Capstone Course CNS 790 INTEGRATIVE LEARNING Spring 2016

Wednesdays 2:00-4:30, March 16 – April 27

Course Objectives:

- Demonstrate mastery of counseling program objectives and understanding of the department’s mission.

Course Requirements:

Provide evidence of your growth in each of the five 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 the past three years. Please compile the evidence in an e-portfolio using Weebly (http://www.weebly.com/).

Create a presentation that reflects your development as a counselor during the past three years. It also should reflect your growth in the five program objectives. In the past, presentations include PowerPoint “movies,” and other creative formats. Please include an explanation of how the project represents your growth as a counselor. Your presentation should take between 15 and 20 minutes, with a few minutes allowed for Q&A.

Plan to share one article that has especially influenced you over the course of the counseling program. The article may be one that was assigned in a particular course or one that you discovered on your own.

Department of Counseling 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.

Detailed Description of Each Program Objective
Objective One: 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.

Objective Two: 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.

Objective Three: 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 crises.

Objective Four: 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 openness to the perspectives of others.
4. Emphasize the appreciation and celebration of the similarities and differences of others.

Objective Five: 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.

**Items to include in your portfolio**

- Professional disclosure statement
- Information about state licensure that is pertinent to you.
- Career goal(s)
- Updated resume
- Influential article and a brief description of why the article is significant.
- Artifacts that represent each of the 5 program objectives. These may include, but are not limited to:
  - 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.)
  - Description of a professional organization with which you intend to remain involved (or plan to become involved).
  - Self-assessment results (examples: your cultural identity paper, results from the MBTI or other assessments). To safeguard your privacy, do not include assessment results from instruments such as the NEO-PI.
- Other Significant Items

Please remember that the purpose of this class is to enable you to “pull together” things you have already been working on for three years. It will also help prepare you to go out into the world as a qualified counseling professional. The structure of the class differs from content courses; instead, it is about YOU. (Hence, I am a facilitator rather than “the professor” in this class.)

**Explanation of Terms**

**Professional Disclosure Statement:** Explains the counseling process, the counselor’s theoretical orientation and credentials held, relevant agency rules, limits to confidentiality, legal issues, and other important information. Review the disclosure statement guidelines for the state in which you intend to practice.

**Pertinent State Licensure Information:** (self-explanatory)

**Professional Organization(s):** What professional groups are you already involved with? Are there groups or divisions within ACA with which you intend to become involved? If you have participated in a state or national conference, please include the handouts you used in the presentation.

**Career Goal:** A brief statement about what you hope to do with your counseling degree. You may want to include a 3-5 year plan, but that is not mandatory.
Article: An article that you consider especially influential.

Artifact: Examples of artifacts include papers you have written, projects that you developed, handouts from a conference at which you presented, and anything that provides evidence that you have met a particular objective.

Evidence of Objectives Met: Look carefully at the five major program objectives and their descriptions. Provide evidence that you have met (or are in the process of meeting) those objectives. Three artifacts should align with each objective. Please select these carefully. You will probably have many items that could be included, but for this portfolio, select the best three.

Other significant items: Many people choose to include items of particular significance, such as “How to Conduct a Suicide Risk Assessment,” “How to Measure Counseling Outcomes,” and “How to Use School Data to Inform Counseling-Related Decision-Making.” Other items that you may choose to include are outlines of guidance lessons taught by school counselors, books that have influenced you, and specific counseling interventions used with individuals or groups.

Basic schedule

March 16  Here we are! 😊

Syllabus, explain e-portfolio and grading rubric

Dr. Newsome joins us at 2:30

Q&A about licensure process (if needed)

*Homework: Prepare questions you have about interviewing for counseling positions that will be addressed next class.*

March 23  Processing e-portfolio assignment, discussion of artifacts that might be included in your portfolio, presentation discussion and sign-up

Heidi Robinson: effective interviewing strategies (field trip ☝️ to Heidi’s classroom at 3:15)

*Homework: Select an influential article to bring to next week’s class (see syllabus).*

March 30  Richard Maas and Jeannette Weyandt: Q&A about lifelong professional development

Article discussion (pairs then full group)

April 6  
Dr. Cyndi Briggs: career possibilities and marketing for counselors
Q&A about licensure process (if needed)
Time to work on projects or on NCE prep (groups or individually)

April 13  
Sazshy, Kristen, Charmayne, Alli, Kelsey

April 20  
Marcia, Amy, Brittany, Lauren, Chase

April 27  
Jay, Mara, Jayna, Katie

**E-portfolios due by exam Wednesday**