



Master of Science in Clinical Counseling with an emphasis in addiction

Graduate Student Manual

CACREP Accredited in Clinical Mental Health Counseling

Department of Addictions and Rehabilitation Studies
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I ABOUT OUR PROFESSORS

Dr. Paul Toriello earned a B.A. in Psychology from Wright State University, and a M.R.C. in Rehabilitation Counseling with a concentration in Chemical Dependency, and a Rh.D. in Rehabilitation, specializing in Substance Use Disabilities from the Rehabilitation Institute, Southern Illinois University at Carbondale. He began working in the counseling field in 1991 and is a Licensed Clinical Addictions Specialist (LCAS), a Licensed Clinical Mental Health Counselor (LCMHC), a Certified Rehabilitation Counselor (CRC), and a Certified Clinical Supervisor (CCS). He is the Chair of the Department of Addictions and Rehabilitation Studies and the Director of the Rehabilitation Counseling and Administration Program.

Dr. William Leigh Atherton earned a B.A. in Psychology from Clark University, an M.A. in Mental Health Counseling and Behavioral Medicine from Boston University School of Medicine, and a Ph.D. in Rehabilitation Counseling and Administration from East Carolina University. He began working in the counseling field in 2002 and is a Licensed Clinical Mental Health Counselor Supervisor (LCMHCS), a Licensed Clinical Addictions Specialist (LCAS), a Certified Rehabilitation Counselor (CRC), and a Certified Clinical Supervisor (CCS). He is the Director of the Clinical Counseling program and Coordinator of the Certificate in Substance Abuse Counseling

Dr. Celeste Crawford earned her B.A. in English from Elizabethtown College, M.S. in Counseling from Shippensburg University, and her Ph.D. in Rehabilitation Counseling and Administration from East Carolina University. She began working in the counseling field in 1990. She is a Licensed Clinical Addictions Specialist (LCAS), Licensed Clinical Mental Health Counselor Supervisor (LCMHCS), Certified Clinical Supervisor (CCS), and Certified Rehabilitation Counselor (CRC). She is the Field Site Coordinator for graduate programs and Director of the Navigate Counseling Clinic.

Dr. Stephen Leierer earned a B.A. in History from Wheaton College, an M. A. in Exercise Science from the University of Iowa, and a Ph.D. in Counseling Psychology from Florida State. He began working in the counseling field in 1992. He is the Director of the Rehabilitation Counseling and Administration program.

Dr. Jennifer J Wright McDougal earned a B.S. in psychology from Appalachian State University, an M.S. in Rehabilitation Counseling, an M.S. in Substance Abuse and Clinical Counseling, a Ph.D. in Rehabilitation Counseling and Administration from East Carolina University. She began working in the counseling field in 2006 and is a Certified Rehabilitation Counselor (CRC) and a Certified Advanced Alcohol and Drug Counselor (CAADC), Licensed Clinical Addictions Specialist (LCAS) and Licensed Clinical Mental Health Counselor (LCMHC). She is the Coordinator of the Alcohol and Drug Studies Minor.

Dr. Susan Sherman earned a B.S. and M.A. in Rehabilitation Services from Florida State University and a Ph.D. in Rehabilitation Counselor Education from Michigan State University. She began working in the counseling field in 1981 and is a Licensed Clinical Mental Health Counselor (LCMHC), a Certified Rehabilitation Counselor (CRC) and a Certified Public Manager (CPM). She is the Director of the Rehabilitation and Career Counseling program and Coordinator of the Certificate in Rehabilitation Counseling.

Dr. Steven Sligar earned a B.A. in Sociology from University of West Georgia, a M.Ed. in Vocational Evaluation from Auburn University, and Ed. D. in Adult Education from Northern Illinois University. He began working in the vocational evaluation field in 1972 and is a Certified Vocational Evaluator (CVE). He is the Coordinator of the Certificate in Vocational Evaluation.

Dr. Noel Ysasi earned his B.A. in Psychology, Sociology, and Criminology, and MS and PhD in Rehabilitation Counseling from The University of Texas Rio Grande Valley. He began working in the counseling field in 2015 as a Certified Rehabilitation Counselor (CRC). He is the Coordinator of the Certificate in Military and Trauma Counseling.

II. THE DEPARTMENT OF ADDICTIONS AND REHABILITATION STUDIES

A. Departmental History

The Department of Addictions and Rehabilitation Studies (formerly the Department of Rehabilitation Studies and the Department of Rehabilitation Counseling) at East Carolina University began in 1967 with an M.S. in Rehabilitation Counseling. The first students graduated in 1969.

The M.S. in Vocational Evaluation program within the Department of Addictions and Rehabilitation Studies was in operation from fall 1980 to spring 2012 and is now a certificate program. The M.S. in Clinical Counseling with an emphasis in addictions began in fall 1989 and graduated its first students in 1990. The B.S. in Rehabilitation Services began in fall 1994 and graduated its first students in 1998. In the fall of 2005, the Department of Rehabilitation Studies began a Ph.D. program in Rehabilitation Counseling and Administration and graduated its first student in 2009.

B. Departmental Mission and Objectives

Our mission is to provide students with the academic knowledge, clinical skills, and leadership tools required to meet the needs of clinical mental health counselors, clinical rehabilitation counselors, addictions counselors, vocational evaluators, counselor educators and rehabilitation service providers at all levels of service in a culturally diverse and global society.

The objectives of the Addictions and Rehabilitation Studies Department are, to provide students with the essential knowledge, skills, and attitudes necessary to function effectively as professional counselors and vocational evaluators, which include, but are not limited to:

- knowledge and appreciation of the traditions, foundations, history, and philosophy of counseling specific to the fields of clinical mental health counseling, addictions counseling, rehabilitation counseling, career counseling, and vocational evaluation;
- classroom, community, and personal experiences with clients/consumers in order to develop awareness and sensitivity to client/consumer needs from an individual, community, and multicultural perspective;
- knowledge of counseling theories and techniques that support culturally sensitive client/consumer empowerment, and enhance the client's/consumer's ability to take control of and better manage his/her life;
- clinical counseling services to individuals, family members, and groups of persons with psychiatric/mental health, addictions and other issues that limit their ability to function at personally satisfying levels;

- case management skills including coordinating, planning, and implementing treatment/person centered plans to assist clients/consumers in taking effective control of their lives in a manner consistent with their cultural heritage;
- career assessment, development, and counseling including knowledge of job placement, labor market trends, and development of client/consumer-focused plans designed to enhance client/consumer independence and personal choice;
- multicultural, psychosocial, and medical aspects of disability emphasizing how community, socio/cultural, family, and psychological well-being impact the client's/consumer's ability to effectively cope with life experiences; and
- applied research methodology based on improved theories, concepts, and approaches for assisting clients/consumers in dealing with life experiences more effectively.

III. CLINICAL COUNSELING DEGREE PROGRAM REQUIREMENTS

A. Program Mission, Goals, and Objectives

Mission Statement

The Clinical Counseling Program at East Carolina University serves students from North Carolina, the United States, and the world. The mission of the Clinical Counseling program is to prepare qualified clinical mental health counselors and substance addictions counseling professionals with the competence in the following foundational components germane to these specialty areas. These include counseling, prevention, and interventions; assessment and diagnosis, diversity and advocacy; and research and evaluation. This mission is accomplished by faculty working together in partnership with university colleagues, current and former students, and community agencies in the pursuit of excellence in clinical mental health counselor and addictions counselor education, supervision, practice, and research.

Program Goals

The program goals of the Clinical Counseling program are to:

- develop and maintain curricula and instruction based on current knowledge concerning the clinical mental health counseling and addictions counseling needs of a multicultural society;
- develop and maintain research that is designed to improve clinical mental health counseling and addictions counseling services with evidence-based strategies that advance the clinical mental health counseling and addictions counseling profession;

- maintain outreach, advocacy, leadership, and service to our community and to the clinical mental health counseling and addictions counseling profession; and
- maintain program excellence as defined by CACREP accreditation in the area of clinical mental health counseling.

General Program Objectives

In support of the Clinical Counseling program's mission, the program's objectives are dynamic, developed based on current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society. Developed in collaboration with current and former students, various accrediting and licensing boards, and personnel in cooperating agencies, the program objectives are selected and evaluated by the faculty through a systematic and continuous process.

The following program objectives represent the current key performance indicators being evaluated (CACREP 2016 standards noted):

MS, Clinical Counseling students will:

- demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i);
- demonstrate multicultural counseling competencies (2.F.2.c);
- demonstrate an understanding of the systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f);
- use strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (2.F.4.e);
- demonstrate essential interviewing, counseling, and case conceptualization skills (2.F.5.g);
- understand therapeutic factors and how they contribute to group effectiveness (2.F.6.c);
- demonstrate use of assessments for diagnostic and intervention planning purposes (2.F.7.e);
- understand identification of evidence-based counseling practices (2.F.8.b); and
- demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5.C.3.a)

B. Orientation of New Students

New students are oriented to the Clinical Counseling Program in the following ways:

- contact with program advisor prior to beginning the program,
- provision of the URL for this Clinical Counseling Graduate Student Manual on Department and Program webpage,
- print and e-mail information prior to and during the time of enrollment, and
- the departmental orientation meeting (first week of each semester).

C. Degree Requirements

Students in the Clinical Counseling program must complete a minimum of 62 s.h. of credit including the following courses:

- ADRE 6010 Introduction to Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6050 Ethical and Legal Aspects in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6250 Diagnosis and Treatment of Mental and Emotional Disorders(3 s.h.)
- ADRE 6300 Clinical, Addictions, and Rehabilitation Counseling Theories (3 s.h.)
- ADRE 6310 Prepracticum in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6320 Family Treatment in Substance Abuse Rehabilitation (3 s.h.)
- ADRE 6330 Clinical and Addictions Counseling (3 s.h.)
- ADRE 6340 Human Growth and Development in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6350 Clinical, Addictions, and Rehabilitation Group Counseling (3 s.h.)
- ADRE 6351 Personal Growth Group (1 s.h.)
- ADRE 6360 Clinical, Addictions, and Rehabilitation Counseling Practicum (3 s.h.)

- ADRE 6361 Clinical, Addictions, and Rehabilitation Counseling Practicum Lab (1 s.h.)
- ADRE 6370 Multicultural Issues in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6380 Career Counseling in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6401 Assessment in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6550 Research in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6703 Foundations in Addictions and Clinical Counseling (3 s.h.)
- ADRE 6793 Treatment in Addictions and Clinical Counseling (3 s.h.)
- ADRE 6991 Internship in Clinical, Addictions, and Rehabilitation Counseling (600 hours of supervised clinical field experience, 12 s.h.)

While electives are not required, students may take additional courses from the Department of Addictions and Rehabilitation Studies as well as other departments such as Child and Family Relations, Counselor Education, Community Health, Psychology, and Special Education. Departmental electives often selected by students include:

- ADRE 6000 Medical and Psychosocial Aspects Disability (3 s.h.)
- ADRE 6375 Military and Trauma Counseling (3 s.h.)
- ADRE 6561 Master of Science Research Project (3 s.h.)
- ADRE 6795 Prevention of Drug and Behavioral Addictions (3 s.h.)
- ADRE 6796 Contemporary Issues for Addictions (3 s.h.)

D. Technical Standards

The mission of the Department of Addictions and Rehabilitation Studies (DARS) is to provide students with the knowledge, clinical skills, and leadership tools to become counselor educators, clinical mental health, addictions, and rehabilitation counselors, and rehabilitation service providers in a culturally diverse and global society.

The DARS has established the following technical standards for the admission, matriculation, and graduation of students. Students are expected to meet these standards with or without reasonable accommodations. These standards will be referenced during student performance evaluations (see performance evaluation section). Specifically, students will demonstrate:

1. Ability to develop working alliance with clients and others:
 - a. Establish and maintain relationships based on shared objectives and goals.
2. Ability to develop professional relationships:
 - a. Establish and maintain collegial professional relationships.
3. Willingness to accept and use instructor/supervisor feedback:
 - a. Complete industry standard methods of instruction/supervision.
 - b. Incorporate instructor/supervisory feedback into own views and changes behavior accordingly.
4. Openness to new ideas:
 - a. Adoption of innovative ideas, approaches, and/or procedures.
5. Flexibility:
 - a. Adaptation to changing demands in the professional environment, with or without direction.
6. Awareness of their own influence on others:
 - a. Ability to examine how their words and actions influence others.
 - b. Appropriately responds to feedback regarding influence of their words and actions on others.
7. Ability to deal with conflict:
 - a. Ability to recognize conflicting points of view.
 - b. Ability to examine their own role in a conflict.
 - c. Participates in conflict resolution.
 - d. Implements agreed upon resolution.
8. Willingness and ability to express feelings effectively and appropriately.
9. Ability to accept personal responsibility:
 - a. Ability to account for their own role in problems.
 - b. Ability to accept consequences and make appropriate changes.
10. Adherence to relevant University rules, professional ethical codes, and legal standards.
11. Understanding the consequences of criminal behavior on matriculation through a DARS program and/or obtaining professional credentials.
12. Ability to utilize computer technology and University learning platforms when required.

E. Practicum

ADRE 6360 – Practicum in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.), and 6361 – Lab (1 s.h.).

The counseling practicum students in the Clinical Counseling program spend 8 hours a week (one day or two half days) in the field (total of 100 hours for the semester), with site and university supervision while also attending a 3 s.h. seminar on campus. The *Counseling Practicum Manual* describes the details of this clinical field experience. See the “Student Resources” section of the department’s website (<http://www.ecu.edu/dars>) for the *Counseling Practicum* manual.

F. Internship (Capstone Requirement)

ADRE 6991 Internship in Clinical, Addictions, and Rehabilitation Counseling (12 s.h. total).

The 600-hour internship will occur in the last semester of the student's program and will reflect the comprehensive work experience of a clinical mental health counselor and professional addictions counselor. The *Internship Manual* describes the details of this clinical field experience. See the “Student Resources” section of the Department’s website (<http://www.ecu.edu/dars>) for the *Counseling Internship* manual. All incompletes must be removed prior to the start of Internship.

As students prepare for their internship and practicum experiences, it is important to:

- **Set up the field site early.** Students should begin securing a practicum and internship site the semester before they are planning to start. Students must consult their advisor, Practicum Instructor, or Field-site Coordinator *prior* to contacting a potential internship site. A pre-internship meeting is required of all interns prior to beginning this clinical field experience.
- **Obtain health insurance.** Students must maintain and provide proof of their own health insurance. East Carolina University is not responsible for health care or treatment of any disease/accident or disorder associated with educational, clinical or other contacts.
- **Obtain a criminal background check.** If a clinical setting requires a criminal background check or other requirements (e.g. CPR Training, drug testing) for placement, the student is responsible for the expense and securing of the required information.
- **Obtain professional liability insurance.** Students must be covered by professional liability insurance and provide proof of coverage prior to participating in their practicum and internship experiences. Check with program director or Field Site Coordinator prior to purchase.

G. Field Sites for Practica and Internships

- **Directory of field sites for Practica and Internships.** The Department maintains an electronic *Directory of Field Sites for Practica and Internships* that lists by state and city sites at which former students have completed their field experiences. The *Directory* provides a brief description of the field site and contact information. See link to *Directory* on Department website under Student Resources.
- **Contract with field site.** East Carolina University must have a contract with field sites which participate in practicum and internship experiences. Many of the field sites in the *Directory* have already established a contract with East Carolina University. Students seeking field sites that do not have current contracts with the University must contact the Departmental secretary to start the contract. This should be done several months before the students' practicum or internship begins.

H. Class Size for Non-Academic (Clinical Skills) Classes

To effectively meet students' needs, practica and internship classes (e.g., Practicum, Internship) do not exceed 12 students each.

I. Part-Time Students

The Department typically has an enrollment of approximately 3/4 full-time and 1/4 part-time graduate students. The department offers evening courses, online courses, and block courses (i.e., 2-5 pm once per week).

J. Research Facilities

Laupus Health Sciences Library

The Laupus Health Sciences Library (HSL) serves as the primary information center for the University's instructional, research, and patient care programs in the health sciences and human services. The HSL is located in the Health Sciences Building, 2nd floor.

The HSL occupies an area of 32,000 square feet. The collection includes approximately 80,000 monographs and bound journals; over 18,000 microfilms; approximately 62,000 bound or hard-copy volumes; and 3,000 audiovisual titles. About 2,000 journal titles are received currently. There is seating for approximately 300 users at tables, in carrels, or in individual and group study rooms.

Computer searching of a large number of data bases is available to provide bibliographies on subjects specified by the user.

J. Y. Joyner Library

The J. Y. Joyner Library is located near the center of the main campus. The existing building will seat 1,800 students and house 800,000 volumes. With open stacks, the collection is readily accessible to the user; and a qualified staff is available for anyone requiring assistance. The library collection contains approximately 520,000 bound volumes; 865,000 pieces of microtext; and more than 6,200 serial titles.

The library has complete files of the *New York Times* and other nationally recognized newspapers as well as files of many North Carolina newspapers on microfilm. Joyner Library is an officially designated depository for selected United States Government publications and 12,000 North Carolina state documents. Joyner Library is a participant in established interlibrary loan programs. Graduate students and faculty may obtain from the Chief Reference Librarian a UNC Cooperative Library Privilege Card, which entitles them to use the library resources of the other 15 units located on campuses of the university system.

L. Comprehensive Examination

The passing of a comprehensive examination is a University requirement. Students in the Clinical Counseling program must complete the Counselor Preparation Comprehensive Exam (CPCE). Students take the CPCE the semester prior to taking the Internship Course. If a student does not pass the CPCE, they are able to either retake the CPCE or choose an oral comprehensive exam. This must be completed prior to commencement of internship.

Purpose

The purpose of the comprehensive examination process is to help students synthesize their learning in clinical counseling and to ensure students have an understanding of the professional attitudes, skills, and knowledge related to the common-core areas as defined by CACREP's Standards for Preparation. Additionally, the evaluation of students' examinations will provide faculty the opportunity to evaluate students' academic preparation.

Formats and Descriptions

The Counselor Preparation Comprehensive Examination: This written examination is an objective test, the Counselor Preparation Comprehensive Examination (CPCE). The CPCE was developed by the Center for Credentialing and Education (CCE) an affiliate of the National Board for Certified Counselors (NBCC). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP.

The examination is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE will help prepare students for the National Clinical Mental Health Counseling Examination (NCMHCE) or National Counselor Examination (NCE).

The CPCE is made up of 160 items with 20 items per CACREP area. The examination is administered as a whole not by sections.

The 8 core curriculum areas of the CPCE are:

- **Human Growth and Development** – studies/information that provide an understanding of the nature and needs of individuals at all developmental levels.
- **Social and Cultural Foundations** – studies/information that provide an understanding of issues and trends in a multicultural and diverse society.
- **Helping Relationships** – studies/information that provide an understanding of counseling and consultation processes.
- **Group Work** – studies/information that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- **Career and Lifestyle Development** – studies/information that provide an understanding of career development and related life factors.
- **Appraisal** – studies/information that provide an understanding of individual and group approaches to assessment and evaluation.
- **Research and Program Evaluation** – studies/information that provide an understanding of types of research methods. Basic statistics and ethical and legal considerations in research.
- **Professional Orientation and Ethics** – studies/information that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Cost of the Counselor Preparation Comprehensive Examination

The fee charged each student for the CPCE is \$75.00.

Criterion for Passing the Counselor Preparation Comprehensive Examination

- The scoring for the CPCE uses the Total Score (**not** a score for each section). The criteria for passing the exam is one standard deviation lower than the mean score of all students taking the examination (e.g., if the mean score is 100 and the standard deviation is 10, a passing score would be 90). **The CPCE is taken the semester prior to taking the Internship course.**
- **Failure to Pass the Counselor Preparation Comprehensive Examination:** Students who do not pass the CPCE are able to re-take it. The re-take includes the **entire** examination. If students do not pass the re-take, the guidelines in the Graduate School Bulletin are followed.

Application and Administration Process

Students wishing to take the CPCE may request an application from the Director of the Clinical Counseling Program. Each semester, the date the application is due and the administration of the examination will be posted on the student listserv. The CPCE is a 4-hour examination. Students must bring a picture ID to the examination.

Please address any questions you may have to your advisor or to the Director of the Clinical Counseling Program.

Option 2 (only available if CPCE is not passed at first attempt):

Comprehensive Examination Oral Case Study Guidelines: Students have 60 - 90 minutes to review a case study and be prepared to address all the areas described in the bulleted items below before making an oral presentation in front of two departmental faculty. To develop comprehensive responses, students may use any resources and materials that they have from their course work such as textbooks, lecture notes, handouts, and so forth. Students may take as many notes as they like and develop written responses to the questions. However, it may be difficult to anticipate all follow-up questions by faculty. Thus, students should rely less on notes and more on their comprehensive knowledge of the individual case study. The responses provided must be related to the specific case study. Generalized responses to a specific question may indicate that students would have difficulty applying a particular counseling intervention, strategy, treatment, or goal to the particular client (case study).

Steps in the Oral Presentation

- **Development of a Case Presentation** - Students begin their presentation by first providing a comprehensive description of the client. Students should present information about the client's background as if they are in a team staffing. Thus, they will assume that the other team members (two faculty) have little information about the client.

- During the initial presentation students are to include information such as the client's: (a) age, gender, social history, (b) reason for referral and general medical, psychosocial issues related to the referral, (c) current level of functioning in regards to strengths and limitation, and (d) major short-term and long-term issues that will need to be addressed. Overall, students are giving a brief assessment of the client and the impact these issues may have on the client clinically, medically, educationally, occupationally and socially. The *Assessment Summary* form used in ADRE 6360 Counseling Practicum course and the Internship is helpful to organize this information.
- **Development of the Diagnosis and Treatment Plan** - Begin this section by providing the DSM's (most recent version) five-axis diagnosis. Next develop a comprehensive treatment plan providing details on specific problem areas, goals, objectives, and counseling theories and techniques used to address the client's counseling needs. Finally, provide a step-by-step description of the treatment/counseling process.
- **Presentation of Counseling Strategies** - Provide recommendations for the client in each of the life areas presented to the treatment team. Recommendations may include, but are not limited to: (a) counseling strategies used to treat the client's specific issues, including substance and/or mental health issues, (b) strategies for seeking and maintaining employment, (c) plan for maintaining or continuing the client's education, and (d) any medical, physical, or health related conditions that would require follow-up. Be sure to state each of these issues in regards to short-term and long-term goals.
- **Presentation of Ethical or Legal Issues** – Present and discuss any legal or ethical issues that may be related to the client's casehistory.
- **Scheduling the Oral Case Study Comprehensive - Students must schedule the oral case study comprehensive examination before November 1 in the fall semester, April 1 in the spring semester, and July 1 in the summer semester of the last semester in the program.** Oral comprehensive must be completed 2-weeks prior to the last day of class in the given semester. Students must schedule their comprehensive exam through their faculty advisor.
- **Failure to pass the Oral Case Study Comprehensive Examination:** Students who do not pass the Oral Comprehensive Case Study the first time they take it are able to re-take it. If students do not pass the re-take, the guidelines in the Graduate School Bulletin are followed.

M. Personal Experiential Counseling Requirements

Students in the Clinical Counseling program are required to participate in counseling experiential activities. These include participation in a small group (i.e., personal growth group) group counseling course, counseling prepracticum and practicum courses, and an option of individual personal counseling by the ECU Center for Counseling and Student Development, or from another mental health professional, to meet part of an optional requirement in the Counseling Practicum course. All of these counseling experiential activities/experiences are oriented toward increasing personal and interpersonal growth of the student in order to become a competent professional counselor.

N. Relationship with other Departments

The Department of Addictions and Rehabilitation Studies has developed relationships with several other departments at East Carolina University.

- The Department of Interdisciplinary Professions: Students often take the research course and possibly one or two other general counseling courses in this department. This department provides coursework related to adult education; educational leadership; school, clinical mental health, and student affairs/college counseling and could be of interest to some students.
- Department of Psychology: This department has traditionally provided several elective courses such as Psychology of Organizational Behavior or Issues of Personnel Selection.
- Department of Child and Family Relations: This department provides coursework related to marriage and family counseling, an area that has often been important in clinical counseling and addictions.

IV. RECRUITMENT, SELECTION AND RETENTION OF STUDENTS

A. Admissions - Information and Questions

General questions about the program not answered in this manual should be directed to:

W. Leigh Atherton, Ph.D.
Director of the Clinical Counseling Program
Department of Addictions and Rehabilitation Studies
College of Allied Health Sciences
East Carolina University
Greenville, NC 27858-43533
Phone: 252-744-6300
Email: athertonw@ecu.edu

Or

Paul J. Toriello, Rh.D.
Department Chair
Department of Addictions and Rehabilitation Studies
College of Allied Health Sciences
East Carolina University
Greenville, NC 27858-4353
Phone: 252-744-6300
Email: toriellop@ecu.edu

Application Deadlines

Applications are accepted until the start of fall and spring semesters.

- Review of applications begins September 1 for spring admission
- Review of applications begins February 1 for fall admission

Recruitment, selection and retention of students for the Clinical Counseling program is an ongoing process that begins with admission and ends with graduation. Factors that influence a student's continuing enrollment include:

- Maintaining the required 3.0 GPA for graduate students.
- Showing personal and ethical characteristics and behavior consistent with becoming a professional counselor.
- Making continuous progress toward completing degree requirements.
- Pursuing career goals consistent with the preparation offered by the Clinical Counseling Program (i.e., a clinical mental health and/or addictions counselor).

B. Procedure for Multicultural/Diverse Recruiting

The Clinical Counseling program is committed to recruiting qualified minority students locally, regionally, statewide, nationally, and internationally. The Clinical Counseling faculty conduct specific recruitment efforts at historically Black colleges and universities

Additionally, the department utilizes a two-part application process. Applicants must first apply to the East Carolina University Graduate School, then to the Department. The Graduate School evaluates applicants' undergraduate grade point averages to determine if the minimum threshold is met. Then, the application packet is sent to the program for next level review. Beginning fall 2020, the program determined the requirement of an entrance exam (e.g., GRE, MAT) was not predictive of potential in the M.S. in Clinical Counseling program, and was thus removed as a requirement.

C. Faculty Advisor

Each student will be assigned a faculty advisor upon admission to the Clinical Counseling program. The faculty advisor will work with each student to:

- select classes,
- prepare program of study,
- plan a career path, and
- assist in the understanding of the university policies and procedures

It is expected that the student will have appointments with his or her advisor as needed throughout the program.

D. Academic Regulations

Each student is expected to secure and read carefully the current *East Carolina University Bulletin - Graduate Catalog*. While academic advisors are as helpful as time and circumstances permit, students are expected to assume full responsibility for knowing the academic regulations of the Graduate School and for meeting the standards and requirements expressed by those regulations. Additionally, students in the professional disciplines, including the Clinical Counseling Program, are expected to follow the *College of Allied Health Sciences Student Conduct Code*, which is reprinted in this manual.

E. Criteria for Dismissal from Clinical Counseling Degree Program

Students must maintain a 3.0 GPA. Additionally, a grade of “C” or less in 8 semester hours or more results in dismissal from the program. Students who are dismissed for academic reasons **will not** be readmitted to the program. The faculty may recommend either immediate discontinuation in DARS or remedial action for a student who: (a) fails to meet the DARS technical standards at any time; (b) knowingly engages in illegal or unethical activities; (c) are deemed to be physically, mentally, or emotionally impaired; (d) are deemed to present an immediate threat to the well-being of others; and/or (e) violations of relevant components of ECU’s student code of conduct.

E. Professional Counselor Development Evaluation

Students in the Clinical Counseling program are expected to develop certain essential counselor competencies as they progress towards graduation. The following is the *Professional Performance Review Process* form, which the department uses to evaluate each graduate student’s progress each semester.

Professional Performance Review Process

In addition to meeting the academic standards, students are expected to conduct themselves in an ethical, responsible and professional manner. Students must continue to meet the DARS technical standards from admission through graduation. They must be knowledgeable about the Code of Ethics of the *American Counseling Association (ACA)*; *American Mental Health Counselors Association (AMHCA)*; and *North Carolina Addictions Specialist Professional Practice Board (NCASPPB)*. These codes serve as guidelines for students and professionals in the counseling profession and shall be adhered to at all times, in all activities.

As counselor educators, the faculty expects counselors-in-training to be concerned about other people, to be physically, mentally, and emotionally stable (personally and professionally), to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development, and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For the reasons cited above, the faculty will regularly monitor not only students’ academic progress but also those personal characteristics, which will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Department

of Addictions and Rehabilitation Studies possess those characteristics sufficiently that they do *not* interfere with their professionalism or helping capacity.

Students are reviewed throughout their matriculation. This includes reviews after the conclusion of each semester by all DARS faculty, or as significant events occur. All reviews are conducted according to students' compliance with the following Professional Performance Standards across academic, clinical, and technical domains:

1. Academic
 - 1.a. Grades and coursework
 - 1.b. Ability to utilize computer technology and university learning platforms.
2. Clinical Skills
3. Technical Standards (see Technical Standards section)

Each standard is rated on a 1 (unacceptable) to 2 (acceptable) scale, with 0 used to indicate a deferred rating (e.g., student has not had opportunity to demonstrate standard). Students receiving a rating of 1 on any of the non-academic Professional Performance Standards will be considered deficient in Professional Performance and subject to the following remediation procedure:

- The student will be presented with a copy of the *Professional Performance Review* on which are listed the deficient rating(s), the professor(s) explanation(s) for the ratings, and any remedial actions recommended by faculty. The student and the professor(s) will meet to discuss the professional performance concerns and to implement recommended remedial actions. A copy of the completed *Professional Performance Review* will be given to the student and his/her advisor.
- If a student receives more than one deficient *Professional Performance Review* during his/her program of study, or otherwise fails to show reasonable progress in correcting deficiencies previously cited, the faculty may recommend either his/her discontinuation in the program or further remedial action. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the forms to discuss the professional performance concerns cited and the recommended responsive actions to be taken. A copy of the completed *Professional Performance Review* will be given to the student and his/her advisor.
- Faculty may conduct a Professional Performance Review at any time for students who knowingly engage in illegal or unethical activities, or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases, the faculty may recommend either discontinuation in the Department of Addictions and Rehabilitation Studies or remedial action for the student. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the Professional Performance Review to discuss the professional performance concerns and the recommended responsive actions to be taken. A copy of the completed *Professional Performance Review* will be given to the student and his/her advisor.

- All faculty recommendations for denial of a student’s continuance in the Department of Addictions and Rehabilitation Studies will be decided by the department chair and forwarded to the Dean of the College of Allied Health Sciences.

PROFESSIONAL PERFORMANCE REVIEW

Student Name_____ **Faculty Advisor**_____ **Semester** _____

Students are reviewed at the conclusion of each semester by all Department of Addictions and Rehabilitation Studies faculty according to their compliance with the following Professional Performance Standards:

Professional Performance Standards	Deferred	1. Unacceptable	2. Acceptable
1. Academic performance (e.g., grades, coursework, use of technology)			
2. Clinical skills			
3. Ability to develop working alliance with clients and others			
4. Ability to develop professional relationships			
5. Willingness to accept and use instructor/supervisor feedback			
6. Openness to new ideas			
7. Flexibility			

8. Awareness of their own influence on others			
9. Ability to deal with conflict			
10. Willingness and ability to express feelings effectively and appropriately			
11. Ability to accept personal responsibility			
12. Adherence to relevant University, professional ethical codes, and legal standards			

Student Remediation

If students do not perform satisfactorily on the *Professional Performance Review*, they may be required to engage in remediation activities to address their deficiencies. Students' academic advisor or designee will meet with students to discuss deficient areas (i.e., 'unacceptable' rating) noted in the Professional Performance Review and determine the necessary action(s) to be taken. If such actions include student remediation the following *Professional Counselor Development Plan – Student Remediation* form will be utilized.

Professional Counselor Development Plan – Student Remediation

Student Name: _____ Date _____

To address successfully the professional performance standard deficiencies noted on your Professional Performance Review, you will be required to complete successfully an individualized remediation plan that includes the following (checked) items:

1. ____ Attend counseling sessions with a licensed mental health professional to improve interpersonal dynamics that relate to the counseling and supervision process as mentioned previously in this document (e.g., the ability to empathize and develop a therapeutic relationship with clients), and the student's ability to comprehend, accept, incorporate, and apply faculty and supervisor feedback in clinical practice. A letter from the mental health professional indicating that you have successfully addressed the aforementioned issues in counseling will be required before you can reenroll in future departmental courses. Please present this letter to the department chair within 2 weeks of attempting to register for any DARS courses including the practicum and internship.
2. ____ If the student deficiency was of an ethical nature the student may be required to attend 6 hours' worth of supervision-related workshops that are pre-approved by the department chair before reenrolling in the practicum or internship courses. Please present proof of having completed these workshops to the department chair within 2 weeks of attempting to register for the practicum course.
3. ____ Write a 10-page (double-spaced, American Psychological Association style) essay, which applies the supervision information you learned in your remediation workshops to the supervision or related conflicts you were confronted with in practicum, internship or other courses. In your essay, you should especially focus on issues related to accepting faculty and supervisor feedback. The faculty will evaluate this statement, and you will not be able to register for future departmental courses, including practicum and internship, until the faculty is satisfied that you can adequately understand feedback within the faculty and supervision relationship as described in this document. Please present this essay to the department chair within 2 weeks of attempting to register for departmental courses, including the practicum and internship courses.

4. ___ Meet with faculty advisor every 4 weeks to discuss progress and concerns related to achieving these goals and to receive feedback about your progress toward these goals.
5. ___ Be allowed to have a different practicum course instructor/supervisor from your original practicum instructor/supervisor.
6. ___ Successfully complete (earn an A or B grade) in practicum. You cannot register for ADRE courses until you have successfully completed the first, second, and third requirements in this section. Any grade of C or lower in practicum will result in your automatic and permanent removal from the counseling program. Consistent with our program, you will only have one more opportunity to successfully complete practicum or internship if you have already failed once.
7. ___ Other: _____

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for removal from the counseling program. I understand that I can appeal this plan prior to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract within one year, I understand that I will be terminated from the Department of Addictions and Rehabilitation Studies. I also understand the program's retention and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date: _____

Student

Date: _____

Faculty Representative

V. FINANCIAL ASSISTANCE AND SCHOLARSHIPS

A. Graduate Research/Assistantships

Several graduate students each year are selected to assist the department's faculty in research or special projects. These are usually rewarding projects and may lead to ideas and possible data for students' term papers or research papers. The stipend which assistantships provide each semester varies. Students interested in applying to the Department of Addictions and Rehabilitation Studies for the assistantship must contact the departmental secretary. If students are working full-time, they are not eligible for the Graduate Research/Assistantships.

B. Beth Lambeth Memorial Scholarship

Each academic year, an outstanding student in the department is selected for the Beth Lambeth Memorial Scholarship. The student is selected by the faculty and students, and the presentation is made during the fall or spring semester. A cash award, along with a plaque, is presented to the student. A departmental plaque also displays the names of previous Lambeth award winners. The scholarship is bestowed in memory of an exceptional graduate student who died in the last semester of her graduate studies. *See Dr. Paul Toriello, coordinator of scholarships*, in the department for details on this scholarship.

C. Paid Clinical Internships

The Internship in Clinical, Addictions, and Rehabilitation Counseling occurs in the last semester of the student's program. The student will be working full-time at an agency and receive 12 semester hours of credit. Paid internship settings are sometimes available. Please see the *Directory of Field Sites for Practica and Internships*, or departmental internship supervisor for information on paid internships.

D. East Carolina University Financial Aid Office

For other types of financial aid information, please write, call, or visit the Financial Aid Office, Division of Student Life, East Carolina University, Greenville, NC 27858-4353, telephone 252-328-6610.

VI. CAREER SERVICES

A. Career Center

The Career Center at East Carolina University offers services to all East Carolina University Students. The Career Center is located on Main Campus at 701 East Fifth Street, Greenville NC. It is also accessible online at <http://www.ecu.edu/career/> or by telephone at 252/328/6050.

B. Job Bank

The Department often receives job announcements through networking with local agencies. These announcements are located on the Departmental Job Bank at <http://www.ecu.edu/cs-dhs/dars/jobs.cfm>

VII. STUDENT ORGANIZATIONS

A. Chi Sigma Iota: Rho Omega Chapter

Chi Sigma Iota is an international honor society of professional counselors and counselors-in-training. Its purpose is to promote and recognize exemplary attainment in the study and practice of counseling. Rho Omega typically holds an initiation ceremony each spring with business meetings, community projects and social meetings throughout the academic year. Dr. W. Leigh Atherton (athertonw@ecu.edu) is the faculty advisor to the chapter.

B. East Carolina University Student Addictions and Rehabilitation Association (SARA)

The student Addictions and Rehabilitation Association is the student organization of the Department of Addictions and Rehabilitation Studies. The primary function of SARA is planning and scheduling activities, both academic and social. Officers for the association are elected once a year; and they consist of president, secretary/treasurer, and social chairman. This student organization is recognized by the East Carolina University Student Government Association.

The East Carolina University student government organization has also supported student travel to professional meetings. Students are encouraged to join one or more of the professional associations discussed below. Dr. Paul Toriello (toriello@ecu.edu) is the faculty advisor to the SARA.

VIII. PROFESSIONAL ORGANIZATIONS

To enhance graduate education and set the foundation for participation in the counseling profession, it is strongly recommended that all graduate students become members of the professional organizations. Most professional organizations offer reduced membership rates to students. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining organizations. Benefits of membership may include:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions.
- Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization. Students will be made aware of various professional conferences held by these and other organizations. Departmental policy is that students may be excused (at the discretion of the instructor) from class for up to two conferences per semester provided they show verification of attendance.
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
- Involvement with activities and issues, which are pertinent to the profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having similar interests and areas of expertise.

There are a number of professional organizations which represent various groups within the counseling field. Students will be made aware of various professional conferences held by these and other organizations. Students may be excused (at the discretion of the instructor) from class for up to two conferences per semester provided they show verification of attendance. Some of the associations specifically related to professions within the Clinical Counseling program are:

A. American Counseling Association (ACA)

The American Counseling Association is the premier professional association for counselors. It promotes activities to benefit counseling (including clinical mental health and addictions counseling), and lobbies for greater recognition of counseling, including licensure and third-party reimbursement. Members receive the ACA's flagship *Journal of Counseling and Development* and the ACA Newsletter. Student membership rates are available. For more information concerning the ACA, see their webpage at www.counseling.org.

B. American Mental Health Counselors (AMHCA)

AMHCA is the division for mental health counselors within the American Counseling Association (ACA). Members receive the *Journal of Mental Health Counseling*. Student membership rates are available. See the ACA webpage at www.counseling.org.

C. International Association of Addictions and Offender Counselors (IAAOC)

IAAOC is the division for addictions counselors within the American Counseling Association (ACA). Members receive a copy of the *Journal of Addictions and Offender Counseling*. Special student rates are available. See the ACA webpage at www.counseling.org.

D. North Carolina Counseling Association (NCCA)

The NCCA is the state branch of ACA. Members receive a copy of the North Carolina Counseling Association journal "NC Perspectives" and quarterly newsletter, counselor advocacy, and reduced conference fees. For more information concerning the NCCA, see their webpage at <https://nccounseling.org/>.

E. Licensed Clinical Mental Health Counselors Association of North Carolina (LCMHCANC)

The LCMHCANC is a professional counseling organization dedicated to meeting the professional development needs of LCMHCs in North Carolina. The LCMHCANC serves LCMHCs through advocacy, marketing the LCMHC credential, and professional development by responding to the needs of clients with mental health issues. For more information concerning the LCMHCANC, see their webpage at www.lpcanc.org.

F. Professional Association of Rehabilitation Counselors (PARC)

Developed specifically for Clinical Counseling students, alumni, and counselors practicing in the fields of clinical mental health and addictions counseling, PARC was founded 1994 by Dr. Lloyd Goodwin at East Carolina University. PARC has four specialty divisions and additional special interest groups in the areas of: clinical mental health counseling, addictions counseling, rehabilitation counseling, and counselor education. Student rates are available. For more information see the PARC webpage at www.nationalparc.org.

IX. MALPRACTICE INSURANCE

Students in the Clinical Counseling program are required to obtain malpractice insurance. The school has coverage available for \$17.50 per year, which must be paid by August 1st of each academic year. The insurance provides financial protection for real or alleged errors, omissions, or professional judgments made in the performance of the student's duties. The insurance plan covers the student for a period of one year. A check for \$17.50 made out to East Carolina University, College of Allied Health Sciences should be turned in to the Department administrative assistant. For more information about malpractice insurance please contact the Department administrative assistant 252-744-6300. Please consult with the program director prior to purchase.

X. ACCREDITATION, LICENSURE AND CERTIFICATION

A. Accreditation

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The Clinical Counseling program is accredited by Council for Accreditation of Counseling and Related Educational Program (CACREP) in Clinical Mental Health Counseling.

Established in 1981, CACREP is an independent agency that sets standards and accredits master's degree programs in seven specific program: Addiction Counseling; Career Counseling; Clinical Mental Health Counseling; Marriage, Couples, and Family Counseling; School Counseling, Student Affairs and College Counseling; and doctoral programs in Counselor Education and Supervision.

CACREP requires a minimum 60 semester hours, 100 hours of supervised counseling practicum, and 600 hours of internship experience for accreditation. The master's degree is considered the professional practice degree in the counseling profession. Graduates from CACREP accredited counselor education programs are as qualified and skilled as those from related mental health professional disciplines. To read more about CACREP see their website at www.cacrep.org

B. Licensure and Certification

Licensure is a state-level activity. Counselor certifications are either national or state in scope.

Licensure

Depending on each state counselor regulatory legislation, becoming *state licensed* as a professional counselor lets the public know that the counselor is qualified to provide general mental health assessments, counseling, and other psychotherapeutic services to treat individuals with mental disorders and related mental health issues. Fifty states and the District of Columbia have counselor licensure or related regulatory laws for the practice of counseling and/or the use of the “counselor” title. All state counselor licensure laws require a minimum of a master’s degree in counseling or a closely related area, supervised work experience, and the passing of an approved examination. In addition, most states require a minimum number of graduate credit hours of counselor training (usually 48 to 60 semester credit hours) and two to three years of post-master’s degree supervised counseling experience in order to become licensed.

Professional counselors must be licensed in order to practice independently and enter private practice in states which have counselor licensure laws.

Licensed Clinical Mental Health Counselor (LCMHC)

Graduates of the Clinical Counseling program (62 semester hours) are eligible for North Carolina licensure as Licensed Clinical Mental Health Counselor (LCMHC) after two years of post-masters counseling experience and the passing of an exam. State counselor licensure went into effect July 1, 1994 and is required to diagnose and treat mental health disorders and for private counseling practice.

Insurance companies, including Blue Cross/Blue Shield in North Carolina, have included LCMHCs as recognized mental health providers of counseling and psychotherapy services. Most states have reciprocity arrangements for the LCMHC or equivalent credential www.nblcmhc.org.

Licensed Clinical Addictions Specialist (LCAS)

Graduates of the Clinical Counseling Program are eligible for the LCAS status after 1 year of post-graduate practice overseen by a supervisor with the Certification in Clinical Supervision (CCS) or Clinical Supervisor–Intern (CSI) credential, and passing of an exam www.ncasppb.org.

For additional information about counselor licensure see the *American Association of State Counseling Boards* website (www.aascb.org), which lists contact information of all state counselor licensure boards.

Certifications

Counselor *certifications* indicate those specialty areas of counseling and psychotherapy in which the counselor has received additional training and supervised counseling experience. There are two main national counselor certifying bodies: The *National Board for Certified Counselors (NBCC)* and *Commission on Rehabilitation Counselor Certification (CRCC)*.

National Board for Certified Counselors (NBCC)

The NBCC, established in 1982, sets standards and offers four certifications, including general counseling (NCC; National Certified Counselor), and the specialty areas of clinical mental health counseling (CCMHC), and school counseling (NCSC). NBCC has approximately 42,000 counselors. www.nbcc.org

The North Carolina Addictions Specialist Professional Practice Board (NCASPPB)

States regulate the practice of addictions counseling through licensure and/or certification. *The North Carolina Addictions Specialist Professional Practice Board* (www.ncasppb.org) provides both licensure (i.e. LCAS) and certification (e.g. Certified Alcohol and Drug Counselor; CADC) for addictions professionals in North Carolina. The *International Certification and Reciprocity Commission (IC&RC)* sets the minimum standards for states to follow in regulating addictions counseling practice.

Other Licensing or Certifying Organizations

All states require school counselors to hold state school counseling certification. Other national and state organizations and agencies have set standards and offer licensure or certifications to qualified counselors in such areas as career counseling, case management, disability management, hypnotherapy, marriage and family therapy, pastoral counseling, transactional analysis, and rehabilitation counseling.

State counselor licensure boards and the national certification organizations require an examination to achieve their credentials and continuing education in order to maintain them. Counselors are required to follow the code of ethics associated with their respective licensure and certification boards.

C. Codes of Ethics

Students enrolled in the Clinical Counseling program at East Carolina University must abide by of the following codes of ethics:

American Counseling Association (ACA) Code of Ethics

Students and graduates are encouraged to join ACA (www.counseling.org), the North Carolina Counseling Association (NCCA, <https://nccounseling.org/>) and the Licensed Professional Counselors Association of North Carolina (LCMHCANC, <http://www.lpcanc.org/>). Graduates

are encouraged to earn their Licensed Clinical Mental Health Counselor (LCMHC) credential, which is required to practice counseling in North Carolina, unless exempted by holding other mental health licenses or working in certain governmental settings. LCMHCs in North Carolina are required to follow the ACA code of ethics which can be obtained online at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.

American Mental Health Counselors Association (AMHCA) Code of Ethics

Students and graduates are also encouraged to join AMHCA. The AMHCA Code of Ethics can be obtained online at <http://www.amhca.org/assets/content/CodeofEthics1.pdf>

North Carolina Addictions Specialist Professional Practice Board (NCASPPB) Code of Ethics

Master's graduates in Clinical Counseling are encouraged to seek the Licensed Clinical Addiction Specialist (LCAS) credential from the North Carolina Addictions Specialist Professional Practice Board. The LCAS credential is desired, and sometimes required, in addictions treatment programs in North Carolina. The NCASPPB's code of ethics can be found online at <http://www.ncasppb.org/resourcessteve/codeofethics.htm>.

D. Written Endorsement for Credentials and Employment

Graduates of the Clinical Counseling program typically seek the Licensed Clinical Mental Health Counselor (LCMHC) and the Licensed Clinical Addiction Specialist (LCAS) credentials after graduation. (See the Department's website under "Student Resources" for a summary of the criteria for these credentials.)

Faculty routinely complete the appropriate forms, verifying completion of supervised clinical field experiences, in order to endorse those graduates successfully completing the Counseling Practicum and Internship with a grade of Satisfactory (S). This same criteria is used when endorsing students for employment.

XI. CLINICAL COUNSELING PROGRAM EVALUATION

Several methods of program evaluation are used. Students, alumni, field-site supervisors and other stakeholders are encouraged to participate in assisting the department to improve instruction and update the program. Specific evaluation procedures are as follows:

At the end of each academic year, a departmental faculty retreat is held and all programs review their mission statement, goals and objectives, curricular offerings, and characteristics of applicants and students. In addition, each program is evaluated based on the following criteria:

1. The Program's overall effectiveness and consistency with the mission and objectives, including student development in program-specific areas. For the Clinical Counseling Program, these areas are: Professional Identity and Counseling Knowledge, Professional Practice and Counseling Skills, Self and Cultural Awareness, and Consumer Satisfaction.

- *Professional Identity and Counseling Knowledge:*
Students demonstrate an understanding of professional identity and counseling knowledge in the areas of clinical mental health counseling and addictions counseling (history; philosophy; trends; ethical and legal considerations; roles and functions; professional organizations; models/theories of treatment, prevention, recovery relapse prevention, and consultation; etc.) as measured by:
 - Counselor Preparation Comprehensive Examination (CPCE) Scores or Oral Case-Study Comprehensive Examination Pass rate (This is a “pass/fail” process)
 - Number of students involved in professional organizations

- *Professional Practice and Counseling Skills:*
Students demonstrate an understanding of and the ability to apply professional practice and counseling skills in the areas of clinical counseling/clinical mental health counseling and addictions counseling (legal and ethical principles and; financing and regulatory processes; diagnosis, treatment, and referral; co-occurring disorders, suicide and homicide risk, crisis, disaster and other trauma causing events; etc.) as measured by:
 - Counselor Preparation Comprehensive Examination (CPCE) Scores or Oral Case-Study Comprehensive Examination Pass rate (This is a “pass/fail” process)
 - Supervisor Evaluation of Supervisee Form (SESF)
 - Counselor Self-Efficacy Scale Scores

- *Self and Cultural Awareness:*
Students demonstrate an understanding of and the ability to apply self and cultural awareness in the areas of clinical mental health counseling and addictions counseling (understand how living in a multicultural society affects clients; provide culturally relevant education; make appropriate referrals; modify counseling theories, techniques, and interventions to be culturally appropriate; recognize own limitations and seek supervision; etc.) as measured by:
 - Counselor Preparation Comprehensive Examination (CPCE) Scores or Oral Case-Study Comprehensive Examination Pass rate (This is a “pass/fail” process)
 - Multicultural Awareness-Knowledge and Skills Survey

- *Consumer Satisfaction:*
Satisfaction level of students, field-site supervisors, alumni, employers of graduates) is measured by:

- Clinical Counseling Student Survey
- Clinical Counseling Field-Site Supervisory Survey
- Clinical Counseling Alumni Survey
- Clinical Counseling Employer Survey
- Clinical Counseling External Advisory Board Feedback

2. Effectiveness of Curricular Content and Design, as measured by:

- Clinical Counseling Student Survey
- Clinical Counseling Alumni Survey
- Clinical Counseling Field-Site Supervisory Survey
- Clinical Counseling Employer Survey
- Clinical Counseling External Advisory Board Feedback

3. The effective use of technology to deliver the curriculum and enhance experiences to meet program and student needs as measured by:

- Clinical Counseling Student Survey
- Alumni Survey

4. Recruitment and retention of students as measured by:

- Number of Applicants
- Number of Admits
- Number of Rejected Applicants
- Number of Non-Completers (voluntarily or involuntarily)
- Number of Graduates

5. Assessment of CACREP common core curriculum standards and clinical mental health specific standards.

The program's assessment crosswalk lists each of the common core curriculum standards and the CMHC specific standards, the course that covers each standard, course level means of assessment for each standard, program level means of assessment/collection points (when applicable), and a column that notes when a standard is currently being evaluated at the overall program level or the time frame of its most recent evaluation. See program webpage for 2016 CACREP Standards – Assessment Crosswalk.

The conclusions and suggestions of this annual evaluation are the basis for recommending changes in curriculum and departmental procedures for the next academic year. The Department meets a minimum of twice each semester to monitor progress on recommended changes and procedures. A report of this evaluation is submitted to the Dean of the College of Allied Health Sciences and posted on the program website for stake holders to review.

The evaluation is also shared with the Clinical Counseling External Advisory Board Members, who are invited to evaluate the program(s) using the same criteria. The Clinical Counseling External Advisory Board meets every two years.

[XII. COLLEGE OF ALLIED HEALTH SCIENCES STUDENT CONDUCT CODE](#)

Please review the most current version of the ECU and College of Allied Health Sciences Student Code of Conduct here: <https://www.ecu.edu/PRR/11/30/01/>

[XIII. College of Allied Health Sciences Emergency Evacuation Plan](#)

The following guidelines and steps may be taken during emergency evacuations:

- When the fire alarm sounds, assume the emergency is real.
- Upon discovering a fire, **immediately sound the building fire alarm and/or alert other occupants.** Fire alarms are identified on the building *evacuation route plan*.
- **Call 911**, giving your name, department, location, and telephone number.

Fire

- If the fire is small, you may want to fight it with a fire extinguisher from a position of escape. Be sure you are using the proper extinguisher for the type of fire you are fighting. **When in doubt, just get out.** The nearest fire extinguisher location is indicated on the building *evacuation route plan*.

- If the fire is large, very smoky, or spreading rapidly, evacuate the building immediately. Inform others in the building who may not have responded to the alarm to evacuate immediately. If you have to go through smoke, crawl on hands and knees.

Evacuation

- Move individuals who need assistance to the designated Area of Rescue Assistance. Leave the area and notify rescue personnel of the location of these individuals.
- When you evacuate, do not stop for personal belongings or records. Leave immediately using the nearest exit according to the building *evacuation route plan*. Close room doors behind you and **do not use the elevator**.
- Potential hazards should be secured if possible (e.g., turn off gas supply for open flames in lab areas).
- Evacuate to a distance of at least 500 feet from the building to the designated area (the outer parking lots in front of the building) and out of the way of emergency personnel. Do not return to the building until instructed to do so by authorized personnel.
- Notify either ECU police or firefighters on the scene if you suspect someone may be trapped inside the building.

XIV. STUDENT SERVICES

A. Procedure to Accommodate Students with Disabilities

Students requiring any assistance or modification in any aspects of their coursework or program due to specific needs are expected to explain those needs to course instructors immediately after the first class meeting and to contact the Department of Disability Support Services (328-6799) for assistance. Students developing specific needs during the semester should discuss them with the Department Chairperson and course instructor at the earliest possible time. Every effort will be made to accommodate specific qualified needs which are expressed in a timely manner allowing for adequate accommodation.

B. Student Counseling Services

Student counseling services are accessed, free of charge, through the Center for Student Counseling and Development located on the first floor of Umstead Hall, Room 137 (Main Campus). The Center's regular hours are 8:00 a.m. - 5:00 p.m., Monday – Friday and the telephone number is (252-328-6661).

C. Student Transportation

East Carolina University offers “SAFE RIDE” transportation which is available to students both on and off campus.

Safe Ride Vans provide a safe ride home to your residence in the downtown Greenville area. Riders must have an East Carolina University one card to get on the bus. For more information, contact 252-328-RIDE (7433).