

Spring 2017
CNS 790: Integrative Learning Capstone
Wake Forest University Department of Counseling

Instructor: Debbie Newsome

Office: 758-3492

Cell: 336-782-7496

Email: newsomdw@wfu.edu

Meeting times: Wednesdays, 2:00-4:30 Carswell 205 (Note: There are some days that we may finish early. There are other days (presentation days) when we **may** need to finish a bit late.

Introduction:

This course, called the Capstone Course, provides an opportunity for you to pull together things you have been working on for the past 3 years. It will also help you prepare for next steps after graduation. Unlike past courses, which often have been content heavy, this course is about you. You will have an opportunity to do several things to enhance your professional development, including creating an electronic portfolio that provides evidence of your growth as a counselor, creating a presentation that reflects that growth.

My hope for you is that by the end of this course, you will be prepared to enter the world of professional counseling. You are already prepared academically and clinically. The Capstone Course will give you an opportunity to create a sense of personal ownership over your accomplishments.

Learning Goal:

- 1) Demonstrate mastery of the 5 counseling program objectives and an understanding of the department's mission.
- 2) Demonstrate self-reflection on personal and professional growth during the past two years.

Learning Outcome Objectives: Knowledge and Skills (CACREP Standards listed)

1. Students will demonstrate the ability to prepare professional documents needed for practice in the profession. (II.F.1.g.)
2. Students will judiciously select artifacts created during the course of the master's program. These artifacts will serve as examples of ways you have met the 5 program objectives. (II.F.1. b, d, f, k)

3. Students will select artifacts that exemplify items that are pertinent to their professional practice. (II.F.1.b)
4. Students will identify an article that is significant to their learning and growth. (II.F.5)
5. Students will share a presentation that reflects their personal and professional growth throughout the program. (II.F.1.k)
6. Students will create an e-portfolio that provides evidence of the Program Objectives. (II.F.1.k)

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 the past two years. Please compile the evidence in an ePortfolio using either Weebly or another approved electronic format.

Plan a 15-20 minute presentation to share with the class. The presentation should reflect your development as a counselor during these past two years. It also should reflect your growth in the five areas of the program objectives. In the past, presentations include PowerPoint slides, interactive activities, artistic endeavors, and other creative formats. Please include an explanation of how the project represents your growth.

Plan to share one article that has especially influenced you during the course of the past two years. Please be ready to share your article on April 5.

Mission Statement for the Department of Counseling:

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.**

Program 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 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 crises.

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.

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.

Summary of Learning Activities with grade weights:

Learning Activity	Points
Class Participation	100
Influential Article (II.F.5)	50
Presentation (II.F.1.k)	200
ePortfolio (II.F.1.b,d,f,g,k)	250
Total	600

Grading Scale

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
F	0-69%

Proposed Schedule (Tentative):

Each week we will meet at 2:00 PM. I have lined up guest speakers to talk about specific counseling-related topics. On some days, you will have time to work on your portfolios.

March 15: Introduction to Course

- What is meant by *capstone*
- Syllabus
- Guest Panel: Brian Calhoun, Beth Montplaisir, Annamarie Gallagher (graduates of our counseling program)

- Topic: How a counseling degree can be used in different ways
- *Homework: Begin exploring Weebly or another ePortfolio format*
- **March 22: Using Weebly and Sample Presentation**
 - Guest speaker: Heidi Robinson
 - Topic: How to use Weebly, Sample presentation
 - *Homework: Select an influential article to bring to next week's class. Review template for ePortfolio artifacts and begin "filling in the blanks."*
- **March 29: Now that I have a counseling degree, what's next?**
 - **Influential article discussion.**
 - Discussion of the licensure process in North Carolina
 - Article discussion (pairs then full group)
 - Discussion of artifacts that might be included in your portfolio
 - *Homework: Complete your compilation of Professional Documents (described under "Assignments.")*
- **April 5: Presentations and Individual Meetings**
 - 3 presentations
 - Time to work on projects or study for NCE (groups or individually)
- **April 12: What can I do with my counseling degree?**
 - Guest Speaker: Dr. Cyndi Briggs (2:00-3:15)
 - 3 presentations
- **April 19: 5 presentations**
- **April 26: 5 presentations, Course wrap-up**
- **May 5: (or before) ePortfolios due *I know that classes are not held this day. I wanted to give you some extra time to complete your ePortfolios, if needed.**

Description of Assignments

Professional Documents

The three items that make up your professional development materials include: a professional disclosure statement, your career goals, and an updated resume.

Professional Disclosure Statement

This is required by all therapists in all states. The purpose of a professional disclosure statement is to inform clients about your professional background and the limitations of your professional relationships. Each state dictates what must be included in a disclosure statement. Many state

boats provide templates for professional disclosure statements. The following items are often included:

- **Contact Information**
 - Full name
 - Credentials
 - Site and site's contact information
- **Qualifications**
 - Highest relevant degree
 - The discipline of the degree
 - The date you received the degree
 - The name of the institution from which you received the degree
 - The names and numbers of your relevant credentials and the number of years of counseling experience
- **Counseling Background:** this section is in paragraph form
 - Description of the clients served
 - Description of the services offered (including a brief description of theoretical orientation and types of interventions used)
 - Description of areas of competence, such as play therapy, DBT, or motivational interviewing
- **Session Fees and Length of Services** – this section is in paragraph form
 - The length of your sessions
 - Specific fees charged per session
 - Methods of payment accepted
 - Billing and insurance reimbursement
- **Use of Diagnosis** – an example, which paraphrases the NCBLPC:

“Some health insurance companies will reimburse clients for counseling services and some will not. In addition, most companies require that a diagnosis must be rendered if the client is going to be reimbursed. Some conditions for which people seek counseling do not qualify for diagnosis. If a qualifying diagnosis is appropriate in your case, I will inform you of the diagnosis before we submit the diagnosis to the health insurance company. Any diagnosis made will become part of your permanent insurance records.
- **Confidentiality**
 - Provide an explanation of confidentiality. Include information about when confidentiality may need to be broken.
- **Complaints**
 - Describe how to file a complaint against you.
- **Acceptance of Terms**
 - In this section, the following statement is included: “We agree to these terms and will abide by its guidelines.” Also included are lines for the client's signature/date and the counselor's signature/date.

- **Special Note for School Counselors:** If you will be working in a school, your PDS will differ from those used by clinical mental health counselors. You may write a PDS appropriate to a school setting, but it should **not** be the same one you used as an intern. Write the PDS as though you were already a school counselor.

Career Goals

Once you graduate, what do you plan to do next? What career goal or goals do you have for the next year? For the next three years? Please write a paragraph describing your three goals and how you intend to pursue them.

Update Resume

Refer to the websites listed in the resources of Sakai that provide directions for creating a professional resume. You may elect to have a professional counselor or someone from Career Services review your resume. You will use this as you apply for counseling positions; it needs to be polished and professional.

Portfolio Artifacts for Program Objectives

A portfolio artifact is a piece of evidence (written, audio, visual) that represents some aspect of your learning. Each artifact marks a moment or experience in your own education. Artifacts might include (but are not limited to) research papers, PowerPoint presentations, digital recordings, and other pieces of evidence that showcase your work. Please read the Program Objectives carefully. Some artifacts may seem to fit in multiple categories. Use the statements under the objectives to help you determine which artifact matches best with which objective.

Selecting artifacts involves reflection and discernment. You have worked hard in this program and have many examples of projects and other activities that reflect that work. The goals of this week's assignment are to think about the specific definitions of the program objectives and to select artifacts that best demonstrate evidence that you have met that objective. Selected artifacts do not need to address each of the statements that describe a particular objective. However, they should represent your understanding of the objectives. As you select artifacts, consider whether you want them to (a) showcase your work to future employers, or (b) provide evidence of self-reflection. It is possible that your selections will represent a combination of both options.

For this assignment, use the Template for Portfolio Artifacts to select your artifacts and write a rationale for your selections. The template includes the following three headings:

1. Program Objective
2. Item Selected and Course in which it was Developed
3. Title, Description, and Rationale for Selection

An example is provided in the template. You will have 3 artifacts for each program objective. It is possible that your artifact was not created in a specific course but instead was created for a professional presentation or is a snapshot of ways you have met the particular objective. You may have participated in a service learning experience and have pictures or journal writings depicting that experience.

Other Pertinent Artifacts for Professional Practice

Select 4-6 artifacts pertinent to professional practice that were not included in artifact selections for Portfolio Objectives. These additional artifacts will be useful to you as you enter the job market and as you work as a professional counselor. Examples include, but are not limited to:

- How to conduct a suicide assessment
- How to measure counseling outcomes
- How to use school data to inform counseling-related decision-making
- Counseling interventions

You do not need to turn in templates describing these items. However, these artifacts and their rationales will be included in your final ePortfolio.

Significant or Influential Article

Professional articles that address issues pertinent to the counseling field are important for professional growth and development. You have read many articles during the course of this program. Which articles have influenced your growth as a counselor? Did the article:

- Describe a particular theoretical approach?
- Help change perspectives or view the world through a different lens?
- Inspire you in some way?

Select an article that has influenced your professional growth as a counselor. The article may be about counseling theory, counseling interventions, diversity issues, social justice issues, or many other topics. Reread the article carefully. Write a paragraph explaining why you selected that article and how it has influenced your professional or personal growth.

Presentation

Please refer to the description of presentations provided under “Course Requirements.” Presentations (15-20 minutes) reflect your personal and professional growth as a counselor. In the past, students have created PowerPoint presentations, interactive activities, artistic endeavors, and other creative modes.

ePortfolio

Review the ePortfolio rubric carefully. Use it as a checklist to insure that you have included all of the necessary components. I look forward to reviewing them!

Policies

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](#).