

FALL 2015
CNS 740: PROFESSIONAL ORIENTATION TO COUNSELING
WAKE FOREST UNIVERSITY
DEPARTMENT OF COUNSELING

Time and Location

Tuesday – 9:00 – 11:30 a.m., Carswell 205

Course Content

This course is an introduction to the profession of counseling. It covers the history of counseling, as well as the roles that counselors play in today's society. It examines counseling associations and specialization areas within counseling. Professional issues such as licensure and certification of counselors are explored, too. Public policy, advocacy, and other contemporary factors that impact the present and future of counseling are looked at in context and developmentally

Course Objectives

Knowledge

- Become knowledgeable about the various aspects of professional counseling including historic and contemporary elements that have shaped the field.
- Delineate the similarities, differences, and relationships between counseling and other helping professions.
- Learn about the process of counseling.
- Learn about the specialization areas within the counseling profession and how counseling organizations, such as the American Counseling Association, are structured.
- Examine the ethical standards and legal issues related to counseling as well as the credentialing of counselors through state licensing boards and NBCC.
- Become acquainted with the accreditation of counseling programs, such as school counseling and clinical mental health counseling, through CACREP.

Skills and Practices

- Demonstrate how to work with diverse client populations.
- Explain how to stay healthy and creative as a counselor.
- Master the rudiments of professional writing, including APA style.
- Learn how to advocate and address institutional and social barriers that impede access, equity, and success for clients.
- Practice ways of promoting positive mental health within society.

Course Policies

There is no prerequisite for this course. Students will be expected to be on time and attend 90% of all classes and actively participate in class. Use of cell phones and computers during class is prohibited. Class members will be expected to grapple with questions related to the readings and questions raised in class.

Method of Instruction

This course will use varied methods of instruction including reading of required texts and articles, brief lectures, PowerPoint, large class discussions, small group discussions, viewing of DVD and videos, case history analysis, and experiential exercises .

Required Reading

Gladding, S. T. (2011). *The Creative Arts in Counseling (4th ed.)*. Alexandria, VA: American

- Counseling Association.
- Gladding, S. T. (2013). *Counseling: A Comprehensive Profession (7th ed.)*. Upper Saddle River, NJ: Pearson.
- Styron, W. (2007) *Darkness visible*. New York: Modern Library.
- Articles from the *Journal of Counseling and Development* and the American Counseling Association Website

Schedule of Assignments

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
August 25	History of and Professionalism in Counseling	Ch. 1-2

Read: Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A Vision for the Future of Counseling: The New Consensus Definition of Counseling. *Journal of Counseling & Development*, 92, 366-372.
(<http://eds.b.ebscohost.com/ehost/detail/detail?vid=3&sid=30553c93-1862-4765-a208275a5f4895d3%40sessionmgr198&hid=109&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d>)

Questions of the Day: What is special about counseling? How does it differ from other helping professions? How is it distinct? What is its history? Who are its most notable and quotable ancestors? How do you define a professional counselor? What is a professional course of study for a counselor? What is accreditation and licensure? Why are they important? What does 20/20 have to do with counseling and its future?

September 1	Ethical and Legal Aspects of Counseling 2014 ACA Code of Ethics;	Chapter 3
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Read: The 2014 ACA Code of Ethics (on ACA website)
Read and be prepared to take a test on the *Wake Forest Counseling Student Handbook (revised June 2014)* (5% of final grade)
Read, memorize and be prepared to write the first verses of the Wake Forest alma mater and the Wake Forest fight song:
<http://www.wakeforestsports.com/sass/sass-songs.html> (5% of grade)

Questions of the day: What are ethics? What are the advantages of following an ethical code? What are the limitations? Why are ethics important to counselors, especially ACA ethics? What areas are covered? What areas would you include if you could rewrite this document? How does the legal system view counseling? How broad is the law regarding counseling in the state in which you hope to practice? What is the counseling law like in North Carolina? **Read about the law at the following website: (<http://www.ncblpc.org/>) ([NC GS Article 24.pdf](#))**
 Why is it important to be certified as a counselor by NBCC? Why is it important to earn licensure as a counselor on the state level?

Sept. 8	Wellness and Counseling: Thriving	Chapter 2
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Read: Myers, J. E., Sweeney, T. J. Witmer, J. M. (2000). The Wheel of Wellness Counseling for Wellness: A Holistic Model for Treatment Planning. *Journal of Counseling and Development*, 78, 251-267.

Read: Taking Care of yourself as a Counselor – article from *Counseling Today*
<http://ct.counseling.org/2011/01/taking-care-of-yourself-as-a-counselor/>

Read: Gladding, S. T. (2014, May). The truth about grit. *Winston-Salem Journal* editorial.
http://www.journalnow.com/opinion/columnists/samuel-t-gladding-guest-columnist-on-the-truth-about-grit/article_d38d2e3c-d79f-11e3-8bd3-001a4bcf6878.h

Questions of the day: What is wellness? What is grit? How do they relate to being a counselor? How do you stay well? How do you take care of yourself when there are hard times? How do you help clients do the same?

An orientation to the Z. Smith Reynolds Library resources, room 204, starting at 10:30 a.m. after the first half of class; bring your laptops!

What resources are available for you to do research at Wake Forest University? Where do you find them? How do you use them? How do you access them from off campus? Why is APA style important?

Read OWL from the Purdue University website on APA style

<http://owl.english.purdue.edu/owl/resource/560/01>)

and the website on APA style

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Take the tutorial on APA style (it takes approximately 30 minutes) and let me know if you have any questions. APA style is required that you write all of your paper in the Department of Counseling. It is crucial that you master it quickly.

Sept 15 Multicultural and Diversity Counseling

Chapter 4-5

View the Movie: *Crash*

Read: [Multicultural competence: A continual pursuit](#) – article from *Counseling Today*, Sept 2013

Questions of the Day: What is a culture? What is your cultural background? How has your culture influenced your behavior up to this point in your life? What has been your experience with cultures other than your own? What behaviors and characteristics have you borrowed from other cultures? What characteristics do you not like or eschew from other cultures? Why are the ACA Multicultural Competency Standards important? What are the Standards strengths? What are their limitations? **(Assignment #1 is due)**

View: Spirituality in Counseling

<http://search.alexanderstreet.com.go.libproxy.wakehealth.edu/view/work/1528962> (48 minutes)

What is spirituality? How does it differ from religion? How is it similar? What part does spirituality play in counseling?

the easiest diagnosis to make? Why? What are multiple disorders and what part do they play in the lives of people who are having a difficult time coping with life? **(Assignment # 2 due)**

Oct. 27 Career Counseling

Chapter 15

Read: Jones, L. K. (1994). Frank Parson's contribution to career counseling. *Journal of Career Development*, 20, 287-294. (<http://link.springer.com/article/10.1007/BF02106301>)

Questions of the day: What does career counseling have to do with personal counseling? Why do you think career counseling was the first specialty in counseling to emerge? Go to the O*Net website and complete the O*Net inventory (<http://www.onetcenter.org/IP.html?p=3> Take the Interest Profiler Instrument- O*Net Home Page <http://www.onetcenter.org/overview.html/>). What does it tell you that you already knew? What did you learn from taking the inventory and getting your results?

Nov 3 Family Counseling/Clinical Mental Health Counseling

Chapters 16, 20

Questions of the day: Counseling is practiced with families and in different educational settings as well as in clinical mental health settings. When reading chapters 16 and 20 ask yourself how you would feel if you were working with a family or working in a mental health setting. What concerns would you have? What aspects of working with a family or in a mental health setting do you think would be the most rewarding?

Nov. 10 Abuse and Addiction Counseling

Chapters 19

Questions of the day: Abuse is manifested in multiple ways. The same is true for addiction. What do you see as the difference between the two? What are the short term and long term effects of abuse? Why do you think people with addictions are so difficult to help? How do you think abuse is best handled?

Nov. 17 Creativity in Counseling *The Creative Arts in Counseling* (whole book)

Questions of the day: What is your favorite creative art? From what you have read in the text, how might you use it by itself or with another creative art? How does using a creative art with one population or age group differ from using it with another? Be prepared to talk about how you can use the creative arts in counseling now that you know even more about counseling.

Test #2 (20 points) *The Creative Arts in Counseling* (4th ed.), (whole book)

Nov. 24 Professional School Counseling and College Counseling

Chapters 17-18

Questions of the day: How does school counseling differ from other counseling specialties we have studied? What are its emphasis per grade level? Why is it important and how is it unique? What are the main foci of college counselors and student life specialists? Why are they needed on college campuses? What are the main challenges they face and how are they addressing these concerns?

Read: Raising Awareness of the Need for Bully Prevention (article from *Counseling Today*) <http://ct.counseling.org/2012/10/raising-awareness-of-the-need-for-bullying-prevention/>

Dec. 1 International Counselling, Counseling Organizations, and Wrap-Up
Look up websites listed below

International Counselling & Counseling Organizations

Questions of the day: Counselling is spelled with two “lls” in most parts of the world. How does it differ in developing countries from what we experience in the United States? Visit the website of the International Association for Counselling <http://www.iac-irtac.org>. Also visit the websites of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) www.cacrep.org/template/index.cfm, the American Counseling Association website www.counseling.org/, the National Board for Certified Counselors website <http://www.nbcc.org/>, the Chi Sigma Iota website www.CSI-Net.org/, and What are your impressions of these organizations? How are they promoting counseling in the United States and in other countries?

Wrap-up

Questions of the day: Come prepared to talk about what your understanding of counseling is now as compared to when the semester began. How do you see your future in the profession as compared to when you began the counseling program?

Dec. 8 Test #3 *Counseling: A Comprehensive Profession (Chapters 11-20) and articles from Counseling Today, Journal of Career Development, & Journal of Counseling and Development*

Basis of Evaluation:

Assignment 1	15%
Assignment 2	15%
Test 1	20%
Test 2	20%
Test 3	20%
Exam on Graduate Student Handbook	5%
Quiz on Wake Forest alma mater & fight song	5%

Course Requirements

Assignment #1: See the movie *Crash*. (You may borrow a copy from your professor or the Z. Smith Reynolds Library). After viewing the movie *Crash* and the video of Mandy Patinkin singing “Carefully Taught” from *South Pacific*, write a 750 word reaction paper (3 typed pages) about the movie and the song and their implications for counseling in a multicultural society. In your reaction paper address the following questions: What surprised you most about the movie? How were stereotypes of cultures upheld or not in *Crash*? What surprised you about the movie? How well “taught” or not were the characters in the movie about race and culture? What learning or unlearning took place with the characters in *Crash*, and what were the results?

Due: September 15th (15% of grade)

Assignment #2: Depression has been called the “common cold” of mental health disorders. Read William Styron’s book *Darkness Visible*. Both William Styron and others like Vincent Van Gogh found solace in creativity (writing and painting respectively). In a 750 word essay (750 words) write a brief reaction to William Styron’s book. In your paper, answer the following questions: What feelings do you get from Styron’s description of his depression? How does his description of depression differ from what you may have thought before? What overall impressions do you get about Styron’s disorder? Do you think those who struggle with depression, e.g., Styron, Van

Gogh, Sylvia Platt, might overcome depression without counseling? What makes you think so? What are other ways to keep from feeling depressed besides counseling?

Due: October 20th (15% of grade).

Exams on chapters of *Counseling: A Comprehensive Profession* will be given:

October 6th (Chapter 1-10, articles) and December 8th (Chapters 11-20, articles)

(40% of grade – 20% for test #1 and 20% for test #2)

Exam on *The Creative Arts in Counseling* will be given on November 17th.

Office Hours

Almost every day of the week (but since I am in and out of the office for various reasons, please let me know you are coming if possible). I am always available on Tuesday afternoons 1-5 p.m.

Office telephone: 758-4882. E-mail: stg@wfu.edu

Office: 218 Carswell

Emergency Contingency Plan: The emergency contingency plan for this course is as follows: In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework, as all documents and materials will be made available online on the course website. It is suggested that all materials be downloaded. Student work will be submitted via email, and the instructor will be available through email (stg@wfu.edu), instant messaging, and skype. If Internet access is limited, work can be submitted via snail mail, and access to the instructor's home address and telephone numbers will be provided (1020 Beecher Road, Winston-Salem, NC 27104; 336-659-9815). If there is a continued need to cancel class, the due dates for assignments may be pushed back.

Written Assignment Rubric				
	Poor 0 - 17%	Fair 18-22%	Good 23-27%	Excellent 28-30%
Purpose	<ul style="list-style-type: none"> The purpose and focus of the writing are not clear to the reader. 	<ul style="list-style-type: none"> The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the writing. 	<ul style="list-style-type: none"> The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing. 	<ul style="list-style-type: none"> The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the
	Poor 0 - 24%	Fair 25-30%	Good 31-36%	Excellent 37-40%
Development of Ideas	<ul style="list-style-type: none"> Most ideas unsupported, confusion between personal and external evidence, reasoning flawed. 	<ul style="list-style-type: none"> Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear. 	<ul style="list-style-type: none"> Supports most ideas with effective examples, references, and details, makes key distinctions. 	<ul style="list-style-type: none"> Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, makes useful distinctions.
	Poor 0 - 5%	Fair 6-7%	Good 8-9%	Excellent 10%

References	<ul style="list-style-type: none"> References few in number or lacking in quality. 	<ul style="list-style-type: none"> Less than desired number of references. 	<ul style="list-style-type: none"> Adequate number of references with most sufficient in quality. 	<ul style="list-style-type: none"> Adequate number of high quality references, evaluated, synthesized and used appropriately.
	Poor 0 – 2%	Fair 3%	Good 4%	Excellent 5%
Language	<ul style="list-style-type: none"> Employs words that are unclear, sentence structures inadequate for clarity. Errors are seriously distracting. 	<ul style="list-style-type: none"> Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction. 	<ul style="list-style-type: none"> Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting. 	<ul style="list-style-type: none"> Employs words with fluency, develops concise standard English sentences, and balances a variety of sentence structures effectively.
	Poor 0 - 2%	Fair 3%	Good 4%	Excellent 5%
Logic & Organization	<ul style="list-style-type: none"> Does not develop ideas cogently, uneven and ineffective overall organization. Unclear introduction or conclusion. 	<ul style="list-style-type: none"> Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated. Unfocused introduction or conclusion. 	<ul style="list-style-type: none"> Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together. Good introduction and conclusion. Little digression. 	<ul style="list-style-type: none"> Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.
	Poor 0 – 2%	Fair 3%	Good 4%	Excellent 5%
Spelling and Grammar	<ul style="list-style-type: none"> Writing contains numerous errors in spelling and grammar which interfere with comprehension. 	<ul style="list-style-type: none"> Frequent errors in spelling and grammar distract the reader. 	<ul style="list-style-type: none"> While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread. 	<ul style="list-style-type: none"> The writing is essential error-free in terms of spelling and grammar.
	Poor 0 - 2%	Fair 3%	Good 4%	Excellent 5%
Adherence to APA Style	<ul style="list-style-type: none"> Little or no attempt to follow APA. Major errors. 	<ul style="list-style-type: none"> Some attempt to follow APA guidelines with minor errors. 	<ul style="list-style-type: none"> APA guidelines followed with very few minor errors. 	<ul style="list-style-type: none"> APA guidelines followed.
Comments:				
				<i>Purpose</i>
				<i>Development of Ideas</i>

<i>References</i>	
<i>Language</i>	
<i>Logic & Organization</i>	
<i>Spelling & Grammar</i>	
<i>Adherence to APA Style</i>	
<i>Total Percentage</i>	
TOTAL POINTS:	

Presentation Rubric

	Poor 0-7%	Fair 8-10%	Good 11-13%	Excellent 14-15%
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because there is a random sequence of organization.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
	Poor 0-17%	Fair 18-22%	Good 23-27%	Excellent 28-30%
Subject Knowledge	Student does not appear to have grasp of information; student cannot answer questions about subject.	Student appears to be uncomfortable with information and is able to answer only rudimentary questions.	Student appears to be at ease with expected answers to all questions, but fails to elaborate.	Student appears to demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration.
	Poor 0-5%	Fair 6-7%	Good 8-9%	Excellent 10%
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
	Poor 0-5%	Fair 6-7%	Good 8-9%	Excellent 10%
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
	Poor 0-5%	Fair 6-7%	Good 8-9%	Excellent 10%
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
	Poor 0-5%	Fair 6-7%	Good 8-9%	Excellent 10%

Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
	Poor 0-5%	Fair 6-7%	Good 8-9%	Excellent 10%
Creativity	Student's presentation is repetitive with little or no variety and there is insufficient use of multimedia.	Student's presentation has little or no variation and material is presented with little originality.	Student's presentation has some originality and there is a good variety and blending of materials.	Student's presentation is very original, clever, and uses a creative approach that captures audience's attention.
	Poor 0-2%	Fair 3%	Good 4%	Excellent 5%
Length of Presentation	Too long or too short; ten or more minutes above or below the allotted time	Within 6 minutes of allotted time +/-	Within 4 minutes of allotted time +/-	Within 2 minutes of allotted time +/-
Comments:				
				<i>Organization</i>
				<i>Subject Knowledge</i>
				<i>Graphics</i>
				<i>Mechanics</i>
				<i>Eye Contact</i>
				<i>Elocution</i>
				<i>Creativity</i>
				<i>Length of Presentation</i>
				<i>Total Percentage:</i>