 11:30. On some dates, the meeting will be briefer than others, after which you will be given time to work on your assignment. On other days, pertinent topics will be discussed and presentations will be shared.

- **March 28**: The Final Project – Heidi Robinson & Beth Montplaisir – the final portfolio project; Pamela Karr – Job search, Job anxiety, Post Graduation, Interviewing Resume; Theorists and stories -- An audio history [http://www.odu.edu/~eneukrug/therapists/index.html](http://www.odu.edu/~eneukrug/therapists/index.html)
- **April 4**: The Future of Counseling Share findings from article in March 2012 *Counseling Today* from 11:30-12:30. (See assignment list at end of syllabus). Work individually or meet with me from 12:30-1:30
  - Core: 1.a.b.f.g.h.i.j; 2.f; 5.a.b; 7.a; 8.a.d
- **April 11**: Voices from the field – Wake Forest Counseling Graduates and the reality of counseling today; The Licensure Process -- questions/answers/concerns.
- **April 18**: NCE questions, answers and preparation
- **April 25**: presentations
- **May 2**: presentations

The schedule is subject to change.

Ideas for items to prepare for your portfolios:

- Professional disclosure statement
- Professional development projects (i.e., outline for a group psychoeducational counseling group that you led or co-led, classroom guidance lesson outline, specific interventions you have used or learned about.
- Information about state licensure that is pertinent to you.
- Description of a professional organization with which you intend to remain involved (or hope to become involved).
- Career Objective
- Items you have accumulated over the years that will be useful as you enter the job market (e.g., How to Conduct a Suicide Assessment, How to Measure Counseling Outcomes, How to Use School Data to Inform Counseling-Related Decision-Making).

Please remember that the purpose of this class is to enable you to “pull together” things you have already been working on for two years. It will also help prepare you to go out into the world as a
qualified counseling professional. The structure of the class is somewhat flexible by design, so that it will be YOUR COURSE (hence, I am a facilitator rather than “the professor” in this venue).

March 2012 Counseling Today Assignments

Read the Counseling Today Article On the Future of Counseling Here.
(http://ct.counseling.org/2012/03/what-the-future-holds-for-the-counseling-profession/)

Brad Eford p. 32 -- Jonathan
Barbara Herlihy p. 34 - Katie
Kurt Kraus p. 34 - Brian
Kent Butler p. 35 -- Ben
Allen Ivey p. 36 - Edna
Casey Barrio Minton p. 36 -- Wesley
Manivong Ratts p. 36 -- Carolyn
Don W. Locke p. 37 -- Orita
Thelma Duffey p. 38 -- Jenny
Thomas Sweeney p. 38 -- Maggie
Summer Reiner p. 39 -- Ellen
Jill Duba p. 40 -- Lynette
Mark Pope p. 42 -- Theo
Barry Mascari p. 42 -- Sarsh
Deborah Stokes p. 42 -- Joe
Courtland Lee p. 43 -- Joe
Blair Sumner Mynatt p. 44 -- Brittany
Cirecie West-Olatunji p. 44 -- Brittany