# Spring 2025

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

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**Meeting times**: Thursdays, 9am-11:30am, beginning on 3/7/24

# Introduction:

This Capstone Course provides an opportunity for you to gather and consolidate important items you have been working on for the past two 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 and generating 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.

*While unlikely due to the nature of this course, some content may be emotionally and intellectually challenging to you. I will attempt to flag especially graphic or intense content that discusses or represents potentially triggering content and will do my utmost to create a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week.*

# Learning Goals:

1. Demonstrate self-reflection on personal and professional growth during the past two years.
2. Demonstrate your attainment of competence in areas of counseling
3. Increase knowledge and confidence in career planning and personal counselor development

**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. (3.8, 3.9)
2. Students will identify areas of continued professional development and education needed for their growth. (3.2, 3.5, 3.6, 3.7, 3.11, 3.12)
3. Students will identify an article that is significant to their learning and growth. (3.1, 3.10, 3.11)
4. Students will create personalized career goals for on-going development as professional counselors. (3.2, 3.3, 3.6, 3.7, 3.8, 3.9)
5. Students will share a presentation that reflects their personal and professional growth throughout the program. (3.11)

# Required Text:

There is no required text for this course.

# Methods of Instruction include:

* + Group interaction
  + Selected assigned readings about current issues and challenges
  + Self-assessment
  + Media

# Course Requirements:

Engage in discussion-based class session with instructor and peers to demonstrate depth of self-reflection and integration of knowledge of counseling field and personal counselor development. **As part of our initial discussion, we will co-create the topics**

**you would like to explore further in this course. These topics should relate to areas of your development as a counselor that you wish to dive deeper on, or that relate to your preparation for launching your career post-graduation. I will work to integrate proposed topics into our syllabus and discussion. If not enough are proposed, I have some general topics I can share and suggest to the class, but first want to lead with your personal development concerns.** Once we have co-constructed the course focus and I have updated the syllabus, it is up to you to come to class having prepared with any added assigned readings or materials when relevant.

Plan a 12-15 minute presentation to share with the class. The presentation should reflect your development as a counselor during these past two years. Often, students make the presentation interactive. 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.

Create and/or solidify professional documents needed for launching career after graduation.

Plan to share one article that has especially influenced you during the past two years. Please be ready to share your article in the designated discussion forum.

# Mission Statement for the Department of Counseling:

Faculty members collectively aspire to provide a rigorous intellectual climate and a supportive atmosphere encouraging personal and professional development to a diverse student body to prepare professionals who

* practice effectively and ethically
* value diversity, diligence, and life-long learning
* excel as culturally competent practitioners, community leaders, and advocates
* possess deep awareness of themselves and of their impact on others, and,
* engage in the compassionate service of humanity to foster the wellness of people everywhere.

**Disability Accommodation Policy and Procedure:**

Wake Forest University provides reasonable accommodations to students with disabilities. If you need an accommodation, then please contact me privately as early in the term as possible. Retroactive accommodations will not be provided. Students requiring accommodations must also consult the Center for Learning, Access, and Student Success (118 Reynolda Hall, 336-758-5929, class.wfu.edu).

**Diversity, Equity, and Inclusion:**

Wake Forest University is committed to supporting diversity, equity, and inclusion. The Office of Diversity and Inclusion. provides campus resources such as the Intercultural Center, LGBTQ Center, Women’s Center, and more. Locate these on the web page under Affinity & Support. To learn more about WFU’s commitment to diversity, equity, inclusion read the Non-Discrimination Statement and policy on Non-Discrimination on the Basis of Disability.

*Pro Humanitate* - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face, and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the Realizing Inclusion, Diversity, & Equity (R.I.D.E.) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

**Bias:**

You deserve a community free of bias and discrimination. A bias incident is an act or behavior consciously or unconsciously motivated by the offender’s bias against facets of another’s identity. As stated in the University’s Equal Opportunity Policy, these facets include race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status. If you experience or witness an incident of bias or discrimination, please visit https://reportbias.wfu.edu.

# Program Objectives:

1. Create a learning community that is respectful of student rights, responsibility, dignity, and inherent worth by emphasizing excellence in teaching.
2. Build a culture of accountability in which students demonstrate high professional standards for ethical behavior, clinical skill development, academic performance, interpersonal relationships, professional attitudes, and professional character.
3. Provide curricular experiences for students to learn and demonstrate knowledge of the eight core standards designated by CACREP: (a) professional counseling orientation and ethical practice; (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) helping relationships; (f) group work; (g) assessment; and (h) research and program evaluation.
4. Engage students in activities that enable them to evaluate evidence, be open to new ideas and engage in the understanding and appreciation of the perspectives of others.
5. Engage students in experiences in which they demonstrate an understanding of continual personal and professional growth.
6. Provide experiences encouraging students to engage in the compassionate service to humanity and foster the wellness of people.
7. Provide experiences encouraging students and graduates to assume leadership roles by advocating for the profession.
8. Provide excellence in supervised clinical experiences promoting professional and personal development throughout the clinical course sequence.

**Proposed Schedule (Tentative):** *(Reminder: As part of our initial discussion, we will co-create the topics you would like to explore further in this course. These topics should relate to areas of your development as a counselor that you wish to dive deeper on, or that relate to your preparation for launching your career post-graduation. I will work to integrate proposed topics into our syllabus and discussion. If not enough are proposed, I have some general topics I can share and suggest to the class, but first want to lead with your personal development concerns. Once we have co-constructed the course focus and I have updated the syllabus, it is up to you to come to class having prepared with any added assigned readings or materials when relevant.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Focus of Class Topic** | **Assignments/Readings/Notes**  **\*the expectation is you have read or reviewed the material BY the class date it is listed next to (not after)**  ***unless otherwise noted*** | **Work Due by 2pm in Canvas on this date** |
| March 6th | Introduction to Course  What is meant by Capstone; Syllabus review |  |  |
| March 20th | TBD | Be sure to have reviewed all the course assignments so you |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | can ask questions if needed in Discussion board |  |
| March 27th | Licensure & Post- Graduate Supervision | Choose 1 of Set A articles: Luke & Bernard, 2006 Watkins et al., 2015 Davys, 2019  Choose 1 of Set B articles: Knight 2018  Varghese et al., 2017  (all article choices in Course Reserves) |  |
| April 3rd | Sustaining Your Work as a Counselor – The Financial Side + Wellness/Burnout | Read Chapters 8 & 9 of *Sometimes Therapy is Awkward* (in Course Reserves) | *Influential Article Assignment Due in Discussion Board by 9am this date; response to peer due by midnight on 4/7* |
| April 10th | Synthesis, Terminating, & Launching |  |  |
| April 17th | **First Half of Presentations** | n/a |  |
| April 24th | **Remaining Presentations** | n/a |  |
| May 1st | **NO CLASS MEETING** |  | Finished career documents due (PDS, resume/CV, and career goals) |

# Explanation 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. Read about each of these materials in greater detail below.

# Professional Disclosure Statement:

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 boards provide templates for professional disclosure statements like this one from [North Carolina.](https://lmscontent.embanet.com/WF/CNS790/Documents/LPCAProfessionalDisclosureStatementTemplate.pdf) 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
    - Also include 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, Dialectical Behavioral Therapy, and 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 North Carolina Board of Licensed Professional Counselors, of Use of Diagnosis:
    - 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 statement: “We agree to these terms and will abide by its guidelines.” is included. Also included are lines for the client’s signature/date and the counselor’s signature/date.
  + 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 Goal(s):

* + - 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 for your three goals and describe how you intend to pursue them (action steps).

# Updated Resume or CV:

* + - Please refer to the websites listed in the resources section and/or other websites that provide directions for creating a professional resume. You may elect to have another professional counselor or someone from Career Services at your local community college review your resume. You will use this resume (or some version of it) as you apply for counseling positions. Your resume needs to be polished and professional.
    - You may have already completed a resume. However, it is important that this resume be professional, which often necessitates review by an outsider. Highlight your counseling experience.

# 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 and post in the designated discussion forum. Respond to one (1) peer whose article resonated with you. Your completion of the response to a peer will count toward your participation grade.

# Presentation

Please refer to the description of presentations provided under Course Requirements. Presentations (12-15 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, such as Voicethread, etc.

# Evaluation Criteria

**Summary of Learning Activities with grade weights:**

|  |  |
| --- | --- |
| **Learning Activity** | **Points** |
| Class Participation | 200 |
| Influential Article | 100 |
| Presentation | 250 |
| Career documents | 100 |
| **Total** | 650 |

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% |