

**MS Programs Course  
Syllabi  
Rev. AY 2021-2022**

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**ADRE 6010 Introduction to Clinical, Addictions, and Rehabilitation  
Counseling | Fall 2021  
Department of Addictions & Rehabilitation Studies | East Carolina  
University**

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## **I. Course Information**

### **Class Details**

Class day & time: Mondays 9am-12pm

Class location: WebEx

### **Instructor Information**

Instructor: Myshalae Jamerson-Euring, PhD, LCMHC, CRC

Office: 4425-F

Office hours: Wednesdays 2:00pm-4:00pm

Phone: 252-493-6739

Fax: 252-744-6302

Email: euringm21@ecu.edu

### **Course Description (3 SCH)**

Purpose: This course provides an overview of the counseling profession, including credentialing, ethical standards and counselor role and function in clinical mental health, addiction, and rehabilitation counseling settings.

Catalog description/Prerequisites: History and philosophy of the counseling and Rehabilitation Counseling professions, including credentialing, ethical standards and counselor role and function in clinical, substance abuse, and rehabilitation settings.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and

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work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, videos, and assigned readings.

**Textbook & Course Material**

Required text:

1. Tarvydas, V.M. & Hartley, M.T. (2018) *The professional practice of rehabilitation counseling, 2<sup>nd</sup> Edition*. New York: Springer Publishing.
2. Bradley T. Erford, (2018) *Orientation to the counseling profession: advocacy, ethics, and essential professional foundations, 3<sup>rd</sup> Edition*. New York: Pearson.
3. American Psychiatric Association (2020) *Diagnostic and statistical manual of mental disorders (7<sup>th</sup> Edition)*. American Psychiatric Association, Washington, DC

**II. Grading Policy**

**Graded Course Assignments**

1. The reading of text and other assigned readings;
2. Participation in class discussions: Students are required to read the assigned readings prior to class and be prepared to discuss them in class;
3. ACA Reflection (15 pts)  
Each student will be required to visit the American Counseling Association website (<http://www.counseling.org/>). You will select 5 topic areas from different sections within the website that you found to be surprising or interesting and explain why each item was interesting to you. Additionally, you need to choose a division of ACA that you would consider joining and explain why this section is interesting to you. You should conclude this assignment by stating some of the benefits of joining a professional organization. Paper should be done APA style with a cover and an abstract before the body of the paper.

4. ADA Website Accessibility (15 pts)  
Using the ADA website compliance website, Students will choose two corporate websites and determine whether they are accessible according to the compliance checklist. Each student will then provide a one-page summary of their findings and recommendations if the websites don't prove to be accessible.
5. Interview with a Counseling Professional (25 pts)
6. Community Resource Project (10 pts)
  - a. Students will develop their own community resource manual, website or brochure (can be electronic/interactive) coinciding with the information gained from the interview with a professional counselor. The student will create their own document and links. Be sure to include at least two crisis support services. Examples are located in the "Course Documents" folder
7. Mid-Term and Final Examinations (50 pts each)
  - a. A mid-term and final exam will be given based on the material covered in the required readings, handouts, in-class lectures, discussions, and media presentations. Exams use a variety of question formats including short answer, true/false, multiple choice and/or short essay. The exams will cover material from the text, readings, lectures, and online discussions. Make-up exams will not be given other than in cases of documented illness or significant life-emergencies.
8. Inter-Professional Education (IPE) Activities (10 points)
  - a. The ability to work with other professionals on diverse healthcare teams is imperative for your future career. This college-wide interprofessional education curriculum is designed to improve your understanding of other professions and to introduce you to the concepts necessary to work effectively on teams. For Fall 2020 you will simply participate in two required learning activities that are embedded into your course modules and one optional live discussion. There is no face-to-face participation required. Below is the summary:
  - b. Video with 2 written response and optional live TEAMS discussion facilitated by CAHS faculty to discuss real life importance of interprofessional teams and patient perspective.
  - c. Online Module with certificate of completion
9. Discussion Board (20 pts)  
There will be a discussion board questions on material assigned and the Discussion Board Questions will be posted in the Discussion Board. (See Discussion Board under Course Tools).
10. DARS Student Survey of Instruction.

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Completion of the survey will count as 6% of the student's final grade. One week prior to reading day, students will receive an email from ECU's Qualtrics system containing a link to complete the survey for this course. Please note that you will receive a separate email from Qualtrics for each course you are taking in DARS. Also note that the DARS Student Survey of Instruction is different from ECU's "Blue" survey. Finally, please note your responses on the survey are confidential; I will only be informed of which students did not complete the assignment.

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% (if applicable)</b>
ACA Reflection	15	15%
Interprofessional Assignments	10	10%
ADA Survey	15	15%
Interview with a professional	25	25%
Mid-Term Exam	50	50%
Final Exam	50	50%
Final Exam	100	100%
Discussion Boards	20	20%
DARS Student Survey of Instruction	5	6%
<b>Total</b>	<b>200</b>	<b>200%</b>

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
181-200	A
162-180	B
140-161	C
Below 140	F

**III. Course Learning Outcomes**

**Course Objectives (CACREP [2016] standards noted)**

**CACREP Professional Counseling Identity**

As a result of this course, students will know/understand/apply:

<b>CACREP Standard</b>	<b>Means of Assessment</b>
2.F.1.a - history and philosophy of the counseling profession and its specialty areas	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
2.F.1.b - the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
2.F.1.c - counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
2.F.1.d - the role and process of the professional counselor advocating on behalf of the profession	1. Exam Questions 2. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
2.F.1.e - advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	1. Exam Questions 2. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
2.F.1.f - professional counseling organizations, including membership benefits, activities, services to members, and current issues	1. ACA discussion and reflection paper.
2.F.1.g - professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	1. Interactive community resource manual coinciding with special pops (e.g., crisis, disasters, mental health response) presentation.

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2.F.1.h - current labor market information relevant to opportunities for practice within the counseling profession	1. Exam Questions
2.F.1.j - technology's impact on the counseling profession	1. Exam Questions 2. Community Resource Project
2.F.1.k - strategies for personal and professional self-evaluation and implications for practice	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
2.F.1.l - self-care strategies appropriate to the counselor role	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
2.F.5.k - strategies to promote client understanding of and access to a variety of community-based resources	1. Electronic/interactive community resource manual coinciding with special pops presentation.

**Clinical Mental Health Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.C.1.a - history and development of clinical mental health counseling	1. Exam questions
5.C.2.a - roles and settings of clinical mental health counselors	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
5.C.2.i - legislation and government policy relevant to clinical mental health counseling	1. Exam questions
5.C.2.k - professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).



5.C.2.m - record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
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**Rehabilitation Counseling Specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.H.1.a - History, legislation, systems, philosophy, and current trends of rehabilitation counseling.	1. Exam questions
5.H.1.b - Theories, models, and interventions related to rehabilitation counseling.	1. Exam questions
5. H.1.d - Principles of independent living, self-determination, and informed choice.	1. Exam questions
5. H.1.e - Principles of societal inclusion, participation, access, and universal design, with respect for individual differences.	1. ADA Survey
5. H.2.a - Professional rehabilitation counseling scope of practice, roles, and settings.	1. Exam questions
5. H.2.i - Awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations.	1. Exam questions
5. H.2.j - Knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels.	1. Community resources project
5. H.2.l - Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities.	1. Exam questions
5. H.2.m - Individual needs for assistive technology and rehabilitation services.	1. Exam questions

5. H.2.n - Advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation.	1. Exam questions
5. H.2.o - Federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities.	1. Exam questions
5. H.2.p - Professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling.	1. ACA reflection assignment
5. H.2.q - Legal and ethical aspects of rehabilitation counseling, including ethical decision-making models.	1. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
5.H.3.f- Techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process	1. Exam Questions 2. Interview Counseling Professional (e.g. LCMHC, LCMHCS, CRC).
5. H.3.j - Advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers.	1. ADA Accessibility survey

#### **IV. Course Policies**

##### **Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *American Mental Health Counselors Association (AMHA) Code of Ethics* ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

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Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

**ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

**Continuity of Instruction**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

**Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**Distance Education:**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Blackboard, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

**V. Assignment Rubric(s)**

<b>ACA Reflection Assignment Rubric</b>	
	<b>Points</b>
Identified a division of ACA you would consider joining with brief explanation	3
Demonstrated knowledge of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling through identification and description of five topic areas on the ACA website	4
Demonstrated knowledge the professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling or clinical	5

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mental health counseling, including membership benefits, activities, services to members, and current issues through identification and description of five topic areas on the ACA website	
Writing clear, APA Style Paper, thorough, and free of errors	3
Comments	

<b>ADA Website Accessibility Assignment</b>	
	Points
Identify corporate website	2
Identify corporate website	2
Review accessibility via checklist	4
Write up of experience, recommendations for accessibility	4
Spelling, grammar, and organization	3
Comments:	

<b>Interview with Professional Counselor Rubric (CRC, LCMHC, or LCMHCS Only)</b>	
	Points
Provide a description of the roles and functions of the clinical mental health, addiction, and/or rehabilitation counselor	3
Detail any working relationships with other professionals, including interdisciplinary teams	3
Provide information on the range of services provided at the site (i.e. inpatient, outpatient, partial treatment, aftercare)	3
Provide a description of any emergency management systems/services that the site provides to clients	5
Provide information on the management of clinical mental health, addiction, and/or rehabilitation counseling services and programs for your agency. This will include finding information about the area of administration (organizational charts), finance (funding sources), and accountability (who or what agency is held accountable for the programs /services offered at this agency).	8
Writing clear, APA style, and thorough and free of errors	4
Comments: <b>Submit only your write up, not the sample questions and answers</b>	

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<b>Community Resource Project Rubric</b>	
	Points
<b>Develop</b> a community resource website, manual, PPT, or brochure with links and resources reflecting topics related to site visit and professional interview. You will create the website, manual or brochure (as if you are the counselor) and those are the services being offered. Use what you have learned from the site visit and professional interview in creating a <b>new document that reflects the services and resources you plan on providing.</b> (See Assignment Information for examples)	6
Resource list will include at least 2 crisis supports	2
Writing clear and thorough and free of errors	2
Comments: <b>Be creative</b>	

<b>Discussion Board Rubric</b>	
	Points
Answer to the question(s) is well thought out and comprehensive and the answer is related to the question posed	3
The answer is supported by information from books, journal articles or other related information. The supporting information is cited appropriately.	1
Comments	

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Content Area   Topic</b>	<b>Assignments/Due Dates</b>
<b>1</b>	8/23	Becoming a Professional Counselor Rehabilitation Counseling: A Specialty Practice of the Counseling Profession Rehabilitation Counseling Professional Competencies	<i>E-Chapter 1</i> <i>T&amp;H Chapters 1-2</i> 1 <sup>st</sup> Discussion Board Topic (Due 8/29)
<b>2</b>	8/30	Ethical & Legal Issues in Counseling History and Evolution of Counseling and Counseling Specialties	E-Chapter 3 T&H-Chapter 4
<b>3</b>	9/6	Labor Day-No Class	ACA Reflection due (Due 9/10)
<b>4</b>	9/13	Counseling Processes and Approaches	E-Chapters 4, 5, 6
<b>5</b>	9/20	Working with Persons with Disabilities Specialty Counseling	E-Chapter 9 T&H-7,8 2nd Discussion Board Due (9/26)
<b>6</b>	9/27	Multicultural Counseling	E Ch. 11 T&H Ch. 18 ADA Web Accessibility Assignment (Due 10/1)
<b>7</b>	10/4	Human Development through the Lifespan Advocating for the Clients and the Profession	E Chapters- 10, 14, 15 Interview with a Counseling Professional (Due 10/10)
<b>8</b>	10/11	No Class – Fall Break***	Mid-Term (Due 10/17)
<b>9</b>	10/18	Advocacy & Disability Issues	T&H Chapters 6, 9, 14
<b>10</b>	10/25	Assessment, Case Conceptualization, Diagnosis, and Treatment Planning	E Ch. 12 T&H Ch.11, 15 3 <sup>rd</sup> Discussion Board (Due 10/31)
<b>11</b>	11/1	Rehabilitation Counseling  Midterm Review	T&H Chapters 1, 2, 3
<b>12</b>	11/8	Counseling; Caseload Management	T&H Chapters 12,13 IPE Assignment (Due 11/12)
<b>13</b>	11/15	Outcome in Research, Counseling and Evidence Based Practices	E-Chapters 16, 17 T&H Ch. 19

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			4 <sup>th</sup> Discussion Board (Due 11/21) Community Research Project (Due 11/21)
<b>14</b>	11/22	Happy Thanksgiving	Case Study Paper (Due 11/28 by 11:55pm)
<b>15</b>	11/29	Chapter 15	E Chapters 13, 16 T&H Chapters 21& 22 5 <sup>th</sup> Discussion Board (Due 12/5)
<b>16</b>	12/6	Last Day of Class	Online Exam Review
	12/12	Final Exam	<b>DARS Survey Final Exam (Due 12/12)</b>

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

## **I. Course Information**

### **Class Details**

Class day & time: Online (see schedule) each week starts on Monday at 9:00 AM.  
Class location: Online

### **Instructor Information**

Instructor: Hillary DodgeEvans, PhD, NCC, LCAS, LCMHC  
Office: Health Sciences Building  
Office hours: by appointment  
Fax: 252-744-6302  
Email: [dodgeevansj20@ecu.edu](mailto:dodgeevansj20@ecu.edu)

### **Course Description (3 SCH)**

Purpose: This course is designed specifically for master's level counselors-in-training and will include professional and ethical issues in counseling. It is needed to meet the Council for Accreditation of Counseling and Related Educational (CACREP) standards.  
Catalog description/Prerequisites: P: Admission to MS in clinical counseling or MS in rehabilitation and career counseling, or consent of instructor. Ethical standards, legal issues, and decision making in counseling.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.



### **Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

### **Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures (online), discussion boards, videos, guest presenters, and assigned readings.

### **Textbook & Course Material**

Required text:

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2019). *Issues and ethics in the helping professions* (10<sup>th</sup> ed.). Belmont, CA: Cengage Learning, Inc.  
ISBN-13: 978-1337406291 REQUIRED for all majors

Geppert, C., & Roberts, L. W. (Eds.). (2008). *The book of ethics: Expert guidance for professionals who treat addiction*. Center City, MN: Hazelden.  
ISBN: 978-1592854929 REQUIRED for CC Majors

Recommended text/readings/web sites/videos: See syllabus

## **II. Grading Policy**

### **Graded Course Assignments**

1. **Quizzes:** A short quiz will follow each online lecture. You will be allowed one attempt to complete the quiz. The quizzes will be posted online. The quizzes are open note, open book, open neighbor, or other resources you may need.
2. **My Moral Compass and My Professional Code of Ethics:** You will write two separate one page position papers on your moral compass (#1) and professional (#2) code of ethics. The paper is to be written in the first person, follow a clear line of reasoning, and comply with APA 7<sup>th</sup> edition grammar and style rules. Significant improvement is expected between paper one and two. See schedule for due dates and rubric for further details. **American Anti-racism:** For each paper, include a discussion on the implication of race and culture within the development and dissemination of your personal/professional moral compass and code of ethics.
3. **My 3 Minute Video:** You will produce a 3-minute video in which you will explain an assigned ethical guideline to an assigned client. The video must be culturally and linguistically appropriate and contain at least one story, metaphor, or example to help explain the content. See schedule for due date and rubric for further details.

4. Final Exam: The final exam will be comprehensive and include all the readings, videos, lectures, and other materials covered in class. The exam will have multiple choice, true/false, matching, and short answer questions. The exam will be open note and book but not open neighbor. You must use Respondus Lockdown Browser and Respondus Monitor to take the exam.
  
5. DARS Student Survey of Instruction (2%)  
 You will complete the DARS Student Survey of Instruction. Completion of the survey will count as 2% of your final grade. Dates and times will be posted in the course announcements. This survey is located in Course Survey on your menu bar and when the link is clicked you MUST complete the survey in its entirety. Once completed you will see a check mark in My Grades which indicates to me that you have completed the survey. The survey is anonymous. Also note the DARS Student Survey of Instruction is different from ECU's "Blue."

**Weighting of Assignments**

Assignment	Points
Quizzes (13 @ 15 points each)	195
My Moral Compass #1	50
My Professional Code of Ethics #2	100
My 3 Minute Video on Ethics	250
Final Exam	125
DARS Teaching Evaluation	14
	734

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

Percentage/Points	Grade assignment
660 - 734	A
587 – 659.9	B
531 – 586.9	C
≤ 530.9	F

### III. Course Learning Outcomes

#### Course Objectives (CACREP [2016] standards noted)

As a result of this course, students will know/understand/apply:

##### CACREP Professional Counseling Identity

CACREP Standard	Means of Assessment
2.F.1.i - ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	1. My 3 Minute Video on Ethics
2.F.5.e - the impact of technology on the counseling process	1. Quiz questions

##### Clinical Mental Health Counseling specialty

CACREP Standard	Means of Assessment
5.C.2.1 - legal and ethical considerations specific to clinical mental health counseling	1. My 3 Minute Video on Ethics

##### Rehabilitation Counseling specialty

CACREP Standard	Means of Assessment
5.RC.2.q - Legal and ethical aspects of rehabilitation counseling, including ethical decision-making models.	1. My Moral Compass and My Professional Code of Ethics

Course objectives beyond CACREP (2016) standards:

- Analyze and categorize ethical and legal issues in their personal and professional lives and defend their chosen model of ethical decision making.

### IV. Course Policies

#### Professionalism, Student Conduct, & Academic Integrity

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* ([http://www.counseling.org](http://www.counseling.org/)) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

### **ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

### **Continuity of Instruction**

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### **Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

### **Distance Education:**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Blackboard, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

**V. Assignment Rubric(s)**

Rubric for *My Moral Compass* or *My Professional Code of Ethics*

	DNMR	MR	ER	MC	COE	Score
Clearly identified topic(s) American Anti-racism inclusion				25	25	
Logical flow				25	25	
Shows improvement in analysis/critical thinking					25	
Shows improvement in self-awareness as a counselor					25	
<b>Sub-total</b>				50	100	
<b>Writes as one paragraph (-5)</b>						
<b>Does not write in first person (-5)</b>						
<b>Less grammar errors (-.5 for My MC and -1 for My COE)</b>						
<b>Less style errors (e.g., person first language, handicapism); -.5 for My MC and -1 for My COE</b>						
<b>Over one page (-10 for My MC or My COE)</b>						
<b>Late with permission (-10 My MC and -20 for My COE)</b>						
					<b>Grand total</b>	

<b>My Three Minute Video on Ethics Rubric</b>						
	DNMR	MR	ER	Possible	Score	
States reason for meeting				25		
Reviews canon or guideline				50		
Provides story, metaphor, example				50		
Language appropriate				75		
Dressed appropriately				25		
Delivery has natural feel				25		
<b>Sub-total</b>				<b>250</b>		
<b>Introduction not related to topic &gt;10 seconds (-10 points for each 10 seconds)</b>						
<b>Under 2:30 (-10 points for each 10 seconds)</b>						
<b>Over Three minutes (-10 points for each 10 seconds)</b>						
<b>Late with permission ( &lt;-50 points)</b>						
					<b>Grand total</b>	
*ER= exceeds requirements MR=meets requirements DNMR=Does not meet requirements						

**VI. Content Areas | Course Schedule**

Week	Date	Lectures, Postings, & Due dates
1	5/17	Introduction & review of syllabus (- DodgeEvans) Lectures for Week 1 C 1 Introduction to Professional Ethics C 2 The Counselor as a Person and as a Professional  C 1 & 2 Quizzes open 5/18 at 9:00 AM close 5/24 at 9:00 AM
		One page <i>My Moral Compass #1</i> paper due. <b>SafeAssign opens 5/18 at 9:00 AM and closes 5/22 at 11:59 PM.</b>
2	5/24	Lectures for Week 2 C 3 Values - <i>Rich</i> C 4 Multicultural- <i>Crissa</i> C 5 Client Rights & Counselor Responsibilities- <i>Alley</i>  C 3, 4, & 5, Quizzes open 5/25 at 9:00 AM close 6/1 at 9:00 AM
3	5/31	Lectures for Week 3 C 6 Confidentiality: Ethical and Legal Issues- <i>Crissa</i> C 7 Managing Boundaries and Multiple Relationships- <i>DodgeEvans</i> C 8 Professional Competence and Training- <i>Alley</i>  C 6, 7, & 8 Quizzes open 6/1 at 9:00 AM close 6/8 at 9:00 AM
4	6/7	Lectures for Week 4 C 9 Issues in Supervision and Consultation- <i>Rich</i> C 10 Issues in Theory and Practice- <i>Alley</i> C 11 Ethical Issues in Couples and Family- <i>DodgeEvans</i>  C 9, 10, & 11 Quizzes open 6/8 at 9:00 AM close 6/15 at 9:00 am
		<b><i>DARS survey opens 8 am on 6/12</i></b>
5	6/14	Lecture for Week 5  C 12 Ethical Issues in Group Work- <i>Crissa</i> C 13 Ethical Issues in Community Work- <i>Rich</i>  C 12 & 13 Quiz open 6/15 at 9:00 AM close 6/22 at 9:00 AM
		<b><i>My 3 Minute Video on Ethics</i> due opens 6/10 at 9:00 AM close 6/11 at 11:59 PM</b>
6	6/21	<b>One page <i>My Professional Code of Ethics #2</i> paper due opens 6/10 at 9:00 AM close 6/11 at 11:59 PM</b>
		Last class DARS survey closes at 12:00 PM

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	6/22	<b>Exam opens 6/22 at 12:00 AM and closes 6/23 at 12:00 PM.</b> You must use Respondus Lockdown Browser and Respondus Monitor to take the exam.
	6/26	Grades due

**NOTE:** Class schedule may change and additional web sites/readings may be added. Any changes will be posted as an Announcement in Canvas.

## **I. Course Information**

### **Class Details**

Class day & time: Thursdays 2 pm – 5 pm OR Asynchronous  
Class location: WebEx OR Asynchronous

### **Instructor Information**

Instructor: W. Leigh Atherton, PhD, LCMHCS, LCAS, CRC, CCS  
Office: 4425 - B  
Office hours: Mondays 12:30pm-3:00pm  
Phone: 252-744-6290  
Fax: 252-744-6302  
Email: athertonw@ecu.edu

### **Course Description (3 SCH)**

Purpose: This course deals with the assessment, diagnosis, counseling, and treatment planning with individuals with mental disorders. Students will also gain familiarity with the current DSM.

Catalog description/Prerequisites: Admission to MS in clinical counseling or MS in rehabilitation and career counseling, or consent of instructor. Diagnostic and treatment practices for counseling individuals with mental disorders.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status,



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language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, videos, and assigned readings.

**Textbook & Course Material**

Required text:

1. Maxmen, J.S., Ward, N.G. & Kilgus, M. (2016). Essential psychopathology and its treatment. (4th ed.). New York: NY: W.W. Norton & Co.
2. American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (Current Version). American Psychiatric Association, Washington, DC.

## **II. Grading Policy**

### **Graded Course Assignments**

1. The reading of text and other assigned readings;
2. Participation in class discussions: Students are required to read the assigned readings prior to class and be prepared to discuss them in class;
3. Two exams (50 points total).
4. Three quizzes (8 points total):
  - a. Risk assessment (e.g., harm to self/others, abuse/neglect) quiz (3 points).
  - b. DSM differential dx and treatment recommendation quiz specific to crises/disaster (3 points).
  - c. DSM differential dx and treatment recommendation quiz (2 points).
5. Treatment plan assignment (10 points):
  - a. Students will be given an example case study, with the diagnostic formulation and clinical formulation provided. You will develop a treatment formulation and treatment plan based on the information in the case study. See rubric for more details.
6. Assessment Summary assignment (25 points):
  - a. Students will be assigned a specific disorder category the second class session. Students will then prepare for and schedule a mock ‘assessment summary’ meeting with the instructor (or designee) within one week of the disorder category being presented in class. The instructor (or designee) will play the role of a scripted client with concerns based on the specific disorder category.
  - b. Students will then write up the assessment summary based on the structure provided in class and demonstrated in the grading rubric (see below).
  - c. See course schedule for the date assessment meeting needs to be scheduled by and when the final assessment summary assignment is due.
7. Inter-Professional Education (IPE) assignment (5 points):

The ability to work with other professionals on diverse healthcare teams is imperative for your future career. This college-wide interprofessional education curriculum is designed to improve your understanding of other professions and to introduce you to the concepts necessary to work effectively on teams. For Spring 2021 you will simply participate in two required learning activities (worth 5% of your total grade in the course) that are embedded into your course modules (assignments) and one optional live discussion. See Canvas assignments for more detail on assignments.

  - *IPE Assignment #1: Cultural Humility TEDx video with discussion and optional live TEAMS debrief session facilitated by CAHS Diversity Committee*
  - *IPE Assignment #2: Telehealth/Telemedicine video with group discussion*
8. Students will complete the DARS Student Survey of Instruction (2 points).
  - a. Completion of the survey will count as 2% of the student’s final grade. One week prior to reading day, students will receive an email from ECU’s Qualtrics system containing a link to complete the survey for this course.

Please note that you will receive a separate email from Qualtrics for each course you are taking in DARS. You will then have until 12pm EST on reading day to complete the survey. Also note that the DARS Student Survey of Instruction is different from ECU’s “Blue” survey. Finally, please note your responses on the survey are confidential; I will only be informed of which students did not complete the assignment.

**American Anti-racism**

Students will engage in self-reflection and group discussion around the intersection of race/culture and mental health diagnoses and assessment processes.

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% (if applicable)</b>
Mid-Term	25	25%
Final-Exam	25	25%
Treatment plan assignment	10	10%
Quizzes	8	8%
Case Study Presentation	25	25%
Interprofessional Education	5	5%
Student Survey	2	2%
<b>Total</b>	<b>100</b>	<b>100%</b>

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100	A
80-89.9	B
70-79.9	C
Below 70	F

**III. Course Learning Outcomes**

**Course Objectives (CACREP [2016] standards noted)**

As a result of this course, students will know/understand/apply:

**CACREP Professional Counseling Identity**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
2.F.3.f - systemic and environmental factors that affect	1. Assessment summary

human development, functioning, and behavior	
2.F.5.h - developmentally relevant counseling treatment or intervention plans	1. Treatment planning assignment
2.F.5.i - development of measurable outcomes for clients	1. Treatment planning assignment
2.F.5.j - evidence-based counseling strategies and techniques for prevention and intervention	1. Assessment summary
2.F.5.l - suicide prevention models and strategies	1. Exam questions
2.F.7.b - methods of effectively preparing for and conducting initial assessment meetings	1. Exam questions
2.F.7.c - procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	1. Risk assessment specific quiz
2.F.7.d - procedures for identifying trauma and abuse and for reporting abuse	1. Risk assessment specific quiz
2.F.7.e - use of assessments for diagnostic and intervention planning purposes	1. Assessment summary: Use off screening & assessment for diagnosing component 2. Assessment summary: Use off screening & assessment for treatment planning component
2.F.7.k - use of symptom checklists, and personality and psychological testing	1. Assessment Summary
2.F.7.l - use of assessment results to diagnose developmental, behavioral, and mental disorders	1. Assessment Summary
2.F.8.b - identification of evidence-based counseling practices	1. Evidence based practice identification component of Assessment Summary

**Clinical Mental Health Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.C.1.c - principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1. Assessment summary
5.C.1.e - psychological tests and assessments specific to clinical mental health counseling	1. Exam questions
5.C.2.b - etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	1. Exam questions
5.C.2.d - diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual</i>	1. Differential diagnosis specific quiz

<i>of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	
5.C.2.f - impact of crisis and trauma on individuals with mental health diagnoses	1. Disaster/Crisis specific quiz
5.C.2.g - impact of biological and neurological mechanisms on mental health	1. Exam questions
5.C.3.a - intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1. Assessment summary

**Rehabilitation Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.RC.2.g - Awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation.	1. Disaster/Crisis specific quiz

Course objectives beyond CACREP (2016) standards:

1. Describe and appraise human behavior, developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
2. Summarize and analyze principles of the diagnostic process within addictions and clinical mental health counseling;
3. Describe and evaluate treatment modalities and placement criteria within the continuum of care using the DSM-5
4. Identify and differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events;
5. Examine and evaluate the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders;
6. Describe and appraise basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications in order to make appropriate referrals for medication evaluations and identify side effects of medications.

**IV. Course Policies**

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Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

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**V. Assignment Rubric(s)**

<b>Assessment Summary (5.C.3.a)</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
<b>General Information</b> <ul style="list-style-type: none"> <li>• <b>Identifying Information:</b></li> <li>• <b>Benefits (Food Stamps/SSI/Medicaid/VA):</b></li> </ul>	<b>1</b>
<b>History of Presenting Problems:</b>	<b>2</b>
<b>Mental Status:</b> General appearance: Orientation: Psychomotor behavior: Mood/Affect: Speech: Cognition: Thought content/process:	<b>2</b>
<b>Developmental History</b> (systemic & environmental factors that affect development, functioning, and behavior; <b>2.F.3.f</b> )	<b>5</b>
<b>Bio-Psycho-Social-Spiritual (5.C.1.e)</b> <ul style="list-style-type: none"> <li>• <b>Medical &amp; Medications:</b></li> <li>• <b>Psychoactive Substance Use and Abuse:</b></li> <li>• <b>Psychological:</b></li> <li>• <b>Marital and Family History:</b></li> <li>• <b>Social, Relationships, and Cultural:</b></li> <li>• <b>Education:</b></li> <li>• <b>Vocational:</b></li> <li>• <b>Recreational/Leisure Activities:</b></li> <li>• <b>Legal:</b></li> <li>• <b>Spirituality:</b></li> </ul>	<b>5</b>
<b>Case Conceptualization, Diagnosis, &amp; Treatment Planning</b> <ul style="list-style-type: none"> <li>• <b>Problem Areas:</b></li> <li>• <b>Strengths/Assets:</b></li> <li>• <b>Diagnostic Formulation</b> <ul style="list-style-type: none"> <li>○ Description of screening/assessment tool(s) used to inform diagnostic formulation (<b>2.F.7.e; 2.F.7.k; 2.F.7.l</b>)</li> </ul> </li> <li>• <b>Clinical Formulation</b> <ul style="list-style-type: none"> <li>○ Theoretical lens depicting how client’s problems developed &amp; how problems are perpetuated</li> </ul> </li> <li>• <b>Treatment Formulation/Plan</b> <ul style="list-style-type: none"> <li>○ Description of screening/assessment tool(s) used to inform treatment formulation/planning (<b>2.F.7.e</b>)</li> <li>○ Treatment plan (evidence-based counseling strategies/techniques; <b>2.F.5.j</b>)</li> </ul> </li> </ul>	<b>5</b>
<b>Subtotal</b>	
<b>Deduction of 1 letter grade for each day turned in after due date</b>	
<b>Total</b>	<b>/25</b>

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<b>Treatment Plan Assignment (2.F.5.h)</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
<p><b>Content Areas:</b></p> <ul style="list-style-type: none"> <li>• SMART Treatment Goals (minimum of 2) <ul style="list-style-type: none"> <li>○ Goals must be measurable outcomes for the client (2.F.5.i)</li> </ul> </li> <li>• Objectives (at least 2 per goal)</li> <li>• Intervention (at least 2 per objective)</li> </ul>	3
<ul style="list-style-type: none"> <li>• Objectives (at least 2 per goal)</li> </ul>	3
<ul style="list-style-type: none"> <li>• Intervention (at least 2 per objective)</li> </ul>	3
<ul style="list-style-type: none"> <li>• Connection to case conceptualization and theory-driven</li> </ul>	1
Deduction of 1 letter grade for each day turned in after due date	
<b>Total</b>	<b>/10</b>



**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Content Area   Topic</b>	<b>Assignment Due</b>
<b>1</b>	1/21	Course Introduction Psychopathology (Ch.1)	
<b>2</b>	1/28	Etiology (Ch. 4) Assessment (Ch. 2) Impact of Biological & Neurological Mechanisms	
<b>3</b>	2/04	Diagnosis & Prognosis (Ch. 3) Treatment (Ch. 5) Initial Assessment Process & Procedures	
<b>4</b>	2/11	Bipolar and Related Disorders (Ch. 13) Depressive Disorders (Ch. 13)	
<b>5</b>	2/18	Psychopharmacology (Ch. 6) Systems-Based Practice (Ch. 7) Legal, Ethical, & Multicultural Issues (Ch. 8) Sample Case History: Sherlock Holmes (Ch. 9) Self/Other Harm Risk Assessment Models & Procedures	<i>No live class Recording only</i>
<b>6</b>	2/25	Neurodevelopmental Disorders (Ch. 23) Schizophrenia & Other Psychotic Disorders (Ch. 12)	<b>Risk Assessment Quiz</b>
<b>7</b>	3/04	Anxiety Disorders (Ch. 14) Obsessive-Compulsive & Related Disorders (Ch. 14)	<b>Treatment planning assignment</b>
<b>8</b>	3/11	Trauma- and Stressor-Related Disorders (Ch. 14)	
<b>10</b>	3/18	<b>Mid-Term Exam: 3/18/21 8am thru 3/19/21 8pm</b>	<b>Mid-Term</b>
<b>11</b>	3/25	Dissociative Disorders (Ch. 17) Somatic Symptom & Related Disorders (Ch. 15)	<i>No live class Recording only</i>
<b>12</b>	4/01	Feeding & Eating Disorders (Ch. 19) Elimination Disorders (Ch. 23) Sleep-Wake Disorders (Ch. 20)	<b>Disaster/Crisis Quiz</b>
<b>13</b>	4/08	Sexual Dysfunctions (Ch.18) Gender Dysphoria (Ch. 18) Disruptive, Impulse-Control, & Conduct (Ch. 21)	<b>Differential Diagnosis Quiz</b>
<b>14</b>	4/15	Substance-Related & Addictive Disorders (Ch. 11) Neurocognitive Disorders (Ch. 10)	
<b>15</b>	4/22	Personality Disorders (Ch. 22) Paraphilic Disorders (Ch. 18)	<b>Assessment Summary</b>
<b>16</b>	4/29	<b>Final Exam: 4/29/21 8am thru 4/30/21 8pm</b>	<b>Final Exam</b>

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

# **ADRE 6300 - Foundations of Addictions and Clinical Counseling |Fall 2021 Department of Addictions & Rehabilitation Studies | East Carolina University**

## **I. Course Information**

### **Class Detail**

Class day & time: Tuesday 2-5pm

Class location: WebEx

### **Instructor Information**

Instructor: Celeste Crawford, PhD, LPCS, LCAS, CRC, CCS,

Office: Health Sciences Building, Room 4425

Office hours: by appointment

Phone: 252-252-341-8233 (cell)

Fax: 252-744-6304

Email: [crawfordc@ecu.edu](mailto:crawfordc@ecu.edu)

### **Course Description (3 SCH)**

Purpose: The goal of this course is for students to develop an awareness of the role of developmental and counseling theory in the practice of counseling and psychotherapy. The objectives include becoming knowledgeable of the major developmental and counseling theories and approaches. Students are to be aware of the key points and rationales and to be able to compare and contrast different approaches to counseling and psychotherapy.

Catalog description/Prerequisite: P: Admission to MS in clinical counseling or MS in rehabilitation counseling and career counseling, or consent of instructor.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status

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and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

### **Disabilities Services Statement/Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

### **COVID-19 Protections, Considerations and Policies**

All students are required to comply with the [University Regulation on Face Coverings](#), including the wearing of face coverings in classrooms, lecture halls, and any other instructional areas and campus locations. Students with disabilities and medical conditions, as documented with the Department for Disability Support Services, may seek alternate accommodations. For additional information please consult the [Office of Students Rights and Responsibilities Website](#).

- Students should maintain regular communication with instructors regarding their health status and communicate any changes in their ability to complete coursework and academic responsibilities immediately.
- If you become ill, see the guidelines in the [Return of Pirate Nations for Students](#). No unnecessary visits to health facilities or documentation will be required as per [ACHA 2020](#).

You may at any time consult with your advisor or the instructor about whether to request an Incomplete ([ECU Faculty Manual IV.VIII.E Grade of Incomplete](#)) or a Withdrawal ([ECU's Withdrawals Policies](#))

### **Course Structure/Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, small group activities, videos, and assigned readings.

### **Textbook & Course Material:**

Required text:

Corey, G. (2012). *Theory and Practice of Counseling & Psychotherapy*, (10th ed.). Belmont, CA: Brooks/Cole.

## **II. Grading Policy**

### **Graded Course Assignments**

1. **Weekly Quizzes – 120 points (worth 50% of final grade).** I will post a quiz on Canvas once a week covering the reading material and lecture material discussed in class.

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**2. Personal Perspective on Counseling – 25 points (worth 20% of final grade).** You will write a 5-6 page paper describing your personal perspective/theory of counseling. The purpose of this paper is to encourage you to explore your beliefs regarding people and counseling. The paper should clearly describe your ideas regarding how you will facilitate other individuals' ability to live more satisfying lives. Format your paper according to APA STYLE.

**3. Theory Video and Synopsis – 20 points (worth 15% of final grade).** You will research a theories we will not be covering in class that is related specifically to a minority population. You will be responsible for preparing a 2-5 minute video (**NO MORE than 5 minutes**) sharing the highlights of the theory. You can share any information you think is important about the theory including controversies, strengths, or the most common techniques associated with the theory. Your video should conclude with the statement, "One essential thing a counselor in training should know about this theory is..."

**4. Final Exam - 60 points (worth 10% of final grade).**

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% (if applicable)</b>
<i>12 quizzes</i>	120	50%
<i>Personal Perspective on Counseling Paper</i>	25	20%
<i>Take 5 Video</i>	15	18%
<i>Final Exam</i>	50	10%
<i>DARS Survey</i>		2%
<b>Total</b>	<b>210</b>	<b>100%</b>

**Letter Grade Assignments**

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100%	A
80-89.9%	B
70-79.9%	C
Below 70%	F

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**III. Course Learning Outcomes**

**Course Objectives (CACREP[2016] standards noted)**

As a result of this course, students will know/understand/apply:

**CACREP Professional Counseling Identity**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
2.F.1.m - the role of counseling supervision in the profession	1. Chapter quizzes 2. Personal Perspectives Paper
2.F.5.a - theories and models of counseling	1. Chapter quizzes
2.F.5.c - theories, models, and strategies for understanding and practicing consultation	1. Personal Perspectives Paper 2. "Take 5" Video
2.F.5.n - processes for aiding students in developing a personal model of counseling	1. Personal perspectives paper

**Clinical Mental Health Counseling Specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.C.1.b - theories and models related to clinical mental health counseling	1. Exam questions

**IV. Course Policies**

**Professionalism, Student Conduct and Academic Integrity:**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *American Mental Health Counselors Association (AMHA) Code of Ethics* ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crcrcertification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crcrcertification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

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## **ECU Emergency Weather Information**

Severe weather: <http://www.ecu.edu/alert/>

Emergency information hotline: 252-328-0062

## **COVID-19 Protections, Considerations and Policies**

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- Students should maintain regular communication with instructors regarding their health status and communicate any changes in their ability to complete coursework and academic responsibilities immediately.
- If you become ill, see the guidelines in the [Return of Pirate Nations for Students](#). No unnecessary visits to health facilities or documentation will be required as per [ACHA 2020](#).

You may at any time consult with your advisor or the instructor about whether to request an Incomplete ([ECU Faculty Manual IV.VIII.E Grade of Incomplete](#)) or a Withdrawal ([ECU's Withdrawals Policies](#))

## **Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

## **Distance Education (if applicable):**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Canvas, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

## **DARS Evaluation of Teaching Survey**

Students will complete the DARS Student Survey of Instruction. Completion of the survey will count as 2% of the student's final grade. The survey will open in Canvas one week prior to the end of the semester. Students will receive an email from Canvas announcing the opening of the survey. Please note that you will receive a separate email from Canvas for each course you are taking in DARS. You will then have until 12 pm (noon) EST on Reading Day to complete the survey. Also, the DARS Student Survey of Instruction is different from ECU's "Student Perception of Teaching Survey (SPOTS)." Finally, your responses on the survey are presented in aggregate form. I will not review your survey results until after grades have been submitted.

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**V. Assignment Rubric(s)**

<b>Personal Perspective on Counseling Paper Rubric</b>	
The purpose of this paper is to encourage you to explore your beliefs regarding people and counseling. The papers should clearly describe your ideas regarding how you will facilitate other individual’s ability to live a more satisfying life. The paper should be in APA style/format and should cover the following topic areas:	
<b>Areas to Address</b>	<b>Possible Points</b>
<ul style="list-style-type: none"> <li>• <u>View of Human Nature:</u> <ul style="list-style-type: none"> <li>○ How are individuals inspired/motivated? (G.5.d)</li> <li>○ Do people have free will? Explain. (G.5.d)</li> </ul> </li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• <u>Normal Development:</u> <ul style="list-style-type: none"> <li>○ What supports/encourages the development of positive/desired behaviors? (G.5.d)</li> <li>○ What are positive/desired behaviors?</li> </ul> </li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>• <u>Problem Development:</u> <ul style="list-style-type: none"> <li>○ How do people develop problems/negative behaviors? (G.5.d)</li> <li>○ What causes people to experience difficulty in adjustment or personal life? (G.5.d)</li> </ul> </li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• <u>How People Improve:</u> <ul style="list-style-type: none"> <li>○ How does the counselor assist the client to function better? (G.5.d)</li> <li>○ Describe your rationale of problem resolution. (G.5.d)</li> <li>○ Describe some of your preferred counseling techniques.</li> </ul> </li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• <u>Clinical Relationship:</u> <ul style="list-style-type: none"> <li>○ Describe the role of the client-counselor relationship in the counseling process.</li> </ul> </li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li>• <u>Desired Results:</u> <ul style="list-style-type: none"> <li>○ Describe the expected result of counseling. (G.5.d)</li> <li>○ What does a well-adjusted person “look like”? (G.5.d)</li> <li>○ How does an adjusted person function in life? (G.5.d)</li> </ul> </li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• <u>Writing and length:</u> <ul style="list-style-type: none"> <li>○ Between 5-6 pages</li> <li>○ APA formatting/reference</li> <li>○ Professional Grammar</li> </ul> </li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>• Total</li> </ul>	<b>25</b>

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<b>“Take 5” Video Rubric</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
<ul style="list-style-type: none"> <li>• <u>Presentation</u> <ul style="list-style-type: none"> <li>○ Prepare a video no more than 5 minutes long (<i>You must appear in the video</i>)</li> <li>○ Include content not covered in the book chapter related to a specific minority population</li> <li>○ Include a brief critique of the theory</li> </ul> </li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>• <u>Theoretical Orientation</u> <ul style="list-style-type: none"> <li>○ Describe the role of the client-counselor relationship in the counseling process.</li> <li>○ Describe the expected result of counseling. (G.5.d)</li> </ul> </li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>• <u>Techniques</u> <ul style="list-style-type: none"> <li>○ Discuss major techniques and skills that are associated with the theory (G.5.d)</li> <li>○ Describe and/or demonstrate two techniques during the role-play. (G.5.d)</li> </ul> </li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>• <b><u>Conclude your presentation with the statement:</u></b> <i>“One essential thing a counselor in training should know about this theory is...”</i></li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• <b><u>Total</u></b></li> </ul>	<b>15</b>



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**VI. Content Area/Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Course Area/Topic</b>	<b>Assignment Due</b>
<b>1</b>	8/24	<b>Introductions &amp; Overview of Course: Adopting an Integrative Approach to Theory</b> (Chapters 1-2-3)	
<b>2</b>	8/31	<b>Psychoanalytic Theory</b> Chapter 4	Quiz 1
<b>3</b>	9/7	<b>Adlerian Theory</b> Chapter 5	Quiz 2
<b>4</b>	9/14	<b>Existential Theory</b> Chapter 6	Quiz 3
<b>5</b>	9/21	<b>Person Centered (Rogerian)</b> Chapter 7	Quiz 4
<b>6</b>	9/28	<b>Gestalt</b> Chapter 8	Quiz 5
<b>7</b>	10/5	<b>Fall Break</b>	
<b>8</b>	<b>10/12</b>	<b>Behavioral Theory/Rational Emotive Theory</b> Chapter 9	Quiz 6
<b>9</b>	<b>10/19</b>	<b>Cognitive Behavioral Therapy (CBT)</b> Chapter 10	Quiz 7
<b>10</b>	<b>10/26</b>	<b>Choice Theory/Reality Therapy</b> Chapter 11	Quiz 8
<b>11</b>	<b>11/2</b>	<b>Feminist Theory</b> Chapter 12	Quiz 9
<b>12</b>	<b>11/9</b>	<b>Family Systems</b> Chapter 14	Quiz 10 Theories Paper
<b>13</b>	<b>11/16</b>	<b>Post Modern Approaches</b> Chapter 13	Quiz 11
<b>14</b>	<b>11/23</b>	<b>Holistic/Integrative Application</b>	Quiz 12 "Take 5" Assignment
<b>15</b>	<b>11/30</b>	<b>Review of "Take 5" Submissions in Class</b>	
<b>16</b>	<b>12/12</b>	<b>Final Exam</b>	

## **I. Course Information**

### **Class Details**

Class day & time: Thursday 2:00 – 5:00 PM

Class location: HSB 04355

### **Instructor Information**

Instructor: Jennifer McDougal, PhD, LCAS, LCMHC, CRC

Office: Health Sciences Building, Room 4425-M

Office hours: Tues 10:00-11:00 and 1:00-3:00, Wed 12:00 – 2:00 PM; other times by appointment. *\*During the Fall 2021 semester, these office hours will be held online through WebEx due to current pandemic.*

Phone: 252-744-6301(Office) 919-302-8800 (Cell) *May call or text at any time, will return within 24 hours during regular business hours and 48 hours over the weekend.*

Fax: 252-744-6302

Email: [mcdougalje15@ecu.edu](mailto:mcdougalje15@ecu.edu)

### **Course Description (3 SCH)**

Purpose: To help students develop individual counseling skills appropriate to counseling/rehabilitation settings. This is a competency-based course, designed to help you grow in your communication skills and your ability to use counseling as a tool to help clients achieve their goals.

Catalog description/Prerequisites: P: Admission to MS in clinical counseling or MS in rehabilitation and career counseling, or consent of instructor. In class practice of counseling skills and techniques, assessment practices, treatment/rehabilitation plans, professional issues, standards, and ethics.

### **Personal Name, Pronouns, and Gender Identification Statement**

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### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

### **Disabilities Services Statement | Reasonable Accommodations**

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### **Course Structure | Methods of Instruction**

Method(s) of instruction: This course is a combination of lecture/discussion, group activities, MediaSite recordings, and practicing of counseling skills.

### **Textbook & Course Material**

Required text:

Corey, M. S., & Corey, G. (2016). *Becoming a helper* (8th ed.). Pacific Groves, CA: Brooks/Cole Publishing Company. ISBN: 9781305085091.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing & counseling: Facilitating client development in a multicultural society* (9th ed.). Pacific Groves, CA: Brooks/Cole Publishing Company. ISBN: 9781305865785. (This textbook will also be used in Practicum.)

Recommended text/readings/websites/videos:

Special Section: Professionalism, Ethics, and Value-Based Conflicts in Counseling (2014). *Journal of Counseling & Development*, 92(2), 131-251.

### **COVID19 Specific Information**

#### **COVID-19 Required Course Materials**

1. All other required materials for the course are available in electronic format. For details please see the day to day plan and assignments on Canvas.
2. University-approved Face Covering/Mask, Hand Sanitizer, Disinfectant wipes.

#### **COVID-19 Protections, Considerations and Policies**

All students are required to comply with the University Regulation on Face Coverings, including the wearing of face coverings in classrooms, lecture halls, and any other instructional areas and

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campus locations. Students with disabilities and medical conditions, as documented with the Department for Disability Support Services, may seek alternate accommodations. For additional information please consult the Office of Students Rights and Responsibilities Website. ECU wants to provide the safest classroom environment possible this semester. Therefore, we will be observing the following class policies related to your health and safety per Pirate Nation Guidelines:

- All students are required to comply with University Regulation on Face Coverings. No student will be allowed into the classroom without a face covering or mask worn properly over both the mouth and nose. You must wear a face covering properly the entire time you are in class. (Does not apply to online courses unless you are attending on campus).
- If you do not have access to a face covering, you may obtain a mask from Dowdy Student Store, Pirate Pantry, or another provider of masks.
- Maintain appropriate social distancing in hallways or common spaces prior to or after class.
- Follow all posted signage related to entry, exit and pedestrian flow within classroom buildings.
- Clean your desk surface with disinfectant when you arrive and before you leave class.
- Be prepared to sanitize high-touch surfaces, such as chairs, desks. For additional information please consult the ECU's Cleaning and Disinfecting Hand-out.
- Maintain a minimum of 6 feet between you, other students and the instructor when entering, leaving and during class.
- Sit in your assigned seat.
- Conduct a daily health screening using the CDC's COVID-19 symptoms list.
- Do NOT attend class if you answer yes to any item on the list or if you are experiencing symptoms of any illness. COVID-19 Attendance Policy
- The instructor will take attendance and utilize a seating chart in order to facilitate contact tracing, should this become necessary.
- Students should make every effort to participate in class activities, such as exams or key assignment due dates.
- Missing class does not automatically result in extensions on assignments or exam due dates.
- There is a clear correlation between attendance/participation and your grades.
- It is the student's responsibility to seek out the instructor and other classmates to obtain the information (e.g., lecture notes, relevant announcements, etc.) if they missed class.
- Students should maintain regular communication with instructors regarding their health status and communicate any changes in their ability to complete coursework and academic responsibilities immediately.
- If you become ill, see the guidelines in the Return of Pirate Nations for Students. No unnecessary visits to health facilities or documentation will be required as per ACHA 2020.
- You may at any time consult with your advisor or the instructor about whether to request an Incomplete (ECU Faculty Manual IV.VIII.E Grade of Incomplete) or a Withdrawal (ECU's Withdrawals Policies).

### **COVID-19 DSS Information**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138, 252-737-1016. Accommodation Information & Processes. Additional DSS student resources can be found at:

<https://accessibility.ecu.edu/students/>

### **COVID-19 Office Hours**

Office hours will be conducted online. Students should refer to Canvas for posted office hours and for instructions to schedule an appointment with the instructor.

### **Missed Instructional Time in the Event of a Disruption**

Making up missed instructional time in this course will follow ECU's Policy for Making Up Missed Instructional Time Due to Suspension of Instruction.

**Outside Classes (only for instructors who want to hold classes outside):** Periodically there will be occasions when the class will meet outside for social distancing purposes. If there is a need for an accommodation due to mobility or any other disability, please correspond with your instructor at the start of the course.

## **II. Grading Policy**

### **Graded Course Assignments**

#### **1. Class Attendance/Participation/Assignments**

##### **a. Attendance**

Attendance in this course is critical and mandatory. If you have an emergency and are unable to attend class, contact the instructor so other arrangements can be made for your role in class the day of your absence. An absence does not excuse you from the assignment due that day. If you are not able to attend class, you are encouraged to drop the class. Excessive absences will result in a reduction in your grade. Excessive absences are defined as more than two absences. The third and each subsequent absence will result in a reduction in your grade by one full letter grade per absence.

##### **b. Class Participation (8%)**

During each class meeting, students will have the opportunity to earn 10 points for class participation. Class meetings are very dynamic, involving discussion and group activities based on assigned readings. Therefore, active participation is greatly dependent upon an environment conducive to learning and free from distractions. Points will be earned for lost for participating in the Corey and Corey chapter discussions and advocacy interview, talking when others are speaking, not listening, leaving class during non-break times, the use of electronic equipment not required for class, being disruptive during class, not using practice time to enhance skills, and other inattentive behaviors. Students who are disruptive during a class will be asked to leave. Five points will automatically be deducted when a student is late for the beginning of class, the resumption of class after a break, and/or for leaving class early without an instructor approved excuse. All cell phones and pagers must be turned off and put away during class.

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c. Positive Introduction: Compose a 3-5 minute Positive Introduction video through WebEx (instructions provided in Canvas) of you at your very best. It should tell a concrete story about one moment in time that shows you at your best and illustrates your highest strengths. The story should have a beginning, middle, and end with a bang. In class, your faculty will show your Positive Introduction videos, and the class will listen for positives and connections and elicit your strengths (From Authentic Happiness Coaching Training Week 1, Martin Seligman, 11/1/04).

d. Reading assigned texts and watching recordings as applicable: Read each chapter in the Ivey et al. and Corey & Corey texts and be prepared to discuss these readings in class on the assigned date and to practice the skills learned.

e. HIPAA Test Results: Students are required to complete HIPAA training which is in Canvas by the day Ethics is discussed in class. Complete the training in Canvas labeled CAHS\_HIPAA Allied Health Sciences. Print the page that shows your passing score and bring this to class.

f. Social Networking Guidelines, Student Procedures for Reviewing Student Interviews, and OnSSI Ocularis: These forms are to be signed prior to recording/reviewing any recordings and these practices followed before and during interview recording reviews and while a student in the Department of Addictions and Rehabilitation Studies. Each student will read and sign the Social Networking Guidelines and the Student Procedures for Reviewing Student Interviews. These signed documents are to be brought to class by the day Ethics is discussed in class. The weblink to obtain access to OnSSI Ocularis is located on Canvas. Copy the link into a new tab and complete the required information for access to OnSSI Ocularis. Bring a copy of the email you receive giving you access to OnSSI to class on the day Ethics is discussed in class.

**\*Note, for Fall 2021 Recordings will be completed using WebEx due to the pandemic, therefore, some of these requirements may not apply.**

g. Experiential Advocacy Interview and Reflection. Each student will be asked to interview a person within a marginalized community or population outside of class. Students will interview the individual about what they seek in a counseling relationship. Students will be asked to contact any of the following organizations on campus to be connected to a potential interviewee: Ledonia Wright Cultural Center, The Women's and Gender Office, Dr. Jesse R. Peel LGBTQ Center. Other organizations may be considered, but students must discuss this with the faculty before reaching out. Students will be provided with at least 5 questions they must ask the individual (send them to the interviewee prior to the interview) and the interview should take about 15-20 minutes. Students will not be required to record this interview, but they will be asked to write a reflection on their experience. Students will submit a paper that summarizes the responses to the required questions and a personal reflection from the student about what they gained/learned through this experience. The paper should be between 1-4 pgs. Students will be expected to maintain confidentiality and anonymity of the individual

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they interviewed. For example, note general identity categories (e.g., sexuality) instead of specific identity (e.g., queer) in final submission for assignment. The purpose of this assignment is to assist students in becoming more familiar with how counselors can better serve individuals from marginalized groups.

h. Corey and Corey Chapter Discussions. Each student will lead a 10-15 minute discussion (not summarize, no Powerpoint) an assigned chapter in the Corey and Corey, Becoming a Helper text.

i. Daily In-Class Practice: You will get together with other class members to practice the skills that were the focus of that day's lesson. The instructor will provide the necessary instructions and framework. Each time you will take turns being the counselor, client, and observer. Responsibilities for the roles are as follows:

Counselor: Focus on using the specific skills that are featured in the day's lesson(s) and consider the counseling skills and knowledge you have been developing through the course.

Client: You are to take on the role of the client as authentically as you can. You should take on your role in a way that provides the counselor with a reasonable opportunity to utilize the target skills, but you are not responsible for the session in the way that the counselor is. Your authenticity will enrich the learning that is possible.

Observer: Carefully observes and provides thoughtful feedback to the counselor. Debrief the "client's" experience as appropriate or needed.

This is a didactic, challenging class where the instructor expects active, honest, and engaged participation and discussion from all students. Some degree of personal and interpersonal discomfort should be anticipated since the sharing of personal experiences can include emotion-filled topics. Individuals playing the role of the client should only discuss topics they would be comfortable sharing with the entire class. Every effort will be taken by the instructor to provide a safe experiential learning environment. Because of the personal and private nature of information that may be disclosed within the group, all participants are required to maintain confidentiality of all information (e.g. written, verbal, recordings) presented in class or in connection with the course. However, because this is a group counseling setting some limits to confidentiality must be expected.

i. Kognito Modules: Students will complete the "At-Risk" Kognito Module and submit completion certificates to the instructor.

- Visit the Kognito website and choose 'don't have an account, click here' to register. To complete the registration, use the ECU specific 'enrollment key':

**Website:** <https://kognitocampus.com>

**Enrollment Key:** ecustudents

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j. Performance Recordings (90% = 10% 1st recording, 35% 2nd second recording, 45% 3rd recording) You will complete three digital recording interviews. All digital recording interviews will be completed in Room 4410. The digital recording grade will reflect the skills demonstrated in the counseling sessions and your evaluation of these skills. The counselor should dress professional for these recordings. Individuals playing the role of the client should only discuss topics they would be comfortable sharing with the entire class. Details of the recording requirements will be provided during class. Recordings will be graded and feedback provided.

All recordings will be completed through WebEx and shared with your instructor. All assignments discussing client information **should be shredded and deleted from your computer at the conclusion of the semester. The use of your ECU piratedrive or OneDrive is required for the confidentiality of your client.**

11. DARS Survey: Students will complete the DARS Student Evaluation of Teaching survey. Completion of the survey will count as 2% of the student’s final grade. The survey will open in Canvas 10 days prior to the end of the semester. Students will receive an email from Canvas announcing the opening of the survey. Please note that you will receive a separate email from Canvas for each course you are taking in DARS. You will then have until 12 pm(noon) EST on Reading Day to complete the survey. Also, the DARS Student Evaluation of Teaching survey is different from ECU’s “Student Opinion of Instruction Survey [SOIS]” which is located under the Course Evaluations tab in the left-hand menu in your Canvas course. Your responses on the survey are presented in aggregate form. I will not review your survey results until after grades have been submitted.

**Weighting of Assignments**

Assignment	Points	% (if applicable)
Class Attendance/Participation/Assignments	27	8%
Three Performance Recordings	300	90%
DARS Evaluation of Teaching Surveys	7	2%

**Letter Grade Assignment**

At the end of the semester a percentage score is calculated. Grade ranges for percentage scores are as follows:

Percentage/Points	Grade assignment	Banner grade
90-100% (301-334)	A	Satisfactory



80-89.9% (267-300)	B	Satisfactory
70-79.9% (234-266)	C	Unsatisfactory
69% or less (233 or less)	F	Unsatisfactory

### III. Course Learning Outcomes

#### Course Objectives (CACREP [2016] standards noted)

As a result of this course, students will know/understand/apply:

#### CACREP Professional Counseling Identity

CACREP Standard	Means of Assessment
2.F.5.d - ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	1. Student & faculty video recording critique
2.F.5.f - counselor characteristics and behaviors that influence the counseling process	1. Student & faculty video recording critique
2.F.5.m - crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	1. Kognito modules (at-risk, LGBTQ, veterans on campus)

### IV. Course Policies

#### Professionalism, Student Conduct, Academic Integrity, & Copyright Regulations

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* [Ethical & Professional Standards \(counseling.org\)](http://www.counseling.org) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([DownloadDocumentFile.ashx \(amhca.org\)](http://www.amhca.org))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* ([Ethical & Professional Standards \(counseling.org\)](http://www.counseling.org)) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([CRC CodeEthics Eff2017-Finalnewdesign.pdf \(crcertification.com\)](http://www.crcertification.com))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; (d) Multiple Submissions and (e) Attempts. For more information concerning academic integrity see the ECU Student Code of Conduct which (<http://www.ecu.edu/PRR/11/30/01>) addresses expected student behavior at ECU and outlines the academic integrity policies and procedures.

East Carolina University Copyright Regulation: 7.1.3. “Notes of classroom and laboratory lectures, syllabi, exercises and other course materials taken by Students shall not be deemed Student Works, may only be used for personal educational purposes, and

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shall not be used for commercialization by the Student generating such notes or by any third party without the express written permission of the author of such Works. Violation of University Policy may be grounds for disciplinary action pursuant with the ECU Student Conduct Process”. Please see <http://www.ecu.edu/prr/10/40/02> for additional information.

If a violation occurs, the student will receive a **zero** on the assignment(s) in question and may fail the course(s) as a consequence of their action(s). The case will also be referred to the Office of Student Rights and Responsibilities.

### Confidentiality

Confidentiality of client records is of utmost importance. Students must never disclose the identity or any identifying information of any client they work with at a field site. For the case records used for clinical skills courses and fieldwork:

1. Use pseudonym for your clients’ names on file names and any forms.
2. Signed client consent forms are given to the instructor. The copy used for your client file in fieldwork should have client’s name removed.
3. If using records from your field site for your fieldwork client file remove clients’ names and any other identifying information (e.g. address, phone, names of family members, social security #) prior to removing documents from the field sites.
4. To remove a name for your fieldwork client file - cross out the identifying information with a black magic marker and go over that with a black ball point pen with circling prior to removing documents from the field site. You may also photocopy a blackened out (i.e. redacted) form.
5. Any documents with client information should be saved on your piratedrive. This information should be deleted at the end of the semester from the network drive and emptied from your computer trash.

DARS policy on violations of client confidentiality may result in the student being asked to drop the clinical skills courses, practicum/internship, suspension from the degree program, and/or lowered/failing grade.

Violations of client confidentiality may also result in lawsuits against the student, supervisors, field sites, DARS, CAHS, ECU, and the UNC Board.

### ECU emergency weather information

Severe weather: <http://www.ecu.edu/alert/>

Emergency information hotline: 252-328-0062

### Continuity of Instruction

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a

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Canvas announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

**Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**V. Assignment Rubric(s)**

Faculty and Student Review of Video Recordings			
Areas to Address		Possible Points 100	
<b>Faculty Review of Video Recording</b>		Points vary by recording	
Based on the descriptions provided in the Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018) textbook and class discussions, the student will demonstrate the skills below: <ul style="list-style-type: none"> <li>• Clearly state confidentiality</li> <li>• Demonstrate appropriate attending skills</li> <li>• Effectively track interview</li> <li>• Ask appropriate open and closed questions</li> <li>• Reflect feelings</li> <li>• Demonstrate observation skills</li> <li>• Use encouragers, paraphrases, and summarizes</li> <li>• Structures the interview – Five-Stage Counseling Session</li> <li>• If homework is discussed, the counselor asks versus tells the client and gets client agreement</li> <li>• Keeps the interview in the room</li> <li>• Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (2.F.5.d.)</li> </ul>	1st	2nd	3rd
		70%	85%
The required skills to be demonstrated for each recording will be based on what has been covered in the textbook and class prior to the scheduled recording date. A week prior to each recording the instructor will brief the students on the skills to be demonstrated for that recording. Each textbook chapter and class discussion will build upon all previous readings and discussions so that by the final recording all skills will need to be demonstrated (2.F.5.f.).			

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Student Video Recording Critique – complete, submitted on time, well-written	1st	2nd	3rd
<ul style="list-style-type: none"> <li>• Strengths of interview [e.g., attending behaviors, basic listening skills, the five-stage interview structure, etc.] and why; counselor characteristics and behaviors that influence helping processes (2.F.5.f.); ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (2.F.5.d.).</li> <li>• Areas needing improvement in the interview [e.g. attending behaviors, basic listening skills, the Five-Stage Counseling Session, etc.] and why; counselor characteristics and behaviors that influence helping processes (2.F.5.f.); ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (2.F.5.d.)</li> <li>• Examples of when you changed the direction of the interview, better responses, &amp; rationales (2.F.5.f.)</li> </ul>	30%	15%	10%
<p>Points deducted:</p> <ul style="list-style-type: none"> <li>- 10 late to recording or absent from recording without an excused absence</li> <li>- 10/day if assignment is submitted late – assignment not accepted after 48 hours</li> <li>- 3/missing form (e.g., signed consent, completed client feedback, complete self-review)</li> </ul>			
Total	/100		

**VI. Content Areas | Course Schedule**

Week	Date(s)	Content Area   Topic	Assignments/Due Dates
1	8/26	Introductions, course overview, confidentiality, stages of helping; Review Positive Introductions	Read: Ivey 1; Ivey Appendix I – excellent reference for all skills discussed <b>Positive Introduction Due</b>
2	9/02	Ethical issues in helping and professional disclosures	Read: Ivey, 2; Corey & Corey 8 & 9 <b>HIPAA test results due</b> <b>Bring in signed: Guidelines on Social Networking, &amp; Student Procedures for Reviewing Student Interviews</b>
3	9/09	Integrating microskills in interviewing; Practice discussing confidentiality statement	Read: Corey & Corey 5 & 6
4	9/16	Attending behaviors, empathy; Observation skills Exercise	Read: Ivey 3 & 4;
5	9/23	Open and closed questions; Encouraging, paraphrasing, summarizing Exercise	Read: Ivey 5 & 6; Corey & Corey 1 & 2
6	9/30	<i>First Recording Completed</i> Reflecting feelings Exercise	Read: Ivey 7; Corey & Corey 7
7	10/07	Conducting a five-stage counseling session which includes goal setting/treatment planning Exercise	Read: Ivey 8; Corey & Corey 3 <b>First recording analysis due</b>
8	10/14	Review recordings Exercise	Read: Corey & Corey 10 & 12
9	10/21	Processing interviews & crisis intervention Exercise	Read: Corey & Corey 14
10	10/28	<i>Second Recording Completed</i> Solution focused techniques	
11	11/04	Stress & burnout Exercise	Read: Corey & Corey 13

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			<b>Second recording analysis due</b>
<b>12</b>	11/11	Crisis intervention Exercise	<b>Kognito modules due</b> Read: Corey & Corey 11
<b>13</b>	11/18	<i>Third Recording Completed</i> Telecounseling	
<b>14</b>	12/02	Multicultural issues in counseling	Read: Corey & Corey 4 <b>Third recording analysis due</b> <i>DARS Teaching Evaluation</i>
<b>16</b>	12/09 2-4:30	Reflection and discussion of final video	

\* The schedule is tentative and is subject to change. Additional readings or recordings may be added throughout the semester. If major changes are required, students will be notified in writing of the change. This may include requiring that students record outside of class and practice the skills during the class sessions labeled Record.

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## **I. Course Information**

### **Class Details**

Class day & time: MTTTHF Asynchronous and As Scheduled  
Class location: WebEx

### **Instructor Information**

Instructor: Myshalae Jamerson-Euring, PhD, LCMHC, CRC  
Office: 4425-F  
Office hours: Wednesdays 2:00pm-4:00pm  
Phone: 252-493-6739  
Fax: 252-744-6302  
Email: euringm21@ecu.edu

### **Course Description (3 SCH)**

Purpose: The major goals of this course are to provide the student with familiarity about both the traditional and the contemporary approaches to human development; to examine a developmental approach in counseling that recognizes the uniqueness of a person's life story and family connections; and to focus on critical elements in development such as gender, race, ethnicity, disability, socioeconomic status, sexual-orientation, spirituality, culture, along with significant individual and historical life events. Students in this course will develop an awareness of the role of developmental theory in the practice of counseling and psychotherapy. The major objective is for students to become knowledgeable of the major developmental theories and approaches.

Catalog description/Prerequisites: Admission to MS in clinical counseling or MS in rehabilitation and career counseling, or consent of instructor. Addresses the nature and needs of persons at all developmental levels across the lifespan within various multicultural contexts.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

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**Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, videos, and assigned readings.

**Textbook & Course Material**

Required text:

1. Broderick, P., & Blewitt, P. (2018). The life span: Human development for helping professionals (5th ed). Pearson Education.
2. American Psychiatric Association (2020) Diagnostic and statistical manual of mental disorders (7<sup>th</sup> Edition). American Psychiatric Association, Washington, DC

**II. Grading Policy**

**Graded Course Assignments**

1. The reading of text and other assigned readings;
2. Participation in class discussions: Students are required to read the assigned readings prior to class and be prepared to discuss them in class;
3. Life Span Theory Paper
  - a. Students will submit a review/summary paper focusing on a key person in life span development. The review will include a 4-page double-spaced summary (not including APA formatted title page) of the key person that includes: name, time period, key words, key contribution to life-span development, a summary of the theory, and any other relevant information. **Due:** 10/10



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4. Stage of Development Paper
  - a. Like the Life Span Theory Paper however, this will focus on a particular stage of development. The review will include a 4-page double-spaced summary (not including APA formatted title page) of a particular stage of development chosen. Due: 11/7
5. Class Presentations (2): Each student will be expected to prepare 2 presentations.
  - a. Life Span Theory Presentation  
The presentation will be a demonstration of your knowledge covering the life span theory paper you wrote on. This should be 10-15 minutes in length (you may go over by 2 or 3 minutes, but not under the minimum time frame allotted). The student may choose any creative technique to present the theorist to the class (e.g., videos). Presentation Date: 10/24
  - b. Stage of Development Presentation  
The second presentation will be devoted to presenting observations on a stage of development. The presentation will be 10-15 minutes in length (you may go over by 2 or 3 minutes, but not under the minimum time frame allotted). Finally, each student will be responsible for identifying and sharing a resource for the particular life span stage in their PPT presentations. Presentation Date: 11/5
6. Case Study: A case study video will be provided. A written detailed response (10-12 pages) to the case study will be submitted that integrates the course material in a concise and effective way. You can also use additional resource materials to support your approach to the case study. Due: 11/14
  - a. Briefly explain the strengths and areas of concern for each family member
  - b. Consider the case study from a developmental counseling perspective: Prevention and treatment strategies, resources, and services; consider how the literature informs us of evidence-based practices; can you find information within the text that will help you understand this case study more fully; what additional information do you wish you had; and consider the ethical, and social and cultural implications.
  - c. Conclusion: Your overall conceptualization of the case and detailed information on the theoretical approaches that can guide your work.
7. Integration Statement: Students will submit a 1–2-page integration statement capturing their understanding of life span development and how this information will impact their counseling philosophy. Be specific. Due: 12/5
8. Examinations (3): Three exams will be administered. The exams will be comprehensive based on the material covered in the required readings, handouts, in-class lectures, discussions, and media presentations. Make-up exams will not be given other than in cases of documented illness or significant life-emergencies. Due: 9/19, 10/31, 12/12

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9. Students will complete the DARS Student Survey of Instruction.
  - a. Completion of the survey will count as 6% of the student's final grade. One week prior to reading day, students will receive an email from ECU's Qualtrics system containing a link to complete the survey for this course. Please note that you will receive a separate email from Qualtrics for each course you are taking in DARS. Also note that the DARS Student Survey of Instruction is different from ECU's "Blue" survey. Finally, please note your responses on the survey are confidential; I will only be informed of which students did not complete the assignment.

### **Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% (if applicable)</b>
Presentations	100	100%
Theory Paper 1	25	25%
Theory Paper 2	25	25%
Case Study	50	50%
Exam 1	100	100%
Exam 2	100	100%
Final Exam	100	100%
Integration Statement	30	30%
Student Survey	6	6%
<b>Total</b>	<b>536</b>	<b>536%</b>

### **Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
482-536	A
429-481	B
375-428	C
Below 375	F

### **III. Course Learning Outcomes**

#### **Course Objectives (CACREP [2016] standards noted)**

##### **CACREP Professional Counseling Identity**

As a result of this course, students will know/understand/apply:

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<b>CACREP Standard</b>	<b>Means of Assessment</b>
2.F.3.a - theories of individual and family development across the lifespan	1. Exam questions
2.F.3.b - theories of learning	1. Exam questions
2.F.3.c - theories of normal and abnormal personality development	1. Special Population Life-span Analysis Paper
2.F.3.d - theories and etiology of addictions and addictive behaviors	1. Exam questions
2.F.3.e - biological, neurological, and physiological factors that affect human development, functioning, and behavior	1. Exam questions 2. Presentation 2
2.F.3.f - systemic and environmental factors that affect human development, functioning, and behavior	2. Human Growth & Development Case Study
2.F.3.g - effects of crisis, disasters, and trauma on diverse individuals across the lifespan	1. Exam questions
2.F.3.h - a general framework for understanding differing abilities and strategies for differentiated interventions	1. Case Study Paper 2. Presentation 1
2.F.3.i - ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	1. Exam questions

**Rehabilitation Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.H.2.c - Individual response to disability, including the role of families, communities, and other social networks.	1. Case Study
5.H.3.g - Strategies to facilitate successful rehabilitation goals across the lifespan.	1. Exam Question

Course objectives beyond CACREP (2016) standards:

1. Articulate a working knowledge of the history and philosophy that guides a human growth and lifespan perspective in the counseling profession;
2. Practice counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of practice for the profession and specialty area of practice including clinical mental health, addictions, and rehabilitation counseling;

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3. Integrate the skills of a reflective practitioner into one's daily practice including the self-care concepts and effective communication skills;
4. Identify the influences of culture, gender, sexual orientation, aging, and disability difference and integrate this knowledge into practice;
5. Articulate an understanding of the role of ethnic and racial and other diversity characteristics such as spirituality and religions and socio-economic status in groups, families, and society;
6. Articulate a working model of practice identifying the foundation theories of learning and personality development, developmental milestones, individual and family development, and resiliency, wellness, and illness prevention across the lifespan;
7. Describe and detail approaches that enhance personal development, decision making abilities, personal responsibilities, and quality of life issues for individuals across the life span;
8. Identify the impact that different life circumstances (including disabilities) can have on human sexuality;
9. Develop treatment plans that address individual learning styles from a strength based model incorporating the principles of universal design and accommodation;
10. Demonstrate counselor sensitivity to stressors and the role of positive coping skills in responding to barriers and challenges;
11. Explain the effects of crises, disasters, and other trauma-causing event across the life span; and
12. Demonstrate information literacy standards by using APA format and WORD Format (or PowerPoint format-depending on assignment) in all assignments.

#### **IV. Course Policies**

##### **Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *American Mental Health Counselors Association (AMHA) Code of Ethics* ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information

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concerning academic integrity see the ECU Graduate Student Manual  
<http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

**ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
 Emergency information hotline: 252-328-0062

**Continuity of Instruction**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

**Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**Distance Education:**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Blackboard, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

**V. Assignment Rubric(s)**

<b>Assignment Rubric: Life Span Theory Paper (1 &amp; 2)</b>	
	Points
Ability to thoroughly summarize life span theory	15
Conclusions	3
4 Pages in Length	2
References	1
APA Style & Grammar & Punctuation	2
Comments	

<b>Assignment Rubric: Presentation 1</b>	
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	Points
Name, Time Period, Key Words	5
Key Contributions to Life Span Development & Relevant Information	15
10 min presentations and/or 10-12 min. PPT Slides	10
1 Page Summary of Presentation	10
References	5
Grammar & Punctuation	5
Comments	

<b>Assignment Rubric: Presentation 2</b>	
	Points
Observations on a Particular State of Development	10
5-10 minutes in length and/or 8-10 PPT Slides	15
1 Page Summary of Presentation	10
Creativity	5
References	5
Grammar & Punctuation	5
Comments	

<b>Assignment Rubric: Case Study Paper</b>	
	Points
Strengths & Areas of Concern for Each Family Member	25
Consider Factors from Developmental Counseling Perspective	30
Conclusions (Conceptualization & Detailed Theoretical Approaches)	30
10-12 Pages in Length	5
References	5
APA Style & Grammar & Punctuation	5
Comments	

<b>Assignment Rubric: Integration Statement</b>	
	Points
Statement Capturing Understanding of Life Span Development	10
How Course Information Impacts Counseling Philosophy	10
Length of Statement, Specifics	5
APA Style & Grammar & Punctuation	5
Comments	

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**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Content Area   Topic</b>	<b>Assignments/Due Dates</b>
<b>1</b>	8/23	Review of Syllabus	
<b>2</b>	8/30	Chapters 1 & 2	
<b>3</b>	9/6	Labor Day	
<b>4</b>	9/13	Chapters 3 & 4	
<b>5</b>	9/20	Chapter 5	Exam 1 (Due 9/19 by 11:55 pm)
<b>6</b>	9/27	Chapter 6 & 7	
<b>7</b>	10/4	Chapter 8 and Chapter 9	Life Span Theory Paper (Due 10/10 by 11:55pm)
<b>8</b>	10/11	No Class – Fall Break***	
<b>9</b>	10/18	Chapter 10	Life Span Theory Presentation (Due 10/24 by 11:55pm)
<b>10</b>	10/25	EXAM 2	Exam 2 (Due 10/31 by 11:55pm)
<b>11</b>	11/1	Chapter 11 and 12	Stage of Development Paper (Due 11/7 by 11:55pm)
<b>12</b>	11/8	Chapter 13	Stage of Development Presentation (Due 11/14 by 11:55pm)
<b>13</b>	11/15	Chapter 14	
<b>14</b>	11/22	Happy Thanksgiving	Case Study Paper (Due 11/28 by 11:55pm)
<b>15</b>	11/29	Chapter 15	Integration Statement (Due 12/5 by 11:55pm)
<b>16</b>	12/6	Online Final Exam Review	Final Exam (Due 12/12 by 11:55pm) DARS Survey (Due 12/12 by 11:55pm)

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

## **I. Course Information**

### **Class Details**

Class day & time: Tuesday/Thursday 1:00pm-3:00pm  
Class location: WebEx

### **Instructor Information**

Instructor: W. Leigh Atherton, PhD, LCMHCS, LCAS, CRC, CCS  
Office: Health Sciences Building, Room 4425-B  
Office hours: By appointment  
Phone: 252-744-6290  
Fax: 252-744-6302  
Email: athertonw@ecu.edu

### **Course Description (3 SCH)**

Purpose: The purpose of this course is to provide an overview of group counseling in substance abuse, mental health, and other rehabilitation settings. This course provides both a theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group counseling approaches.

Catalog description/Prerequisites: P: Admission to MS in clinical counseling or MS in rehabilitation and career counseling, or consent of instructor; ADRE 6300, ADRE 6310, ADRE 6703. Didactic and experiential group counseling processes for individuals with mental health, addiction, and/or physical disorders, and vocational issues.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status,



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marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: The group seminar consists of didactic and experiential group counseling activities and experiences. These group activities and experiences will be primarily oriented towards personal growth and experiential group activities that illustrate various aspects of a counseling group. The group leader will utilize an eclectic base for experiential activities and leader interventions from a variety of theoretical frameworks. Students are free to participate in the counseling group at whatever level of involvement they feel comfortable. Discussion and experiential activities will focus primarily on group dynamics, personal reactions, insights, and leader interventions. Students will be expected to relate their readings to the discussion.

**Textbook & Course Material**

Required text:

Corey, M. S. & Corey, G. Groups: Process and practice. (most recent edition). Pacific Grove, CA: Brooks/Cole.

Corey, G. I never knew I had a choice. (most recent edition)  
Pacific Grove, CA: Brooks/Cole.

See ECU Blackboard (Bb) for other assigned readings

Recommended text/readings/web sites/videos:

Center for Substance Abuse Treatment. (2005). Substance abuse treatment: Group therapy. TIP 41. DHHS Publication No. (SMS) 05-3991. U.S. Dept. of HHS, SAMHSA, Rockville, MD: Author. Available free from NCADI 800-729-6686 or <http://store.samhsa.gov/product/Substance-Abuse-Treatment-Group-Therapy/SMA09-4024>

Department of Addictions & Rehabilitation Studies | East Carolina University  
II. Grading Policy

Graded Course Assignments

1. **Attendance/Participation:** Attendance and participation in all of the group activities and subsequent discussion are required. Students with three absences (excused or not) must drop the course and take it another semester when s/he can attend.
  - Three or more absences (excused or not) results in a grade of “F”,
  - This is an experiential course with no exams. Students must attend the classes/sessions to earn a grade.
  - Students are required to join class using the video capability/option and not call in.
  - Students must be actively present (e.g., be involved in class discussions and group sessions).
  - Cell phones are not permitted and must be turned off or on silent mode (do not have it on vibrate).
  - Students are required to be in a secure and quiet location, with no one else in proximity to the computer to ensure confidentiality of other group members.
  - **IMPORTANT Note:** At the instructor’s discretion, students who do not participate in class discussion and group sessions are subject to lose 5 points from their total grade.
2. **Readings:** The reading of the texts and other assigned readings prior to class lecture/discussions.
  - **IMPORTANT Note:** At the instructor’s discretion, students who consistently demonstrate they have not read and watched lecture videos (and thus, unable to contribute to class discussions), are at risk of having 5-points deducted from their final grade.
3. **Journal of Group Observations (24 points, 3 points per Journal Observation):** Students are to keep a journal of their perceptions, feelings, reactions, and personal insights of group sessions held during class.
  - Also, students are to provide an analysis of the group dynamics, processes, and therapeutic factors related to group effectiveness of each group session and their personal growth and experiences.

Each journal observation submission will consist of the following two parts:

- I. Group Reflection (~1 page):
  - Briefly describe an event that occurred during the group meeting
  - Inferences: Speculate on possible explanations for each event’s occurrence. Why do you think group members did that? Provide your own insights.
  - Personal Reactions: When this event occurred what was your personal reaction? What did you think? What did you feel?

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- Interventions: What was the intervention, if any? What did you do? What did the other group members or leader do about it?
- Include at least one reference from the following textbook:
  - Groups: Process and Practice

**II. Personal Growth Reflection (~1 page):**

- What personal insight did you have during this session?
- What personal growth experience did you have during this session?
- How did this session impact you as a cultural being?
- Inferences: Speculate on what happened during the group session to trigger your personal insight experience.
- Inferences: Speculate on what happened during the group session to trigger your personal growth experience.
- Personal Reactions: When this personal growth or insight occurred what was your personal reaction?
- Include at least one reference from the following textbook:
  - I Never Knew I had a Choice

Note: See assignment rubric and below for more details.

- **DUE DATE:** Each journal observation is due by 5:00 pm the day after class is held.

**4. Group Project/Paper (40 Points):** Students will work on a group project (2-3 students) and develop an 8-10-page paper focusing on an approved topic for your paper and co-leading session focused and address/include the following:

- Description of the specific population of focus;
- Theoretical foundations guiding group development for the specific population;
- Approaches of group formation;
- Recruiting strategies;
- Screening strategies;
- Member selection;
- Selection of group type with consideration to proposed setting of the group offering;
- Ethical and cultural implications/factors involved in group development process; and
- 5- session plan; 45-minutes minimum (please see example session plan provided below). Within each session plan, you should provide a title of session, estimated time to be expected for each activity, and an explanation of what will go into each activity (for example, the first 3 minutes provides a description of how introductions will be carried out).

[EXAMPLE of first 15-minutes] Managing Stress around COVID-19  
Session Plan 1

The first session of a graduate student support group focusing on the topic of “Managing Stress around COVID-19” consisting of 13 members.

- 3 min. (6:00 pm) Introductions-round: Students will introduce themselves by providing their area of study, what year they are in, and expected graduation date.
  
- 8 min. Discuss the group format and purpose;  
Stress that it is mainly a support group and not a therapy group).  
Discuss the group rules of confidentiality, attendance, not attacking others, one person talking at a time, being respectful towards group members, etc.
  
- 4 min. Sentence completion:  
The thing I like the most about the quarantine is \_\_\_\_\_.  
The thing I hate the most about the quarantine is \_\_\_\_\_.  
As a student during this pandemic, I struggled the most with \_.

**Note:** The paper must be in the following format:

- Must be in APA format (e.g., 12 size font, Times New Roman - including the header, 1-inch margins all around, no extra spacing between paragraphs, in-text citations);
  - Must include a minimum of 3 references;
  - Cover Page AND Reference Page does not count toward minimum page requirement.
- **DUE DATE: 7/29**

**5. Student Leadership of Experiential Group Counseling Activity AND Co-Leader Reflection Paper (34 Points):**

- Each group will be assigned a date to co-lead a 45-minute session based on one of the 5 Session Plans created from the Group Project Paper. The guidelines for the session include the following:
  - 45-minutes (make sure to include group activities/exercises);
  - 15-minute for processing (students lead the processing);
    - **DATES groups will co-lead sessions:**
      1. 7/20 (one group will lead a session; 45-minutes)
      2. 7/22 (two groups will lead a session; 45-minutes each)
      3. 7/27 (two groups will lead a session; 45-minutes each)
  
- **Co-leader Reflection Paper (1-2 pages):** Each student will submit an experiential reflection paper analyzing his/her co-leader performance. The analysis will include a discussion concerning one's thoughts, feelings and reactions to co-leading the group, along with specific events that went well and any changes to be made in future groups.
  - **DUE DATE: 7/29**

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**6. DARS Survey of Instruction**

7. Students will complete the DARS Student Evaluation of Teaching survey. Completion of the survey will count as 2% of the student’s final grade. The survey will open in Blackboard one week prior to the end of the semester. Students will receive an email from Blackboard announcing the opening of the survey. Please note that you will receive a separate email from Blackboard for each course you are taking in DARS. Also, the DARS Student Evaluation of Teaching survey is different from ECU’s Student Opinion of Instruction “Blue Course Evaluation” which is located under the My Course Evals module in Blackboard. Your responses on the survey are presented in aggregate form. I will not review your survey results until after grades have been submitted.

**8. American Anti-Racism**

Students will engage in independent study, self-reflection, and group discussion about the impact of race and culture on Group Processes and Procedures.

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% (if applicable)</b>
Journals	24	
Student Group Leadership Analysis Paper	34	
Developing Group Project	40	
DARS Survey of Instruction	2	

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade Assignment</b>
90-100	A
80-89.9	B
70-79.9	C
69.9 and Below	F

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III. Course Learning Outcomes

Course Objectives (CACREP [2016] standards noted)

As a result of this course, students will know/understand/apply:

CACREP Professional Counseling Identity

CACREP Standard	Means of Assessment
2.F.6.a - theoretical foundations of group counseling and group work	1. Developing a Group Project
2.F.6.b - dynamics associated with group process and development	1. Journal-Group Observations
2.F.6.c - therapeutic factors and how they contribute to group effectiveness	1. Journal-Group Observations
2.F.6.d - characteristics and functions of effective group leaders	1. Student Leadership Reflection Paper
2.F.6.e - approaches to group formation, including recruiting, screening, and selecting members	1. Developing a Group Project
2.F.6.f - types of groups and other considerations that affect conducting groups in varied settings	1. Developing a Group Project
2.F.6.g - ethical and culturally relevant strategies for designing and facilitating groups	1. Developing a Group Project

IV. Course Policies

Professionalism, Student Conduct, & Academic Integrity

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

ECU emergency weather information

Severe weather: <http://www.ecu.edu/alert/>

### **Continuity of Instruction**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

### **Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**ADRE 6350 – Clinical, Addictions, and Rehabilitation Group Counseling | 9**  
**Summer 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**  
**V. Assignment Rubric(s)**

<b>Journal-Group Observations Rubric</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
<p style="text-align: center;">Total Content: (1-2 pages per observation)</p> <p>Each journal-group observation entry will include:</p> <p>Date of group session</p> <p>Group Reflection (~1 page): Briefly describe an event that occurred during the group meeting.</p> <ul style="list-style-type: none"> <li>• <b>Inferences:</b> Speculate on possible explanations for each event’s occurrence. Why do you think group members did that? Provide your own insights. <ul style="list-style-type: none"> <li>○ Speak to the dynamics associated with group process and development (2.F.6.b)</li> </ul> </li> <li>• <b>Personal Reactions:</b> When this event occurred what was your personal reaction? What did you think? What did you feel?</li> <li>• <b>Interventions:</b> What was the intervention, if any? What did you do? What did the other group members or leaders do about it? <ul style="list-style-type: none"> <li>○ Speak to the therapeutic factors and they the contributed to group effectiveness (2.F.6.c)</li> </ul> </li> </ul> <p>Personal Growth Reflection (~1page):</p> <ul style="list-style-type: none"> <li>• <b>Personal Growth Reflection:</b> What personal insight or aspect of your personal growth experience did you have during this session? AND how did this session impact you as a cultural being?</li> <li>• <b>Inferences:</b> Speculate on what happened during the group session to trigger your insight or personal growth experience.</li> <li>• <b>Personal Reactions:</b> When this personal growth or insight occurred what was your personal reaction?</li> </ul>	<p>24 (3/entry)</p>
Total	/24



<b>Group Project/Paper</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
<p>Content:</p> <ul style="list-style-type: none"> <li>• Description of the specific population of focus</li> <li>• Theoretical foundations guiding group development for the specific population (2.F.6.a) <ul style="list-style-type: none"> <li>○ 5-session example protocol of group</li> </ul> </li> <li>• Approaches of group formation (2.F.6.e) <ul style="list-style-type: none"> <li>○ Recruiting strategies</li> <li>○ Screening strategies</li> <li>○ Member selection</li> </ul> </li> <li>• Selection of group type with consideration to proposed setting of the group offering (2.F.6.f)</li> <li>• Ethical and cultural implications/factors involved in group development process (2.F.6.g)</li> </ul>	<p>5</p> <p>20</p> <p>5</p> <p>5</p> <p>5</p>
Subtotal	40
Deduction of 1 letter grade for each day turned in after due date however paper won't be accepted after 3 days	
Total	/40

<b>Student Leadership of Experiential Group Counseling Activity AND Co-Leader Reflection Paper</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
<ul style="list-style-type: none"> <li>• Meet the minimum time limit of 45-minute carrying out group session;</li> <li>• Activities reflected group session;</li> <li>• Good collaborative effort between co-leaders;</li> <li>• Effectively engaged group members;</li> <li>• Session flowed well; and</li> <li>• Closing of session.</li> </ul>	<p>4</p> <p>3</p> <p>3</p> <p>5</p> <p>3</p> <p>2</p>
<p>Content:</p> <ul style="list-style-type: none"> <li>• Analysis of student co-leadership experience in relation to characteristics and functions of effective group leadership (2.F.6.d): <ul style="list-style-type: none"> <li>○ What was learned from the experience</li> <li>○ What was done well</li> <li>○ What areas could be improved upon</li> </ul> </li> </ul>	<p>14</p>
Subtotal	34
Deduction of 1 letter grade for each day turned in after due date however paper won't be accepted after 3 days	
Total	/34

VI. Content Areas | Course Schedule

Date(s)	Content Area   Topic	Assignments/Due Dates	Lecture Assignment
6/24	INTRODUCTION TO THE COURSE (Ground rules, getting acquainted exercises, fears, and apprehensions about group counseling)		All instructors Live – no recording
6/29	INTRO TO GROUP WORK THE GROUP COUNSELOR (Types of groups, group counseling theories, and group leadership/co-leadership)	Corey & Corey Chapter 1-2 <b>Due 6/30: Journal #1</b>	Ch. 1 Ch. 2
7/01	GUIDELINES FOR ETHICAL & PROFESSIONAL PRACTICE FOR GROUP LEADERS (guidelines for developing group leadership competence, issues in group membership, moral and legal standards)	Corey & Corey Chapter 3 <b>Due 7/02: Journal #2</b>	Ch. 3
7/06	THEORIES AND TECHNIQUES (agency/program considerations, getting members, group composition, pregroup meeting / initial session)	Corey & Corey Chapter 4 <b>Due 7/07: Journal #3</b>	Ch. 4
7/08	FORMATION OF A GROUP INITIAL STAGES OF A GROUP (grounds rules, cohesion, norms, group characteristics, creating trust, defining goals, opening and closing the group)	Corey & Corey Chapter 5 & 6 <b>Due 7/09: Journal #4</b>	Ch. 5 Ch. 6
7/13	TRANSITION STAGE OF A GROUP (group characteristics, problem behaviors, difficult group members, transference/countertransference)	Corey & Corey Chapter 7 <b>Due 7/14: Journal #5</b>	Ch. 7
7/15	WORKING STAGE OF A GROUP (characteristics and therapeutic factors)	Corey & Corey Chapter 8 <b>Due 7/16: Journal #6</b>	Ch. 8
7/20	FINAL STAGE OF A GROUP (tasks, termination, evaluation, follow-up)	Corey & Corey Chapter 9 <b>Due 7/21: Journal #7</b> <b>Group 1 Co-Leading Session 1</b>	Ch. 9
7/22	GROUPS IN SCHOOL SETTINGS	Corey & Corey Chapter 10 <b>Group 2 &amp; 3 Co-Leading Sessions</b> <b>Due 7/23: Journal #8 (group 4&amp;5)</b>	Ch. 10
7/27	GROUPS IN COMMUNITY SETTING	Corey & Corey Chapter 11 <b>Group 4 &amp; 5 Co-Leading Sessions</b> <b>Due 7/28: Journal #8 (group 1-3)</b>	Ch. 11
7/29	Processing/Termination Course wrap-up	<b>Due 7/29:</b> • <b>Group Project Paper</b> • <b>Co-Leader Reflection Paper</b>	

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

## **I. Course Information**

### **Class Details**

Class day & time: Thursdays 6:00pm-8:30pm

Class location: East Coast Counseling/620 Lynndale Court Suite C/Greenville, NC 27858

### **Instructor Information**

Instructor: Cheryl Gentile, M.S., LCMHCS, LCAS, CRC-MAC, CCS

Office: Health Sciences Building, Room 4425

Office hours: By appointment

Phone: 252-902-7232

Email: cgen1952@gmail.com

### **Course Description (1 SCH)**

Purpose: The purpose of this course is to provide counselors-in-training an opportunity to experience the initial stages of group development, and to gain perspective on the processes involved within the counselor-client relationship, and personal self-growth.

Catalog description/Prerequisites: 10 lab hours. P: Admission to MS in clinical counseling or MS in rehabilitation and career counseling, or consent of instructor. Direct student experience in a personal growth group.

### **Personal Name, Pronouns, and Gender Identification Statement**

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### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

### **Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

### **Course Structure | Methods of Instruction**

Method(s) of instruction: The group will consist of didactic and experiential group counseling activities.

### **Textbook & Course Material**

Required text:

Corey, M.S. & Corey, G. (8th) *Groups: Process and practice*. Pacific Grove, CA: Brooks/Cole. ISBN-13: 978-0495600763.

Center for Substance Abuse Treatment. (2005). *Substance abuse treatment: Group therapy. TIP 41*. DHHS Publication No. (SMS) 05-3991. U.S. Dept. of HHS, SAMHSA, Rockville, MD: Author. Available free from NCADI 800-729-6686 or [www.health.org](http://www.health.org)

## **II. Grading Policy**

### **Graded Course Assignments**

1. Professional Performance Evaluation: The instructor will evaluate students, in part, based on the Professional Performance Standards (noted below in rubric). The evaluation process is ongoing throughout the course. Areas of deficit will be communicated to the student and the student's academic advisor. If needed, a remediation plan will be developed to assist with improving on the area(s) of deficiency. While this evaluation is ungraded, students must attain 'acceptable' ratings in all standards to successfully complete the course, unless otherwise noted in a remediation plan.

**NOTE:** The instructor's evaluation of Professional Performance Standards can and will be shared with DARS faculty. However, the content of group sessions (e.g., what is shared by group members) will remain confidential, unless there is a concern for a student's well-being or the well-being of others.

2. Attendance: Attendance and participation in all group activities and subsequent discussion is required. Absences of two or more classes will adversely affect the student's grade.

This is a Satisfactory(S)/Unsatisfactory(U) graded course. No incompletes will be given. The following grading criteria have been established:

S = Participation in group activities and no absences.

S = Participation in group activities and with one excused absence

U = Two or more absences. Need to take the course over when student can attend group.

### Weighting of Assignments

Assignment	% (if applicable)
Professional Performance Evaluation	Ungraded
Attendance & Participation	100%

### Letter Grade Assignment

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

Percentage/Points	Grade assignment
80-100%	S-Satisfactory
>80%	U-Unsatisfactory

## III. Course Learning Outcomes

### Course Objectives (CACREP [2016] standards noted)

As a result of this course, students will know/understand/apply:

#### CACREP Professional Counseling Identity

CACREP Standard	Means of Assessment
2.F.6.h - direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	1. 10 clock hours of small group activity

## IV. Course Policies

### Professionalism, Student Conduct, & Academic Integrity

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the

*American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org>)  
and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors*  
([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual  
<http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

**Confidentiality:** Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation, but we are collectively accountable to maintain a safe, trusting environment throughout the course including the experiential groups, activities, and conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical. Please explore any concerns you have about confidentiality during class time.

#### **ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

#### **Continuity of Instruction**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

#### **Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**V. Assignment Rubric(s)**

<b>Professional Performance Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Comments</b>
Ability to develop working alliance with clients and others			
Ability to develop professional relationships			
Willingness to accept and use instructor/supervisor feedback			
Openness to new ideas			
Flexibility			
Awareness of their own influence on others			
Ability to deal with conflict			
Willingness and ability to express feelings effectively and appropriately			
Ability to accept personal responsibility			
Adherence to relevant University, professional ethical codes, and legal standards			

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Content Area   Topic</b>
<b>1</b>	10/14/21	Introduction to group
<b>2</b>	10/21/21	Development of a therapeutic relationship
<b>3</b>	10/28/21	Establishment of a safe environment for self-disclosure
<b>4</b>	11/04/21	Cohesion/feedback
<b>5</b>	11/11/21	Termination

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.



**ADRE 6360/61 Practicum in Clinical, Addictions, and Rehabilitation  
Counseling | Fall 2021  
Department of Addictions & Rehabilitation Studies | East Carolina University**

**I. Course Information**

**Class Details**

Class day & time: Wednesday 2:00 to 5:00pm

Instructor: Celeste Crawford, PhD, CCS, CRC, LCAS, LCMHCS

Office: Health Sciences Building, Room 4425

Office hours: *times by appt.*

Cell: 252-341-8233

Fax: 252-744-6302

Email: [crawfordc@ecu.edu](mailto:crawfordc@ecu.edu)

**Course Description (3 SCH)**

Purpose: The purpose of this course is to gain counseling knowledge and skills through supervised practice. This is a continuation of the counseling skills and theories learned in the Clinical, Addictions, and Rehabilitation Counseling Theories Course and the Pre-Practicum in Clinical, Addictions, and Rehabilitation course. In addition, this course will allow students to explore issues and topics currently important in clinical counseling, addictions counseling and rehabilitation counseling.

Catalog description/Prerequisites: P: Minimum of 8 hours per week in applied setting. P: Admission to MS in clinical counseling or MS in rehabilitation and career counseling, or consent of instructor; [ADRE 6300](#), [ADRE 6310](#). C: [ADRE 6361](#). Counseling clients with clinical mental health issues, addictions, adjustment to disability, educational and/or career planning.

**Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

**Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status,

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marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Course Structure/Method(s) of instruction: Student demonstrations, discussion, taped-counseling sessions, and feedback from instructor/doctoral supervisors, field-site supervisors, and students. Three hours of weekly class seminar plus 8-hours of supervised counseling and other counseling services in the field per week that total a minimum of **100 clock hours** are required. The practicum provides for the development of counseling knowledge and skills under supervision.

**COVID-19 Protections, Considerations and Policies**

All students are required to comply with the [University Regulation on Face Coverings](#), including the wearing of face coverings in classrooms, lecture halls, and any other instructional areas and campus locations. Students with disabilities and medical conditions, as documented with the Department for Disability Support Services, may seek alternate accommodations. For additional information please consult the [Office of Students Rights and Responsibilities Website](#).

- Students should maintain regular communication with instructors regarding their health status and communicate any changes in their ability to complete coursework and academic responsibilities immediately.
- If you become ill, see the guidelines in the [Return of Pirate Nations for Students](#). No unnecessary visits to health facilities or documentation will be required as per [ACHA 2020](#).

You may at any time consult with your advisor or the instructor about whether to request an Incomplete ([ECU Faculty Manual IV.VIII.E Grade of Incomplete](#)) or a Withdrawal ([ECU's Withdrawals Policies](#))

**Textbook & Course Material**

Required Texts:

Hackney, H. & Bernard, J.M. (latest ed.). *Professional Counseling: A process guide to helping*. Boston: Pearson

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Ivey, A.E. (lasted ed.). *Intentional interviewing and counseling*. Pacific Grove, CA: Brooks/Cole.

## **II. Grading Policy**

### **Graded Course Assignments**

**1. Group Supervision/Seminar Attendance:** Attendance is required: You must attend practicum class to give feedback to peers and benefit from discussions.

You are allotted up to 2 absences for this class. For any absence beyond 2 you will receive a 'U' and need to retake this course.

**2. Practicum Hours and Individual Supervision:** You will complete a minimum of eight (8) hours per week, for 100 hours (or more) at the Practicum site. Forty (40) hours must be direct service to clients. Efforts should be made to maintain a counseling relationship with at least two clients over several sessions. Counseling sessions will be approximately 30-50 minutes in length.

Weekly individual supervision with an assigned doctoral student and with your site supervisor is required. Doctoral and site supervisors will complete a mid-semester and final semester evaluation form highlighting your performance. *1*

**3. Required Forms:** You will complete and submit to the course instructor via Canvas the following forms by the second week of class (a) *Field Site Information Form*, (b) *Practicum Manual Signature Page*, (c) *Field-site Supervisor Resume*, and (d) *Social Media Policy form*.

**4. Professional Development Goals:** You will develop two (2) professional development goals for practicum and submit them to the course instructor by the third week of the semester. These goals will be reviewed and revised after your midterm evaluations.

**5. Professional Disclosure Statement:** You will develop a Professional Disclosure Statement and submit a copy for review to the course instructor by the third week of the semester.

**6. Case File:** You will turn in one (1) completed case file to the course instructor. This case file will be submitted via Canvas. All identifying information (e.g., client birthdate, address, phone number) should omitted on the submission to the course instructor. A pseudonym or initials should be used to refer to the client). Complete case file will contain:

- Assessment Summary
- Person Centered Plan and Crisis Plan
- Progress Notes

**ADRE 6360/61 Practicum in Clinical, Addictions, and Rehabilitation  
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- Client Feedback Form
- Counselor Self-Review Form
- Discharge Summary/Termination Report

**7. Video/Audio-Recorded Counseling Sessions:** You will submit a minimum of 3 recorded counseling sessions to the course instructor/doctoral supervisor during the semester. For each audio/video recording you will need to complete an Assessment Summary. You can select any of the clients used in these recordings to complete the final case file or you may choose a different client for this assignment. Please note, if recordings can't be heard well, written transcripts of the sessions must be completed.

- *Recording 1: Reviewed by Course Instructor and Doctoral Student Supervisor*
- *Recording 2: Reviewed by Doctoral Student Supervisor*
- *Recording 3: Presented in Class*
- *Recording 4: Reviewed by Course Instructor*

**8. American Racism Advocacy Project:** Research an appropriate counseling approach or technique for a marginalized racial group that you are not a part of. Practice implementing this approach or technique during recording 3 regardless. Present an in-class reflection on what went well and what could have been done better/differently.

**9. Summary Evaluation of Practicum Experience:** You will complete a summary report (2-3 pages) of the practicum experience including a reflection of: (a) the seminar/group supervision, (b) field-site experience and supervision, (c) supervision from the doctoral student and (d) general comments. On a title page please place the title of the paper (Summary Evaluation of Practicum Experience), name of the field-site including the address, name of faculty instructor/supervisor, name of field site supervisor, name of doctoral student supervisor, and your name. These will be saved in our department directory of field sited for Practicum and Internships for future student to review when selecting a field site. Due the final class period before exam week.

**10. Student Review of Site, Faculty and Doctoral Student Supervisors:** Students will complete a final evaluation for each of their site, faculty, and doctoral student supervisors. These forms will be submitted to **Judy Harrison** at [harrisonj@ecu.edu](mailto:harrisonj@ecu.edu)

**11. DARS Survey of Instruction** Students will complete the DARS Student Survey of Instruction. Completion of the survey will count as **2% of the student's final grade**. The survey will open in Canvas one week prior to the end of the semester. Students will receive an email from Canvas announcing the opening of the survey. Please note that you will receive a separate email from Canvas for each course you are taking in DARS. You will then have until 12 pm (noon) EST on Reading Day to complete the survey. Also, the DARS Student Survey of Instruction is different from ECU's "Student Perception of Teaching Survey (SPOTS)." Finally, your responses on the survey are presented in aggregate form. I will not review your survey results until after grades have been submitted.

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**Weighting of Assignments**

<b>Assignment</b>	<b>% (if applicable)</b>
Practicum Hours and Individual Supervision	35%
Required Forms and Evaluations	2%
Professional Development Goals	2%
Professional Disclosure Statement	2%
Final Case File	8%
Video/Audio-Taped Counseling Sessions (4)	40%
Summary Evaluation of Practicum Experience	2%
American Racism Project	7%
DARS Survey of Instruction	2%
<b>Total</b>	<b>100</b>

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100%	A
80-89.9%	B
70-79.9%	C
Below 70%	F

**III. Course Learning Outcomes**

**CACREP Professional Counseling Identity**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
2.F.3.f - systemic and environmental factors that affect human development, functioning, and behavior	1. Assessment Summary: Human Growth & Development Domain
2.F.5.b - a systems approach to conceptualizing clients	1. Assessment Summary
2.F.5.g - essential interviewing, counseling, and case conceptualization skills	1. Counseling skills component: Field Site Supervisor Evaluation 2. Case Conceptualization component: Field Site Supervisor Evaluation

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2.F.6.c - therapeutic factors and how they contribute to group effectiveness	1. Group counseling component of the field site supervisor evaluation
2.F.7.e - use of assessments for diagnostic and intervention planning purposes	1. Assessment summary: Use of screening & assessment for diagnosing component 2. Assessment summary: Use of screening & assessment for treatment planning component
2.F.8.b - identification of evidence-based counseling practices	1. Evidence based practice component of the field site supervisor evaluation

**Clinical Mental Health Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.C.3.a - intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1. Assessment summary 2. Diagnosing & assessment component: Field Site Supervisor Evaluation
5.C.3.b - techniques and interventions for prevention and treatment of a broad range of mental health issues	1. Recording Review

**Rehabilitation Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.H.3.k - Assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources.	1. Review of recordings/skills practice
5.H.3.l - Consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities.	1. Review of recordings/skills practice
5.H.3.m - Consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention.	1. Review of recordings/skills practice

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**IV. Course Policies**

**Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHCA) Code of Ethics (<http://connections.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=d4e10fcb-2f3c-c701-aa1d-5d0f53b8bc14> )

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* ([http://www.counseling.org](http://www.counseling.org/)) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([https://www.crc certification.com/filebin/Ethics\\_Resources/CRCC\\_Code\\_Eff\\_20170101.pdf](https://www.crc certification.com/filebin/Ethics_Resources/CRCC_Code_Eff_20170101.pdf) )

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**V. Assignment Rubric**

<b>Assessment Summary Rubric (5.C.3.a)</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
<b>General Information</b> Demographic Information <ul style="list-style-type: none"> <li>▪ Reason for Visit/Chief Complaint</li> </ul>	1
<b>History of Presenting Concerns</b>	2
<b>Mental Status:</b> General appearance: Orientation: Psychomotor behavior: Mood/Affect: Speech: Cognition: Thought content/process:	2
<b>Developmental History</b> (systemic & environmental factors that affect development, functioning, and behavior; <b>2.F.3.f</b> )	2
<b>Bio-Psycho-Social-Spiritual (5.C.1.c)</b> <ul style="list-style-type: none"> <li>• Medical &amp; Medications:</li> <li>• Psychoactive Substance Use and Abuse:</li> <li>• Psychological:</li> <li>• Marital and Family History:</li> <li>• Social, Relationships, and Cultural:</li> <li>• Education:</li> <li>• Vocational:</li> <li>• Recreational/Leisure Activities:</li> <li>• Legal:</li> <li>• Spirituality</li> </ul>	2
<b>Case Conceptualization, Diagnosis, &amp; Treatment Planning</b> <ul style="list-style-type: none"> <li>• Problem Areas:</li> <li>• Strengths/Assets:</li> <li>• Diagnostic Formulation               <ul style="list-style-type: none"> <li>○ Description of screening/assessment tool(s) used to inform diagnostic formulation (2.F.7.e; 2.F.7.k; 2.F.7.l)</li> </ul> </li> </ul>	2
<b>Clinical Formulation</b> <ul style="list-style-type: none"> <li>▪ Theoretical lens depicting how client’s problems developed &amp; how problems are perpetuated</li> </ul>	2



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<b>Treatment Formulation/Plan</b>	
<ul style="list-style-type: none"> <li>▪ Description of screening/assessment tool(s) used to inform treatment formulation/planning (2.F.7.e)</li> <li>▪ Treatment plan (evidence-based counseling strategies/techniques; 2.F.5.j)</li> </ul>	
<b>Total</b>	<b>15</b>

**SUPERVISED PRACTICUM IN COUNSELING  
Evaluation of Student Performance by Field Site Supervisor/PhD Supervisor**

**Student Name (Print):** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name of Field-Site** \_\_\_\_\_

**Note to Supervisor:** Please complete the following evaluation for the above named student's performance at the **MIDWAY POINT** and again upon **COMPLETION** (*circle or highlight either midway or completion*).

Performance Category	Evaluation (Mark One)				Comments
	Poor	Satisfactory	Excellent	N/A	
<b>Diagnosing &amp; Assessment</b> <i>(CACREP 5.C.3.a)</i>					
<b>Case Conceptualization</b> <i>(CACREP 2.F.5.g)</i>					
<b>Evidence Based Practices Identification &amp; Integration</b> <i>(CACREP 2.F.8.b)</i>					
<b>Counseling/Clinical Activities</b> <i>(CACREP 2.F.5.g)</i>					
<b>Group Counseling/ Group Work</b> <i>(CACREP 2.F.6.c)</i>					
<b>Ethical Knowledge, Skills &amp; Application</b>					
<b>Multicultural Competence</b>					
<b>Record Keeping Activities</b>					

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<b>Responsiveness to Supervision</b>					
<b>Working Relationship with Staff/Coworkers</b>					
<b>Professionalism</b> (attendance, dress, attitude, interactions)					
<b>Enthusiasm – Creativity</b>					

- *2016 CACREP Standards noted*

**Notable Strengths Observed in Student’s Performance:**

**Notable Areas for Improvement in Student’s Performance**

**Has the student satisfactorily fulfilled your expectations in his/her assigned role in your organization? Explain:**

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**VI. Course Schedule**

<b>Week</b>	<b>DATE</b>	<b>Content Area/Topic</b>	<b>Assignments/Readings</b>
1	8-25-21	Introduction to the course Review of syllabus Discussion of Practicum sites & guidelines Review of forms Review ACA Code of Ethics Crisis/risk management	See Canvas
2	9-1-21	Continue with review of the information packet Review of intentional interviewing & counseling skills Practice of interviewing/counseling skills	Ivey, Ivey, & Zalaquett Chapter 1, 3-7 Hackney & Bernard Chapter 12 See Canvas and select one supplemental item
3	9-8-21	Practicum site discussions Characteristics of effective helpers, professional roles & functions Stages & skills of counseling (structuring a counseling session)	Hackney & Bernard Chapters 1-3 See Canvas and select one supplemental item
4	9-15-21	Rapport & relationship building Review of intentional interviewing & counseling skills Practice of interviewing/counseling skills	Hackney & Bernard Chapter 4 Ivey, Ivey, & Zalaquett Chapters 1-7 See Canvas and select one supplemental item
5	9-22-21	Practicum site discussion Assessing client problems & developing goals	Recording 1 is Due Hackney & Bernard Chapters 5&6 See Canvas and select one supplemental item
6	9-29-21	Cont. with assessment & goals Counseling strategies & interventions Case presentation review	Hackney & Bernard Chapter 7 See Canvas and select one supplemental item
7	10-6-21	Practicum site discussion Confrontation Affective Interventions	Ivey, Ivey, & Zalaquett Chapter 10 Hackney & Bernard Chapter 8 See Canvas and select one supplemental item
8	10-13-21	Brief site discussion Cognitive & Behavioral Interventions	Hackney & Bernard Chapters 9 & 10 See Canvas and select one supplemental item
9	10-20-21	Practicum site discussion Systemic Interventions	Recording 2 is Due

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			Hackney & Bernard Chapter 11 See Canvas and select one supplemental item
10	10-27-21	Practicum site discussion Reflection of Meaning Reframing	Ivey, Ivey, & Zalaquett Chapter 11 See Canvas and select one supplemental item
11	11-3-21	Practicum site discussion Student Presentation	Recording 3 is Due Review American Racism (and recordings) See Canvas and select one supplemental item
12	11-10-21	Practicum site discussion Student Presentation	Review American Racism (and recordings) See Canvas and select one supplemental item
13	11-17-21	Practicum site discussion Termination & Evaluation Student Presentation	Review American Racism (and recordings) Recording 4 is due See Canvas and select one supplemental item
14	11-24-21	Thanksgiving Break	
15	12-01-21	<b>Course Wrap-up</b> Practicum site discussion	Final Evals Due Case file Due Summary Reflection Due

\* Schedule is tentative and is subject to change. Additional readings such as journal articles or handouts may be added throughout the semester.

**ADRE 6370 Multicultural Issues in Clinical, Addictions, and Rehabilitation 1**  
**Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina**  
**University**

## **I. Course Information**

### **Class Details**

Class day & time: Mondays 2pm-5pm

Class location: WebEx

### **Instructor Information**

Instructor: Myshalae Jamerson-Euring, PhD, LCMHC, CRC

Office: 4425-F

Office hours: Wednesdays 2:00pm-4:00pm

Phone: 252-493-6739

Fax: 252-744-6302

Email: euringm21@ecu.edu

### **Course Description (3 SCH)**

As multicultural counseling theories develop and join the other three major traditions – psychodynamic theory, cognitive behavior theory, and existential-humanistic theory, multicultural theory has been recognized as the “fourth force” (fourth major counseling theoretical orientation) within the counseling profession. To truly facilitate multicultural counseling approaches within a culturally centered framework, professional counselors must acquire the skills to establish a client rapport/relationship and cultivate a working alliance with clients that may be culturally different from oneself. Thus, culturally competent counselors understand the impact that systemic forces have on the psychosocial development and wellness of different individuals and groups. The negative impact that racism, sexism, heterosexism, classism, and ableism has a significant psychological cost that create significant mental health concerns for individuals and groups. Many clients today are empowered with an increased cultural identity, that may include one or more cultural attributes which include, but are not limited to, persons who identify themselves as: (a) lesbian, gay, bi-sexual, transgender, and/or questioning their sexual orientation; (b) male-female; (c) older adults; (d) member of a specific racial/ethnic group; (e) person with a chronic illness or disability, (f) member of a specific religious and/or spiritual group; (g) soldiers, sailors, Marines, Air Force, Coast Guard, Reservist; and (h) White-Appalachians, person from other specific socioeconomic class or minority groups.

The shift in developing culturally competent counseling skills has been prompted by demographic changes in the U.S. For example, Hispanic and Asian populations continue to grow at a more rapid rate than all other groups. As a result of changes in the racial and ethnic balance in the U.S. there are also changes in the way these groups receive medical and mental healthcare, education, social-recreational choices, as well as many other life-areas. At the core of working from a multicultural perspective as a professional counselor one must understand their client’s sociocultural belief system when it comes to healing. Accordingly, this course will offer students: (a) experiences that will assist in developing

**ADRE 6370 Multicultural Issues in Clinical, Addictions, and Rehabilitation** 2  
**Counseling | Fall 2021**  
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multicultural awareness of self and others for the purpose of being able to interpret their client's behavior, communication, and belief system, (b) information on different traditional healing systems for the purpose of increasing an understanding of how to work more meaningfully with clients from various different cultures, and (c) the appropriate theoretical approaches and skills to work more effectively with persons from diverse cultural backgrounds.

Catalog description/Prerequisites: Culturally based studies, experiences, and activities for students to acquire the awareness, knowledge, and skills to work with persons from culturally diverse backgrounds.

**Personal Name, Pronouns, and Gender Identification Statement**

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**Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, videos, and assigned readings.

**ADRE 6370 Multicultural Issues in Clinical, Addictions, and Rehabilitation Counseling | Fall 2021** 3  
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**Textbook & Course Material**

Required text:

1. Lee, C. C. (2019). *Multicultural issues in counseling: New approaches to diversity* (5<sup>th</sup> ed.). Alexandria, VA: American Counseling Association. ISBN# 978-1-5562-0369-5.
2. Chung, R. C. & Bemark, F.P. (2012). *Social Justice Counseling*. Thousand Oaks, CA: Sage Publishing. ISBN# 978-1-4129-9952-6
3. American Psychiatric Association (2020) *Diagnostic and statistical manual of mental disorders* (7<sup>th</sup> Edition). American Psychiatric Association, Washington, DC

**II. Grading Policy**

**Graded Course Assignments**

1. The reading of text and other assigned readings;
2. Participation in class discussions: Students are required to read the assigned readings prior to class and be prepared to discuss them in class;
3. Personal History Paper: (50 pts)  
It is important to recognize that everyone has a culture. The purpose of this assignment is for you to gain a better understanding of your own cultural beliefs and values and reflect on your own social, cultural, and family background.
  - a. Think about how your own experiences could potentially influence your responses to those that are culturally-different than you. The content of this 4 page minimum, 5 page maximum (page count does not include the cover page, abstract, or references) paper should include:
  - b. Personal History Portfolio - constructing your own personal history which is a reflection and description of your family's story in terms of its cultural, ethnic, emotional, and social background, which must be completed through interviews with at least 3 family members.
  - c. Research of Your Own Cultural Group - through at least 12 balanced resources that may include, but are not limited to, journal articles, books, online material, personal interviews with family members, and other relevant sources that relate to your cultural heritage.
  - d. Personal Reflection - of what you have learned about your personal cultural history. Do not submit the questions, just the APA style paper.
4. Ethnographic Cultural Immersion Activity Journal: (50 pts)  
To become more knowledgeable and comfortable working with persons that are culturally different from yourself, you will spend 10 hours this semester interacting

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within a culture different from your own. This could include persons: from the deaf or blind community; that are racially or ethnically different than you; who identify with a different sexual orientation or lifestyle; that are homeless; who are Native American; that are international students attending ECU, and a host of other diverse groups. Cultural immersion experiences may include but are not limited to: church-religious ceremonies, sweat lodge or pipe ceremonies, cultural activities, interviews, and many other chosen activities.

- a. Students will maintain a minimum five-page journal of their cultural immersion experiences, not including cover page, abstract, or reference pages. The journal entries should be a personal reflection of your experiences as well as other detailed descriptions of activities that you were involved in. Additional details will be provided in class. This paper should be APA style and a minimum of 4 pages, but no longer than 5 pages. The page count should not include the cover page, abstract, or reference

**5. Examinations:** (Two Exams @ 50 pts each)

Exams will consist of essay and multiple-choice items that are non-comprehensive in nature. Make-up exams will not be given other than in cases of documented illness or significant life-emergencies.

**6. Discussion Board** (20 pts)

There will be discussion board questions on material assigned and the Discussion Board Questions will be posted in the Discussion Boards (Discussion Board can be found under Course Tools).

**5. DARS Student Survey of Instruction.**

Completion of the survey will count as 6% of the student's final grade. One week prior to reading day, students will receive an email from ECU's Qualtrics system containing a link to complete the survey for this course. Please note that you will receive a separate email from Qualtrics for each course you are taking in DARS. Also note that the DARS Student Survey of Instruction is different from ECU's "Blue" survey. Finally, please note your responses on the survey are confidential; I will only be informed of which students did not complete the assignment.

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% (if applicable)</b>
Personal History Paper	50	50%
Cultural Journal	50	50%
Discussion Board Posts	20	20%



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Mid-Term Exam	50	50%
Final Exam	50	50%
DARS Student Survey of Instruction	5	6%
<b>Total</b>	<b>225</b>	<b>225%</b>

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
202-225	A
180-201	B
157-179	C
Below 157	F

**III. Course Learning Outcomes**

**Course Objectives (CACREP [2016] standards noted)**

CACREP Professional Counseling Identity

CACREP Standard	Means of Assessment
2.F.2.a - multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	1. Exam questions
2.F.2.b - theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	1. Exam questions
2.F.2.c - multicultural counseling competencies	1. Exam questions
2.F.2.d - the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	1. Cultural Immersion Activity
2.F.2.e - the effects of power and privilege for counselors and clients	1. Exam questions
2.F.2.f - help-seeking behaviors of diverse clients	1. Exam questions
2.F.2.g - the impact of spiritual beliefs on clients' and counselors' worldviews	1. Exam questions

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	2. Cultural Immersion Activity
2.F.2.h - strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	1. Exam questions

Clinical Mental Health Counseling specialty

CACREP Standard	Means of Assessment
5.C.2.j - cultural factors relevant to clinical mental health counseling	1. Exam questions

Rehabilitation Counseling specialty

CACREP Standard	Means of Assessment
5.H.1.e - Principles of societal inclusion, participation, access, and universal design, with respect for individual differences.	2. ADRE 6370 Exam
5.H.2.e - Impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities.	1. Cultural Immersion Assignment
5.H.2.f - Impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability.	1. Exam questions

Course objectives beyond CACREP (2016) standards:

1. Summarize and apply multicultural counseling theory including characteristics and concerns within and among diverse groups nationally and internationally;
2. Identify and examine negative attitudes, beliefs, and acculturative experiences, including specific experiential learning activities designed to

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foster student's understanding of oneself, in relational to culturally diverse clients;

3. Compare and contrast individual, couple, family, group, and community strategies for counseling with and advocating for diverse populations, including multicultural competencies;
4. Identify and examine counselors' role in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination;
5. Examine the social and cultural factors related to assessment and evaluation of individuals, groups and specific populations; and
6. Discuss relevant research in multicultural counseling, as it relates to appropriate interventions for indigenous helping practices and traditional healing techniques.

#### **IV. Course Policies**

##### **Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual (<http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>).

##### **ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

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**Continuity of Instruction**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

**Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**Distance Education:**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Blackboard, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

**V. Assignment Rubric(s)**

<b>Cultural Immersion Journal Rubric</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
	50
<p><b>Guidelines for Ethnographic Cultural Immersion Assignment</b></p> <p><b>Assignment</b></p> <p>To become more knowledgeable and comfortable working with persons that are culturally different from yourself, you will spend <b>10 hours this semester</b> interacting within a culture that is different from your own. The term <i>ethnography</i> is used to denote that this is a qualitative research assignment; not a conventional research paper. In qualitative research- YOU are the instrument that is collecting the data, rather than some psychometric instrument that has been developed.</p>	

**What is Ethnography?**

Ethnography is often used in social science and anthropological research. Ethnographers may spend many weeks or months of observation and interaction within different geographic regions of the world gathering qualitative data from a variety of culturally different individuals and groups. Ethnographers generally begin their research by generating a specific set of open-ended questions to guide them in their research. Questions are based on the individuals and groups of people that are of interest to the researcher. The purpose of this type of research is to develop an understanding of different cultural characteristics, traits, values, and beliefs that is based on an “insiders” point of view. Various government agencies use this technique overtly and covertly to collect information about different cultures that could compromise our personal, political, economic, technological, biological, or physical security in the United States.

***Purpose***

For this assignment you will spend **10 documented hours (5 pts)** throughout the semester with an individual and/or group that are culturally different from yourself. Instead of participating as a detached outside observer you will need to communicate with the “host” culture/person. The relationships that you develop with others may affect your worldview in terms of your own personal or cultural identity. For you to gain understanding, awareness, knowledge, and skills in working with others that are culturally different from yourself, you should be immersed as a participant-observer in an experience that is out of your ordinary daily routine and structure.

***Assignment Guidelines***

To have a meaningful cultural experience you will need to develop a set of meaningful questions. You may use the same or similar questions provided in the Personal History paper assignment to provide you with an insider’s view of a particular culture/person. After you have collected such information you will write an APA paper (**minimum five pages, maximum 6 pages**) (5 pts.) that reflects your experience holistically (i.e.,

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<p>philosophically, emotionally, socially, cognitively, physically, spiritually, occupationally).</p> <ul style="list-style-type: none"> <li>• Cultural Immersion paper must demonstrate the following abilities: <ul style="list-style-type: none"> <li>○ Understands how living in a multicultural society affects clients who are seeking clinical mental health or rehabilitation counseling services. <b>(E.1) (10 pts)</b></li> <li>○ Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. <b>(E.3) (10 pts)</b></li> <li>○ Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. <b>(G.2.b) (10 pts)</b></li> <li>○ Understand individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies. <b>(G.2.d) (10 pts)</b></li> </ul> </li> </ul>	
	<b>50 Possible Points</b>

**Personal History Paper Rubric**

**Areas to Address**

- Introduction

It is important to recognize that everyone has a culture. The purpose of the Personal History assignment is for you to: (a) gain insight and understanding of your cultural roots, (b) research your cultural group through family interviews (approx. 3) and other historical records, and (c) communicate in a **5 page paper** a personal reflection of the research you have done regarding your cultural identity. This 4 page minimum, 5 page maximum (not including cover page, abstract, or references) (Do not include a list questions asked), personal history portfolio should be a reflection and description into the personal meaning, socio-emotional, socio-political, family lifestyles, and other culturally-relevant areas. You may discuss hardships, barriers, or prejudices that your culture/family had to endure (personally, economically, occupationally, and spiritually). Make sure that you integrate and communicate specific cultural concepts in your paper (e.g., cultural assumptions, cultural assimilation, within-group family differences, any racism, ethnic prejudices encountered).

Below I have listed some questions you may choose ask during personal interviews or cultural research (12 balanced sources- this includes family members). It is best to interview the person in their own environment if possible. Please assure any family members (or friends of family) that any information they share is confidential (no names please) and will only be read by your course instructor. In other words, you should consider that all information disclosed to you by others is of a personal nature. You are not required to reveal any “family secrets” or any information that may be of a personally deep nature. I will be the only person reading your paper. You should develop some cultural research questions on your own, but here are a few suggestions to get you started.

Please be sure to include a **reference page**, citing who you spoke with, as well as other articles, books, or website references.

**Suggested Questions**

1. How would you describe your family or cultural background?
2. Describe your cultural beliefs, philosophy, or values from a holistic perspective.
3. When did you first become aware or begin to practice some of your cultural values beliefs?
4. Can you remember how you initially felt-emotionally, physically, or spiritually when you first became aware of your cultural identity?

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<p>5. Did your culture or family experience any prejudice or discrimination based on your race, ethnicity, religious, or spiritual beliefs?</p> <p>6. What were some of the ways in which this prejudice or discrimination was expressed or communicated towards you and your culture?</p> <p>7. Where there any negative attitudes, barriers, prejudices, or stereotypes that your family members or culture expressed towards other groups?</p> <p>8. How do your cultural beliefs or values effect how you live in your everyday life (emotionally, physically, cognitively, spiritually, occupationally, \$\$)?</p> <p>9. What parts of your culture or family traditions (rituals, rules, beliefs, philosophy) do you feel positive about-that you have carried-on with other family members?</p> <p>10. What parts of your culture or family traditions/values/practices would you like to give-up, get away from, ignore, or not be reminded of?</p> <p>11. Are there any parts of your culture that you have been confused about or uncertain where these values, beliefs, practices were originated?</p> <p>12. Has your culture or family members borrowed any practices, beliefs, or other things from other cultures? How were these integrated?</p> <p>13. If you had some advice to give to others from your culture or your family what would</p> <ul style="list-style-type: none"> <li>• <b>Personal history paper must demonstrate the following abilities:</b> <ul style="list-style-type: none"> <li>○ Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. <b>(E.2) (10 pts.)</b></li> <li>○ Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. <b>(E.3) (10 pts.)</b></li> <li>○ Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body. <b>(G.2.e.) (10 pts)</b></li> </ul> </li> </ul>
50 Total

Discussion Board Rubric	Points



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The answer to the question(s) is well thought out and comprehensive and relate to the question posted.	<b>3</b>
The answer is <b>supported</b> by information from the books, journal articles or other related information.	<b>2</b>

4 Discussion Boards x Possible 5 Points Each =Maximum of:	<b>20</b>

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Content Area   Topic</b>	<b>Assignments/Due Dates</b>
<b>1</b>	8/23	Course Overview, Introductions, Introduction to Multicultural Counseling and Social Justice Issues	Lee-Chapters 1 & 2 C&B-Chapters 1, 2 & 3 Discussion Board #1 Due 8/29
<b>2</b>	8/30	Intersectionality, Counseling First Americans, People of African Diaspora, Whites of European Descent	L-Chapters 3, 4, 5 & 9
<b>3</b>	9/6	Labor Day-No Class	ACA Reflection due (Due 9/10)
<b>4</b>	9/13	Disability Culture & Deaf Culture	L-Chapter 15
<b>5</b>	9/20	Sexual Minorities	L-Chapters 14
<b>6</b>	9/27	Gender and Age	L-Chapters 11, 12 & 13 Personal History Paper (Due 10/3) Discussion Board #2 Due 10/1
<b>7</b>	10/4	Socioeconomic Disadvantage, Recent Immigrants, & The Military Experience	L-Chapter 16, 17 & 18
<b>8</b>	10/11	No Class – Fall Break***	Mid-Term (Due 10/17)
<b>9</b>	10/18	Multi-Phase Models	C&B-Chapters 4 & 5
<b>10</b>	10/25	Social Justice	C&B-Chapters 6, 7 & 8

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			Discussion Board #3 Due 10/29
<b>11</b>	11/1	Critical Social Justice Tools  Midterm Review	C&B-Chapters 9, 10, & 11, 12 & 13 Cultural Immersion Journal (Due 11/7)
<b>12</b>	11/8	Social Justice Applications and Research	C & B-Chapters 14 & 15
<b>13</b>	11/15	Ethical Issues in Multicultural Counseling	L-Chapter 19 & 20  Discussion Board #4 (Due 11/19)
<b>14</b>	11/22	Happy Thanksgiving	Video Video Response (Due 11/28) Case Study Paper (Due 11/28 by 11:55pm)
<b>15</b>	11/29	Culturally Competent Counseling	E Chapters 13, 16 T&H Chapters 21& 22 5 <sup>th</sup> Discussion Board (Due 12/5)
<b>16</b>	12/6	Last Day of Class <b>Class Discussion/Wrap-Up</b>	Online Exam Review
	12/12	Final Exam	<b>DARS Survey</b> <b>Final Exam (Due 12/12)</b>

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

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I. Course Information**

**Class Details**

Distance Education Online.

**Instructor Information**

Instructor: Stephen J. Leierer, Ph. D.

Office: Health Sciences Building, Room 4425-C

Office hours: By appointment

Phone: 252-744-6298

Fax: 252-744-6302

Email: [leierers@ecu.edu](mailto:leierers@ecu.edu)

Google Scholar: [Stephen J. Leierer, Ph.D.](#)

**Course Description (3 SCH)**

Purpose: Work, education, and other types of preparation for a career require a great deal of time and attention. Often, one's identity is linked to one's occupation and career.

The purpose of this course is to provide students with the knowledge of current career theories, principles, practices, and skills to ensure effective, efficient, ethical career counseling to people. Course instruction will be accomplished by the required readings, case studies, and other experiential activities related to career counseling. By the completion of the course, students will (1) gain an understanding of career development theories and decision-making models; (2) develop skills in synthesizing information related to career, leisure, educational, and labor market issues; (3) explain the interrelationships of work, family, and other life roles; (4) understand the career issues experienced by persons from various unique occupations; (5) develop a basic understanding of the most frequently used career assessments and how to effectively and efficiently use them to provide counseling to clients and (6) strive to understand and adequately conduct ethical career counseling for clients.

Catalog description/Prerequisites: P: Consent of instructor. Concepts of social, psychological, theoretical, and learning needs of career counseling and development.

**Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human

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Resources, and Women and Gender Office. These links can be found at  
<https://myname.ecu.edu/>.

**Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, small group activities, outside class assignments, videos, and assigned readings. Students are expected to watch all career course videos. Students are expected to communicate with the instructor by email, phone, or in-person if they cannot participate in any course activities. A student's lack of effort will negatively influence their class grade.

**Textbook & Course Material**

Required text:

1. Zunker, V. (2016). *Career Counseling: A holistic approach* (9th ed). Belmont, CA: Thomson: Brooks Cole.
2. Savickas, M. L. (2015). *Life-Design Counseling Manual*. Retrieved from <http://www.vocopher.com/LifeDesign/LifeDesign.pdf>.

Recommended text/readings/websites/videos:

1. Niles, S. G., Goodman, J. & Pope, M. (2013). *The career counseling casebook a resource for students, practitioners, and counselor educators*, 2nd edition. National Career Development Association: Tulsa, OK.
2. Prince, J. P., & Heiser, L. J. (2000). *Essentials of career interest assessment*. New York: Wiley.
3. Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Belmont, CA: Cengage Learning.

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II. Grading Policy**

**Graded Course Assignments**

1. Test Bank Questions –32 points (worth 32% of final grade). —I have a test bank of career examination questions. I would like you to use these questions like a workbook. The quizzes are open-book, open-Powerpoint, and open-note. You will be given access to the questions 11 times during the semester. Each time you download a quiz, you will receive approximately 100 questions. If you take all 11 quizzes, you will have an opportunity to answer approximately 1100 questions. The grading scale for this section of the course is:

Greater than 935 questions correct	32.0 points
881-934 questions correct	30.2 points
826-880 questions correct	28.3 points
771-825 questions correct	26.4 points
714-770 questions correct	24.4 points
661-715 questions correct	22.6 points
Less than 661 questions correct	20.0 points

Each question is worth approximately 0.0315 percent of your final course grade. The best strategy to earn an A on the **Test Bank Questions Section** is to take all 11 quizzes and get at least 80% of the questions correct.

**ASSIGNMENT ONE DISCUSSION BOARD-CASE STUDIES**

**28 points (worth 28% of final grade plus up to 14% extra credit)**

Discussion Board Case Studies are designed to help you plan and develop strategies for assessing your clients’ abilities, interests, values, personality, and other factors that contribute to career development (2.F.4.e)

**DISCUSSION BOARD CLIENTS**

<b>Client Discussion Period /Week</b>	<b>Type of Post</b>
Week 1-Group Alpha: Bob-Oil Trucker	Challenges 5/24
	Assessment 5/27
Week 1 Group Beta: Carlos-Depressed Vet	Challenges 5/24
	Assessment 5/27
Week 2 Group Alpha: Deborah-Army Nurse	Challenges 5/31
	Assessment 6/03
Week 2 Group Beta: Doug-Changing Directions	Challenges 5/31
	Assessment 6/03
Week 3- Group Alpha: Jason-Homeless Vet	Challenges 6/07
	Assessment 6/10
Week 3- Group Beta: Rhonda-The Accountant	Challenges 6/07
	Assessment 6/10
Week 4- Group Alpha: Robin-Artistic Paralegal	Challenges 6/14
	Assessment 6/17
Week 4- Group Beta: Roseann-Budding Professional	Challenges 6/14
	Assessment 6/17
Mulligan-Extra Credit: Tomokazu-Amazon Millionaire	Challenges 6/19
	Assessment 6/19

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- a. Monday Client Challenges: Each student will read the case study for the week, then respond to these three statements.
  - i. Describe the client and their career issues/challenges. (50-75 words)
  - ii. Explain how a particular appropriate career counseling theory/theories could be applied to address these issues/challenges. (75-100 words)
  - iii. Conceptualize the interrelationship(s) between work and psychosocial well-being for the client described in the case study. (75-100 words) **(2.F.4.b)**
  - iv. Client Challenges response must be posted by Monday **at 11:59 pm, seven days after the Case Study was opened in CANVAS.**
- b. Thursday Post-Assessment Strategies. Students must respond to each of these four statements describing Post-Assessment Strategies.
  - i. Describe your strategy to assess abilities, interests, values, personality, and other factors contributing to the client's career development. (50-75 words)
  - ii. Which assessment strategy was chosen? (50-75 words)
  - iii. What is the rationale for using your preferred strategy based on the client's presentation and need(s)? (50-75 words)
  - iv. How will the assessment result(s) assist in career development planning/intervention for the client? (50-75 words)
  - v. Post-Assessment Strategies must be posted by Thursday **at 11:59 pm, ten days after the Case Study was opened in CANVAS.**
- c. Your Assessment statement may use any information or opinions posted for the Monday Challenges assignment. Your Assessment can be a reaction to or an extension of another student's Challenges post.
- d. Discussion Board answers will be scored using a rubric on page 10 of this syllabus. Please type your name, discussion group name (i.e., Alpha or Beta), and client name in the header. If the assignment is extra credit, please note it in the header as well.
- e. To earn extra credit points on the Discussion Board Case Studies. Students may complete the Mulligan Case and one of the case studies assigned to the other Discussion Board Group. Extra Credit work is due at the same time as the weekly assignment. For example, during Week 1, a student assigned to Group Alpha would complete the case study for Bob-Oil Trucker. To earn extra credit, this student would answer the same questions for Carlos-Depressed Vet. Only extra-credit assignments that have finished both the *Client Challenges* and *Assessment Strategies* will receive extra credit points.

**ASSIGNMENT TWO: CAREER SELF-STUDY PROJECT (CSSP)**

**Thirty points (worth 30% of the final grade, 13 to 18 pages).**

*As an essential assessment in Career Counseling*, you are expected to create a Career Self-Study Project (CSSP) that applies the theories, models, and techniques learned throughout the semester. This project will help you integrate your knowledge of the significant career theories and models and apply your experiences with career-related assessment tools. The following section outlines the four sections of the CSSP:

A personal career development analysis and reflection paper

- a. You will be required to write a career assessment report that integrates theory and test data. You will analyze your vocational development process and complete

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several assessment measures frequently used in career counseling. To gather career information about yourself.

- b. **These four assessments MUST BE INCLUDED in your paper. Turn in copies of your completed assessments with your report.**
  - i. Career Construction Interview. **The *Career Self-Study Project* must include the *Career Construction Interview*** (see Savickas 2015, chapters 3 and 4). Download from <http://www.vocopher.com/LifeDesign/LifeDesign.pdf>
  - ii. O\*NET Interest Profiler Short Form (O\*NET <https://www.mynextmove.org/explore/ip>)
  - iii. Career Thoughts Inventory (Available from Dr. Leierer.)
    - a. Pre-test completed by 5/20/2021
    - b. Post-test completed by 06/18/2021.
  - iv. Career State Inventory (Available from Dr. Leierer/)
    - a. CSI-1 completed by 5/20/2021
    - b. CSI-2 completed by 6/04/2021
    - c. CSI-3 complete by 06/18/2021.
- c. Other career inventories could also be included (e.g., Myers-Briggs Type Indicator (MBTI) Career Inventories) are available at <https://www.monster.com/career-advice/article/best-free-career-assessment-tools>
- d. A description of your career plan and the decision-making skills required to complete your program
- e. The mechanisms that will be used to evaluate your progress. This section will also include your updated resumé and cover letter with the current job description/posting.

**The following paragraphs provide more information about completing each of the sections.**

Based on the assessment results and your own career experiences, you will identify and apply a career theory related to your career development and goals. The CSSP is designed for you to articulate your career development from a theoretical perspective using empirical data.

- a. In the first section, begin by providing information about how your career development has been affected by
  - i. your early childhood experiences,
  - ii. your parent or family values,
  - iii. societal influences in schools, the media, and the overall values of the American culture,
  - iv. your Holland three-letter code from the O\*NET
  - v. socioeconomic, race, class, ethnic, and religious variables,
  - vi. chance events,
  - vii. specific events or transitions in your life, and
  - viii. psychosocial, emotional, and psychological barriers/challenges.
- b. After describing your background, you should discuss your career development by conceptualizing it from a career theory that has been presented in the Zunker text. Make sure to give an overview of the theory and provide citations throughout this section (3 to 5 pages).

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- b. Next, incorporate the test data from O\*NET, MBTI, Career Thoughts Inventory, Career State Inventory, and Career Construction Interview by discussing the results. Present the themes that emerge from the inventories test data and how the results can be aggregated and synthesized to provide an integrated view of your career personality and present career state. If called for, provide a rationale as to why the results may not support the conclusions of various inventories. Next, integrate the information by presenting the confirmatory information while also addressing and reconciling the disconfirmatory information. In this section, you should focus on the most salient themes from your report to provide an insightful vocational summary of your career development that is theoretically and empirically derived (2-4 pages).
- c. Third, write a **Description of Your Plan to Become a Counselor**. This plan should synthesize your self-assessment and professional goals. Your strategy must also explain the career planning and decision-making skills needed to reach these goals. The recommendations should be guided by personal preferences, empirical and theoretical literature. Also, these goals must be able to be implemented realistically by answering the five sections of the exploration and evaluation of your career decision-making process. The career problem-solving and decision-making section provides you with an opportunity to use the CASVE cycle from Cognitive Information Processing theory to think through your recent career decision or solve a current career problem. This process is used by career advisors to help clients begin to understand career decision-making, and this exercise will help you see first-hand how the theory works.  
**Paper Elements:** The headings below should be in bold. There is an approximate length expectation stated, but each element should be addressed thoroughly. Use the APA Style Manual 7<sup>th</sup> Edition.
  - i. **Knowing About Myself.** In this section, provide a general description of who you are. What adjectives do you and others use to describe yourself? Include a reflection on the effects of racism, discrimination, sexism, power, privilege, and oppression on your career choices. You may include visuals (e.g., figures, tables, pictures of identity artifacts) if you like. Write 3-5 paragraphs, do not exceed 1000 words in this section.
  - ii. **Knowing About My Options.** 3-4 paragraphs on the 3-5 career/life options you are currently considering and why (what attracts you to these options). Also, discuss how globalization and American Racism have influenced your career options. Next, discuss the education, training, employment trends, and labor market information about your chosen career. Provide information about job tasks, functions, salaries, requirements, and future outlook to the general field(s) you are considering and the specific occupations. At least 1 of your sources must be O\*NET. Make sure to cite where you found the information in the text and the reference section at the end of the paper. Use APA style for citations and references.
  - iii. **Knowing How I Make Decisions.** Using the CASVE Cycle Client PowerPoint (in CANVAS), describe how you came to your current career decision. Each step of the C-A-S-V-E Cycle should be labeled and described, and the process of how you completed the tasks for each step



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should be explained. For example, “I did an informational interview with a mental health counselor, which helped me learn of my options.” The steps do not need a lengthy description, and some may only be a couple of sentences. Only give a general statement because the next section, “Thinking About My Decision-Making,” will address decision-making in more detail.

- iv. **Thinking About My Decision-Making.** What themes do you express through your self-talk? What CTI items received the highest scores? How do these particular beliefs influence your decisions? How can you better manage your negative self-talk?
  - v. **Summary and Reflection:** 2-3 paragraphs of written reflection on the applicability of the CIP/CASVE theory to your own career decision. Which portions were of most use personally to you? This summary and reflection may include any career material used for the write-up, career inventories (Myers-Briggs, O\*NET, SDS, Career Thoughts Inventory, the My Vocational Situation, the CTI Workbook, and the Career State Inventory (CSI). How might you use this theory and related tools in your future practice/field?
- d. Finally, **describe the critical points for your clinical supervision and the mechanisms for evaluation of your counseling skills.** Develop a list of goals and objectives to evaluate your progress as a mental health counselor or rehabilitation counselor during the first five years of your career. Please address these three sections
- vi. Personal Strengths and Weaknesses (3-4 paragraphs)
    1. Specify your strengths that will help you be an excellent counselor.
    2. Describe your weaknesses that may reduce your effectiveness as a counselor
  - vii. Work Setting (2-3 paragraphs)
    1. Identify the setting in which you believe you would like to work (e.g., government agency, social agency, private practice, educational institution).
    2. Discuss how this job setting matches or does not match your strengths and weaknesses.
  - viii. Discuss your personality traits and work values that will make this job environment a good fit for you. Discuss any challenges of obtaining a job in this type of setting.
  - ix. Developmental Plan (2-5 paragraphs)
    1. Given your insights from the class and other sources, write a career development plan that will enable you to fulfill your career goals.
    2. The plan can call for development in character, counseling skills, experiences, and courses/professional training to complete.
    3. This phase of the paper is designed to facilitate the more strategic use of your academic studies, field education, and career.
- e. *Please note:* Only include information in your report that you are comfortable sharing, and please do not disclose any personal information that you do not want to share and that is not related to your career development.

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- f. *Writing standards:* Your CSSP should be 13 to 18 pages, double-spaced, and written in APA style (7th ed.). As a graduate student, it is expected that you have strong writing skills. Therefore, your report should be professionally written and be free from any grammatical and spelling errors. The finished product of this report is expected to be of the quality, which is representative of a professional career report that you would provide to a client.
- g. The CSSP will be submitted electronically through CANVAS on June 14, 2021 @11:59 PM.

**ASSIGNMENT THREE APPLYING FOR A JOB. Updated Resume, Cover Letter, Job Description/Posting (8 points-worth 8% of final grade).** You will create and submit a resume and cover letter for the job of your choice. Please make sure the position is counseling-related/focused, recently posted, and make sure to include the original job posting/description with your resume and cover letter upon submission.

- a. The cover letter should detail why you are interested in the position, discuss why you are the best candidate for the position, and show the connection between the job requirements and what skills/characteristics you currently possess.
- b. A counseling-specific resume is structured differently from the typical resume as employers want to see that you have the required license and education for the advertised position. This information should be close to the top of the first page of your resume. You should structure your resume as it will appear immediately after your graduation (with your MS degree and licensure)
- c. Each student will prepare an application for a counseling position. The application must include your professional resumé employment and a formal cover letter. Please take the time to reflect on what you still need to work on/gain to make your resume “job-ready” upon completing your master’s program. The purpose of this assignment is to help you understand the process of identifying and using career, avocational, educational, and labor market information resources, technology, and information systems for you career development.

**ASSIGNMENT FOUR DARS EVALUATION OF TEACHING SURVEY: 2 points (worth 2% of final grade)** Completion of the DARS Evaluation of Teaching Survey is required to get a grade in this course. Students who do not complete the survey will receive an incomplete until the survey is completed.

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>Percentage of Final Point Total</b>
11 Quizzes	32 points	32
Discussion Board-Case Studies	28 (4 wks.* 7 pts)	28
Career Self-Study Project	30	30
Job Application Project	08	08
DARS Evaluation of Teaching Survey	02	02
Experimental Assignments (Extra Credit)	Variable	Variable
<b>Total</b>	100	100

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Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100%	A
80-89%	B
70-79%	C
Below 70%	F

**III. Course Learning Outcomes**

Career Self-Study Project

Discussion Board-Case Studies

**Course Objectives (CACREP [2016] standards noted)**

As a result of this course, students will know/understand/apply:

**CACREP Professional Counseling Identity**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
2.F.4.a - theories and models of career development, counseling, and decision making	1. Quiz Questions
2.F.4.b - approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	1. Discussion Board-Case Studies 2. Career Self-Study Project
2.F.4.c - processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	1. Discussion Board-Case Studies 2. Career Self-Study Project
2.F.4.e-strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	1. Discussion Board-Case Studies 2. Career Self-Study Project
2.F.4.f - strategies for career development program planning, organization, implementation, administration, and evaluation	1. Discussion Board-Case Studies 2. Career Self-Study Project
2.F.4.g - strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	1. Quiz questions
2.F.4.h - strategies for facilitating client skill development for career, educational, and life-work planning and management	1. Discussion Board-Case Studies 2. Career Self-Study Project
2.F.4.i - methods of identifying and using assessment tools and techniques relevant to career planning and decision making	1. Discussion Board-Case Studies 2. Career Self-Study Project
2.F.4.j - ethical and culturally relevant strategies for addressing career development	1. Quiz questions

<b>Rehabilitation Counseling Specialty</b>	
<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.H.3.h - Career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the workplace.	1. Discussion Board-Case Studies 2. Career Self-Study Project

## **IV. Course Policies**

### **Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity, see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

Students enrolled in the Clinical Counseling program must abide by ECU DARS Technical Standards. I have posted a copy in the ADRE 6380 CANVAS Files folder.

### **ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

### **Continuity of Instruction**

If classes are suspended due to a pandemic or other catastrophe, I will strive to continue instruction to those that can participate. If and when classes are suspended, you will receive an email from me and a CANVAS announcement that details how we will communicate, where you can locate course information, and what you can expect during this period. I realize that some of you may be affected by the event and not participate; however, I will continue to provide instruction to those that can continue.

### **Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>



**Career Self-Study Project Rubric**

<p>This assignment is designed to help you examine your career development over your lifespan. This career self-study will give you the opportunity to learn about yourself while learning career counseling techniques that could be used with future career clients. The <b>Career Self-Study Project</b> should demonstrate your knowledge and skills concerning career counseling strategies with a client. This document should be 13 to 18 pages long.</p>	
<p><b>Career Self-Study Project Rubric</b> <b>Due June 12, 2021 @ 11:59 PM</b></p>	
<p><b>Areas to Address</b></p>	<p><b>Possible Points</b></p>
<p>a. <b><u>Description of Your Educational Development (Personal Development Analysis Reflection Section)</u></b></p> <ul style="list-style-type: none"> <li>i. Document and describe your career and educational development (G.4.e).</li> <li>ii. Document and describe career, vocational, educational, occupational, and labor market information resources that you used or could have used to make your career/academic decisions (G.4.b).</li> </ul>	<p><b>8</b></p>
<p>b. <b><u>Description of Your Self-Assessment and Career Domains (Self-Assessment Analysis Section)</u></b></p> <ul style="list-style-type: none"> <li>i. Document and describe how your interests, personality, and decision-making domains have influenced your career development process (A list of assessments are provided in the CANVAS files folder).</li> <li>ii. Document and describe inter-relationships among work, educational experience, family, and other essential life roles and factors (G.4.d) <b><u>* Career Self-Study Project must include the Career Construction Interview (see Savickas 2015, Chapters 3 and 4).</u></b></li> </ul>	<p><b>8</b></p>
<p>c. <b><u>Description of Your Plan to Become a Counselor (Career Problem Solving and Decision-Making Section)</u></b></p> <ul style="list-style-type: none"> <li>i. Document and describe your career development plan (G.4.c)</li> <li>ii. Describe career planning and decision-making skills that you will need to implement and maintain your career development program (G.4.c).</li> <li>iii. Describe career planning and decision-making skills that you will use to evaluate your career development program (G.4.c).</li> </ul>	<p><b>8</b></p>
<p>d. <b><u>Supervision by the Professor/Counseling Supervisor (Professional Supervision Section).</u></b></p> <ul style="list-style-type: none"> <li>i. Demonstrate the critical supervision points that should be addressed by your professor/supervisor regarding your professional development.</li> </ul>	<p><b>3</b></p>
<p>e. <b><u>Mechanism for Evaluation (Future Professional Goals Section).</u></b></p> <ul style="list-style-type: none"> <li>i. Develop a list of goals and objectives to evaluate your progress as a mental health or rehabilitation counselor during the first five years of your career.</li> </ul>	<p><b>3</b></p>
<p>• <b>Total Points</b></p>	<p><b>30</b></p>

Each student will prepare an application for a counseling position. The application must include your professional resume, formal cover letter, and job advertisement for the position. Please take the time to reflect on what you still need to work on to make your resume “job-ready” before completing the master’s program. The purpose of this assignment is to help you understand the process of identifying and using career, avocational, educational, and labor market information resources, technology, and information systems to highlight your knowledge, skills, and aptitudes to work as a professional counselor..	
<b>Applying for a Job Rubric Due June 19, 2021 @ 11:59 PM</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
a. <b><u>Cover Letter</u></b> i. Detail why you are interested in the position. ii. Discuss why you are a highly qualified candidate for the position. iii. Show the connection between the job requirements and what skills/characteristics you already have.	<b>3</b>
b. <b><u>Resume (Counseling Specific)</u></b> i. The required license(s) and education for the advertised position should be close to the top of the first page of your resumé. ii. Structure your resume as it will appear upon your graduation (with your MS degree and licensure in hand).	<b>3</b>
c. <b><u>Original Job Posting/Description</u></b> i. The position is counseling-related. ii. The position has recently been posted.	<b>2</b>
• <b>Total Points</b>	<b>8</b>

## **VI. Content Areas | Course Schedule**

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

<b>Week</b>	<b>Lecture Uploaded</b>	<b>Content Area   Topic</b>	<b>Assignments/Due Dates</b>
<b>1</b>	5/19	Introduction to the Course Historical Development & Basic Issues (Zunker - Ch 1) Theories of Career Development (Zunker - Ch. 2) Trait and Factor, Holland, Social Learning, SCCT, Happenstance, & Gottfredson. (Zunker - Ch. 2)	Review Syllabus <b>Quiz 1 Chapters 1-2</b> Uploaded Sunday 5/23/21– 6:00 pm Removed Tuesday 5/25/21– 11:59 am <b>DB-Challenges*1 5/24 11:59 pm</b>
<b>1</b>	5/21	The 5 Career Counseling Models (Zunker - Ch. 3) Integrating Career & Personal Counseling (Zunker - Ch. 4)	<b>Quiz 2 Chapters 1-4</b> Uploaded Tuesday 5/25/21– 6:00 pm Removed Thursday 5/27/21– 11:59 am

			<b>DB-Assessment*1 5/27 11:59 pm</b>
<b>1</b>	5/23	Career Counseling Intake Interview (Zunker - Ch. 5) Using Standardized Test and Self-Assessment Procedures in Career Counseling (Zunker - Ch. 6)	<b>Quiz 3 Chapters 1-6</b> Uploaded Thursday 5/27/21– 6:00 pm Removed Saturday 05/29/21– 11:59 am
<b>2</b>	5/26	Career Information Resources & Learning Platforms (Zunker - 7) On Being an Ethical Career Counselor (Zunker-8)	<b>Quiz 4 Chapters 1-6</b> Uploaded Sunday 05/30/21– 6:00 pm Removed Tuesday 06/01/21 – 11:59 am  <b>DB-Challenges*2 05/31 11:59 pm</b>
<b>2</b>	5/27	Career Counseling for Multicultural Groups (Zunker - 9) Career Counseling for Gender Issues & Dual Career Clients (Zunker - 10).	<b>Quiz 5 Chapters 7-9</b> Uploaded Tuesday 06/01/21 – 6:00 pm Removed Thursday 06/03/21–11:59 am  <b>Mulligan Quiz Unit 1</b> Uploaded Wednesday 06/2/21– 6:00 pm Removed Friday 06/04/21 – 11:59 am  <b>DB-Assessment*2 06/03 11:59 pm</b>
<b>3</b>	5/31	Career Counseling for GLBT Clients (Zunker - 11). Career Counseling for Individuals w/ Disabilities (Zunker - 12)	<b>Quiz 6 Chapters 7-12</b> Uploaded Thursday 6/03/21– 6:00 pm Removed Saturday 6/05/21– 11:59 am  <b>DB-Challenges*3 06/07 11:59 pm</b>
<b>3</b>	6/02	Career Transitions and Job Loss (Zunker - 13) Adult Career Development Concerns (Zunker - 14)	<b>Quiz 7 Chapters 7-12</b> Uploaded Sunday 6/06/21 – 6:00 pm Removed Tuesday 6/08/21–11:59 am
<b>4</b>	6/06	Career-Related Programs in Elementary School (Zunker-15) Career-Related Programs in Middle School (Zunker - 16)	<b>Quiz 8 Chapters 7-12</b> Uploaded Tuesday 6/08/21– 6:00 pm Removed Thursday 6/10/21 –11:59 am  <b>DB-Assessment*3 06/10 11:59 pm</b>
<b>4</b>	6/09	Career-Related Programs for High-School and Beyond (Zunker - 17)	<b>Quiz 9 Chapters 13-17</b> Uploaded Thursday 6/10/21– 6:00 pm Removed Saturday 6/12/21–11:59 am <b>Mulligan Quiz Unit 2</b> Uploaded Friday 6/11/21– 6:00 pm Removed Sunday 6/13/21 –11:59 am  <b>DB-Challenges*4 6/14 11:59 pm</b>
<b>5</b>	6/10	<b>Career Self-Study Project due 6/14/20 @ 11:59 pm</b> <b>Applying for a Job due 6/19/20 @ 11:59 pm</b>	<b>Quiz 10 Chapter 13-17</b> Uploaded Sunday 6/13/21– 6:00 pm Removed Tuesday 6/15/21–11:59 am  <b>DB-Assessment*4 6/17 11:59 pm</b>
<b>5</b>	No Lecture	Final Week	<b>Quiz 11 Chapters 1-17</b> Uploaded Tuesday 6/15/21 – 6:00 pm Removed Thursday 6/17/21–11:59 am  <b>DB- Challenges &amp; Assessment*Extra Credit 6/19 11:59 pm</b>



## **I. Course Information**

### **Class Details**

Class day & time: Distance Education

Class location: Distance Education

### **Instructor Information**

Instructor: W. Leigh Atherton, PhD, LCMHCS, LCAS, CRC, CCS

Office: Health Sciences Building, Room 4425-B

Office hours: By appointment

Phone: 252-744-6290

Fax: 252-744-6302

Email: athertonw@ecu.edu

### **Course Description (3 SCH)**

Purpose: The purpose of the course is to assist future counseling and rehabilitation professionals to determine the appropriateness of specific tests and to become informed consumers of assessment services. Students also acquire knowledge needed to synthesize and interpret test data as presented in different report formats.

Catalog Description/Prerequisites: Admission to MS in clinical counseling or MS in rehabilitation and career counseling, or consent of instructor. Principles of standardized psychological, clinical mental health, addiction, vocational, and educational tests and inventories.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and

work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

### **Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

### **Course Structure | Methods of Instruction**

Method(s) of instruction: Online via Canvas. Because this is an online class, you must have access to a computer with high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Canvas, and participate in class activities.

### **Textbook & Course Material**

Required text:

Hays, D. A. (2017). *Assessment in counseling: A guide to the use of psychological assessment procedures* (6th ed.). Alexandria, VA: American Counseling Association (ISBN-13: 978-1-55620-318-3)

Recommended text/readings/web sites/videos:

Strunk Jr., W. & White, E.B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon.

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN-13 978-1433832178

Additional readings are required; these are listed in the schedule and posted in Canvas. The availability of other readings and web sites will be announced via email.

## **II. Grading Policy**

### **Graded Course Assignments**

**Attendance:** is necessary to gain maximum benefit from this class. You are expected to view all of the lectures.

**Participation:** Class discussion and participation in case studies and other activities are vital to the success of this class and your learning. Therefore, class participation is expected. To begin

participation, create Your Personal Blog in the discussion board section (see schedule for due date).

**Quizzes:** cover the current topic of the week and are worth varying points (see schedule). Each quiz is open note, book, class (you may collaborate), and computer. You may take the quizzes on your personal computer or at a lab. The quizzes are not administered through the Proctoring Center.

**Examinations:** use a variety of question formats including true/false, multiple choice and/or multiple answer. The exams will cover material from the text, readings, lectures, and online discussions. The exam will be open note and open book, but collaboration among students is not permitted. See Announcements in Canvas for more information and the class schedule for dates.

**Assignments:** You will prepare **My Test Tool Kit** that consists of two papers as described below. You will partner with another student to complete both papers. Both students will receive the same grade. If partnering is a problem, then contact the professor.

**Paper #1: Test Administration Experience (TAE)**

You and your partner will write one 6-10 page paper on your experiences both administering and receiving two of the following assessments.

***Vocational Oriented***

- a. **O\*Net Work Importance Locator (WIL):** <https://www.onetcenter.org/WIL.html>, which is the paper and pencil version.
- b. **JIST Instrument (JIST):** Go to the JIST Career Solutions Web site (<http://jist.com/products/>) and select an e-assessment, such as the Career Interests Inventory, Military to Career Transition Inventory, or Job Search Knowledge Scale. Request an electronic copy, which should be free. The user's manual is embedded in the instrument's site (see downloads tab) and may be downloaded for free.

***MH/SUD Oriented***

- c. **Global Appraisal of Individualized Needs Short Screener (GAIN-SS):** See user manual, administration copy (GAIN-SS 3.0.1), and Scoring instruction in Canvas under 'GAIN-SS' heading - <https://gaincc.org>

**Instructions**

Please complete sections 1-4 for each of the two assessments.

Section 1 (administrator)

- Administer & Score (critical review of psychometric properties: reliability & validity)
- Your reactions to administering, scoring, and interpreting the test

Section 2 (test taker)

- How you felt taking the test and

- Your agreement or disagreement with the results with reasons  
Section 3
- Implications for practice (how use in future as a counselor)  
Section 4
- Summary of ‘lessons learned’ – conclusions of experiences (sections 1-3)

**Paper #2: Test Justification Memo (TJM):** In your practice you may be required to justify the purchase of a test or other instrument. You are to select an instrument) and prepare a one-page memorandum (proposal) to your program administrator, who has an MBA (no counseling, testing, or evaluation background). This is the capstone paper for the Test Tool Kit and you will need to use insights and knowledge gained to prepare the justification. Remember to address the who, what, when, where, why, and how questions as well as issues of efficiency, effectiveness, and cost(s) in the paper. The rubric provides additional information.

Instructions:

1. Write the memo to Jane Hathaway, MBA. She is a new hire and does not know anything about your field, but she is a very skilled administrator. Remember that you are her employee and assume Ms. Hathaway knows you and your position (what you do).
2. You select if you are a counselor in a MH, SA, or Vocational Rehabilitation facility/program for youth in transition or adults.
3. Be sure to include the overall costs of instrument such as how many you want to buy, cost per administration, and how this instrument will make a measurable improvement.

**DARS Student Survey of Instruction:** Completion of the survey will count as 2% of your final grade. One week prior to reading day, you will receive an email from ECU’s Qualtrics system containing a link to complete the survey for this course. Please note that you will receive a separate email from Qualtrics for each course you are taking in DARS. You will then have until 12 PM EST on reading day to complete the survey. Also note that the DARS Student Survey of Instruction is different from ECU’s “Student Perception of Teaching Survey (SPOTS).” Finally, please note that your responses on the survey are confidential; I will only be informed of which students did not complete the assignment and will only be privy to the survey results after grades have been submitted usually the following semester.

### **Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>
Personal Blog	10
8 Quizzes [range from 10 – 20 points]	90
Exams (2 @ 120 points each)	240
Test Administration Experience Paper	50
Test Justification Memo	50
DARS Evaluation	10

### **Letter Grade Assignment**

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

Percentage/Points	Grade assignment
405 - 450 pts	A
360 – 404.9 pts	B
315 – 359.9 pts	C
<314.9	F

### III. Course Learning Outcomes

#### Course Objectives (CACREP [2016] standards noted)

As a result of this course, students will know/understand/apply:

#### Clinical Mental Health Counseling specialty

CACREP Standard	Means of Assessment
2.F.4.d - approaches for assessing the conditions of the work environment on clients' life experiences	1. Exam questions
2.F.4.e - strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	1. Test Administration Experience (TAE)
2.F.7.a - historical perspectives concerning the nature and meaning of assessment and testing in counseling	1. Exam questions
2.F.7.f - basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	1. Exam questions
2.F.7.g - statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	1. Exam questions
2.F.7.h - reliability and validity in the use of assessments	1. Exam questions
2.F.7.i - use of assessments relevant to academic/educational, career, personal, and social development	1. Test Administration Experience
2.F.7.j - use of environmental assessments and systematic behavioral observations	1. Exam questions
2.F.7.m - ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test result	1. Test Justification Memo

### IV. Course Policies

#### Professionalism, Student Conduct, & Academic Integrity

Students must abide by of the American Counseling Association (ACA) Code of Ethics <http://www.counseling.org/> or the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors [https://www.crc certification.com/filebin/pdf/Final\\_CRCC\\_Code\\_Eff\\_20170101.pdf](https://www.crc certification.com/filebin/pdf/Final_CRCC_Code_Eff_20170101.pdf)

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty Academic Integrity Violations include: (a)

Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

### **ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

### **Continuity of Instruction**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Canvas announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

### **Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

### **Distance Education:**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Canvas and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

**V. Assignment Rubric(s)**

<b>Test Administration Experience (TAE) Rubric</b>					
Discuss results in terms of	DNMR	MR	ER	Possible	Score
Section 1 (administrator) Administer & Score (critical review of psychometric properties: reliability & validity) Your reactions to administering, scoring, and interpreting the test				15	
Section 2 (test taker) How you felt taking the test and your agreement or disagreement with the results with reasons				20	
Implications for practice (how use in future as a counselor)				10	
Summary of “lessons learned”				5	
<b>Sub-total (50)</b>					
<b>Less late submission (-5)</b>					
<b>Grand total</b>					
* DNMR=Does not meet requirements MR=meets requirements ER=exceeds requirements					

<b>Test Justification Memo (TJM) Rubric</b>					
Topic	DNMR	MR	ER	Possible	Score
Provides information about the test				5	
Explains use(s) of the test				15	
Addresses practical concerns				15	
Makes a persuasive argument				10	
Uses language appropriate for reader				5	
<b>Sub-total (50)</b>					
<b>Less late submission (-5)</b>					
<b>Grand total</b>					
* DNMR=Does not meet requirements MR=meets requirements ER=exceeds requirements					

**VI. Content Areas | Course Schedule**

<b>Wk.</b>	<b>Date</b>	<b>Content Area   Topic</b>	<b>Assignments/Due Dates</b>
1	1/20	Introduction to class View syllabus and requirements Mediasite Video in Canvas	
2	1/27	History of Testing and Assessment *Chapter 1 Use of Assessment *Chapter 2 Assessment Process	Personal Blog due at 11:59 PM
3	2/3	*Chapter 3 Ethical, Legal, & Professional Considerations	
4	2/10	*Chapter 4 Multicultural Considerations in Assessment	
5	2/17	*Chapter 5 Measurement Concepts *Chapter 6 Understanding & Transforming Raw Scores	
6	2/24	*Chapter 7 Initial Assessment *Chapter 8 MH/SUD Assessment	<b>Quiz 1</b> Chapters 1-4 Due 2/26/21 at 11:59 PM
7	3/3	*Chapter 9 Intelligence	<b>Quiz 2</b> Chapters 5-8 due 3/05/21 at 11:59 PM
8	3/10	Spring Break/Festival	No class
9	3/17	<b>Midterm Exam open 3/17 12:00 AM to 3/18 at 11:59 PM</b>	Exam covers weeks 1-7
10	3/24	*Chapter 10 Academic Aptitude and Achievement *Chapter 11 Career & Life Planning Assessment	<b>Quiz 3</b> Chapter 9 due 3/26/21 at 11:59 PM
11	3/31	*Chapter 12 Measures of Interests & Values *Chapter 13 Personality	<b>Quiz 4</b> Chapter 10 and 11 due 4/02/21 at 11:59 PM <b>TAE paper</b> <b>due 4/02/21 at 11:59 PM</b>
12	4/7	Assessment with an Environmental Focus Power, P. W. (2006). <i>A guide to vocational assessment</i> (4 <sup>th</sup> ed.). Boston: Pro-Ed. Posted in Canvas. (Chapter 12)	<b>Quiz 5:</b> Chapter 12 & 13 Due 4/09/21 at 11:59 PM
13	4/14	*Chapter 15 Interpretation & Communication of Assessment Results Interpreting Information and Identifying Resources Power, P. W. (2006). <i>A guide to vocational assessment</i> (4 <sup>th</sup> ed.). Boston: Pro-Ed. Posted in Canvas. (Chapter 13)	<b>Quiz 6:</b> Week 12 reading due 4/16/21 at 11:59 PM
14	4/21	Using Test Results to Develop Plans Power, P. W. (2006). <i>A guide to vocational assessment</i> (4 <sup>th</sup> ed.). Boston: Pro-Ed. Posted in Canvas. (See Chapter 16, pp. 320-327) Mears, G. (2016). How to develop treatment plans. In I. Marini & M. A. Stebnicki (Eds.) <i>The professional counselor's desk reference</i> (pp. 93-97). NY: Springer Publishing Co. (See Chapter 15)	<b>Quiz 7:</b> Chapter 15 due 4/23/21 at 11:59 PM  <b>Test Justification Memo</b> <b>due 4/23/21 at 11:59 PM</b>
15	4/27	Note. Quiz due on Tuesday	<b>Quiz 8</b> Dev. Plans due 4/27/21 at 11:59 PM
16	4/29	Final Exam open 4/29 at 12:00 AM to 4/30 at 11:59 PM	Exam (weeks 10-15)

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.



## **I. Course Information**

### **Class Details**

Class day & time: Distance Education/Online

Class location: Distance Education/Online

### **Instructor Information**

Instructor: Stephen J. Leierer, Ph.D.

Office: Health Sciences Building, Room 4425-C

Office hours: By appointment

Phone: 252-744-6298

Fax : 252-744-6302

Email: [leierers@ecu.edu](mailto:leierers@ecu.edu)

### **Course Description (3 SCH)**

Purpose: This course is designed to provide counseling and rehabilitation counseling professionals with the knowledge needed to interpret and evaluate the research studies typically published in the fields of counseling, substance abuse counseling, rehabilitation counseling, and other behavioral sciences. This course is unique in four crucial ways:

- (1) Integrates materials often found in three or four separate academic courses (philosophy of science, measurement, research design, and statistics) into a coherent view of the bio-psycho-social and educational research process that emphasizes the essential relatedness of ideas and concepts from these several different domains;
- (2) Emphasizes and makes clear the application of the concepts and procedures of bio-psycho-social and educational research to the professional practice of counseling, substance abuse counseling, and rehabilitation counseling by focusing on the phenomena that the profession deals with its practice.
- (3) Assists students to prepare for a master's research project.
- (4) Assists students to prepare for a program evaluation project.

Catalog description/Prerequisites: None. Admission to MS in rehabilitation and career counseling or MS in substance abuse and clinical counseling or consent of the instructor. Examination of historical, correlation, causal-comparative, descriptive, experimental research designs to prepare students to evaluate research.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to

make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

### **Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

### **Course Structure | Methods of Instruction**

Method(s) of instruction: This online course will be taught through lectures, discussions, and assigned readings

### **Textbook & Course Material**

Required text:

1. Erford, B. T. (2015). *Research and evaluation in counseling* (2<sup>nd</sup> edition). Stamford, CT: Cengage Learning.

Required documents:

1. Agramovich, R. L., & Coker, J. K. (2007). Program evaluation: The accountability Bridge Model for counselors. *Journal of Counseling and Development*, 85, 162-172.
2. The University of Utah University Counseling Center. (2018). Annual report. <https://studentaffairs.utah.edu/assessment/annual-reports/annual-report-2017-2018.php>
3. Wall, Janet E. (2004). Program Evaluation Model 9-Step Process. Retrieved from [https://www.janetwall.net/attachments/File/9\\_Step\\_Evaluation\\_Model\\_Paper.pdf](https://www.janetwall.net/attachments/File/9_Step_Evaluation_Model_Paper.pdf)

Recommended text/readings/websites/videos:

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
2. Ary, D., Jacobs, L. C., Sorenson, C. K., & Walker, D. A. (2014). *Introduction to research in education* (9<sup>th</sup> Ed.). Belmont, CA: Wadsworth

## **II. Grading Policy**

### **Graded Course Assignments**

#### **1. Program Evaluation Project – 39 points (worth 39% of the final grade).**

Program evaluation is an essential process in ensuring high-quality, effective service provision for the clients served. The purpose of this assignment is to broaden your understanding of your role in the program evaluation aspect of professional clinical mental health counseling. For this assignment, you will conduct a program evaluation to determine the effectiveness of the *University Counseling Center at the University of Utah 2017-2018*. The program evaluation project paper has three sections (a) the **Evaluation Plan**; (b) the **Data Evaluation & Analysis**; and (c) the **Discussion of the Data Evaluation**. In the first section, each student will write a 300 to 400-word **Evaluation Plan** recommending critical questions that a future workgroup could examine. After each student's **Evaluation Plan** is reviewed, students will be assigned to a group with three or four other classmates to work on the **Data Evaluation & Analysis**. Once the groups have been assigned, each group must have a strategy meeting with Dr. Leierer to discuss their **Evaluation Plan**. After the **Data Evaluation & Analysis** has been graded, Dr. Leierer will meet with each group to provide feedback and instructions for Section Three. For the third section, each group will write a summative evaluation describing (a) the sources of information used, (b) the methods applied to collect the information and analyze the data, and (c) the discussion and synthesis of the data/findings. Please write concisely and follow the word limit guidelines.

Moreover, each student will complete an evaluation form describing their own performance during the project. Also, each group member will complete a written evaluation form describing each member's performance on the Program Evaluation Project. Those members who did not actively participate in the collaborative writing process will lose points on the Program Evaluation Project.

#### **Project Requirements (See Rubric For Point Distribution)**

#### **Evaluation Plan University Counseling Center @ University of Utah (UCC-UU)**

#### **Section 1: Evaluation Design (300 to 400 words) Due 09/18/21**

Individual-Purpose & scope of the evaluation.

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- The program goals or objectives you would like to evaluate  
**Section 2 Grp Evaluation Questions (1700 to 2200 words) Due 10/16/21**
- Please address all-17 questions/statements. Erford's chapters 9 and 10 provide the guidelines for answering these questions/statements(100 to 125 words per question).
- The 17-program evaluation questions you set out to answer
- The information required to answer these questions will be used to facilitate the development of **Section 3: Discussion of the Data Evaluation**
- Use the data collected with these 17 questions to write your 250 to 500 word action to facilitate the development of **Section 3: Discussion of the Data Evaluation.**
- Methods for collection of information (**G.8.c.**)
- Data analysis: How will the data be analyzed (**J3**)

UCC-UU Services

1. What services does the UCC-UU provide?
2. Compare and contrast the types of mental health concerns that the UCC-UU addresses.
3. Provide a brief statement about the trends that you observe in the annual report.

UCC-UU Clients

4. Describe some of the client demographics that may influence counseling approaches.
5. Comment on the counseling issues/concerns presented in the annual report and how they influence the UCC-UU's mission.
6. Organize these counseling issues/concerns based on the type of intervention(s) provided to the client by the UCC-UU.
7. Describe the UCC-UU's goal and outcomes that influence the direct provision of mental health services.
8. How many suicidal clients received UCC-UU services in 2017-2018?
9. Describe the essential UCC-UU policies regarding the crisis and on-call contacts.
10. Comment on the no-show rate of UCC-UU clients?

Outreach and Administration

11. Please describe the UCC-UU's outreach activities and explain how they fit with its mission.
12. List and describe the UCC-UU's policies that may influence American Racism and mental health attitudes on campus?
13. List and describe the UCC-UU programs that may influence American Racism and mental health attitudes on campus.
14. Does the language in this annual report promote inclusion and decrease American Racism?
15. Based on the number and expertise of staff working or volunteering at the counseling agency, what are the goals and objectives of UCC-UU?
16. Based on the number and expertise of staff working or volunteering at the counseling center, what type of clients does the clinic serve?
17. Describe UCC-UU's mission and goals.

Finally, based on the annual report, state three questions or issues you would like to explore in Section 3. Also, explain whether the work of the agency is achieving its mission. Each group should provide evidence to support its conclusions.

**Section 3: Discussion of the Data Evaluation (1200 to 2000 words) Due 11/30/21**

- Report the findings of the study and disseminate the conclusion
  - Data interpretation – Synthesis of the information and data collected about evaluation goals or objectives
  - Limitations of your program evaluation study
  - Explain your plan to disseminate your conclusions
- Suggestions for agency improvement
  - Objective Outcome Suggestions
  - Subjective Outcome Suggestions
  - Future Challenges for the Organization

1. **Test Bank Questions – 35 points (worth 35% of the final grade).** – There will be ten quizzes during the semester. There are two quizzes per content section. In the Course Schedule, quizzes with the same numeral cover the same chapters/content. Some of the questions will appear on more than one quiz. **Each quiz will be POSTED AT 6:00 pm, and it will remain posted for 42 hours. Each QUIZ WILL BE REMOVED AT 11:59 am.** When you download a quiz, you will receive approximately 50-60 questions to answer. **Use these quizzes as a workbook. These quizzes are open-book, open-notes, and open PowerPoint. You must work independently. Do not ask another person for quiz information during the quiz or help other students with the quiz answers. Each question is worth approximately .088 points of your final grade.**

**\*\*If you miss a quiz or receive an undesired grade, follow the Mulligan Quiz/Discussion Board Policy, which will be described at the end of Unit One.**

The grading scale for this section is:

	Course Points Earned
Greater than 450 questions correct will earn two extra credit points	37 points≈102%
400-450 questions correct	35 points≈100%
375-399 questions correct	33 points≈91.4%
350-374 questions correct	30.8 points≈82.3%
325-349 questions correct	28.6 points≈74.3%
300-324 questions correct	26.4 points≈65.7%
250-299 questions correct	22 points≈57.1%
150-249 questions correct	13.2 points≈42.9%
0-149 questions correct	12 points≈ 34.3%

2. **Discussion Board Answer and Response Posts:25 points (worth 25% of the final grade. Extra Credit Discussion Board- up to 3.5 points)** - Students have been assigned to one of five groups on which the details are posted on Canvas. In each

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discussion period, beginning in Week 2, I will post a counseling-related article or topic. **Five articles** will be posted during the semester. For each discussion period, five questions will be posted for the article. Each student must answer the question assigned to their group with **at least 150 words**.

Each student will submit one answer post and at least one response post per article in each discussion period. However, these responses must be made within the assigned framework of that article discussion period. The posting schedule is shown in the following (counterbalanced) table:

Article Post Period (Wks)	Type of Post	Question 1	Question 2	Question 3	Question 4	Question 5
1 (2 & 3)	<b>Article 1</b>					
	Answer Post	Grp 1	Grp 2	Grp 3	Grp 4	Grp 5
	Response Post	Grp 2	Grp 3	Grp 4	Grp 5	Grp 1
2 (4 & 5)	<b>Article 2</b>					
	Answer Post	Grp 2	Grp 3	Grp 4	Grp 5	Grp 1
	Response Post	Grp 4	Grp 5	Grp 1	Grp 2	Grp 3
3 (6 & 7)	<b>Article 3</b>					
	Answer Post	Grp 3	Grp 4	Grp 5	Grp 1	Grp 2
	Response Post	Grp 1	Grp 2	Grp 3	Grp 4	Grp 5
4 (8 & 9)	<b>Article 4</b>					
	Answer Post	Grp 4	Grp 5	Grp 1	Grp 2	Grp 3
	Response Post	Grp 3	Grp 4	Grp 5	Grp 1	Grp 2
5 (10 & 11)	<b>Article 5</b>					
	Answer Post	Grp 5	Grp 1	Grp 2	Grp 3	Grp 4
	Response Post	Grp 1	Grp 2	Grp 3	Grp 4	Grp 5

Every Article Group Member must submit one Answer Post and One Response Post.

For example, Discussion Period 1 in Weeks 2 and 3:

- Each Group 1 member will submit an Answer Post to Question 1, to which then each person in Group 2 will write a Response Post. The members of Group 2 will choose to respond to any Question 1 Answer Post.
- Each person in Group 2 will submit an Answer Post to Question 2, to which each person in Group 3 responds. Also, each person in Group 3 will choose to respond to one Question 2 Answer Post and types a Response Post.
- Each person in Group 3 will submit an Answer Post to Question 3, to which each person in Group 4 responds. Also, each person in Group 4 chooses one Question 3 Answer Post and types a Response Post.
- Each person in Group 4 will submit an Answer Post to Question 4, to which each person in Group 5 responds. Also, each person in Group 5 chooses one Question 4 Answer Post and types a Response Post.
- Each person in Group 5 will submit Answer Post to Question 5, to which each person in Group 1 will respond. Also, each person in Group 1 chooses one Question 5 Answer Post and types a Response Post.

- You may even submit more than one response post within the same question domain.

All Answer Posts must be posted by **Monday at 11:59 pm in the first week after an article was uploaded. Then, the response posts must be submitted by Monday 11:59 pm the following week.** In total, you will have two weeks to write an answer-post and respond-post to each of the five articles. Both Answer and Response Posts are worth 2.5 points apiece. All posts must be submitted before the assigned deadline. **Late posts, Answer as well as Response Posts will not receive points.**

The Most Valuable Post (MVP), determined by the highest number of responses received to a post, will be rewarded with 0.5 points of extra credit points per article discussion period.

**3. DARS EVALUATION OF TEACHING SURVEY: 2 points (worth 2% of final grade)**

Completion of the DARS Evaluation of Teaching Survey is required to get a grade in this course. Students who do not complete the survey will receive an incomplete until the survey is completed.

**Late Work Policy**

Assignments and quizzes must be completed as scheduled. Late or make-up work will not be accepted unless I have approved your reason for submitting an assignment late.

Assignments submitted late will receive a point deduction. For late group assignments, all group members will receive the same deduction for late work.

**Evaluation of Teaching Survey**

Completing the DARS Evaluation of Teaching Survey adds two percent to the final grade.

**Written Papers**

Papers must be typed. Papers will be graded for organization, grammar, spelling, punctuation, and critical thinking. Students are encouraged to use the Writing Centers located throughout campus. Grading will be based on thoroughness, accuracy, relatedness, logic, and the degree to which the points discussed are supported adequately. Papers receiving an “A” will be outstanding in each area. Please note that all submitted assignments should be typed, double-spaced, 12 point- New York Times Roman or Arial.

**Weighting of Assignments**

<b><u>Assignments</u></b>	<b><u>Points</u></b>	<b><u>% (if applicable)</u></b>
Quizzes (10)	35 (3.5-course points per quiz)	35
Program Evaluation Project	39	39
Discussion Board Lead Posts	12.5 (2.5 points per post)	12.5

Discussion Board Response Posts	12.5 (2.5 points per post)	12.5%
Evaluation of Teaching Survey	2	2%
<b>Total Points</b>	<b>101</b>	<b>101%</b>

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100	A
80-89.9	B
70-79.9	C
Below 70	F

**III. Course Learning Outcomes**

**Course Objectives (CACREP [2016] standards noted)**

As a result of this course, students will know/understand/apply the following principles:

**CACREP Professional Counseling Identity**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
2.F.8.a - the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	1. Exam questions 2. Literature Review-Discussion Boards
2.F.8.b - identification of evidence-based counseling practices	1. Literature Review-Discussion Boards
2.F.8.c - needs assessments	1. Program Evaluation Project
2.F.8.d - development of outcome measures for counseling programs	1. Program Evaluation Project
2.F.8.e - evaluation of counseling interventions and programs	1. Program Evaluation Project
2.F.8.f - qualitative, quantitative, and mixed research methods	1. Exam questions 2. Literature Review-Discussion Boards
2.F.8.g - designs used in research and program evaluation	1. Exam questions 2. Program Evaluation Project
2.F.8.h - statistical methods used in conducting research and program evaluation	1. Exam questions 2. Program Evaluation Project
2.F.8.i - analysis and use of data in counseling	1. Literature Review-Discussion Boards



2.F.8.j - ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and program evaluation	<ol style="list-style-type: none"> <li>1. Exam questions</li> <li>2. Program Evaluation Project</li> </ol>
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**Rehabilitation Counseling Specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.H.3.d - Understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling.	<ol style="list-style-type: none"> <li>1. Quizzes</li> </ol>

Course objectives beyond CACREP (2016) standards:

1. Recognize and illustrate the importance of research in advancing the counseling profession;
2. Compare and contrast research methods used in counselor education;
3. Identify and apply ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies;
4. Analyze and use data to increase the effectiveness of addiction, clinical mental health, and rehabilitation counseling programs; and
5. Organize and interpret research findings to inform the practice of addiction, clinical mental health, and rehabilitation counseling.

**IV. Course Policies**

**Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crcrcertification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crcrcertification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity, see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

**ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

**Continuity of Instruction**

If face-to-face classes are suspended due to a pandemic or other catastrophe, I will continue to teach those who can participate. If and when face-to-face classes are suspended, you will receive an email from me and a Canvas announcement that details how we will communicate, where you can locate course information, and what you can expect during this time period. I realize that some of you may be affected by the event and not be able to participate. However, I will continue to provide instruction to those that can continue.

**Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>  
University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**Distance Education (if applicable):**

Because this is an online class, you must have access to a computer and high-speed Internet service with sufficient power and bandwidth to enable you to view videos, access Canvas, and participate in in-class activities. For more information, visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

**V. Assignment Rubric(s)**

<b>Program Evaluation Paper Rubric</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
<i>Title Page &amp; Abstract</i>	Required Step
<p><b>I. Evaluation Design (I2)</b> (300 to 400 words) Due 9/18/2021</p> <ul style="list-style-type: none"> <li>• Purpose &amp; scope of the evaluation                             <ul style="list-style-type: none"> <li>○ The UCC-UU program goals, objectives, or policies you would like to evaluate</li> </ul> </li> <li>• Evaluation design                             <ul style="list-style-type: none"> <li>○ Design used to collect the information</li> <li>○ Sources of information (e.g., UCC-UU Annual Report 2017-2018)</li> </ul> </li> </ul>	5
<p><b>II. Group Data Evaluation (I1; I3)</b> (1700 to 2200 words) <u>Due 10/16/2021</u></p> <p>Answer the 17 questions in Section 2</p> <ul style="list-style-type: none"> <li>• <u>Group-General Evaluation Questions</u> (1000 to 1250 words) (Question 1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17)</li> <li>Group Specific Evaluation questions (<b>J2</b>) (400 to 600 words) (Question 5, 6, 7, your three Program Evaluation-Specific Questions.                             <ul style="list-style-type: none"> <li>○ The program evaluation questions you set out to answer</li> <li>○ The information required to answer these questions/determine whether objectives are attained</li> </ul> </li> <li>• Data collection action plan (250 to 400 words)                             <ul style="list-style-type: none"> <li>○ Methods for collection of the information (<b>G.8.c.</b>)</li> <li>○ Data analysis: How will the data be analyzed (<b>J3</b>)</li> </ul> </li> </ul>	15

<p><i>III.</i> Group Discussion of Data Evaluation (1200 to 2000 words) Due 11/30/2021</p> <ul style="list-style-type: none"> <li>• Findings report &amp; dissemination (<b>G.8.d.; G.8.f.</b>)             <ul style="list-style-type: none"> <li>○ Results/Data interpretation - analysis of data in relation to evaluation goals or objectives</li> <li>○ Discussion/Limitations of the evaluation</li> </ul> </li> <li>• Feedback for program improvement (<b>G.8.a.; J1</b>)             <ul style="list-style-type: none"> <li>○ Recommendations on how results can lead to program improvement</li> </ul> </li> </ul>	12
<ul style="list-style-type: none"> <li>• Writing and Length/Personal Evaluation:             <ul style="list-style-type: none"> <li>○ Sections I, II, &amp; III between 14-20 pages                 <ul style="list-style-type: none"> <li>▪ Attach Section II (Group Questions as an Appendix).</li> </ul> </li> <li>○ APA formatting</li> <li>○ Appropriate Academic Grammar (AAG)</li> <li>○ Self and Group Evaluations</li> </ul> </li> </ul>	7
<p><b>Total</b></p>	39

**VI. Content Areas | Course Schedule**

<b>Date</b>	<b>Lecture Topics</b>	<b>Assignment Due</b>
<p>Week 1 08/22/21- 08/28/21</p>	<p>Introduction to ADRE 6550 Needs Assessment-Erford Chapter 9 Program Evaluation-Erford Chapter 10</p> <p>Research Approaches in Education Program Evaluation – Wall’s 9-Step Process</p>	<p>Read Erford Chapters 9 &amp; 10</p> <p>Read Wall, J. Program Evaluation Model 9-Step Process</p>
<p>Week 2 08/29/21- 09/04/21</p>	<p>Nature of Research and Inquiry- CH_1  Characteristics of a Research Study - CH_2</p>	<p>Read Erford Chapters: 1-2, 9, &amp; 10 Read Wall, J. Program Evaluation Model 9-Step Process Discussion Period 1: <b>Submit Answer Post</b> by 11:59 pm Monday 09/06/2021</p>
<p>Week 3 09/05/21- 09/11/21</p>	<p>Locating, Reviewing, and Writing Research - CH_3 Outcome Research in Counseling CH_4</p>	<p>Read Erford Chapters: 3 &amp; 4</p> <p>Discussion Period 1: <b>Submit Response Post</b> by 11:59 pm Monday 09/13/2021</p>
<p>Week 4 09/12/21- 09/18/21</p>	<p>Section One Summary</p>	<p>Review Erford Chapters: 1-4, 9, &amp; 10 Read Agramovich, R. L., &amp; Coker, J. K. Program Evaluation: The accountability bridge model for counselors. Quiz 1A: Chapters 1-4, 9, &amp; 10  <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 9/15/2021</li> <li>• Removed 11:59 am 9/17/2021</li> </ul> <p>Submit: Individual Program Evaluation Paper by 11:59 pm on 9/18/2021</p> </p>

		Discussion Period 2: <b>Submit Answer Post</b> by 11:59 pm Monday 09/20/21
Week 5 09/19/21- 09/25/21	Qualitative Approaches to Research CH_5 Qualitative Research Designs CH_6	Review Erford Chapters: 1-4, 9, & 10 Read Erford Chapters: 5 & 6 Read Astramovich, R. L., & Coker, J. K. Program Evaluation: The accountability bridge model for counselors.  Quiz 1B: Chapters 1-4, 9, & 10 <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 9/22/2021</li> <li>• Removed 11:59 am 9/24/2021</li> </ul> Discussion Period 2: <b>Submit Response Post</b> by 11:59 pm Monday 9/27/21
<b>Date</b>	<b>Lecture Topics</b>	<b>Assignment Due</b>
Week 6 09/26/21- 10/02/21	Quantitative Research Design in Counseling CH_7  Practical Counseling Research Approaches: Using Action Research and Single Subject Design CH_8	Read Erford Chapters: 7 & 8  Mulligan Quiz 1: Chapters 1-4, 9, & 10 <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 9/29/2021</li> <li>• Removed 11:59 am 10/01/2021</li> </ul> Discussion Period 3: <b>Submit Answer Post</b> by 11:59 pm Monday 10/04/2021
Week 7 10/03/21- 10/09/21	Section Two Summary	Review Erford Chapters: 5-8  Quiz 2_A: Chapters 5-8 <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 10/06/2021</li> <li>• Removed 11:59 am 10/08/2021</li> </ul> Discussion Period 3: <b>Submit Response Post</b> by 11:59 pm Monday 10/11/2021
Week 8 10/10/21- 10/16/21	Collecting Data CH_11 Describing Data CH_12	Review Erford Chapters: 5-8 Read Erford Chapters: 11-12 Quiz 2_B: Chapters 5-8 <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 10/13/2021</li> <li>• Removed 11:59 am 10/15/2021</li> <li>•</li> </ul> Submit: Group Program Evaluation Questions - Evaluation Plan by 11:59 pm on 10/16/2021  Discussion Period 4: <b>Submit Answer Post</b> by 11:59 pm Monday 10/18/2021

Week 9 10/17/21- 10/23/21	Deriving Standardized Scores CH_13 Statistical Hypothesis Testing Ch_14	Read Erford Chapters: 13 & 14  Discussion Period 4: <b>Submit Response Post</b> by 11:59 pm Monday 10/25/2021
Week 10 10/24/21- 10/30/21	Section Summary	Review Erford Chapters: 11-14  Quiz 3_A: Erford Chapters 11-14 <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 10/27/2021</li> <li>• Removed 11:59 am 10/29/2021</li> </ul> Discussion Period 5: <b>Submit Answer Post</b> by 11:59 pm Monday 11/01/2021
<b>Date</b>	<b>Lecture Topics</b>	<b>Assignment Due</b>
Week 11 10/31/21- 11/06/21	Inferential Statistics Ary et al. CH_7	Read Ary et al. Chapter: 7 Mulligan Quiz 2: Erford Chapters 5-8, 11-14 <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 11/03/2021</li> <li>• Removed 11:59 am 11/05/2021</li> </ul> Discussion Period 5: <b>Submit Response Post</b> by 11:59 pm Monday 11/08/2021
Week 12 11/07/21- 11/13/21	Descriptive and Inferential Statistics Ary et al. CH_6 & CH_7	Review Ary et al. Chapters: 6 & 7 Quiz 4_A: Ary et al. Chapters 6 & 7 <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 11/10/2021</li> <li>• Removed 11:59 am 11/12/2021</li> </ul> Discussion Period 6 (Ex Credit): <b>Submit Answer Post</b> by 11:59 pm Monday 11/15/2021
Week 13 11/14/21- 11/20/21	Validity & Reliability Ary et al. CH_9	Review Ary et al. Chapters: 6 & 7 Read Ary et al. Chapter: 9 Quiz 4_B: Ary et al. Chapters 6 & 7 <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 11/17/2021</li> <li>• Removed 11:59 am 11/19/2021</li> </ul> Discussion Period 6 (Ex Credit): <b>Submit Response Post</b> by 11:59 pm Monday 11/22/2021
Week 14 11/21/21- 11/27/21	Experimental Design Ary et al. CH_10	Read Ary et al. Chapters: 9 & 10  Discussion Period Mulligan: <b>Submit Answer Post</b> by 11:59 pm Monday 11/29/2021
Week 15	Analyzing and Reporting Qualitative Research Ary et al. CH_13	Read Ary et al. Chapters 9, 10, & 13 Quiz 5_A: Ary et al. Chapters 9, 10, & 13

<p>11/28/21- 12/05/21</p>		<ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 12/01/2021</li> <li>• Removed 11:59 am 12/03/2021</li> </ul> <p><b>Submit Program Evaluation Project - Final Report by 11:59 pm on Tuesday 11/30/2021</b></p> <p>Discussion Mulligan: <b>Submit Response Post</b> by 11:59 pm Monday 12/06/2021</p>
<p>Week 16 12/06/21- 12/12/21</p>	<p>Final Examination Week</p>	<p>Quiz 5_B: Ary et al. Chapters 9, 10, &amp; 13</p> <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 12/06/2021</li> <li>• Removed 11:59 am 12/08/2021</li> </ul> <p>Mulligan Quiz 3: Ary et al. Chaps 6, 7, 9, 10, 13.</p> <ul style="list-style-type: none"> <li>• Uploaded 6:00 pm 12/09/2021</li> <li>• Removed 11:59 am 12/11/2021</li> </ul>

\*The course schedule is tentative and subject to change. Additional readings, such as journal articles or handouts, may be added throughout the semester.

**Reading List--BIPOC Articles Fall 2021**

American Psychological Association. (2020). Stress in America 2020: a national mental health crisis. *Diakses dari: [apa.org/news/press/releases/stress](http://apa.org/news/press/releases/stress)*.

Crusto, C. A., Dantzer, J., Roberts, Y. H., & Hooper, L. M. (2015). Psychometric evaluation of data from the race-related events scale. *Measurement and Evaluation in Counseling and Development*, 48(4), 285-296.

Dogan, J. N., Thrasher, S., Thorpe, S. Y., Hargons, C., & Stevens-Watkins, D. (2021). Cultural race-related stress and cannabis use among incarcerated African American men. *Psychology of Addictive Behaviors*, 35(3), 320-325.

Gagné, M.-H., Piché, G., Clément, M.-È., & Villatte, A. (2021, June 17). Families in Confinement: A Pre-Post COVID-19 Study. *Couple and Family Psychology: Research and Research and Practice Advance online publication*. <http://dx.doi.org/10.1037/cfp0000179>

Grandey, A. A., Sayre, G. M., & French, K. A. (2021, July 22). “A Blessing and a Curse”: Work Loss During Coronavirus Lockdown on Short-Term Health Changes via Threat and Recovery. *Journal of Occupational Health Psychology*. Advance online publication. <http://dx.doi.org/10.1037/ocp0000283>

Kivlighan III, D. M., Drinane, J. M., Tao, K. W., Owen, J., & Liu, W. M. (2019). The detrimental effect of fragile groups: Examining the role of cultural comfort for group therapy members of color. *Journal of Counseling Psychology*, 66(6), 763-770.

Krieger, N., Kosheleva, A., Waterman, P. D., Chen, J. T., & Koenen, K. (2011). Racial discrimination, psychological distress, and self-rated health among US-born and foreign-born Black Americans. *American Journal of Public Health*, 101(9), 1704-1713.

Langrehr, K. J., Watson, L. B., Keramidas, A., & Middleton, S. (2021). The development and initial validation of the White Fragility Scale. *Journal of Counseling Psychology*, 68(4), 404-417. <https://doi.org/10.1037/cou0000483>

Lipscomb, A. E., & Ashley, W. (2020). Surviving being Black and a clinician during a dual pandemic: personal and professional challenges in a disease and racial crisis. *Smith College Studies in Social Work*, 90(4), 221-236.

Loeb, T. B., Ebor, M. T., Smith, A. M., Chin, D., Novacek, D. M., Hampton, Anderson, J. N., ... & Wyatt, G. E. (2021). How mental health professionals can address disparities in the context of the COVID-19 pandemic. *Traumatology*, 27(1), 60-69.

Robles-Ramamurthy, B., Coombs, A. A., Wilson, W., & Vinson, S. Y. (2021). Black Children and the Pressing Need for Antiracism in Child Psychiatry. *Journal of the American Academy of Child and Adolescent Psychiatry*, 60(4), 432-434.

Schooley, R. C., Lee, D. L., & Spanierman, L. B. (2019). Measuring Whiteness: A systematic review of instruments and call to action. *The Counseling Psychologist*, 47(4), 530-565.

Woods-Jaeger, B., Cho, B., & Briggs, E. C. (2020). Training psychologists to address social determinants of mental health. *Training and Education in Professional Psychology*. Advance online publication. <https://doi.org/10.1037/tep0000307>

Yount, K. M., & Sharma, K. (2020). The US vice presidential debate: a Black woman's resistance to white masculine dominance and white fragility to assert equal voice on public policy. *Journal of Gender Studies*, 1-7. DOI: [10.1080/09589236.2020.1867521](https://doi.org/10.1080/09589236.2020.1867521)

## **I. Course Information**

### **Class Details**

Class Day & Time: Tuesdays 9-10:30am

Class location: WebEx

### **Instructor Information**

Instructor: Celeste Crawford, PhD, LCMHCS, LCAS, CRC, CCS

Office: Health Sciences Building, Room 4425-H

Office hours: By appointment

Phone: 252-341-8233 (cell)

Fax: 252-744-6302

Email: [crawfordc@ecu.edu](mailto:crawfordc@ecu.edu)

### **Course Description (12 SCH)**

Purpose: The internship experience is designed to provide an opportunity to apply the knowledge and skills learned in all the courses in the curriculum with individuals experiencing substance use disorders, mental health issues, and other disabilities (rehabilitation counselors and vocational evaluators). The internship is an approved supervised field experience in a location the student chooses. University faculty supervision is provided through WebEx for out of the area or out of state students for the group supervision class.

Catalog description/Prerequisites: May be repeated for a maximum of 12 s.h.

P: Consent of DARS graduate director. Field-site placement in a professional clinical mental health, addictions, and/or rehabilitation counseling program during student's last semester.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and



expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

### **Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

### **Course Structure/Methods of Instruction**

Method(s) of instruction: Students will complete a **600-hour** clinical internship where they assume the functions of beginning counselors in a human service program. (Students in the Clinical Counseling (formerly Substance Abuse and Clinical Counseling) Program need to be in a human service program working with individuals with substance abuse use disorders. This includes individuals with substance abuse and mental health disorders.) Students will complete **40-hours** of supervised counseling and other counseling/rehabilitation services per week totaling a minimum of **600-hours** including **240** direct client contact hours. Students will receive one-hour individual weekly supervision by the field-site supervisor and an average of 1 ½ hours weekly of group supervision by the faculty supervisor. The supervision group will consist of supervision of recorded counseling sessions (minimum of 3 recordings) by students with the instructor and the other students providing feedback and options for consideration. The internship provides further practice of skills learned in practicum and other courses for the development of counseling knowledge under supervision by the field-site and faculty supervisors. Evaluation of the student's performance will be provided throughout the semester with formal evaluation at mid-point and when the student completes the internship by field site and faculty supervisors.

### **Textbook & Course Material**

*Suggested texts:*

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: American Counseling Association.

## **II. Grading Policy**

### **Field-Site Supervisor Qualifications:**

1. Field-site supervisors must hold a graduate degree in a mental health discipline (e.g., counseling, psychology, social work).

2. have a minimum of 2 years of relevant clinical counseling experience.
3. hold a license (e.g., LCAS; LCMHC) or certification (e.g., CSAC, CRC) in their professional discipline.
4. have knowledge of the CC/RC programs' expectations, requirements, and evaluation procedures for students; and
5. have relevant training in counseling supervision.

### **Faculty Qualifications:**

1. Faculty teaching the Internship course should hold a doctoral degree and/or appropriate clinical experience and preparation.
2. have relevant professional experience and demonstrated competence in counseling; and
3. have relevant training and supervision experience.

### **The Clinical Instruction Environment:**

The clinical instruction environment is conducive to modeling, demonstration, and training and is available and used by the students in the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes:

1. a setting for individual and group counseling with assured privacy and sufficient space for appropriate equipment.
2. necessary and appropriate technologies that assist learning (audio, video, and telecommunications equipment).
3. a setting with observational and interactive supervision capabilities; and
4. procedures that ensure that the client's confidentiality and legal rights are protected.

### **Orientation of Field-Site Supervisors:**

The expectations and requirements of the Internship course are provided primarily by the Internship Manual developed by the director of the Clinical Counseling program. Assistance, consultation, and professional development opportunities are provided by faculty to field-site supervisors.

**Assignments :**

1. Complete **40** hours per week at the Internship site, including **240** hours total of direct service to clients including audio/video recordings of individual counseling sessions (minimum of 3 recordings) which are clearly audible, for review in clinical supervision sessions. *Do not record group counseling sessions.* Efforts should be made to maintain a counseling relationship with at least **three to five clients** over several sessions;
2. **Attend class/group supervision** to give feedback to fellow students and benefit from discussions;
3. **Weekly journal entry** uploaded on Canvas
4. **Client file folder** that includes:
  - (a) *Assessment Summary*
  - (b) *Treatment Plan*
  - (c) *Case/Progress Notes (3-5 notes)*
  - (d) *Termination Report or Discharge Summary*
  - (e) *Client Feedback and Self-Review Forms*
5. **Summary report of internship experience**, including: (a) the group supervision classes, (b) the field-site experience and supervision, (c) and general comments (see assignment overview for more details). Submit through Canvas.
6. **Complete 3 counseling session recordings**, along with the accompanying documentation (see “Forms for Review of Recordings” under Assignment tab on Canvas)
7. **American Racism Advocacy Project:** Research an appropriate counseling approach or technique for a marginalized racial group that you are not a part of. Present an in- class reflection on your efforts to incorporate this technique or approach into your clinical work at your field site. Discuss what went well and what you could have been done better/differently.
8. **The following forms will be uploaded on Canvas:**

**Due by 2<sup>nd</sup> week of class:**

- (a) *Field Site/Supervisor Information for Internship*

*(b) Field-Site Supervisor Resume and evidence of supervision training*

*(c) Signature Page of Internship Manual*

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**Due by end of semester:**

*(d) Internship Supervision Log Form*

*(e) Master Internship/Supervision Hour Summary Sheet*

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**(f) Evaluations:**

**Mid-point evaluations:**

1. Field-Site Supervisor Evaluation of Student Performance - Internship

**Final evaluations:**

1. Field-Site Supervisor Evaluation of Student Performance
2. Student Evaluation of Faculty Supervisor -This is emailed to DARS Secretary
4. Student Evaluation of Field Site Supervisor
5. Review of site on DARS Field Site Directory
6. DARS Evaluation of Teaching Survey (worth 2% final grade)

## **Confidentiality**

Confidentiality of client records is of utmost importance. Students must never disclose the identity or any identifying information of any client they work with at a field site. For the case records used for clinical skills courses and fieldwork:

1. Use pseudonym or initials for your clients' names on file and any forms.
2. Any documents with client information should be saved on your Pirate Drive. This information should be deleted at the end of the semester from the network drive and emptied from your computer trash.

## **Letter Grade Assignment**

At the end of the semester a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100%	A
80-89.9%	B
70-79.9%	C
69% or less	F

DARS policy on violations of client confidentiality may result in the student being asked to drop the clinical skills courses, practicum/internship, suspension from the degree program, and/or lowered/failing grade.

Violations of client confidentiality may also result in lawsuits against the student, supervisors, field sites, DARS, CAHS, ECU, and the UNC Board.

### **III. Course Learning Outcomes**

#### **Course Objectives (CACREP [2016] standards noted)**

As a result of this course, students will know/understand/apply:

#### **CACREP Professional Counseling Identity**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
2.F.1.i - ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	1. Midterm and final evaluation by site supervisor 2. Internship Journal: 3 <sup>rd</sup> and Final ethics specific entries
2.F.3.f - systemic and environmental factors that affect human development, functioning, and behavior	1. Exam Questions 2. Community Resource Project
2.F.4.e - strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	1. Journal - career specific 2. Assessment summary: Career assessment strategy component
2.F.5.g - essential interviewing, counseling, and case conceptualization skills	1. Counseling skills component: Field Site Supervisor Evaluation 2. Case Conceptualization component: Field Site Supervisor Evaluation
2.F.6.c - therapeutic factors and how they contribute to group effectiveness	1. Group counseling component of the field site supervisor evaluation
2.F.8.b - identification of evidence-based counseling practices	1. Evidence based practice component of the field site supervisor evaluation

**Clinical Mental Health Counseling Specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.C.3.a - intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1. Assessment summary 2. Diagnosing & assessment component: Field Site Supervisor Evaluation

**Rehabilitation Counseling Specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.RC.2.q - Legal and ethical aspects of rehabilitation counseling, including ethical decision-making models.	1. Midterm and final evaluation by site supervisor

Course objectives beyond CACREP (2016) standards:

1. Describe and demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, diagnostic assessment (using current edition of DSM), a mental health history, and psychological assessment for treatment planning and case management.
2. Summarize and demonstrate principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling services;
3. Explain and apply current record-keeping standards related to addiction, clinical mental health, and/or rehabilitation counseling;
4. Describe and evaluate substance abuse, clinical mental health and/or rehabilitation ethical standards, policy, financing, emergency management systems (e.g., risk of harm prevention), and regulatory processes to improve service delivery opportunities in addiction, clinical mental health and/or rehabilitation counseling;
5. Analyze and apply relevant research findings and data to increase the effectiveness of addiction, clinical mental health, and/or rehabilitation counseling treatment; and
6. Select and demonstrate culturally relevant education and community programs that raise awareness and support for clients with addictions, clinical mental health issues, and/or physical disabilities.

**IV. Course Policies**

**Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *American Mental Health Counselors Association (AMHA) Code of Ethics* ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_crc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_crc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual (<http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>).

### **ECU Emergency Weather Information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

### **Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

### **Distance Education :**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Canvas, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

### **COVID-19 Protections, Considerations and Policies**

All students are required to comply with the [University Regulation on Face Coverings](#), including the wearing of face coverings in classrooms, lecture halls, and any other instructional areas and campus locations. Students with disabilities and medical conditions, as documented with the Department for Disability Support Services, may seek alternate accommodations. For additional information please consult the [Office of Students Rights and Responsibilities Website](#).

- Students should maintain regular communication with instructors regarding their health status and communicate any changes in their ability to complete coursework and academic responsibilities immediately.
- If you become ill, see the guidelines in the [Return of Pirate Nations for Students](#). No unnecessary visits to health facilities or documentation will be required as per [ACHA 2020](#).

You may at any time consult with your advisor or the instructor about whether to request an Incomplete ([ECU Faculty Manual IV.VIII.E Grade of Incomplete](#)) or a Withdrawal ([ECU's Withdrawals Policies](#))

**V. Assignment Rubric(s)**

<b>Internship Course Grading Rubric</b>	
<b>Assignment</b>	<b>Points</b>
<b>Minimum of 600 total hours in a counseling field site:</b> <ul style="list-style-type: none"> <li>Includes 240 hours of supervised direct service including individual, group, and/or family counseling to clients. Individual and/or family counseling sessions will be approximately 30-50 minutes in length.</li> </ul>	15
<b>Final Client File:</b> <ul style="list-style-type: none"> <li>One client record will be written that contains assessment summary, treatment/rehabilitation plan, progress notes, discharge summary, client feedback, consent for taping release form, release of information forms, psychological and/or medical evaluations, and psychological tests.</li> </ul>	10
<b>Three Video/Audio Recordings:</b> <ul style="list-style-type: none"> <li>Reviewed by internship instructor and individual supervisor(s).</li> </ul>	10x3=30
<b>Weekly Internship Journal:</b> <ul style="list-style-type: none"> <li>Uploaded to Canvas by Monday at noon for the previous week</li> </ul>	14
<b>American Racism Advocacy Project:</b>	5
<b>Internship Summary/Reflection:</b> <ul style="list-style-type: none"> <li>Summary and reflection on the internship experience.</li> </ul>	4
<b>Mid-term evaluation:</b> <ul style="list-style-type: none"> <li>Completed by both field-site supervisor</li> </ul>	10
<b>Final evaluation:</b> Completed by both field-site supervisors	10
<b>DARS Survey of Instruction</b>	2
<b>Total</b>	<b>100</b>

<b>Assessment Summary Rubric or Case File Assignment (5.C.3.a)</b>	
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<b>Areas to Address</b>	<b>Possible Points</b>
<b>General Information</b> <ul style="list-style-type: none"> <li>▪ Demographic Information</li> <li>▪ Reason for Visit/Chief Complaint</li> </ul>	<b>1</b>
<b>History of Presenting Concerns</b>	<b>2</b>
<b>Mental Status:</b> General appearance: Orientation: Psychomotor behavior: Mood/Affect: Speech: Cognition: Thought content/process:	<b>2</b>
<b>Developmental History</b> (systemic & environmental factors that affect development, functioning, and behavior; <b>2.F.3.f</b> )	<b>2</b>
<b>Bio-Psycho-Social-Spiritual (5.C.1.c)</b> <ul style="list-style-type: none"> <li>• Medical &amp; Medications:</li> <li>• Psychoactive Substance Use and Abuse:</li> <li>• Psychological:</li> <li>• Marital and Family History:</li> <li>• Social, Relationships, and Cultural:</li> <li>• Education:</li> <li>• Vocational:</li> <li>• Recreational/Leisure Activities:</li> <li>• Legal:</li> <li>• Spirituality:</li> </ul>	<b>2</b>
<b>Case Conceptualization, Diagnosis, &amp; Treatment Planning</b> <ul style="list-style-type: none"> <li>• Problem Areas:</li> <li>• Strengths/Assets:</li> <li>• Diagnostic Formulation                             <ul style="list-style-type: none"> <li>○ Description of screening/assessment tool(s) used to inform diagnostic formulation (2.F.7.e; 2.F.7.k; 2.F.7.l)</li> </ul> </li> </ul>	<b>2</b>
<b>Clinical Formulation</b> <ul style="list-style-type: none"> <li>▪ Theoretical lens depicting how client's problems developed and how problems are perpetuated</li> </ul>	<b>2</b>
<b>Treatment Formulation/Plan</b> <ul style="list-style-type: none"> <li>▪ Description of screening/assessment tool(s) used to inform treatment formulation/planning (<b>2.F.7.e</b>)</li> </ul>	<b>2</b>

<ul style="list-style-type: none"> <li>▪ Treatment plan (evidence-based counseling strategies/techniques; 2.F.5.j)</li> </ul>	
<b>Total</b>	<b>15</b>

**Midterm and Final Evaluation Form (located on Canvas Site)**

**SUPERVISED INTERNSHIP IN COUNSELING**  
**Evaluation of Student Performance by Field Site Supervisor**

Student Name (Print): \_\_\_\_\_

Date \_\_\_\_\_

Name of Field-Site \_\_\_\_\_

**Note to Supervisor:** Please complete the following evaluation for the above named student's performance at the **MIDWAY POINT** and again upon **COMPLETION** (*circle or highlight either midway or completion*).

Performance Category	Evaluation (Mark One)				Comments
	Poor	Satisfactory	Excellent	N/A	
<b>Diagnosing &amp; Assessment</b> <i>(CACREP 5.C.3.a)</i>					
<b>Case Conceptualization</b> <i>(CACREP 2.F.5.g)</i>					
<b>Evidence Based Practices Identification &amp; Integration</b> <i>(CACREP 2.F.8.b)</i>					
<b>Counseling/Clinical Activities</b> <i>(CACREP 2.F.5.g)</i>					
<b>Group Counseling/ Group Work</b> <i>(CACREP 2.F.6.c)</i>					
<b>Ethical Knowledge, Skills &amp; Application</b>					
<b>Multicultural Competence</b>					
<b>Record Keeping Activities</b>					
<b>Responsiveness to Supervision</b>					
<b>Working Relationship with Staff/Coworkers</b>					
<b>Professionalism</b> (attendance, dress, attitude, interactions)					
<b>Enthusiasm – Creativity</b>					

10. Notable Strengths Observed in Student's Performance:

11. Notable Areas for Improvement in Student's Performance

12. Has the student satisfactorily fulfilled your expectations in his/her assigned role in your organization? Explain.

Completed by: \_\_\_\_\_  
*Signature/credentials of Supervisor*

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Content Area   Topic</b>	<b>Assignment Due</b>
1	8/24/21	Review of Course Requirements	
2	8/31/21	Site Discussion/ Group Supervision	Weekly Journal #1 Initial Site Paperwork
3	9/7/21	Introduction to Professional Licensure Process	Weekly Journal #2
4	9/14/21	PACT Session 1: Dr. Atherton – Professional Licensure Process	Weekly Journal #3
5	9/21/21	Guest Speaker – Dr. Alexis Wilkerson, DARS alum	Weekly Journal #4 Recording #1
6	9/28/21	Site Discussion/ Group Supervision	Weekly Journal #5
7	10/5/21	PACT Session 2: Dr. Toriello - Motivational Interviewing	Weekly journal #6
8	10/12/21	Fall Break	Weekly Journal #7
9	10/19/21	Site Discussion/ Group Supervision	Weekly Journal #8 Recording #2 Midterm Evaluation
10	10/26/21	Guest Speaker - Dr. Cheryl Meola, Equine Assisted Tx, job search tips	Weekly Journal #9
11	11/2/21	Site Discussion/ Group Supervision	Weekly Journal #10
12	11/9/21	American Racism Discussion	Weekly Journal #11 American Racism Presentation
13	11/16/21	PACT Session 3: Dr. Leierer Gestalt Techniques	Weekly Journal #12

**ADRE 6991 - Internship in Clinical, Addictions, and Rehabilitation  
Counseling | Fall 2021**

**Department of Addictions & Rehabilitation Studies | East Carolina University**

14	11/23/21	Site Discussion/ Group Supervision	Weekly Journal #13 Recording 3 Case File Assignment
15	11/30/21	Course Wrap Up	Final evaluations Time sheet Summary Reflection

**MS in Clinical Counseling  
Specific Syllabi**

## **I. Course Information**

### **Class Details**

Class day & time: Thursdays 6pm-9pm

Class location: TBA

### **Instructor Information**

Instructor Information: Hillary DodgeEvans , PhD, MA, MS, NCC, LCMHC Qualified Supervisor, LCAS, CCS-I

Phone: 252-744-6300

Office: Webex Hours: By appointment

**Email: [dodgeevansj20@ecu.edu](mailto:dodgeevansj20@ecu.edu)**

### **Course Description (3 SCH)**

Purpose: This course examines the dynamics of general systems theory, family systems, and the rationale and practice of marriage and family counseling. Students will be introduced to a variety of family counseling theories and family intervention strategies. The emphasis is on relationships of family and substance abuse treatment issues.

Catalog description/Prerequisites: P: ADRE 6703 or consent of instructor. Rehabilitation and treatment strategies. Family intervention strategies, family counseling, and treatment of adult children of addicted parents. Emphasis on relationships of family and substance abuse.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status,

language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

### **Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

### **Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, small and large group activities, videos, assigned readings and family role-plays.

### **Textbook & Course Material**

Required text: Gladding, S. T. (2015). Family therapy: History, theory, and practice. (6th ed.). Pearson Education: Hoboken, New Jersey.

Readings posted on Bb

Video links posted on Bb and transcripts

Substance Abuse and Mental Health Services Administration (SAMHSA). Substance abuse treatment and family therapy: A treatment improvement protocol (TIP) 39. <http://store.samhsa.gov/product/TIP-39-Substance-Abuse-Treatment-and-Family-Therapy/SMA12-4219>

## **II. Grading Policy**

### **Graded Course Assignments**

1. Read assigned readings prior to each class.

2. Mid-Term and Final examinations: (Worth 100 points each)

The exams are a combination of multiple choice and true/false questions and have a total of 50 -55 items. Exams address the content in the assigned readings, lectures, handouts, and classroom activities.

3. Class attendance: Class attendance is critical, since each student will have responsibilities as a family member or counselor/observer in each session. **More than two absences will prevent completion of course requirements** -- the course will need to be taken again. If a student must be absent, the student must inform the instructor and a "Family Member" prior to the class that will be missed so that different arrangements can be made for activities on the day of the absence. Excused absences are required institutional activities approved by the academic dean or verification of illness by doctor or dean documentation.

4. Student Formed Families: Students are to form groups of "families" for role-play counseling. By the second class, each family is to have established its general characteristics and identified problem. Families are to be ready for counseling by the third class.

**5. Family Case Study (Worth 100 points)**

Students will be given a case study to review and will be expected to write a paper addressing the following:

- (a) Discuss the treatment issues/concerns for this family.
- (b) How would these issues/concerns be addressed from a Structural point of view (include a structural assessment, goals, techniques/interventions)?
- (c) How would these issues or concerns be addressed from a Strategic point of view?
- (d) How would these issues or concerns be addressed from a Brief Solution Focused point of view?
- (e) Reflection Form

The Case Study Report is due 11/11 before 11:59 pm.

\*The grade on assignments that are turned in late will be reduced by a letter grade for every day that the assignments are late. After four days late, assignments will not be accepted.

\*\*Make up exams or extra credit projects will not be given for this course.

**Weighting of Assignments**

Assignment	Points	% (if applicable)
Case Study	100	
Mid-Term Exam	100	
Final Exam	100	
DARS Student Survey	2	

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

Percentage/Points	Grade assignment
90-100%	A
80-89%	B
70-79%	C
Below 70%	F

**Late Policy**

\*The grade on assignments that are turned in late will be reduced by a letter grade for every day that the assignments are late. After four days late, assignments will not be accepted.

\*\*Extra credit projects will not be given for this course.



### III. Course Learning Outcomes

#### Course Objectives (CACREP [2016] standards noted)

As a result of this course, students will know/understand/apply:

#### CACREP Professional Counseling Identity

CACREP Standard	Means of Assessment
2.F.5.b - a systems approach to conceptualizing clients	1. Case Study

#### Course objectives beyond CACREP (2009) standards:

Upon completion of this course, students will be able to:

1. Demonstrate the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others;
2. Demonstrate the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions
3. Demonstrate the appropriate use of culturally responsive family and systems modalities for initiating, maintaining, and terminating counseling

### IV. Course Policies

#### Professionalism, Student Conduct, & Academic Integrity

Students must abide by of the American Counseling Association (ACA) Code of Ethics <http://www.counseling.org/> and the American Mental Health Counselors Association (AMHA) Code of Ethics

([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

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#### ECU emergency weather information

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

#### Continuity of Instruction

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate



<ul style="list-style-type: none"> <li>○ Demonstrated modification of counseling systems, theories, techniques, and interventions to make them culturally appropriate to client</li> </ul> <p><b>Answers case study questions:</b>                  These questions can be found at the bottom of the case study.</p>	
<b>Total</b>	<b>100</b>

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Content Area   Topic</b>	<b>Assignments/Due Dates</b>
<b>1</b>	08/26	Introduction to the Course Review of Syllabus Discussion concerning the “forming families” Lecture / Discussion: Theoretical Context of Family Therapy Systems View of Families with SA	- Gladding Chapter 2 - Bb Reading 1 - Gladding Chapter 12 - Bb Reading 8
<b>2</b>	9/02	Lecture / Discussion: Initial Session & Structural Family Therapy	- Gladding Chapter 2 - Bb Reading 1 - Gladding Chapter 12 - Bb Reading 8
<b>3</b>	9/09	Lecture / Discussion: Cont. w/ Structural Family Therapy Role-Play Families	-Gladding Chapter 12 Break - Bb Readings 2, 4, 5
<b>4</b>	09/16	Lecture / Discussion: Family Mapping & Strategic Family Therapy Role-Play Families	- Gladding Chapter 13 Break - Bb Reading 3
<b>5</b>	09/23	Lecture / Discussion: Solution-Focused Therapy Break Role-Play Families	- Gladding Chapter 14 pages 335-346
<b>6</b>	09/30	Lecture / Discussion SA, Family Violence, & Child Abuse Safety Session Break Role-Play Families	- Gladding Chapter 15 - Bb Reading – Safety Session
<b>7</b>	10/07	Lecture / Discussion: Play Therapy Break Role-Play Families	- Bb Reading - Play Therapy
<b>8</b>	10/14	Lecture / Discussion: Beyond the Initial Interview	- Bb Reading 9

		Attachment theory lecture Break Role-Play Families	
<b>9</b>	10/21	Lecture / Discussion: Single-Parent & Blended Families Break Role-Play Families	- Gladding – Chapter 4
<b>10</b>	10/28	Lecture / Discussion: Single-Parent & Blended Families cont. Break Role-Play Families	
<b>11</b>	11/4	<b>Mid-Term EXAM</b>	
<b>12</b>	11/11	Continued: Lecture / Discussion: Single-Parent & Blended Families cont. Break Role-Play Families	- Gladding – Chapter 4 <b>Case Study Due</b>
<b>13</b>	11/18	Lecture / Discussion: Couple & Marriage Therapy Break Role-Play Families	- Gladding – Chapter 8
<b>14</b>	12/2	Lecture / Discussion: Termination Issues Break Role-Play Families (Terminations Sessions) Final EXAM review time permitting	
<b>15</b>	12/9 Final Exam	<b>Final Exam open from 12am to 11:59pm.</b>	

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

## **I. Course Information**

### **Class Details**

Class day & time: Tuesdays, 2-5pm

Class location: HS Building 2330

### **Instructor Information**

Instructor: Paul J. Toriello, Rh.D., LCAS, LCMHC, CRC, CCS,

Office: Health Sciences Building, Room 4425-K

Office hours: By appointment.

Phone: 252-744-6297

Fax: 252-744-6302

Email: [toriellop@ecu.edu](mailto:toriellop@ecu.edu)

### **Course Description (3 SCH)**

Purpose: The purpose of the course is for students to gain knowledge and skills of addiction and psychopathology etiology, assessment, diagnosis, treatment planning, and counseling. Special counseling issues, concerns, and interventions will be covered related to various aspects of addiction and clinical mental health counseling.

Catalog description/Prerequisites: P: Admission to MS in clinical counseling or consent of instructor; ADRE 6703. Theory and practice for counseling people with mental health and addiction disorders, including issues related to assessment, family, co-occurring disorders, special populations, stress management, criminal justice system, and relapse prevention.

### **Personal Name, Pronouns, and Gender Identification Statement**

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### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status,

marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, experiential activities, videos, and assigned readings.

**Textbook & Course Material**

Required text:

Miller, G. (2014). Learning the language of addiction counseling. (4th or Latest ed.). Hoboken, NJ: John Wiley & Sons.

**II. Grading Policy**

**Graded Course Assignments**

1. Attendance and participation in class discussions/activities/skill building: 300 points. Twenty points will be deducted for each absence. More than two absences will result in a grade of C, at best.
2. Case Report/Skill Demonstration: 190 points. Students will be assigned to a team. During class meetings, each team will make a hypothetical case report and demonstrate two interventions appropriate to their case. This assignment will include the DARS American Racism advocacy content.
3. DARS Survey of Instruction: 10 points.

**Weighting of Assignments: N/A.**

<b>Assignment</b>	<b>Points</b>
Attendance/participation	300
Case report/skill demo	190
DARS Survey	10
<b>Total</b>	<b>500</b>

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100	A
80-89	B
70-79	C
Below 70	F

**III. Course Learning Outcomes**

**Course Objectives (CACREP [2016] standards noted)**

As a result of this course, students will know/understand/apply:

**Clinical Mental Health Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.C.3.c - strategies for interfacing with the legal system regarding court-referred clients	1. Case report/Skill demo
5.C.3.d - strategies for interfacing with integrated behavioral health care professionals	1. Case report/Skill demo

**IV. Course Policies**

**Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

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Emergency information hotline: 252-328-0062

**Continuity of Instruction:**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

**Student Resources**

Pirate Academic Success Center:

<http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**Distance Education (if applicable):**

**V. Assignment Rubric(s)**

<b>Case report</b>	<b>Points possible</b>
Demographics/special issues	10
Co-occurring disorder(s), potential referrals	10
Medical profile, potential referrals	10
Legal profile, potential referrals	10
Vocational profile, potential referrals	10
Treatment goal	10
Goal objective	10
Objective interventions (2)	10
Culture considerations	10
<b>Skill demonstration</b>	
Set up	10
Culture conversation	10
Facilitation	20
Role play	20
Processing	20
Transition	20
<b>Total</b>	<b>190</b>



**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Content Area / Topic</b>	<b>Readings</b>
1	8/24	Review syllabus Your model of addiction Skill:	Chapter 1
2	8/31	Models of Addictions Skill: Open ended questions	Chapter 2
3	9/7	Interviews Stages of Change Skill: Reflection	Chapter 3
4	9/14	Co-Occurring Disorders Skill: Empty chair	Chapter 4
5	9/21	Co-Occurring Disorders Treatments Skill: Empty chair	Chapters 4, 5
6	9/28	Special Issues Skill: Values clarification/miracle question	Chapter 6
7	10/5	Relapse Prevention Skill: relapse prevention planning	Chapter 7
8	10/19	Self-Help Groups Skill: Thought replacing/RET	Chapter 8
9	10/26	Motivational Interviewing Skills	Chapter 9
10	11/2	Cultural Sensitivity Skill: Culture conversation	Chapter 10
11	11/9	Chronic Pain Case report/Skill demo	Chapter 11
12	11/16	Infusing spirituality Case report/Skill demo	Chapter 12
13	11/23	Ethics Systems Case report/Skill demo	Chapter 13
14	11/30	Case report/Skill demo	
15	12/7	Wrap-Up	

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

## **I. Course Information**

### **Class Details**

Class day & time: Monday 2-5pm

Class location: Health Sciences Building, Room 2365

### **Instructor Information**

Instructor: W. Leigh Atherton, PhD, LCMHCS, LCAS, CRC, CCS

Office: Health Sciences Building, Room 4425

Office hours: Mondays: 10:00am-1:00pm, Wednesdays: 12:30-1:30pm, or by appointment

Phone: 252-744-6290

Email: athertonw@ecu.edu

### **Course Description (3 SCH)**

Purpose: This course deals with the major drugs of abuse and their historical, social and legal impact on our society. Particular emphasis is placed on psychosocial motivations, patterns of drug use, misuse and abuse, prevention and rehabilitation approaches.

Catalog description/Prerequisites: P: None Examination of psychoactive drugs of abuse including their impact on society, drug regulation, and psychopharmacology. Emphasis placed on clinical counseling, prevention, and treatment.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status,

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language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, small group activities, videos, and assigned readings.

**Textbook & Course Material**

Required text:

Inaba, D. S., & Cohen, W. E. (2014). *Uppers, downers, and all arounders: Physical and mental effects of psychoactive drugs* (8<sup>th</sup> edition). Medford, OR: CNS Publications.

Additional requirements:

University-approved [Face Covering/Mask](#), Hand Sanitizer, Disinfectant wipes.

## **II. Grading Policy**

### **Graded Course Assignments**

1. Exams (200 points). There will be two non-cumulative exams. The exam format will be a mix of multiple choice and true/false. The exam will cover lecture information as well as assigned readings and projects. The exam will be provided on the Canvas system. Details of this exam process will be provided during the course. Make-up exams will only be provided in extreme circumstances and will require proper documentation (e.g., Doctor's excuse, etc.)
2. Drug of Abuse In-Class Presentation (17 points). One the first day of class, students will be assigned a Drug of Abuse topic. Students will research information related to a) diagnostic overview; b) one Evidenced-Based Practice used in the treatment of the topic; c) national and/or regional trends; and d) a multimedia (e.g., video, YouTube, website, pamphlet, poster) representation of the topic. Students will provide a 15-20 minute presentation to the class. Details of this assignment are posted on Canvas.
3. 12-Step Meeting Reaction Paper (75 points). Students must attend an "open" 12 Step Meeting (i.e., AA, NA, or Al Anon) and hand in a 2-page reaction paper. Grades on this assignment that are turned in late will be reduced by a letter grade for every day that the

assignment is late. After four days late, the assignment will not be accepted. Meeting must be Substance Abuse focus.

4. Advocacy project (100 points). Students will be complete a project where they engage in advocacy activities that increase public awareness of substance use, and/or call for improved and increased substance abuse treatment/recovery resources. Such activities can include, but are not limited to, correspondence with and presentations to legislators, government councils; presentations to staff at social services agencies; development and dissemination of public services announcements; informing under-served and under-informed citizens of available treatment and recovery resources. Student must develop an advocacy plan for instructor approval. The plan will outline the activities the student will complete during the course, how the activities will be completed, and the dates each activity will be completed by. At the end of the semester, students will submit a final report on the success of their advocacy projects. Depending on advocacy plan scope, students may work in groups. Details of this requirement will be provided during the course. See rubric at the end of the document for more details on this assignment.

**American Antiracism** – the advocacy project will focus on the intersection of race/culture and addictions/co-occurring disorder issues.

5. Joining a Professional Organization: Students will research the American Counseling Association's (ACA) history, mission, goals, divisions, advocacy role, and benefits of membership. Students in the Clinical Counseling (formerly Substance Abuse & Clinical Counseling) Program must join ACA (joining a Division is optional) by October 1st. Students in the Substance Abuse Certificate Program are STRONGLY encouraged (but not required) to join ACA. CC students must show proof of membership to the instructor by providing a copy of their receipt. Further, all students are expected to add a paragraph on ACA's role for professional advocacy to the Advocacy Paper.

\*\* All papers/assignments must be emailed to Dr. Atherton at [athertonw@ecu.edu](mailto:athertonw@ecu.edu) prior to class on the due date. Hard copies of the poems should be brought to class for review and sharing.

6. DARS Evaluation of Teaching Survey (8 points)

Students will complete the DARS Student Evaluation of Teaching survey. Completion of the survey will count as 2% of the student's final grade. The survey will open in Canvas one week prior to the end of the semester. Students will receive an email from Canvas announcing the opening of the survey. Please note that you will receive a separate email from Canvas for each course you are taking in DARS. You will then have until 12 pm (noon) EST on Reading Day to complete the survey. Also, the DARS Student Evaluation of Teaching survey is different from ECU's Survey of Student Opinion of Instruction "Course Evaluation" which is located under the "Course Evaluations" tab on the left side of your Canvas course menu. The DARS survey, alternately, will be found in a module, or in your "Quizzes" section of Canvas. Your responses on the survey are presented in

aggregate form and are anonymous. I will not review your survey results until after grades have been submitted.

### **Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>
Exams (100 points each)	200
Drugs of Abuse Presentation	17
12-Step Meeting Reaction Paper	75
Advocacy project	100
DARS Survey	8
<b>Total</b>	<b>400</b>

### **Letter Grade Assignment**

At the conclusion of the semester, all points are totaled and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100%	A
80-89%	B
70-79%	C
Below 70%	F

### III. Course Learning Outcomes

#### Course Objectives (CACREP [2016] standards noted)

As a result of this course, students will know/understand/apply:

##### Clinical Mental Health Counseling specialty

CACREP Standard	Means of Assessment
5.C.1.d - neurobiological and medical foundation and etiology of addiction and co-occurring disorders	1. Exam questions
5.C.3.e - strategies to advocate for persons with mental health issues	1. Advocacy project

Course objectives beyond CACREP (2016) standards:

1. Summarize and appraise the history, philosophy, and trends in addiction and clinical mental health counseling, including strategies for prevention, intervention, and treatment;
2. Identify and examine the principles and philosophies of addiction-related self-help programs;
3. Advocate and apply policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addiction and/or clinical mental health needs;
4. Compare and contrast the etiology and models of addiction and mental health disorders, including co-occurring disorders;
5. Describe and recognize factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders; and
6. Compare and contrast strategies, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

### IV. Course Policies

#### Professionalism, Student Conduct, & Academic Integrity

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *American Mental Health Counselors Association (AMHA) Code of Ethics* ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual

<http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

### **ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

### **Continuity of Instruction**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Canvas announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

### **Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

### **COVID-19 Protections, Considerations and Policies**

All students are required to comply with the [University Regulation on Face Coverings](#), including the wearing of face coverings in classrooms, lecture halls, and any other instructional areas and campus locations. Students with disabilities and medical conditions, as documented with the Department for Disability Support Services, may seek alternate accommodations. For additional information please consult the [Office of Students Rights and Responsibilities Website](#).

ECU wants to provide the safest classroom environment possible this semester. Therefore, we will be observing the following class policies related to your health and safety per [Pirate Nation Guidelines](#):

- All students are required to comply with [University Regulation on Face Coverings](#). No student will be allowed into the classroom without a face covering or mask worn properly over both the mouth and nose. You must wear a face covering properly the entire time you are in class.
- If you do not have access to a face covering, you may obtain a mask from Dowdy Student Store, Pirate Pantry, or another provider of masks.
- Maintain appropriate social distancing in hallways or common spaces prior to or after class.
- Follow all posted signage related to entry, exit and pedestrian flow within classroom buildings.
- Clean your desk surface with disinfectant when you arrive and before you leave class.
- Be prepared to sanitize high-touch surfaces, such as chairs, desks. For additional information please consult the [ECU's Cleaning and Disinfecting Hand-out](#).
- Maintain a minimum of 6 feet between you, other students and the instructor when entering, leaving and during class.

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- Sit in your assigned seat.
- Conduct a daily health screening using the CDC's [COVID-19 symptoms](#) list.
- Do NOT attend class if you answer yes to any item on the list or if you are experiencing symptoms of any illness.

**COVID-19 Attendance Policy**

- The instructor will take attendance and utilize a seating chart in order to facilitate contact tracing, should this become necessary.
- Students should make every effort to participate in class activities, such as exams or key assignment due dates.
- Missing class does not automatically result in extensions on assignments or exam due dates.
- There is a clear correlation between attendance/participation and your grades.
- It is the student's responsibility to seek out the instructor and other classmates to obtain the information (e.g., lecture notes, relevant announcements, etc.) if they missed class.
- Students should maintain regular communication with instructors regarding their health status and communicate any changes in their ability to complete coursework and academic responsibilities immediately.
- If you become ill, see the guidelines in the [Return of Pirate Nations for Students](#). No unnecessary visits to health facilities or documentation will be required as per [ACHA 2020](#).
- You may at any time consult with your advisor or the instructor about whether to request an Incomplete ([ECU Faculty Manual IV.VIII.E Grade of Incomplete](#)) or a Withdrawal ([ECU's Withdrawals Policies](#)).

**COVID-19 DSS Information**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138, 252-737-1016. [Accommodation Information & Processes](#).

Additional DSS student resources can be found at: <https://accessibility.ecu.edu/students/>

**Missed Instructional Time in the Event of a Disruption:**

Making up missed instructional time in this course will follow [ECU's Policy for Making Up Missed Instructional Time Due to Suspension of Instruction](#).



**V. Assignment Rubric(s)**

<b>12-Step Group Reaction Paper Rubric</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
Content: <ul style="list-style-type: none"> <li>• Title page</li> <li>• Abstract</li> <li>• Introduction and description of the 12 Step Group attended and personal reaction</li> <li>• Brief summarization of the risks of use/abuse and the addictive nature of the chosen substance or behavior, as per the conversation at the 12-Step Group</li> <li>• Brief description on how the Biopsychosocialspiritual Model compliments 12 Step Groups and cite the difference between spirituality and religion</li> </ul>	1 1 10 35 20
Writing and length: <ul style="list-style-type: none"> <li>• Depth and breadth of writing and writing skill to include grammar, sentence structure, flow, spelling, punctuation, creativity, title page, abstract, running header, page numbers, references throughout the paper, reference page at the end, etc.</li> <li>• 2 pages, not counting title page or reference page</li> <li>• APA formatting, citing, and reference page</li> <li>• Use of references (at least 1 peer reviewed journal article, 1 piece of literature from the 12 Step/Mutual-Help community, and 2 professional books; in addition students can use credible websites, such as government or university websites but not Wikipedia or About.com) and APA citing</li> </ul>	8
Submission to <i>SafeAssign</i> Final	
Subtotal	
Deduction of 1 letter grade for each day turned in after due date however paper won't be accepted after 3 days	
Total	/75

<b>Advocacy Project Rubric</b>	
<b>Areas to Address</b>	<b>Possible Points</b>
Advocacy Plan – complete and submitted on time	10
Content: <ul style="list-style-type: none"> <li>• Title page <span style="float: right;">5</span></li> <li>• Abstract <span style="float: right;">5</span></li> <li>• Introduction (5.C.3.e) <span style="float: right;">30</span> <ul style="list-style-type: none"> <li>○ Description of the population</li> <li>○ Description of the problem/area for need</li> <li>○ Transition paragraph leading into where your advocacy project meets that need</li> </ul> </li> <li>• Results <span style="float: right;">25</span> <ul style="list-style-type: none"> <li>○ Discussion of where/to whom the project was presented</li> <li>○ Discussion of a ‘successful result’ for the advocacy project</li> </ul> </li> <li>• Reflection <span style="float: right;">10</span> <ul style="list-style-type: none"> <li>○ Personal reflection</li> <li>○ Connection to ACA membership advocacy (within paper)</li> </ul> </li> </ul>	
Writing and length: <ul style="list-style-type: none"> <li>• Between 4-6 pages</li> <li>• APA formatting</li> <li>• Professional grammar</li> <li>• Submission to <i>SafeAssign</i></li> </ul>	15
Subtotal	
Deduction of 1 letter grade for each day turned in after due date	
Total	/100

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Content Area   Topic</b>	<b>Assignments/Due Dates</b>
<b>1</b>	8/10	Intros, Syllabus, Attitudes	Syllabus
<b>2</b>	8/17	Drug history, classification	Inaba Ch. 1
<b>3</b>	8/24	Drug psychoactivity, drug use overview, use continuum, theories of addiction	Inaba Ch. 2
<b>4</b>	8/31	Uppers & Downers	Inaba Ch. 3 <b>Uppers presentation</b>
<b>5</b>	9/07	<b>No class- State holiday</b>	
<b>6</b>	9/14	Uppers & Downers Continued	Inaba Ch. 4 <b>Downers presentation</b>
<b>7</b>	9/21	Alcohol	Inaba Ch. 5 <b>Sedative presentation</b>
<b>8</b>	9/28	Midterm Exam ( <b>No class meeting</b> )	
<b>9</b>	10/05	All-arounders	Inaba Ch. 6 12-step reaction paper
<b>10</b>	10/12	All-arounders continued	<b>All-arounders presentation</b>
<b>11</b>	10/19	Other drugs, other addictions	Inaba Ch. 7 <b>Other drugs presentation</b>
<b>12</b>	10/26	Drug Use Prevention	Inaba Ch. 8
<b>13</b>	11/02	Treatment	Inaba Ch. 9
<b>14</b>	11/09	Drugs & Mental Health	Inaba Ch. 10
<b>15</b>	11/16	Drugs & Mental Health (continued) Class wrap-up – review of Attitudes assignment	<b>Advocacy Project Paper</b> <b>DARS Survey (via Canvas)</b>
<b>16</b>	11/23	Final Exam ( <b>No class meeting</b> )	

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

## **I. Course Information**

### **Class Details**

Class day & time: Distance Education

Class location: Distance Education

### **Instructor Information**

Instructor: W. Leigh Atherton, PhD, LCMHCS, LCAS, CRC, CCS

Office: Health Sciences Building, Room 4425-B

Office hours: By appointment

Phone: 252-744-6290

Fax: 252-744-6302

Email: athertonw@ecu.edu

### **Course Description (3 SCH)**

Purpose: This course provides an overview of theories and principles relevant to substance abuse treatment. This course includes: etiology for substances, role of treatment in the continuum of services, history of treatment paradigms, and contemporary issues in treatment service delivery. The main emphasis in this course is current, research based treatment models.

Catalog description/Prerequisites: P: Admission to MS in clinical counseling or substance abuse counseling certificate, or consent of instructor; ADRE 6703. Evidence-based strategies and models for treating individuals addicted to substances and behaviors, such as pathological gambling, compulsive sex, and binge eating, as well as co-occurring clinical mental health issues.

### **Personal Name, Pronouns, and Gender Identification Statement**

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### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status,

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marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

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**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, videos, and assigned readings.

**Textbook & Course Material**

Required text:

Capuzzi & Stauffer (2014). Foundations of Addictions Counseling, 3rd ed. Allyn & Bacon, Merrill, Prentice Hall  
ISBN-13: 978-0547179629; ISBN-10: 0133998649

Recommended text/readings/web sites/videos: TBD

**II. Grading Policy**

**Graded Course Assignments**

**Note:** All papers must be submitted through Canvas. Submit all work in word; do not use PDF files. Title the word file with your last name and first initial and assignment title (e.g., AthertonW-Abstention). Turnitin gives feedback on referencing and is plagiarism detection software imbedded in Canvas. It is recommended that you use the draft feature of Turnitin days before the paper's due date to get feedback on referencing which allows time for any needed corrections before submitting the final version of the term paper. The instructor doesn't view or grade the draft. Students will lose a letter grade for each day that a paper is late. If a paper has not been turned in after three days, it will not be accepted.

Submissions for all assignments are due by **8pm EST of the due date**; late submissions will not be accepted. See below grading template for weighting of sections and details.

**1. Read and watch**

Students are expected to read all the assigned chapters and posted articles each week. Students are also expected to watch the lectures and any videos posted.

**2. Two Examinations – 100 points per exam**

There will be two closed book/closed note exams. Exams will include true/false, multiple answer, and multiple-choice questions. Exams will cover the assigned readings, videos, PowerPoint's, and lectures.

Make-up exams will only be provided in extreme circumstances within a week of the exam with a documented University excuse in which case the instructor should be notified at least 24 hours in advance and will require proper documentation (e.g., Doctor's excuse, etc.).

Exams will be released from 8AM EST of the exam day until 8PM EST the following day. The Instructor, however, will only be available between 9AM to 8 PM EST to address any technical issues. Assistance from Information Technology (IT) and Educational Technology (ET) is only available from 8:00-4:30 EST. Students need to plan ahead, take the exam as early as possible, and make the appropriate arrangements to build in success; for example get a babysitter, take a half day off work, or reserve a private, secure high speed internet connection and computer.

If there are problems taking online exams (such as getting "locked" in Canvas) students may be required to take the exam on-line at the ECU campus in Greenville or with an approved proctor in another town. Exams require a computer with a high speed DSL or Cable line; there are no exceptions.

**3. Abstention Project – 43 points**

Students will choose a behavior from which they will abstain for at least 3 weeks during the semester. The behavior should be an action that the students would like to discontinue (challenge yourself). Upon completion of the 3 weeks, students will write a personal reflection paper (1-2 pages) about their experience, feelings, thoughts, difficulties maintaining the process, and how this may relate to future work with clients. Students will also include new insights into triggers, cues, and relapse prevention planning. A minimum of 2 peer reviewed references must be included.

**4. Case Study - 100 points**

Students will be given initial notes for a potential client. You will then write a 4-5 page paper that addresses: (1) evaluation and assessment issues (i.e., primary and secondary treatment issues, ways the client's functioning is effected, etc.) and (2) a counseling and rehabilitation plan for this individual (i.e., treatment modality, long and short-term treatment goals and possible interventions). **American Anti-Racism:** Provide 1-2 paragraph analysis on the impact of race and culture on addiction/co-occurring disorder treatment, and then specifically on the treatment recommended for this case study. See rubric for details.

**5. Instructor Evaluation – 7 points**

Students will complete the DARS Student Survey of Instruction. Completion of the survey will count as 2% of the student’s final grade. The DARS Student Survey of Instruction link will be available via Canvas approx. 10 days prior to the end of the semester. Also note that the DARS Student Survey of Instruction is different from ECU’s “Survey of Student Opinion of Instruction (Blue Survey).” Finally, please note that your responses on the survey are confidential. The instructor is only be informed of which students did not complete the assignment and will only be privy to the survey results after grades have been submitted; usually the following semester.

\*\*Extra credit projects will not be offered for this course.

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>
Midterm Exam	100
Final Exam	100
Case Study	100
Abstention Project Paper	43
Instructor Evaluation	7

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage</b>	<b>Points</b>	<b>Grade assignment</b>
90-100%	315 & above	A
80-89%	280 – 314.9	B
70-79%	245 – 279.9	C
Below 70%	Below 245	F

**III. Course Learning Outcomes**

**Course Objectives (CACREP [2016] standards noted)**

As a result of this course, students will know/understand/apply:

**Clinical Mental Health Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.C.2.c - mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	1. Exam questions

5.C.2.e - potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	1. Case study assignment
5.C.2.h - classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	1. Exam questions

Course objectives beyond CACREP (2016) standards:

1. Describe and appraise human behavior, developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
2. Summarize and analyze principles of the diagnostic process within addictions and clinical mental health counseling;
3. Describe and evaluate treatment modalities and placement criteria within the continuum of care using the DSM-5
4. Identify and differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events;
5. Examine and evaluate the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders;
6. Describe and appraise basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications in order to make appropriate referrals for medication evaluations and identify side effects of medications.

## IV. Course Policies

### Professionalism, Student Conduct, & Academic Integrity

Students must abide by of the American Counseling Association (ACA) Code of Ethics <http://www.counseling.org/> or the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors [https://www.crc certification.com/filebin/pdf/Final\\_CRCC\\_Code\\_Eff\\_20170101.pdf](https://www.crc certification.com/filebin/pdf/Final_CRCC_Code_Eff_20170101.pdf)

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Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

### **Distance Education:**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Canvas, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

### **Communication:**

On-line courses require the use of the internet. All communication must be through ECU email addresses/accounts where Canvas (the platform for on-line learning) is accessed. Canvas will not accept non-ECU email and the instructor will not respond to non-ECU emails. The instructor will communicate with you through email and the Announcements section in Canvas so it is imperative that you check email and Canvas regularly. The instructor generally checks email and Canvas between 9AM and 5PM Monday through Friday and usually answers questions within 24 hours. All time is per Eastern Standard Time (EST). If the instructor doesn't respond within 48 hours, please resend the email or call. Put the course number (example, ADRE 6793 601) in the subject line of an email. On test days, check email frequently in case there are any Canvas malfunctions that might affect your ability to take the test. It is recommended that neophyte distance education (DE) students visit ECU's, division of continuing studies, options for adult learners' website, at <http://www.ecu.edu/options/>. It offers information on tips for on-line success, computer skills, on-line etiquette, and test taking.

**V. Assignment Rubric(s)**

**Abstention Project**

Areas to include	Possible Point Value
<p>Content:</p> <ul style="list-style-type: none"> <li>• Includes title page and abstract</li>   <li>• Provides concise and thorough summary of drug/behavior of choice, history of use</li> <li>• Provides logical and reasonable arguments for choosing the behavior/drug for project</li>   <li>• Demonstrates a thorough reflection of thoughts, feelings and behaviors associated with abstinence</li> <li>• Demonstrates critical thought regarding the behavioral change associated with ceasing addictive behaviors</li> <li>• Demonstrates an understanding of the application of abstinence project toward clinical practice working with individuals seeking behavior change</li> <li>• Critically reflects on successes and areas for improvement in making changes</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">15</p> <p style="text-align: center;">20</p>
<p>Writing and length:</p> <ul style="list-style-type: none"> <li>• Depth and breadth of writing and writing skill to include grammar, sentence structure, flow, spelling, punctuation, creativity, title page, abstract, running header, page numbers, references throughout the paper, reference page at the end, etc.</li> <li>• APA formatting, citing, and reference page</li> <li>• Use of references and APA citing</li> </ul>	<p style="text-align: center;">5</p>
<p style="text-align: center;">Subtotal</p>	
<p>Deduction of 1 letter grade for each day late</p>	
<p style="text-align: center;">Total</p>	<p style="text-align: center;">/43</p>

**Case Study**

Areas to Include	Possible Points
<p>Content:</p> <ul style="list-style-type: none"> <li>• Title page and abstract</li> <li>• Client summary of presenting issue, medical history, social support, occupational and avocational history, and client’s mental health and addiction history, including discussion around comorbidity (5.C.2.e).</li> <li>• Evaluation and treatment plan                             <ul style="list-style-type: none"> <li>a. Summary of evaluation and assessment pertaining to the client’s clinical and psychosocial issues (i.e., primary and secondary treatment issues, ways the client’s functioning is effected, etc.)</li> <li>b. Counseling treatment plan for this individual (i.e., treatment modality, long and short-term treatment goals and possible interventions).</li> <li>c. <b>American Anti-Racism:</b> Provide 1-2 paragraph analysis on the impact of race and culture on addiction/co-occurring disorder treatment, and then specifically on the treatment recommended for this case study.</li> </ul> </li> </ul>	<p>5 25</p> <p>50</p>
<p>Writing and length:</p> <ul style="list-style-type: none"> <li>• Depth and breadth of writing and writing skill to include grammar, sentence structure, flow, spelling, punctuation, creativity, title page, abstract, running header, page numbers, references throughout the paper, reference page at the end, etc.</li> <li>• Between <b>4-5 pages</b>, not counting title, abstract, references</li> <li>• APA formatting, citing, and reference page</li> <li>• Use of references and APA citing</li> </ul>	<p>20</p>
<p>Subtotal</p>	
<p>Deduction of 1 letter grade for each day late</p>	
<p>Total</p>	<p>/100</p>

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>1</b> <b>6/24-6/26</b>	Overview to course, text, syllabus History, terms, models Professional and Ethical issues Substance classification, effects, and risks Process/Behavioral addictions Assessment and Diagnosis	<ul style="list-style-type: none"> <li>• Watch course overview lecture</li> <li>• Begin <i>Abstention Project</i></li> <li>• Read Ch 1 to 4</li> </ul>
<b>2</b> <b>6/27-7/03</b>	Motivational Interviewing Psychotherapeutic approaches co-occurring disorders and Addictions treatment	<ul style="list-style-type: none"> <li>• Read Ch 5 to 9</li> </ul>
<b>3</b> <b>7/04-7/10</b>	Group therapy <i>Mid Term Exam</i>	<ul style="list-style-type: none"> <li>• Read Ch 10</li> <li>• Mid Term Exam:                             <ul style="list-style-type: none"> <li>○ <b>Opens 7/07/21 8am;</b> <b>Closes 7/08/21 8pm</b></li> </ul> </li> </ul>
<b>4</b> <b>7/11-7/17</b>	Addiction Pharmacotherapy 12-Step; Maintenance and Relapse Prevention Alcohol addiction and families	<ul style="list-style-type: none"> <li>• Read Ch 11 to 14</li> </ul>
<b>5</b> <b>7/18-7/24</b>	Addiction and persons with disabilities Addictions prevention Cross-cultural counseling	<ul style="list-style-type: none"> <li>• <i>Abstention Project: Due 7/24/21</i></li> <li>• Read Ch 15 to 19</li> </ul>
<b>6</b> <b>7/25-7/30</b>	Gender and Addictions LGBT treatment <i>Final Exam</i>	<ul style="list-style-type: none"> <li>• <i>Case Study Report: Due 7/27/21</i></li> <li>• Read Ch 20</li> <li>• Final Exam:                             <ul style="list-style-type: none"> <li>○ <b>Opens 7/29/21 8am;</b> <b>Closes 7/30/21 8pm</b></li> </ul> </li> </ul>

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

**MS in Rehabilitation Counseling  
Specific Syllabi**

**ADRE 6000 Medical and Psychosocial Aspect of Chronic Illness and Disability |  
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## **I. Course Information**

### **Class Details**

Class day & time: Online

Class location: WebEx OR Asynchronous

### **Instructor Information**

Instructor: Ann T. Neulicht PhD, CRC, CVE, CDMS, CLCP, D-ABVE, LCMHC

Office: Health Sciences Building, Room 4425

Office House:

Phone: 919-870-6048

E-mail: [neulichta19@ecu.edu](mailto:neulichta19@ecu.edu)

Fax: 252-744-6302

### **Course Description (3 SCH)**

Purpose: Advances in the fields of bio-medical engineering and technology, physical rehabilitation medicine, psychology, neuropsychology, immunology, as well as many other specialty areas, have created opportunities for new pathways for an individual's healing and wellness.

It is essential that all types of counselors have an understanding of the person's response to chronic illness and disability from a holistic perspective. This includes, but is not limited to the impact that a medical, physical, or psychological condition, in combination with the environment, has on an individual's spiritual, emotional, social, familial and vocation/career well-being.

Catalog description/Prerequisites: Medical and Psychosocial Aspects of Disability (3)  
Functional capacities of individuals with disabilities, impact of disability on individual, and personal and social adjustment to life.

### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

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**Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

**Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY). <http://www.ecu.edu/accessibility/>

**Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, videos, and assigned readings.

**Textbook & Course Material**

Required text:

1. Falvo, D. R. & Holland, B. E. (2018). Medical and psychosocial aspects of chronic illness and disability (6th ed.). Boston: Jones & Bartlett Publishers. ISBN-13: 978-1284105407.
2. Other readings as assigned.

**II. Grading Policy**

**Graded Course Assignments**

1. Discussion Forum Questions (5 points per discussion topic question = 70 points, with options for extra credit)

Application of course material to case studies is vital to the success of this class and your learning. Each week a case or issue will be posted and available *only* during the week they are posted (e.g., *the discussion questions will be available each Tuesday morning, as if the case was presented "in class" and we engaged in a discussion of the issues*). Responses are due by Monday at 11:59 the following week (e.g., *just prior to the next weekly topic opens on Tuesday and a new case study is assigned*). Each student is encouraged to contribute to the overall learning of the group by posting their response as well as a comment or question for another student. Student participation fosters the ability to think critically and offer ideas in an open manner. Please be respectful (especially if there is disagreement), open to ways of thinking that challenge your beliefs/assumptions, and respond in ways that are focused on issues, not individuals. *Let's learn from each other and strive to create an environment that is safe to explore!*

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2. Examinations (Two @ 75 pts each = 150 pts)

Two exams will be given and are based on the material covered in the required readings, in-class presentations and activities, and videotape material. Exams will consist of 75-multiple-choice items. Exams are not cumulative. **Make-up exams will not be given other than in cases of documented illness or significant life-emergencies.** To maintain the integrity of the content, **no early exams will be given.** Mid-term and Final Exam must be completed using Respondus Lockdown Browser.

3. Personal Interview (75 pts)

**Personal Interview Paper Due no later than April 23– Papers will be accepted before this date, but NOT after 4/23/20.**

The purpose of this assignment is for you to interview a person with a medical/physical (not mental health) condition. The condition they have possess, must in some way, restrict their ability to fully function and participate in life across multiple life areas. The intention is for students to gain an increased level of insight into the personal meaning, challenges, barriers, coping abilities, and resiliency traits that individuals are challenged with- due to their chronic medical-physical or disabling condition. It is recognized that the individual may have a co-occurring mental health condition, as well as co-occurring physical, social, emotional, intellectual, cognitive, vocational, career and academic challenges that present significant life adjustment issues.

*Face to face interviews are preferred but, due to ongoing COVID restrictions, interviews can be conducted via Zoom, WebEx, Facetime or other technology that provides a visual. As a last resort, telephone interviews will be accepted. Please indicate your method for interacting with your interviewee and plan ahead!*

Students will interview an individual that has a chronic illness and/or disability; one that has significantly challenged and altered their day-to-day functioning in one or more life-areas (e.g., educationally/academically, career/vocationally, functional capacity, mental health, cognitively, visual/auditory). Students should use the sample interview questions provided in the assignment rubric. There are 11 sample questions in this rubric but feel free to ask other questions in your interview. Please type-out each question that you ask your interviewee and then paraphrase their response. Some verbatim responses may be quite lengthy so a summary of your interviewee's response is appropriate. This assignment should be approximately 6-8 pages based on the 11 or more questions you ask, your interviewee's responses, and the summary/personal reflection of your experience



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The person who agrees to participate must possess a medical/physical condition such as found in the Falvo text or Merck Manual. Because of the personal nature of information that will be disclosed, all material must remain strictly confidential. Students should maintain confidentiality and not share any of the interviewee's personal information with anyone other than the course instructor. When writing up this assignment, please do not provide the individual's real name or other identifying information in your written paper (i.e., names or location of healthcare providers). Please create a pseudonym or alias for the individual you interview for purposes of confidentiality. Please consult the course instructor for any specific questions that you may have pertaining to your interviewee. Feel free to use a sample-of-convenience while seeking-out a willing participant (i.e., family members, friends, other students in your program).

4. DARS Student Survey of Instruction (5 pts)

Students will complete the **DARS Student Survey of Instruction**. Completion of the survey will be **worth 5 points**.

**Please note that the DARS Student Survey of Instruction is different from ECU's "SOIS" Survey.** The survey will open in Canvas one week prior to the end of the semester (April 19). Students will receive an email from Canvas announcing the opening of the survey. You will then have until 12 pm (noon) EST on April 28 to complete the survey. When the link is clicked you **MUST** complete the survey in its entirety. Once completed you will see a check mark in My Grades which indicates to me you have completed the survey. Please note that you will receive a separate email from Canvas for each course you are taking in DARS.

**The Survey is located in "Quizzes" section of CANVAS under Surveys.** Your responses on the survey are presented in aggregate form and are confidential/anonymous. I will only be informed of which students did not complete the assignment and will only be privy to the survey results after grades have been submitted.

The DARS Student Evaluation of Teaching survey is different from ECU's Survey of Student Opinion of Instruction (SOIS) "Survey" which is located under the "Course Evaluations".

**Weighting of Assignments**

<b>Assignments</b>	<b>Points</b>
Discussion Questions	70 (+5)
Personal Interview	75
Exams (2)	150
DARS Student On-line Evaluation	5
<b>TOTAL</b>	<b>300</b>

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**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
90-100	A
80-89.9	B
70-79.9	C
Below 70	F

**III. Course Learning Outcomes**

**Course Objectives (CACREP [2016] standards noted)**

As a result of this course, students will know/understand/apply:

Rehabilitation Counseling specialty (5.RC)

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.RC.1.f - Classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities.	Personal Interview project case study questions, exams
5.RC.2.b - Medical and psychosocial aspects of disability, including attention to coexisting conditions	Personal Interview project, case study questions. exams
5.RC.2.d - Information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)	Personal Interview project, case study questions. exams
5.RC.2.h - Impact of disability on human sexuality.	Personal Interview project, case study questions. exams

Course objectives beyond CACREP (2016) standards:

1. Describe and appraise the impact of illness and disability from multiple perspectives- developmentally across the life-span, psychologically/emotionally, vocationally, and from socio-cultural-environmentally relevant factors;
2. Summarize and analyze principles of the medical and psychosocial diagnostic and treatment process and how this applies within the Medical, Social, Biopsychosocial, and Disability Models of health and disability;

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3. Describe and evaluate treatment modalities specifically for persons with chronic illnesses and disabilities within the continuum of health care services that are culturally relevant for the individual and family;
4. Identify and differentiate between diagnosis and developmentally appropriate reactions during psychosocial adjustment to chronic illness and disability;
5. Examine and evaluate the etiology, the diagnostic medical, physical, mental health processes, and cultural characteristics within the rehabilitation counseling and case management process.
6. Describe and appraise basic functional limitations, classifications of diseases, chronic health conditions, and contraindications of commonly prescribed psychopharmacological treatments utilizing appropriate resources, referrals, coping and resiliency traits of individuals and family members.

#### **IV. Course Policies**

##### **Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors* ([http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

##### **ECU emergency weather information**

Severe weather: <http://www.ecu.edu/alert/>  
Emergency information hotline: 252-328-0062

##### **Continuity of Instruction**

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some

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of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

**Student Resources**

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

**Distance Education:**

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Blackboard, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

**V. Assignment Rubric(s)**

<b>Discussion Board Rubric</b>	
	Points
The answer to each question for the case study is provided and is well thought out, comprehensive and related to the question posed. At least one response/comment to another classmate is posted	<b>3</b>
The analysis/response is supported by information from the text, PowerPoint slides, journal articles and/or use of an outside source, such as a community organization or government resource. Personal experience may be cited as well. Use APA style for journal articles. Provide a link for sources that can be accessed via the internet. For the text, it is acceptable to cite and the page number(s) e.g., <i>Falvo</i> (p. xx)	<b>2</b>

<b>Personal Interview Rubric/Recommended Questions for Interviewees</b>	
	Points
Interviewee information: "Name" (redacted or pseudonym), Demographic Information (Age? Relationship? Other?) Type of interview? (in-person, Zoom/online, telephonic)	3
What is your diagnosis? What does this mean to you?	5
How did you initially feel (emotionally, physically, and/or cognitively)? How has this changed over time?	5
How does your condition affect your everyday life now? (e.g., Activities of Daily Living)	
How does your condition affect others around you? Family? Friends	5

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What are some things that help your condition? (e.g., specific therapy or treatment?)	5
Have you received support from an agency, organization, or group that has benefitted you? What is the organization and what support did you receive?	5
What exacerbates your condition/symptoms?	5
What barriers or hindrances in your environment prevent you from full access?	5
What advice would you give to someone with your diagnosis and/or symptoms?	5
What is your advice for a rehabilitation counselor or other professional with whom you interact?	5
Review at least one resource (other than your text) such as a peer reviewed article or text such as <i>The Merck Manual</i> to develop your own question. Provide the citation (1), your question (1), and the interviewee's response (5)	7
Personal Reflection: a) Were there specific things your interviewee mentioned regarding their disability, life circumstances, coping abilities, and so forth, that made a significant impact on you? (3.75) b) What did you feel you did well in the interview? Were there certain questions or areas of the interview that seemed strained or problematic for you? If so, how could you have made this easier for you and/or your interviewee? (3.75) c) What changes would you make with the questions you asked, your interview style, and/or the interview environment? Is there anything else you would change? (3.75) d) What personal meaning or significance did you experience after reflecting on this overall interview? (3.75)	15
Grammar & Punctuation (-.25 for each typographical error)	

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**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignment Due/Readings</b>
<b>1</b>	<b>1/19</b>	Conceptualizing Functioning Disability & Health	Ch. 1
		Psychosocial & Functional Aspects of Health	Ch. 2
			<b>Discussion: Introductions. Due 1/25 by 11:59PM</b>
<b>2</b>	<b>1/26</b>	Medical Terminology, Terms, Medications, Diagnostic Tests/	Append A - D
		Introduction to Structure & Function of Nervous System	Ch. 3
			<b>Discussion: Medical Terminology. Due 2/1 by 11:59PM</b>
<b>3</b>	<b>2/2</b>	Traumatic Brain Injury	Ch. 4
		Stroke	Ch. 5
		Epilepsy & Other Conditions of the Nervous System	Ch. 6
			<b>Discussion: TBI Case Study. Due 2/8 by 11:59PM</b>
<b>4</b>	<b>2/9</b>	Traumatic Spinal Cord Injury	Ch. 7
		Assistive Technology	Ch. 33
			<b>Discussion: SCI Case Study. Due 2/15 by 11:59PM</b>
<b>5</b>	<b>2/16</b>	Multiple Sclerosis	Ch. 8
		Neurodegenerative & Neuromuscular Conditions	Ch. 9
		Post-Polio Syndrome & Other Conditions of the	Ch. 10
			<b>Discussion: MS Case Study. Due 2/22 by 11:59PM</b>
<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignment Due/Readings</b>

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6	2/23	Developmental Conditions: Cerebral Palsy & Spina	Ch. 11
		Neurodevelopmental Disorders	Ch. 12
			<b>Discussion: Neurodevelopment Case Study. Due 3/1 by 11:59M</b>
7	3/2	Conditions of the Eye & Blindness	Ch. 16
		Hearing Loss & Deafness	Ch. 17
			<b>Discussion: Monocular Vision Case Study. Due 3/8 by 11:59PM</b>
8	3/9  <i>Optional Reading</i>	<b>MID-TERM: Medical Terminology + Chapters 1 – 17; 33</b> (Open Tuesday March 9 @t 8AM; Closes Wednesday May 10@)	
			<b>Discussion: Health &amp; Wellness. Due 3/15 by 11:59PM</b>
		<i>Diagnosis &amp; Treatment of Psychiatric Conditions: Functional &amp;</i>	<i>Ch. 13</i>
		<i>Functional Implications of Selected Psychiatric</i>	<i>Ch. 14</i>
		<i>Substance-Related &amp; Addictive Disorders</i>	<i>Ch. 15</i>
9	3/16	Sickle Cell Disease, Hemophilia & Conditions of the	Ch. 18
		Introduction to the Immune System	Ch. 19
		Human Immunodeficiency Virus (HIV) Infection	Ch. 20
			<b>Discussion: HIV Case Study. Due 3/22 by 11:59PM</b>
<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignment Due/Readings</b>
10	3/23	Introduction to Cancers: General Methods of Identification &	Ch. 21
		Specific Cancers & Their Management	Ch. 22

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			<b>Discussion: Truck Driver Case Study. Due 3/29 by 11:59PM</b>
<b>11</b>	<b>3/30</b>	Structure, Function and Common Conditions of the Musculoskeletal System	Ch. 24
		Amputation	Ch. 26
			<b>Discussion: Amputation Case Study. Due 4/5 by 11:59PM</b>
<b>12</b>	<b>4/6</b>	Diabetes & Other Conditions of the Endocrine System	Ch. 23
		Rheumatoid Arthritis, Lupus, & Other Rheumatic	Ch. 25
			<b>Discussion: Diabetes Case Study. Due 4/12 by 11:59PM</b>
<b>13</b>	<b>4/13</b>	Cardiovascular Conditions	Ch. 28
		Chronic Obstructive Pulmonary Disease, Asthma & Other	Ch. 29
			<b>Discussion: Cardiac/COPD Case Study. Due 4/19 by 11:59PM</b>

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.



# **ADRE 6100 Occupational Analysis and Job Placement | Fall 2021**

## **Department of Addictions & Rehabilitation Studies | East Carolina University**

### **I. Course Information**

#### **Class Details**

Class day & time: Online

Class location: WebEx OR Asynchronous

#### **Instructor Information**

Instructor: Ann T. Neulicht PhD, CRC, CVE, CDMS, CLCP, D-ABVE, LCMHC

Office: Health Sciences Building, Room 4425

Office House:

Phone: 919-870-6048

E-mail: [neulichta19@ecu.edu](mailto:neulichta19@ecu.edu)

Fax: 252-744-6302

#### **Course Description (3 SCH)**

Purpose: The purpose of this course is to provide an understanding of rehabilitation, career development, and related life factors of persons with or without disabilities. Ethics, diversity, and critical thinking are infused throughout the class. Areas covered include:

- a. Career and educational planning, placement, follow-up, and evaluation to include job readiness development;
- b. Assessment instruments and techniques relevant to career planning and decision making;
- c. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy;
- d. Job analysis, transferable skills analysis, work site modification and restructuring;
- e. Vocational consultation and job placement strategies, including workplace culture, environment, supported employment, job coaching, and natural supports.

Catalog description/Prerequisites: Current occupational, vocational, career counseling, and career development theories and practices related to persons with and without disabilities across the lifespan.

#### **Personal Name, Pronouns, and Gender Identification Statement**

At ECU, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

#### **Multiculturalism and Inclusivity Statement**

This course is taught in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body

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shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

#### **Disabilities Services Statement | Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138: (252) 737-1016 (Voice/TTY).  
<http://www.ecu.edu/accessibility/>

#### **Course Structure | Methods of Instruction**

Method(s) of instruction: This course will be taught through lectures, discussions, videos, and assigned readings.

#### **Textbook & Course Material**

Required text:

1. Power, P. W. (2011). *A guide to career management and programming for adults with disabilities: A 21<sup>st</sup> Century perspective*. Austin, Tx: PRO-Ed (ISBN: 978-1-4164-0490-3) **Posted in Canvas/hardcopy available on Amazon.**
2. Robinson, R. H. (Ed.). (2014). *Foundations of forensic vocational rehabilitation*. New York: Springer Publishing Company. **Selected Chapters posted in Canvas.**
3. United States Department of Labor (1991). *Revised handbook for analyzing jobs*. Washington, DC.: Author. **Free download:**  
<https://skilltran.com/index.php/support-area/documentation/1991rhaj>
4. Weed, R. O. & Field, T. F. (2012). *Rehabilitation Consultant's Handbook*. Athens, GA: Elliott & Fitzpatrick. (ISBN: 978-0-9855538-07). **Selected Chapters posted in Canvas.**
5. *Other articles/readings, websites and resources as assigned (posted in the schedule and in Canvas).*

## **II. Grading Policy**

#### **Graded Course Assignments**

1. Introductions & Networking: Sharing information about yourself is important for different reasons. You can become acquainted with your fellow learners as well as begin or add to your professional network.
2. Syllabus Scavenger Hunt/Academic Integrity Quiz: This first quiz of the semester is designed to measure your understanding of what is required in the course (including academic integrity).
3. My Vocational Background: This individual activity/assignment will assist you in applying occupational resources to your own work history and informally access your “work survival skills”.
4. Quizzes: There will be 10 quizzes that are open book/note/neighbor. See schedule for due dates. You will have one week to complete each quiz.

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5. Examinations: Two exams will be given and are based on the material covered in the required readings, class presentations, activities, and videotaped material. Exams are not cumulative; graduate students will have extra essay questions. Exams are open book & notes *but closed neighbor*. Make-up exams will not be given other than in cases of documented illness or significant life-emergencies. To maintain the integrity of the content, no early exams will be given. Exams will only be available through Respondus Lockdown Browser. Upon submission of each exam, you are acknowledging that you have done your own work and have not cheated in any way.
6. Article Critique (requires a title page). The purpose of the Article Critique is to acquire knowledge in a specific content area, relate research to practice and demonstrate critical thinking skills. The article selected must be approved in advance by the instructor and each student must critique a different article. The articles must be from a peer reviewed journal and related to occupational analysis or career counseling.

You will be submitting your critique through Turnitin which is part of Canvas and built into the assignment. Turnitin is designed to aid in educating students about plagiarism and the importance of proper attribution of any borrowed content. Turnitin is a plagiarism prevention service which helps educators detect unoriginal content in student papers.

7. Job Placement Project (group; required for all students; does NOT require a title page) has four parts. The purpose of the Job Placement Project is to apply class topics/concepts to identify viable goals and employment options for a consumer. *You will be randomly assigned to a group and each group will be assigned a hypothetical consumer*. To accomplish this task you will need to
  1. Apply your knowledge of disability to be able to present a *consumer profile* in terms of occupational resources and function;
  2. Conduct a *transferable skills analysis* (TSA) and identify at least three feasible and plausible job(s) from the TSA; (will require a VDARE and OASYS analysis)
  3. Conduct *labor market research/contact potential employers* (LMS) for one of the identified jobs,
  4. Prepare *job accommodations and placement recommendations* for client placement (JAR) for the identified job. The job selected must be approved in advance by the instructor and each group must select a different job; and prepare job recommendations for the client with justification. Recommendations will include: 1) Justification for job selection as realistic (client can do) and plausible (match with disability and life circumstances); 2) Accommodations with justification and suggested vendor(s) and cost; 3) Job Seeking Skills training with at least three resources to help find jobs during a pandemic/ recession.

Note: each of the above components has its own rubric and content outline. *Each member of the group earns the same grade.*

8. Cover Letter and Resume (individual; required for all students; does NOT require a title page). As a rehabilitation professional you need to be able to present yourself to prospective employers, be able to assist those you serve to do the same and help them to find employment. The purpose of the Cover Letter and Resume is to help you to meet both of these objectives. Several different types of letters and resumes will be discussed in class and there are numerous examples online (just remember if it is online does not mean that it is effective). You will prepare your own cover letter and functional resume for an open job posting (include posting with submission).

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9. DARS Student Survey: Completion of the DARS Student Evaluation of Teaching is worth 5 points. One week prior to reading day, you will receive an email from Canvas with instructions. Please note that you will receive a separate email for each course you are taking in DARS. You will then have until 12 PM EST (noon) on reading day to complete the survey. Also note that the DARS Student Survey of Instruction is different from ECU’s Student Opinion of Instruction Survey (SOIS), which will be located in Course Evaluations.

**The DARS Student Survey will be located in “Quizzes” section of CANVAS under Surveys.**

When the link is clicked you MUST complete the survey in its entirety. Once completed you will see a check mark in My Grades.

Your responses on the survey are confidential; I will only be informed of which students did not complete the survey and will only be privy to aggregate survey results after grades have been submitted usually the following semester.

**Weighting of Assignments**

<b>Assignment</b>	<b>Points (G)</b>
Syllabus Scavenger Hunt/Academic Integrity Quiz	15
Introductions & Networking	5
My Vocational Background	15
Job Placement Project ( <b>Group</b> )	185
Consumer Report (25)	
VDARE Worksheet (15)	
TSA (45)	
LMS (50)	
JAR (50)	
Cover Letter & Resume	50
Article Critique	45
Quizzes (10)	100
Exam 1 (Midterm)	115
Exam 2 (Final)	115
DARS Student on-line evaluation	5
<b>Total</b>	<b>650</b>

**Letter Grade Assignment**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. Grade ranges for percentage scores are as follows:

<b>Percentage/Points</b>	<b>Grade assignment</b>
A	585-650
B	520-584.9
C	455-519.9
F	Less than 454.0

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**III. Course Learning Outcomes**

**Course Objectives (CACREP [2016] standards noted)**

As a result of this course, students will know/understand/apply:

**Rehabilitation Counseling specialty**

<b>CACREP Standard</b>	<b>Means of Assessment</b>
5.RC.1.c - Principles and processes of vocational rehabilitation, career development, and job development and placement.	1. Job placement project 2. Quizzes/Exams
5.RC.1. g - Methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results.	1. Job Analysis Project 2. Quizzes/Exams
5.RC.2. k - Education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities.	1. Job Analysis Project 2. Quizzes/Exams
5.RC.2. r - Administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping.	1. Job Placement Project 2. Quizzes/Exams
5.RC.3. a - Evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning.	1. Job Placement Project
5.RC.3. b - Informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities.	1. Transferable Skills Analysis 2. Job Placement Project
5.RC.3.c - Evaluation and application of assistive technology with an emphasis on individualized assessment and planning.	1. Job Placement Project
5.RC.3. i - Strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs.	1. Transferable Skills Analysis

**IV. Course Policies**

**Professionalism, Student Conduct, & Academic Integrity**

Students enrolled in the Clinical Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the American Mental Health Counselors Association (AMHA) Code of Ethics ([https://www.amhca.org/assets/news/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_w\\_pagination\\_cxd\\_51110.pdf](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf))

Students enrolled in the Rehabilitation and Career Counseling program must abide by the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>) and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors*

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([http://www.crccertification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crccertification.com/pages/crc_ccrc_code_of_ethics/10.php))

Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include: (a) Cheating; (b) Plagiarism; (c) Falsification; and (d) Attempts. For more information concerning academic integrity see the ECU Graduate Student Manual <http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm>.

### ECU emergency weather information

Severe weather: <http://www.ecu.edu/alert/>

Emergency information hotline: 252-328-0062

### Continuity of Instruction

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me, and a Blackboard announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

### Student Resources

Pirate Academic Success Center: <http://www.ecu.edu/cs-acad/aa/pirateacademicsuccesscenter/ourcenter.cfm>

University Writing Center: <http://www.ecu.edu/cs-acad/writing/uwc/>

### Distance Education:

Because this is an online class, you must have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Blackboard, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

## V. Assignment Rubric(s)

Note: DNR = Does not meet requirements, Meets requirements, ExR = Exceeds requirements

### Introductions & Networking

	DNR	Meets	ExR	Possible	Score
Professional information (educational/work history), Consumer group of interest, Professional Goals, Avocational Interests, anything else you want to share!				5	
<b>Total</b>					

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**My Vocational Background Rubric**

Section	DNR	Meets	ExR	Possible	Score
Job 1				3	
Job 2				3	
Job 3				3	
Work Survival Skills				6	
<b>Sub-total 15</b>					
<b>Less grammar, word usage, &amp; format errors (&lt;-5)</b>					
<b>Less late submission (-10)</b>					
<b>Grand total</b>					

**Consumer Report Rubric**

Section	DNR	Meets	ExR	Possible	Score
Employment Information				5	
Functional Assets/Capabilities				10	
Functional Limitations/Barriers				10	
<b>Sub-total 25</b>					
<b>Identifying Information omitted (-5)</b>					
<b>Less grammar, word usage, &amp; format errors (&lt;-5)</b>					
<b>Less late submission (-10)</b>					
<b>Grand total</b>					

**Transferable Skills Analysis (TSA) Rubric (60 total points)**

**VDARE WORKSHEET**

	DNR	Meets	ExR	Possible	Score
Work History				5	
Pre-Vocational Profile				5	
Adjusted Profile (RFC)				5	
<b>Sub-total 15</b>					
<b>Occupations recommended are the same as work history (-5 points)</b>					
<b>Readability (≤-5 points)</b>					
<b>Less late submission (&lt;10 points)</b>					
<b>Grand Total</b>					

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**TSA Rubric**

	DNR	Meets	ExR	Possible	Score
OASYS Analysis/Results				10	
At least 3 realistic (client can do) and plausible (match with disability and life circumstances) occupations				15	
Justification of Adjusted Profile and (best) occupation Matches				15	
Overall readability/Organization				5	
<b>Sub-total 45</b>					
<b>Occupations recommended are the same as work history (-10 points)</b>					
<b>Less grammar, word usage, &amp; format errors (≤-10 points)</b>					
<b>Less late submission (&lt;25 points)</b>					
<b>Grand Total</b>					

**Labor Market Research/Survey Rubric**

	DNR	Meets	ExR	Possible	Score
LMI (Job Growth, National/State/Local )				10	
Number of Employers Contacted (≥10)				5	
<b>Data Collection</b>					
Script/List of Critical Questions				10	
Employer Contact Information				10	
Aggregated Summary				10	
Overall readability/Organization				5	
<b>Sub-total 50</b>					
<b>Less individual employer contact sheets (-10 points each)</b>					
<b>Less late submission (≤ -25 points)</b>					
<b>Grand Total</b>					



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**Job Accommodations and Placement Recommendations Rubric**

Section	DNR	Meets	ExR	Possible	Score
JAR request form (5 points awarded separately at submission)					
Information about the job				5	
Job Fit				10	
Accommodations				10	
Job seeking skills/Placement resources				15	
Readability/Organization				5	
<b>Sub-total (5 + 45)</b>					
<b>Less grammar, word usage, format errors (<math>\leq -10</math> points)</b>					
<b>Less late submission (<math>\leq -20</math> points)</b>					
<b>Grand total</b>					

**Cover Letter and Resume Rubric**

Cover Letter	Max	Rating
1 <sup>st</sup> paragraph (reason for writing, what writer wants, and how the writer learned/knows about the person/company?)	6	
2 <sup>nd</sup> paragraph (accomplishments match the elements/tasks in the job)	6	
3 <sup>rd</sup> paragraph (closure by communicating follow-up)	6	
Overall readability: direct, concise, grammatically correct, and easy to read?	6	
Does not include want ad or position description (-5)		
<b>Functional Resume Elements</b>		
Objective (match with job & employer of interest)	4	
Qualifications/Skills (professional KSA from employment, class, life experiences)	8	
Education/Training Professional activities (affiliations/organizations) Volunteer experience/ Special abilities (licenses), projects	8	
Overall rating for ease of reading, presentation, use of white space.	6	
<b>Sub-total</b>	<b>50</b>	
<b>Does not include job posting (-10)</b>		
<b>Less writing errors (<math>\leq -5</math>)</b>		
<b>Chronological resume only (-5)</b>		
<b>Less late points (-5)</b>		
<b>Grand total</b>		<b>50</b>

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**Article Critique**

	DNR	Meets	ExR	Possible	Score
Citation, Purpose, Methods				10	
Review/Critique				20	
Links to occupational analysis and/or job placement (with rationale)				10	
Readability/Organization				5	
<b>Sub-total 45</b>					
<b>Less grammar/formatting errors</b>					
<b>Less late submission (-10 points)</b>					
<b>Grand Total</b>					

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**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Content Area   Topic</b>	<b>Assignment Due</b>
<b>1</b>	8/24	<b>Syllabus &amp; Schedule Overview</b>  <b>The Career Journey</b> Reading: <ul style="list-style-type: none"> <li>• Power: Preface &amp; Introduction (xi to xii) Chapter 1 (pp 3 – 16)</li> </ul>	
<b>2</b>	8/31	<b>Interviewing &amp; Readiness</b> Reading: <ul style="list-style-type: none"> <li>• Power: Chapter 8 (pp 173 – 200)</li> </ul> <b>Introduction to Occupational Resources</b>	Syllabus Scavenger Hunt/Academic Integrity Quiz  <i>Introductions</i>
<b>3</b>	9/7	<b>Occupational Resources</b> Readings: <ul style="list-style-type: none"> <li>• Power: Chapter 11 (pp. 270 – 283)</li> <li>• <b>Websites/Training Videos posted in Canvas (e.g., DOT, O*Net, ORS, OOH)</b></li> </ul>	Quiz 1 Career Journey & Interviewing
<b>4</b>	9/14	<b>Functional Capacities</b> Readings: <ul style="list-style-type: none"> <li>• <b>Peterson, D. B. (2009). The International Classification of Functioning, Disability, and Health (ICF): Applications for professional counselors. In Marini, I. &amp; Stebnicki, M. A. (Eds.) The professional counselor’s desk reference, 529-542.</b></li> <li>• <b>Marini, I. (2009). Understanding mental and physical functional capacity evaluations. In Marini, I. &amp; Stebnicki, M. A. (Eds.) The professional counselor’s desk reference, 519-528.</b></li> <li>• <b>Weed &amp; Field (2012): Functional Limitations/ Activities of Daily Living Worksheets</b></li> </ul> <b>JPP GROUP/CONSUMER ASSIGNMENTS</b>	Quiz 2 Occupational Resources  “My Vocational Background”
<b>Week</b>	<b>Date</b>	<b>Content Area   Topic</b>	<b>Assignment Due</b>

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5	9/21	<b>Transferable Skills Analysis (TSA)</b> <b>Reading:</b> <ul style="list-style-type: none"> <li>• <b>W &amp; F: Chapter 6 (pp. 89 107)</b></li> <li>• <b>Websites/Training Videos posted in Canvas</b></li> </ul>	Quiz 3: Functional Capacities  Consumer Report
6	9/28	<b>Employers, Labor Market Survey, Labor Market Trends</b>  <b>GUEST SPEAKER: Mary Barros-Bailey, PhD</b> <b>Readings:</b> <ul style="list-style-type: none"> <li>• <b>Barros-Bailey, M. &amp; Heitzman, A. M. (2014) Labor Market Survey. In R. H. Robinson (Ed.). Foundations of forensic vocational rehabilitation. New York: NY: Springer Publishing Company, 167 – 201.</b></li> <li>• <b>Barros-Bailey, M. (2012). The 12-step labor market survey methodology in practice: a case example. The Rehabilitation Professional, 20(1), 1 – 10.</b></li> <li>• <b>Neulicht, A. T., Gann, C., Berg, J. F., &amp; Taylor, R. H. (2007). Labor market search: Utilization of labor market research and employer sampling by vocational experts. The Rehabilitation Professional,(15),4, 29 - 44.</b></li> </ul>	Quiz 4: TSA  VDARE Worksheet
7	10/5	<b>Job Analysis Techniques (online training)</b> <a href="http://disability.law.uiowa.edu/itworks/online_ed/login.asp">http://disability.law.uiowa.edu/itworks/online_ed/login.asp</a> <b>Reading/Resources:</b> <ul style="list-style-type: none"> <li>• <b>United States Department of Labor (1991). Revised handbook for analyzing jobs. Washington, DC: Author.</b></li> <li>• <b>W &amp; F: Chapter 8 (pp. 125-144)</b></li> <li>• <b>Resources posted in Canvas</b></li> </ul>	Quiz 5: LMS/LMI  <b>TSA</b>
<b>Week</b>	<b>Date</b>	<b>Content Area   Topic</b>	<b>Assignment Due</b>

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8	10/12	<p><b>Midterm Exam Open 9AM 10/12 to 8:59 AM 10/13</b> Includes all the material covered since the start of the semester (chapters, readings, web sites, activities, and lectures through Job Analysis techniques). <i>Exam must be completed using Respondus Lockdown Browser.</i></p>	
9	10/19	<p><b>Career Theories</b> Reading:  <ul style="list-style-type: none"> <li>• Power: Chapter 5 (pp. 89 – 112)</li> </ul> <b>Career Planning</b>  <ul style="list-style-type: none"> <li>• Power: Chapter 6 (pp. 113 – 138)</li> </ul> </p>	
10	10/26	<p><b>Informal Assessment</b> Readings:  <ul style="list-style-type: none"> <li>• Power: Chapter 7 (pp. 143 – 171)</li> </ul> </p>	Quiz 6: Career Theories/Planning <b>LMI/LMS</b>
11	11/2	<p><b>Behaviors, Obstacles and Diversity Issues</b> Readings:  <ul style="list-style-type: none"> <li>• Power: Chapter 2 (pp. 17 – 39) Chapter 3 (pp. 41 – 63)</li> <li>• McMahon, B. (2012). An overview of workplace discrimination and disability. <i>Journal of Vocational Rehabilitation, 36</i>, 135-139.</li> </ul> </p>	Quiz 7: Assessment
12	11/9	<p><b>Job Getting and Job Keeping</b> (Employer objections, employer consultation services Sustaining employment – job retention skills and post-employment services ) Reading  <ul style="list-style-type: none"> <li>• Power: Chapter 13 (pp.315 – 345)</li> </ul> </p>	Quiz 8: Behaviors/Obstacles/Diversity
13	11/16	<p><b>Making It Work</b> (job accommodations, ergonomics, rehabilitation engineering, and work hardening) Readings:  <ul style="list-style-type: none"> <li>• W &amp; F: Chapter 13 (pp. 249 – 268)</li> <li>• <b>Resources posted in Canvas</b></li> </ul> </p>	Quiz 9 Job Getting/Keeping  <b>Cover Letter &amp; Resume</b>
14	11/23	<p><b>Approaches and Reports</b> Readings:  <ul style="list-style-type: none"> <li>• Power: Chapter 10 (pp. 239 – 263)</li> </ul> </p>	Quiz 10: Making It Work <b>JAR</b>

\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.