

Fall 2016
CNS 740: Professional Orientation to Counseling
Wake Forest University Department of Counseling

Instructor: Samuel T. Gladding, Ph.D.
Office: Carswell Hall 218
Office Hours: Almost any time but make an appointment if possible
Phone: 336-758-4882
E-mail: stg@wfu.edu
Mail box: Carswell 235

Course Content:

This course is an introduction to the profession of counseling. It covers the history and philosophy of counseling, as well as the many roles that counselors play in today's society. It examines counseling associations and specialization areas within counseling, including membership benefits, activities, services to members, and current issues. Credentialing, which includes certification, licensure, and accreditation practices are discussed. Public policy, advocacy, and other contemporary factors that impact the present and future of counseling are looked at in context and developmentally. Additional topics covered include but are not limited to: ethical standards, the role of technology in counseling, strategies for personal and professional self-evaluation, self-care strategies, and the role of counseling supervision.

Learning Outcome Objectives:

Upon successful completion of this course, you will be able to:

Knowledge

- Become knowledgeable about the various aspects of professional counseling including historic, philosophical, and specialty areas (II.F.1.a)
- Learn about the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems (II.F.1.b)
- Delineate counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency/crisis management response teams (II.F.1.c; II.F.5.m).
- Learn about the process of counseling, including group work, careers, human development and consultation (II.F.3.c; II.F.3.e; II.F.3.f; II.F.4.a; II.F.4.c; II.F.4.e; II.F.4.i; II.F.5.a; II.F.5.c; II.F.6.a; II.F.6.b; II.F.6.d)
- Learn about professional counseling organizations, including membership benefits, activities, service to members, and current issues (II.F.1.f)
- Become acquainted with professional counseling credentialing, including certification, licensure, and accreditation practices and standards and the effect of public policy on these issues (II.F.1.g)
- Examine the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II.F.1.i).
- Become familiar with current labor market information relevant to opportunities for practice within the counseling profession, technology's impact on the counseling

- profession, and the role of counseling supervision in the profession (II.F.1.h; II.F.1.j).
- Become knowledgeable about cultural and social diversity, especially diversity among cultural groups, theories and models of multicultural counseling, factors that influence the worldview of cultural groups, the effects of power and privilege on counselors and clients, and strategies for eliminating oppression and discrimination (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.h)

Skills and Practices

- Explain strategies for personal and professional self-evaluation and implications for practice (II.F.1.k)
- Master the rudiments of professional writing, including APA style.
- Learn how to advocate on behalf of the counseling profession and address institutional and social barriers that impede access, equity, and success for clients (II.F.1.d; II.F.1.e).
- Practice ways of promoting positive mental health including self-care strategies appropriate for the counselor role (II.F.1.l).

Methods 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 texts and readings:

Gladding, S. T. (2016). *The Creative Arts in Counseling (5th 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.

Student performance evaluation criteria:

Includes grade weights by assignment, grading scale & late assignments policy.

Summary of Learning Activities with grade weights:

Learning Activity	Points
Assignment #1 (<i>Crash</i>) (II.F.1.a; II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.h; II.F.3.g)	15
Assignment #2 (<i>Darkness Visible</i>) (II.F.3.c; II.F.3.e; II.F.3.f)	15
Assignment #3 (<i>The Creative Arts in Counseling</i>)	15
Test #1 (II.F.1.b; II.F.1.c; II.F.1.d; II.F.1.e; II.F.1.f; II.F.1.g; II.F.1.i; II.F.1.j; II.F.1.k; II.F.1.l; II.F.2.a; II.F.2.b; II.F.2.h; II.F.4.a; II.F.4.c; II.F.4.e; II.F.4.i; II.F.5.c; II.F.5.f; II.F.5.m; II.F.6.a; II.F.6.b; II.F.6.d)	20
Test #2 (II.F.1.b; II.F.1.c; II.F.1.d; II.F.1.e; II.F.1.f; II.F.1.g; II.F.1.h; II.F.1.i; II.F.1.j; II.F.1.l; II.F.2.a; II.F.2.b; II.F.2.h; II.F.4.a; II.F.4.c; II.F.4.e; II.F.4.i; II.F. 5.a; II.F.5.c; II.F.5.f; II.F.5.m; II.F.6.a; II.F.6.b; II.F.6.d)	20

be recent, i. e., 2011 or newer. Be sure to prepare and distribute a handout to go with your presentation. Remember, you are the expert. Your classmates are anxious to hear what you have to say. Be sure to practice before you get up to present because your presentation should be like good lettuce – crisp!!!

- Ch 1 History/Benefits
- Ch 2 Music
- Ch 3 Dance/Movement
- Ch 4 Imagery
- Ch 5 Visual Arts
- Ch 6 Literature/Writing
- Ch 7 Drama
- Ch 8 Play/Humor
- Ch 9 Animal-assisted Therapy

Presentations on *The Creative Arts in Counseling* will be given on November 1, 8, & 15.

- **Exam #1: Chapter 1-10, articles
October 11th (20% of final grade)**
- **Exam #2: Chapters 11-20, articles
December 13th (20% of final grade)**
- **Exam on the Student Handbook and the Wake Forest Alma Mater/Fight Song will take place on Tuesday, September 6th. The test on the Student Handbook will be multiple choice and true/false. The test on the Wake Forest Alma Mater and Fight Song will require the student to write the first verse to each song (singing it is also an option). Each test is worth 5% of the student's final grade.**

The Alma Mater: Dear Old Wake Forest

*Dear old Wake Forest, Thine is a noble name;
Thine is a glorious fame, Constant and true.
We give thee of our praise, Adore thine ancient days,
Sing thee our humble lays, Mother, so dear.
Dear old Wake Forest, Mystic thy name to cheer;
Be thou our guardian near fore'er and aye.
We bow before thy shrine, Thy brow with bays entwine,
All honor now be thine, Mother, today.
George Paschal '82*

- Fight Song lyrics -- <http://www.wakeforestsports.com/trads/wake-trads-songs.html>

Schedule of Classes and Learning Activity due dates:

Date	Topics	Required Reading	Assignments Due
August 30 Week 1	History of and Professionalism in Counseling <u>Questions of the</u>	Ch. 1	

	<p><u>Day:</u> 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?</p> <p>What does 20/20 have to do with counseling and its future?</p>		
<p>September 6 Week 2</p>	<p>Ethical and Legal Aspects of Counseling</p> <p><u>Questions of the day:</u> 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</p>	<p>Chapter 3 2014 ACA Code of Ethics</p>	<p>Read and be prepared to take a test on the <i>Wake Forest Counseling Student Handbook (revised December 2015)</i> (5% of final grade)</p> <p>Read, memorize and be prepared to write the first verses of the Wake Forest alma mater and the Wake Forest fight song: (5% of grade)</p>

	<p>counseling law like in North Carolina? Read about the law at the following website: (http://www.ncblpc.org/)</p> <p>Why is it important to be certified as a counselor by NBCC? Why is it important to become licensed as a counselor on the state level?</p> <p>Read the following one page article: “When to Disclose Confidential Information” http://www.hpso.com/risk-education/individuals/articles/When-to-Disclose-Confidential-Information-Counselor-Version</p>		
<p>Sept. 13 Week 3</p>	<p>Wellness and Counseling: Thriving</p> <p>Questions of the day: What is wellness? What is grit? What does Grit tell you about wellness? How do grit and wellness 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?</p>	<p>Chapter 2</p> <p>View before class: Angela Duckworth TED Talk on Grit http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en</p> <p>Read before class: OWL from the Purdue University website on APA style (http://owl.english.purdue.edu/owl/resource/560/01)</p>	<p>Discussion Leader: Chapter 2 - Anna Fleig</p>

		<p>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.</p>	
<p>Sept 20 Week 4</p>	<p>Multicultural and Diversity Counseling</p> <p><u>Questions of the Day: Diversity and Culture in Counseling</u> 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?</p>	<p>Chapter 4-5 View the Movie: <i>Crash</i></p>	<p>Assignment #1 is due</p> <p>Discussion Leaders: Chapter 5 – Esther Suess</p>

	<p>What are the Standards strengths? What are their limitations? Spirituality in Counseling What is spirituality? How does it differ from religion? How is it similar? What part does spirituality play in counseling?</p>		
<p>Sept 27 Week 5</p>	<p>The Process of Counseling & Counselor Identity</p> <p>Questions of the Day: Since counseling is not magical or mysterious, what are the factors that go into making it effective? What techniques work best in what stages of the process? What is the difference between open-ended and closed-ended questions? What are microskills? Why are some counselors more effective than others?</p>	<p>Chapters 6-8</p>	<p>Discussion Leaders: Chapter 6 – Catherine Ford; Chapter 7 - Chris Roberts Chapter 8 - Mary Ann Short</p>
<p>Oct. 4 Week 6</p>	<p>Working from a Theoretical Perspective</p> <p>Questions of the Day: What theory or theories covered in these two chapters do you find yourself most drawn to? What do you think the attraction is? How do</p>	<p>Chapters 9-10</p> <p>View before class: “Evidence-based” Treatment: What does it mean? https://www.youtube.com/watch?v=7dzkS0ioqqw</p>	<p>Discussion Leaders: Chapter 9 –Rachel Powell; Chapter 10 – Brenna Hickey</p>

	<p>you think you would or could adopt or adapt one or more of these primary counseling theories to your personality or style of interacting? What are the benefits of doing so? What are the drawbacks? Review of Previous assignments.</p>		
<p>Oct 11 Week 7</p>			<p>Test 1 <i>Counseling: A Comprehensive Profession (Chapter 1-10)</i></p>
<p>Oct 18 Week 8</p>	<p>Groups Chapter 11 Consultation, and Evaluation</p> <p><u>Questions of the day</u> - Groups: How does group counseling differ from individual counseling? What groups have you been in that were especially beneficial to you? What do you think the group dynamics were that made these groups so meaningful or productive? How could task/work groups be therapeutic? How do they differ from psychotherapy groups?</p> <p><u>Questions of the day</u> - Consultation & Evaluation. What experiences do you have that would help</p>	<p>Chapters 12-13</p>	<p>Discussion Leaders: Chapter 11 – Taylor Pisel;</p> <p>Chapter 13 – Amanda Hock</p>

	<p>you be a consultant? What background do you have to have to be an evaluator? How are the two similar? How do they differ? What is the relationship of counseling to consulting or evaluating?</p>		
<p>Oct 25 Week 9</p>	<p>Testing, Disorders, Diagnosis, & Treatment Questions of the Day: What is a disorder? Why call something a disorder instead of a neurosis or a psychosis? How do you learn to diagnose? What are the benefits? What are the drawbacks? What do you think would be the hardest diagnosis to make? Why? What do you think would be 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?</p> <p>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</p>	<p>Chapter 14 Darkness Visible (whole book) Preview Mental Health America website: http://www.mentalhealthamerica.net/about-us International Counselling, Counseling Organizations, and Wrap-Up</p>	<p>Assignment # 2 due Discussion Leader: Chapter 14 – Kelsey McHugh</p>

	you began the counseling program?		
<p>Nov. 1 Week 10</p> <p>Discussion Leader: Chapter 15 -- Janay Whitaker</p>	<p>Career Counseling</p> <p><u>Questions of the day:</u> 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) <i>Take the Interest Profiler Instrument-O*Net Home Page</i> 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?</p> <p>Special Guest: Molly Lineberger, Senior Associate Director, Executive-in-Residence Program OPCD</p>	Chapter 15	<p>Discussion Leader: Chapter 15 -- Janay Whitaker</p> <p>Chapter Presentations (Assignment #3)</p> <p>History/Benefits (Ch 1, McHugh)</p>
<p>Nov 8 Week 11</p>	<p>Professional School Counseling</p> <p>Special Guest: Cassie Beno, school counselor, Jefferson Elementary School</p>	Chapter 17	<p>Chapter Presentations (Assignment #3)</p> <p>Visual Art (Ch 5, Pei & Hock)</p>

			Animal-Assisted Therapy, etc (Ch 9, Powell)
Nov. 15 Week 12	<p>Abuse and Addiction Counseling</p> <p><u>Questions of the day:</u> 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?</p> <p>Special Guest: Peter Rives, Thrive</p>	Chapters 19	<p>Chapter Presentations (Assignment #3)</p> <p>Literature/Writing (Ch 6, Pisel & Hickey)</p> <p>Drama (Ch 7, Whittaker & Bogan)</p> <p>Play/Humor (Ch 8, Mcdermott)</p> <p>Discussion Leader: Chapter 19 -- Taylor Griffith</p>
Nov. 22 Week 13	<p>Clinical Mental Health Counseling</p> <p><u>Questions of the day:</u> What is mental health counseling and how does it differ from other counseling specialties? Why did mental health counseling become so popular? How did it historically differ from community counseling? What do you foresee as the future of clinical mental health counseling?</p>	Chapter 20	Discussion Leader: Chapter 20 -- Travis Bogan
Nov. 29	College Counseling	Chapters 18	Discussion Leader:

<p>Week 14</p>	<p>and Student-Life</p> <p>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?</p> <p>Special Guest: Adam Goldstein, Dean of Students and Associate Vice President of Student Life</p>	<p>Read: Raising Awareness of the Need for Bully Prevention (article from <i>Counseling Today</i>) http://ct.counseling.org/2012/10/raising-awareness-of-the-need-for-bullying-prevention/</p>	<p>Chapter 17 Fengdi Pei</p>
<p>Dec. 6 Week 15</p>	<p>Family Counseling & International Counseling</p> <p>Questions of the day: Counseling is practiced with families as well as with individuals and groups. and in different educational settings as well as in clinical mental health settings. When reading chapter16 ask yourself how you would feel if you were working with a</p>	<p>Chapter 16</p>	<p>Discussion Leader: Chapter 16 – Anna Mcdermott</p>

family. 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?

**International
Counselling &
Counseling
Organizations**

Questions of the day: Counselling is spelled with two “ls” 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.iaac-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/>, American Association of State Counseling Boards http://www.aascb.org/aws/AASCB/pt/sp/home_page, 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?		
Dec. 13 Week 16			Test #2 Counseling: A Comprehensive Profession (Chapters 11-20)

Student Late Assignments Policy:

Assignments are due at the beginning of class on the date they are due otherwise they are considered late. You may be asked to submit an electronic version of your assignment along with a hard copy. Unless arrangements have been made with the course instructors, students who submit late assignments will receive a 10% grade deduction for each day beyond the due date.

Disability Accommodation Policy and Procedure: Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone:336-758-5929. Email: lacenter@wfu.edu.

Emergency Contingency Plan:

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 will be made available online in a Sakai course website. It is suggested that all materials be downloaded. Student work can be submitted via the course website or via email. If Internet access is limited, work can be submitted via snail mail to the instructors address as listed below. If there is a continued need to cancel class, the due dates for assignments may be pushed back.

Academic Policies and Honor Code

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code](#), which can also be accessed on the [Graduate School website](#).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the

course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- Plagiarism: appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

Other Academic Policies

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](#).