

**PhD, Counselor Preparation & Research  
Program Syllabi  
Rev. AY 2021-2022**

## Table of Contents

### PhD, Counselor Preparation & Research Program Syllabi

I.	ADRE 7340 Advanced Clinical Counseling Theories and Techniques .....	3
II.	ADRE 7601 Rehabilitation Administration and Leadership.....	12
III.	ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision.....	22
IV.	ADRE 8210 Advanced Pedagogy in Rehabilitation Counseling.....	30
V.	ADRE 8360 Advanced Practicum.....	50
VI.	ADRE 8380 Clinical Supervision in Professional Counselor Preparation.....	58
VII.	ADRE 8420 Advanced Assessment and Evaluation.....	67
VIII.	ADRE 8550 Advanced Research in Counseling.....	78
IX.	ADRE 8630 Theory and Design of Rehabilitation Programs.....	91
X.	ADRE 8810 Doctoral Seminar in Rehabilitation Counseling.....	99
XI.	ADRE 8991-8994 Advanced Internship.....	142

## **I. Course Information**

### **Class Details**

Class day & time: Wednesday, 9-12pm  
Class location: HS Building 4355

### **Instructor Information**

Instructor: Lloyd Goodwin, Jr., Ph.D., LPCS, LCAS, CRC-CS, MAC, CCS, ACS  
Office Location: Health Sciences Building, Room 4425B  
Office Hours: By Appointment Class Day & Hours: Wednesday 9-12 am  
Phone Number: 252-744-6292  
E-mail Address: goodwinl@ecu.edu  
Fax: 252-744-6302

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

The purpose of this course is for students to gain advanced knowledge and skills in counseling theories and techniques, including evidence-based counseling practices. This course will focus on the integration of counseling theories and the conceptualization of clients from multiple theoretical perspectives. Methods for evaluating counseling effectiveness along with ethical and culturally relevant counseling in multiple settings will be explored. Counseling areas and issues such as the principles and practice of counseling, career development, group work, systems, consultation, crises, disasters, and other trauma causing events will be explored through multiple theoretical counseling viewpoints.

P: ADRE 6300, 6310 or equivalent; or consent of instructor. Counseling theories utilized with people with disabilities, such as cognitive behavioral counseling, transactional analysis, and gestalt therapy. Counseling techniques and strategies such as stress management skill training, anger management, self-esteem building, conflict management, dream work, and alternative and complementary therapies.

### **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, videos, and assigned readings.

### **Textbook & Course Material**

Required text: Readings & handouts will be assigned throughout the semester.

## **II. Grading Policy**

### **Graded Course Assignments**

1. **Attendance:** Class meeting attendance is mandatory. Students who miss 3 or more meetings will receive an “F” for the course, regardless of the reasons for missing.
2. **Manuscript:** Students are expected to develop, during the semester, and submit, by the end of the semester, a manuscript for publication in a peer-reviewed, counseling-related journal. Manuscripts will be based on a counseling-related conceptual model or theory of interest to the student. Manuscript development will be completed in phases, with each phase including a peer- and instructor-feedback component. Manuscript phases include:
  - a. Phase I: An abstract of the manuscript and a reference list of at least 30 references in APA format.
  - b. Phase II: An introduction section (4-5 pages) plus an additional 20 references and revision to previous phases.
  - c. Phase III: A main body section (7-8) pages plus revision to previous phases.
  - d. Phase IV: A conclusion/implications section (4-5 pages) plus revision to previous phases.
  - e. Phase V: End of semester draft. This includes a draft the student intends to

submit for publication. A cover letter to the journal for submission should accompany the draft.

Electronic copies of all phases must be emailed to all course members by the due date (see course calendar). Late submissions will not be accepted.

Students may want to ask another student or faculty member to co-author the student's final draft for publication submission.

- 3. Seminar Discussion Participation:** Each student will be assigned specific readings to be responsible for presenting for discussion in seminar. All students are expected to read all of the assigned readings. Students are expected to participate in all course and class activities. Class meetings will be very dynamic, involving discussion and activities based on assigned readings. Therefore, intelligent participation is greatly dependent upon an environment conducive to learning and free from distractions.
- 4. Presentation.** Students will conduct a 30-minutes presentation on their manuscript at the end of the semester. Presentations will be open to the department.

#### **4. DARS Evaluation of Teaching**

##### **Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% (if applicable)</b>
Presentation of Readings	50	50%
Manuscript for Journal	35	34%
Presentation to DARS Faculty	13	13%
Completion of DARS Evaluation	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:

<b>Doctoral Level Standards</b>	<b>Means of Assessment</b>
6.B.1.a Scholarly examination of theories relevant to counseling	Journal Manuscript Preparation Presentation to faculty
6.B.1.b Integration of theories relevant to counseling	Journal Manuscript Preparation Presentation to faculty
6.B.1.c Conceptualization of clients from multiple theoretical perspectives	Seminar Discussion and Presentation of readings
6.B.1.d Evidence-based counseling practices	Journal Manuscript Preparation Presentation to faculty
6.B.1.d Methods for evaluating counseling effectiveness	Journal Manuscript Preparation Presentation to faculty
6.B.1.f Ethical and culturally relevant counseling in multiple settings	Seminar Discussion and Presentation of Readings
6.B.4.h Professional writing for journal and newsletter publication	Journal Manuscript Preparation Presentation to faculty
6.A.2.c Support faculty and students in publishing and/or presenting the results of scholarly inquiry.	Journal Manuscript Preparation Presentation to faculty

### 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.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**

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:**

## **V. Assignment Rubric(s)**

### Manuscript for Journal (35)

- Manuscripts need to demonstrate students' ability for:
  - Scholarly examination of theories relevant to counseling = 5
  - Integration of theories relevant to counseling = 5
  - Conceptualization of clients from multiple theoretical perspectives = 5
  - Evidence-based counseling practices = 5
  - Methods for evaluating counseling effectiveness = 5
  - Ethical and culturally relevant counseling in multiple settings = 5
  - Adherence to APA format = 5

### Presentation to DARS Faculty (13)

- Presentations needs to demonstrate students' ability for
  - Scholarly examination of theories relevant to counseling = 1
  - Integration of theories relevant to counseling = 1
  - Conceptualization of clients from multiple theoretical perspectives = 1
  - Evidence-based counseling practices = 1
  - Methods for evaluating counseling effectiveness = 1
  - Ethical and culturally relevant counseling in multiple settings = 1
  - Presentation skills and visual aids (e.g. Pp, handouts) = 7

**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	Review of Course Syllabus & Calendar Outline	
<b>2</b>	1/28	HOLISTIC COUNSELING & REHABILITATION (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling.  Readings:	
<b>3</b>	2/04	HOLISTIC COUNSELING & REHABILITATION (continued): (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling.  Readings:	Phase I (Manuscript)
<b>4</b>	2/11	HOLISTIC COUNSELING (continued)/ SPIRITUALITY / EXISTENTIAL COUNSELING / CBT (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives.  Readings:	
<b>5</b>	2/18	SPIRITUALITY (continued)/ PERSON-CENTERED COUNSELING (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives.  Readings:	



6	2/25	<p>CBT/ HOLISTIC COUNSELING (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives.</p> <p>Readings</p>	
7	3/04	<p>CBT/ HOLISTIC COUNSELING (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives.</p> <p>Readings:</p>	
8	3/11	<p>CBT (continued) (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives; d. evidence-based counseling practices</p> <p>Readings:</p>	Phase II (Manuscript)
10	3/18	<p>TRAUMA/ CRISIS COUNSELING/ DISASTER/ CRIME VICTIM (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives.</p> <p>Readings</p>	
11	3/25	<p>TRAUMA (continued) (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a</p>	

		<p>scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives; d. evidence-based counseling practices</p> <p>Readings</p>	
<b>12</b>	4/01	<p>TRAUMA (continued) (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives; d. evidence-based counseling practices</p> <p>Readings:</p>	Phase III (Manuscript)
<b>13</b>	4/08	<p>COUNSELING ISSUES &amp; FUTURE/ EBPs/ GROUP WORK/ SYSTEMS/ SELF-ESTEEM (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives; d. evidence-based counseling practices</p> <p>Readings</p>	
<b>14</b>	4/15	<p>GRIEF COUNSELING/ CBT/ EXISTENTIAL COUNSELING/ GESTALT COUNSELING / PERSONCENTERED COUNSELING/ SPIRITUAL (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives; d. evidence-based counseling practices</p> <p>Readings</p>	Phase IV (Manuscript)

15	4/22	GRIEF COUNSELING (continued) (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling; b. integration of theories relevant to counseling; c. conceptualization of clients from multiple theoretical perspectives; d. evidence-based counseling practices	
16	4/29	STUDENT PRESENTATION of MANUSCRIPT (CACREP-2016): Section 6. DOCTORAL STANDARDS. A. THE DOCTORAL LEARNING ENVIRONMENT. 2. (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry.	Phase V (Manuscript /Presentation)

\* 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: Wednesday 6:00 pm - 9:00 pm

Class location: WebEx-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: 252-774-6302

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

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

Prerequisite: None. 7601. Rehabilitation Evaluation and Leadership (3)

Provides an overview of management and supervisory theory for rehabilitation service delivery organizations.

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

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

### **Text & Course Material**

Required Text:

1. Lewis, J.A., Packard, T., & Lewis, M.D. (2012). *Management of human service programs* (5<sup>th</sup> ed). Belmont, CA: Thomson Brooks/Cole Learning (ISBN-13: 9780840034274)
2. Northhouse, P. G. (2018). *Leadership: Theory and practice* (8<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications (ISBN- 9781506362311)

Resource Materials

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association, (7th Edition.)*. Washington, DC: Author.
2. Brewerton, P. & Millward, L. (2006). *Organizational research methods*. Thousand Oaks, CA: Sage Publications (ISBN-0761971017) Free online available through the library <http://goo.gl/7Cf6Lr>
3. Strunk Jr., W. & White, E.B. (2000). *The elements of style* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn & Bacon. ISBN-13: 978-0205313426 Free online available through the library <http://goo.gl/juXIjh>

## **II. Grading Policy**

### **Graded Course Assignments**

1. **Chapter Presentations 15 points (15% of your final grade worth (three presentations 5 points each).** Prepare a 20-minute review of a chapter from the Northhouse textbook. Before the presentation, provide a one-page summary of the theory that you are presenting. Next, provide an example illustrating how this theory might influence American Racism in an organization—finally, leading a class discussion exploring the example.
2. **Interview/Advocacy Report 40 points (worth 40% of the final grade).** The purpose of the **Interview/Advocacy Report** is to demonstrate your ability to link theory from text, readings, discussions, and lectures to the practice of leadership, advocacy, and administration of a counseling program. For this assignment, you need to select an administrator of a program. This person may be a chief executive officer or, for larger organizations, an upper-level executive who manages at least a million-dollar budget and >50 employees. You need to

develop the interview protocol and submit it along with a prospective subject for approval. Use topics from the text to help guide question development. You must include three questions related to advocacy. After the interview, submit a **summary report with clear links (citations) to rehabilitation and leadership, including the texts** and references that demonstrate relatedness to the topic. All papers must be word-processed, double spaced, 12-point font, and follow APA format and style. Grammar and formatting errors result in a loss of  $\leq 15$  points or a letter grade. You will submit your paper via the Assignments folder in Canvas that automatically scans your paper in SafeAssign, plagiarism detection software embedded in Canvas that gives feedback on referencing. Late assignments will be accepted ONLY with prior approval, and a penalty or letter grade will be assessed (see rubric).

- 3. American Racism Critique Presentation 15 points (worth 15% of the final grade).** The purpose of the **American Racism Critique Presentation** is to develop your skills in presenting research in understandable, meaningful, and exciting ways and to demonstrate your knowledge in a particular area. For the **American Racism Critique Presentation**, you need to select a topic that relates to integrates your social justice concern with leadership, advocacy, and administration (hopefully one that also relates to your research agenda or dissertation) and a method of research. You may conduct a literature review, meta-analysis, action research project, case study, pilot study, survey, or other scholarly activity (e.g., position or concept paper). Your topic and method need approval before conducting the research. Upon approval, you need to select a potential conference and prepare your poster per the conference's guidelines. Please provide a handout with your references to be distributed during the presentation. Submit the conference requirements one week before the poster presentation because these requirements will be used as part of the scoring rubric.
- 4. Personal Integration Statement 15 points (worth 15% of the final grade).** The **Personal Integration Statement** represents your current evolution as an administrator and leader. The **Personal Integration Statement** is a one-page integration of administration, management, and American Racism as they pertain to leadership in a CACREP accredited master's program.
- 5. Final Exam 13 points (worth 15% of the final grade).** In order to help you prepare for comprehensive exams, there will be one comprehensive essay exam at the end of the semester. This exam will cover all of the objectives of this course. More details about the content and location of the Final Exam will be announced by March 16, 2021.
- 6. DARS Student Survey of Instruction 2 points (worth 2% of the 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>Task</b>	<b>Points</b>	<b>Percentage</b>
Chapter Presentations	15 (5 pts each)	15%
Interview/Advocacy	40	40%
American Racism Critique Presentation	15	15%
Personal Integration Statement	15	15%
Final Exam	13	13%
Complete DARS Course Evaluation	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. Grades 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:

**Course Plan/Structure:**

This course will be taught through online lectures, discussions, and small and large group activities.

<b>Doctoral Professional Identity Standards (CACREP. 2016)</b>	<b>Means of Assessment</b>
4.f. Compare models and methods of program evaluation	Final exam
5.a. Analyze theories and skills of leadership	Interview
5.b. Differentiate leadership and leadership development in professional organizations	Interview
5.c. Analyze leadership in counselor education programs	Class discussion

**ADRE 7601 – Rehabilitation Administration and Leadership |  
Spring Semester 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

5.d. Examine knowledge of accreditation standards and processes	Class discussion
5.e. Compare leadership, management, and administration in counseling organizations and other institutions	Final exam
5.f. Plan for different leadership roles and strategies for responding to crises and disasters	Final exam
5.g. Differentiate strategies of leadership in consultation	Interview
5.h. Debate current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	Class discussion
5.i. Manage the role of counselors and counselor educators advocating on behalf of the profession and professional identity	Personal statement
5.j. Interpret models and competencies for advocating for clients at the individual, system, and policy levels	Class discussion
5.k. Propose strategies of leadership in relation to current multicultural and social justice issues	Final exam
5.l. Support ethical and culturally relevant leadership and advocacy practices	Class discussion

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

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

Students 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 [https://www.crccertification.com/filebin/pdf/Final\\_CRCC\\_Code\\_Eff\\_20170101.pdf](https://www.crccertification.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**

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**ADRE 7601 – Rehabilitation Administration and Leadership |  
Spring Semester 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

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 with 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>).

**Reasonable Accommodations**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students who request accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252) 737-1016 (Voice/TTY). I am willing to meet with you to discuss any accommodations that will facilitate your learning.

**Severe Weather and University Emergency Notices (including Closings)**

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

Emergency information hotline: 252-328-0062

**V. Assignment Rubric(s)**

**Textbook Chapter Presentation Rubric**

Topic	Value	Points
Prepared (stays within the time limit)	1	
Provides one-page summary	1	
Contemporary example/article with rationale	1	
Lead informed discussion/activity on the topic of interest	2	

Total	5	
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**Interview/Advocacy Project Report Rubric**

Area	Value	Points
<b>APA guidelines</b> Grammar Formatting Proofreading Other (e.g., bias free, gender-neutral, people first)	<b>4</b>	
<b>Content</b>		
1. What services does the organization provide?	<b>3</b>	
2. Who does the organization serve?	<b>3</b>	
3. How do the concerns/desires of the consumers influence the policies of the organization?	<b>3</b>	
4. What are the objectives and goals of the organization?	<b>3</b>	
5. What types of activities does the conduct to interact with the community?	<b>3</b>	
6. How do outreach activities fit in with the mission of the organization?	<b>3</b>	
7. How do the organization programs influence community attitudes about American Racism?	<b>3</b>	
8. What organization policies could influence the community's attitudes about American Racism?	<b>3</b>	
9. How has the organization changed over its history?	<b>3</b>	
<b>Conclusions and Critique</b>	<b>3</b>	
10. SWOT Evaluation of the Organization	<b>3</b>	
11. Conclusions about the Organization	<b>5</b>	
<b>Total</b>	<b>40</b>	

**Advocacy Presentation Rubric**

Area	Value	Points
<b>Introduction and abstract</b>	<b>3</b>	

**ADRE 7601 – Rehabilitation Administration and Leadership |  
Spring Semester 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

The introduction presents an overall topic and draws the audience into the presentation with compelling questions. Abstract completely and succinctly describes the research project, including the essential components – motivation for the topic, methods/process employed, findings of the study, and implications for counseling research and clinical practice.		
<b>Content knowledge and organization</b> The content is clearly and concisely written with a logical progression of ideas and supporting information. Presentation has a logical, intuitive sequence of information.	<b>3</b>	
<b>Depth of Content</b> Addresses critical issues of the Literature Review Information is accurate and includes a statement of the problem, statement of purpose, and research questions. Delineates critical concepts and theories which guide the collection and interpretation of data. Specify the influence of the literature review on the presenter’s constructs Clinical applications of the theory are used to frame issues related to American Racism.	<b>7</b>	
<b>Presentation design</b> The Presentation Design is attractive in terms of design, layout, and neatness. Graphics are easily viewed and related to the topic, making the material easy to understand. Fonts are easy to read and vary appropriately for headings and text. The use of italics, bold, and indentions enhance readability. Text is appropriate in length for the audience and to the point of the project. Background and color choice enhance readability. There are no grammatical/spelling mistakes.	<b>3</b>	
<b>Verbal interaction</b> The presenter demonstrates full knowledge of the material and can explain and elaborate on expected questions. Stimulates conversation on relevant American Racism issues.	<b>4</b>	
<b>Total</b>	<b>20</b>	

**VI. Content Areas | Course Schedule**

Readings and assignments will be made during the class throughout the semester.

**The schedule is subject to change**, and any changes will be discussed in class.

**ADRE 7601 – Rehabilitation Administration and Leadership |  
Spring Semester 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

**Canvas**

Course materials and notes are posted in Canvas. You may access Canvas through the ECU web page. Click on the Canvas icon. Use the same username and passphrase to log in to Canvas that you use to check your email. I will send email notifications of postings and other class information to your ECU email account. Note schedule is subject to change, and announcements will be made in class. All assignments are due at 2:00 PM on the date indicated in the syllabus.

<b>Wk.</b>	<b>Date</b>	<b>Lewis (L), or Northouse (N) Chapter (C) and Topics/Readings (CACREP, 2016)</b>	<b>Due</b>
1	1/20	Introduction & Syllabus review LC 1 Facing the Challenges of Management N Chapter 1 Introduction	
2	1/27	N Chapter 2: Trait Approach N Chapter 4: Behavioral Approach N Chapter 5: Situational Approach (5.a, 5.b)	Assigned theory presentation
3	2/03	N Chapter 3: Skills Approach N Chapter 7: Leader-Member Exchange Theory N Chapter 8: Transformational Leadership (5.a, 5.b)	Assigned theory presentation
4	2/10	N Chapter 6: Path-Goal Theory N Chapter 9: Authentic Leadership N Chapter 10: Servant Leadership (5.a, 5.b)	Assigned theory presentation
5	2/17	N Chapter 11: Adaptive Leadership N Chapter 12: Followership N Chapter 14: Team Leadership (5.a, 5.b)	Assigned theory presentation
6	2/24	N Chapter 13: Leadership Ethics N Chapter 15: Gender and Leadership N Chapter 16: Culture and Leadership (5.a, 5.b)	Assigned theory presentation
7	3/03	Contemporary Theories of Leadership Current Events—News, Organizations,	Assigned theory presentation
8	3/10	LC 7 Building Supervisory Relationships (5.i) Brewerton C 1 – 4 <b>Spring Festival-No class.</b>	
9	3/17	LC 4 Applying Organizational Theories LC 5 Creating Organizational Designs (5.c)	
10	3/24	Brewerton C 8 Assessing Performance in Organizations (4.f)	

**ADRE 7601 – Rehabilitation Administration and Leadership |  
Spring Semester 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

		LC 9 Designing and Using Information Systems	
11	3/31	LC 2 Knowing the Environment (5.j) LC 6 Developing and Managing Human Resources (5.g, 5.k)	Poster Day
12	4/07	L C 11 Leading & Changing Human Service Organizations (5.h) L C 3 Planning & Program Design (5.d, 5.f)	
13	4/14	C 10 Evaluating Human Services Programs (4.f)	Interview Report
14	4/21	L C 8 Managing Finances to Meet Program Goals LC 12 Achieving and Maintaining Organizational Excellence (5.1, 5.e)	Personal Statement
<b>15</b>	<b>4/28</b>	<b>Reading Day</b>	No Class Test Distributed
<b>17</b>	<b>5/05</b>	<b>Final Exam</b>	Test Due

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

**ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision | Summer | Department of Addictions & Rehabilitation Studies | East Carolina University**

**I. Course Information**

Class Details	Class Details
Class day & time:	Class day & time: Online (see schedule) each week starts on
Online (see schedule)	Monday at 9:00 AM, lectures due by Friday at 5pm
Class location: Online	Class location: Online

**Instructor Information**

Hillary DodgeEvans, PhD, NCC, LCAS, LCMHC  
Office: Health Sciences Building  
[Dodgeevansj20@ecu.edu](mailto:Dodgeevansj20@ecu.edu)  
252-814-5257

**Catalog Description/Prerequisites (3 SCH)**

P: REHB 6050 or consent of instructor. Issues of professionalism and ethical practice related to counselor education, supervision, administration, consultation, and practice.

**Purpose of the Course**

This course is designed specifically for doctoral level students and includes professional and ethical issues in counseling and supervision. The course is needed to meet the Council for Accreditation of Counseling and Related Educational (CACREP) standards.

**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

# **ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision | Summer | Department of Addictions & Rehabilitation Studies | East Carolina University**

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

## **Disability 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).

## **Course Plan/Structure**

This course will be taught through online lectures, discussion boards, small-group activities, videos, and assigned readings.

## **Texts and Readings**

Corey, G., Corey, M. S., Cory, C., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Cengage Learning, Inc. ISBN-13: 978-1305389458 **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: 978-1-59285-292-9 **REQUIRED for SACC Majors**

## **II. Grading Policy**

### **Course Requirements**

- 1. Group facilitation and class leadership:** You will facilitate or co-facilitate online discussion boards for the MS students each week as assigned. At the conclusion of the discussion board you will submit a grade for each MS student in your group. See rubric for details.
- 2. Online lectures:** You will develop and post at least two online lectures using lecture capture software. The topics will be assigned at the beginning of the semester and due dates are posted in the schedule. Each lecture will be approximately 60 minutes divided into 4-6 segments. Each lecture will be named according to the assigned chapter as follows:

**6050 C01 Introduction part 1**

**6050 C01 Introduction part 2**

and so on. The lecture will include information from the assigned chapter, supplemental resources (e.g., other texts, journal articles, program policies, court & administrative rulings, popular literature or movies), and personal experiences or anecdotes. You will post your lecture notes and supplemental materials in a folder in Black Board that corresponds to the chapter. Each lecture will also incorporate Universal Design for Learning Guidelines: see <http://www.udlcenter.org/aboutudl/udlguidelines> See rubric for details.

- 3. Quizzes:** You will develop and post at least two online quizzes (you may use the test bank) that correspond to your assigned lecture.

**ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision | Summer | Department of Addictions & Rehabilitation Studies | East Carolina University**

4. **Test Questions:** You will develop three test questions for each chapter to be used in the 6050 Final exam.

**Weighting of Assignments**

Task	Points
Facilitations (2 lead @ 125 points each) (support 35 points)	285
Online lectures (2 @ 200 points each)	400
Quizzes (2 @ 42 points each)	84
Test Questions	15
DARS Faculty Evaluation	16
Total	800

Grade	Points
A	720-800
B	640-719
C	560-639
F	<559

**III. Course Learning Outcomes**

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

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

**CACREP Doctoral Professional Identity**

CACREP Standard	Means of Assessment
B.1.f – ethically and culturally relevant counseling in multiple settings.	1. On line lectures

**Additional course objectives beyond CACREP (2016) Standards:**

Students will be able to

- Facilitate awareness of ethical issues in their personal and professional lives.
- Teach different ethical issues and utilize and defend their chosen model of ethical decision making.
- Teach various ethical decision making models considering the client’s disability, substance use, and/or clinical mental health needs.



**ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision | Summer | Department of Addictions & Rehabilitation Studies | East Carolina University**

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

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

In this course, you are entering an experience that involves discussions, role-playing, and sharing of ethical practices. Student colleagues may share something personally important and confidential. You are to maintain confidentiality.

Students who would like to report any behavioral concerns within their campus environment are welcome to make a report through the ECU Cares webpage [www.ecu.edu/cs-studentlife/dos/onlinereporting.cfm](http://www.ecu.edu/cs-studentlife/dos/onlinereporting.cfm) may call 252-737-5555.

Students enrolled in the Substance Abuse & Clinical Counseling and Rehabilitation and Career Counseling programs at East Carolina University must abide by of the *American Counseling Association (ACA) Code of Ethics* <http://www.counseling.org/> and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics* [http://www.crccertification.com/pages/crc\\_crc\\_code\\_of\\_ethics/10.php](http://www.crccertification.com/pages/crc_crc_code_of_ethics/10.php) respectively.

Additionally, academic integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University. Academic Integrity Violations include: (a) *Cheating* – Unauthorized aid or assistance or giving or receiving of unfair advantage on any form of academic work; (b) *Plagiarism* - Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's own original work; (c) *Falsification* - Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work; and (d) *Attempts* - Attempting any act that if completed would constitute an academic integrity violation. For more information concerning academic integrity please 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.

**ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision | Summer | Department of Addictions & Rehabilitation Studies | East Carolina University**

**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 Rubrics**

8050 Lecture Rubric

Student:

Topic:

<b>Online Lecture</b>	<b>DNME*</b>	<b>ME</b>	<b>EXE</b>	<b>Possible</b>	<b>Total</b>
Assigned topic & ethical DM model				32	
Code of Ethics (ACA & CRC)				24	
Cultural and setting relevance				24	
Supervision				24	
Counselor education				24	
Conduct of research				24	
Leadership and advocacy				24	
Design (flow) and Delivery (affect, background, energy)				24	
<b>Total</b>				<b>200</b>	

\* Legend: Does Not Meet Expectations: Unprepared, lecture is choppy and straight from the text.  
 Meets Expectations: Prepared, includes one to two outside sources or anecdotes and demonstrates knowledge, and interest. Straight review of Decision Making Model.  
 Exceeds Expectations: Prepared, includes current topics and interesting/unique stories.  
 Demonstrates deep understanding of the topic. Facilitates understanding of the Problem Solving Model.

**ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision | Summer | Department of Addictions & Rehabilitation Studies | East Carolina University**

8050 Facilitation Rubric

Student:

Topic:

<b>Facilitation related to</b>	<b>DNME*</b>	<b>ME</b>	<b>EXE</b>	<b>Possible</b>	<b>Total</b>
Stays on assigned topic & ethical DM model				20	
Code of Ethics (ACA & CRC)				20	
Cultural and setting relevance				20	
Engaging topic with stimulating questions & clear instructions				20	
Provides feedback to lead post and all response posts as a group. Total of two responses for each chapter.				30	
Uses correct English and models appropriate behavior.				10	
Applies UDL				5	
<b>Total</b>				125	

\* Legend: Does Not Meet Expectations: Unprepared, group is not challenged or off topic. Feedback is superficial.

Meets Expectations: Prepared, group is engaged and on topic. Feedback is helpful and shows forethought.

Exceeds Expectations: Prepared, interesting/unique questions, group comments about the experience. Feedback shows significant insight and is concise.

**ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision | Summer | Department of Addictions & Rehabilitation Studies | East Carolina University**

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Lectures, Postings, &amp; Due dates</b>
<b>1</b>	<b>5/17</b>	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. SafeAssign opens 5/18 at 9:00 AM and closes 5/22 at 11:59 PM.
<b>2</b>	<b>5/24</b>	Lectures for Week 2 C 3 Values -Rich C 4 Multicultural- Crissa C 5 Client Rights & Counselor Responsibilities- Alley  C 3, 4, & 5, Quizzes open 5/25 at 9:00 AM close 6/1 at 9:00 AM
<b>3</b>	<b>5/31</b>	Lectures for Week 3 C 6 Confidentiality: Ethical and Legal Issues-Crissa C 7 Managing Boundaries and Multiple Relationships- <del>DodgeEvans</del> Miriam & Britton C 8 Professional Competence and Training- Alley  C 6, 7, & 8 Quizzes open 6/1 at 9:00 AM close 6/8 at 9:00 AM
<b>4</b>	<b>6/7</b>	Lectures for Week 4 C 9 Issues in Supervision and Consultation-Rich C 10 Issues in Theory and Practice- Alley & Britton C 11 Ethical Issues in Couples and Family- <del>DodgeEvans</del> Miriam  C 9, 10, & 11 Quizzes open 6/8 at 9:00 AM close 6/15 at 9:00 am
		<i>DARS survey opens 8 am on 6/12</i>
<b>5</b>	<b>6/14</b>	Lecture for Week 5  C 12 Ethical Issues in Group Work-Crissa C 13 Ethical Issues in Community Work- Rich  C 12 & 13 Quiz open 6/15 at 9:00 AM close 6/22 at 9:00 AM
		<i>My 3 Minute Video on Ethics</i> due opens 6/10 at 9:00 AM close 6/11 at 11:59 PM

**ADRE 8050 Ethical and Legal Issues in Counselor Education and Supervision | Summer | Department of Addictions & Rehabilitation Studies | East Carolina University**

		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
6	6/21	Last class DARS survey closes at 12:00 PM
	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

\* Class schedule may change and additional web sites/readings may be added. Any changes will be discussed in class or posted in Canvas.

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

***I. Course Information***

***Class Details***

Class day & time: Wednesday 2:00 – 5:00

Class location: 4425Q

***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 support participants in becoming more reflective and effective counselor educators. An underlying assumption that will be explored throughout the course is that the identity, beliefs, and values of the teacher are deeply connected with the process of teaching and therefore with the process and outcomes of students' learning. For purposes of this course, we will consider adults to include both traditional-age undergraduate college students as well as adults over twenty-two years of age engaged in other forms of postsecondary education. We will begin with the view that effective teaching must be considered in terms of specific students, contexts, areas of study, and purposes. That is, we are not seeking to define or advocate a particular way of teaching but rather to explore the assumptions, choices, theories, and beliefs that should be considered as a teacher makes choices in particular contexts.

The course should be useful to those involved in or interested in teaching in a variety of postsecondary contexts, including, for example, college and university classrooms, workshops, and professional or corporate education settings. Those preparing for administrative roles in postsecondary settings also should benefit from the exploration of the theories that inform teaching, the strategies available, and the factors that may guide choices in each setting.

Course Catalog Description: Prepares professionals to teach in higher education settings.

Prerequisites: Consent of instructor.

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

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

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 group activities, videos, Mediasite recordings, and assigned readings.

***Textbook & Course Material***

Required text:

Svinicki, M., & McKeachie, W. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. (14<sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN-13: 9781133936794.

Assigned readings are listed in the Course Schedule. There is also a Supplemental Reading list on Canvas. These articles can be read in preparation for class and will assist you in studying for comprehensive examinations. Since web addresses change, the name of the article is provided to assist you in searching the Internet when links are no longer live.

***II. 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 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:

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

- 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. Course Expectations and Grading Policy**

### **Course Expectations**

- Arrive on time, if not early, for class as class starts promptly at 2:00 PM and ends at 5:00 PM. Attendance at all class sessions is expected. If an unavoidable absence is necessary, please make prior arrangements with the instructor.
- All cell phones, pagers, and other related electronic devices **must be turned off** during our class and the class in which you are mentoring. Computers, iPads, and other electronic devices can **only be used** for taking notes for ADRE 8210 or for the class in which you are mentoring. Using these devices for purposes not related to ADRE 8210 is considered disruptive behavior. The student will be asked to leave class and this behavior may result in disciplinary action and/or permanent removal from class.
- Students learn by experience both in the classroom and in the field. Class attendance, reading course material, and participation in all class exercises/activities are expected, as well as attendance and participation in the course where you will be completing your teaching mentor experience.
- Students should read textbooks, online materials, and other assignments prior to each class period as the readings provide essential information that supplements classroom discussion. Students are expected to actively participate in all classroom discussions. The quality of our course depends on each person's commitment to preparing for and engaging in class sessions. Each week we will assume that everyone has carefully read the assigned materials and will be prepared to discuss the readings when called on by the instructor. The readings will be the basis for assignments and in-person discussions; however, while the readings will guide our discussions and work, we will not always specifically review, summarize, or discuss each reading in class. Students are expected to have homework assignments completed on time and be prepared to discuss these assignments in class.
- Timeliness counts! *All assignments are due at 2:00 PM instructor's watch on the assigned due date. Once the door to the classroom is closed your assignment is late. Uploading to Turnitin does not mean the assignment has been submitted. **Ten points will be deducted** from any assignment that is turned in after the classroom door has closed and will continue to be **deducted 10 points** for each 24-hour period the assignment is late. After an assignment is 48 hours late it will not be accepted unless the instructor has agreed to other arrangements in advance or a documented emergency arises. This means you should not wait until the last minute to complete or print your assignment as printer, flash drive, or other computer problems are not a valid excuse for the submission of a late assignment to class or to Turnitin. **Ten points will be deducted** if required assignments are not uploaded to Turnitin before the beginning of class.*
- All submissions should be written in the style outlined in the *Publication Manual of the American Psychological Association (APA)*, 7<sup>th</sup> edition including formatting, quotations, in-text citations, references, etc. Sources should be cited. Abstracts are not required for submitted papers unless you would like practice writing an Abstract.
- Students are encouraged to use the University Writing Center, which offers both online and face-to-face tutoring (<http://www.ecu.edu/writing/writingcenter/>) with offices located throughout the university. The University Writing Center will generally not review your paper on the due date since writing is considered a process and their purpose is to help you improve your writing skills rather than edit your papers. Papers must reflect the quality of a counseling educator. Grading will be based on thoroughness, accuracy, relatedness, logic, and the degree to which points made are supported effectively. Papers receiving an "A" will be outstanding in each area. Under the Student Resources tab at the University Writing Center is

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

information that may benefit you throughout your academic career.

**Turnitin Directions:** You will be submitting some of your papers 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.

**Graded Course Assignments**

***Classroom participation and discussion (2%)***

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. Thus, points will be lost for 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, and other inattentive behaviors. Students who are disruptive during a class will be asked to leave. All cell phones and pagers must be turned off and put away during class.

Bring in one to two exam items you have written to review in the class. This assignment will be worth **five points**. Other classroom engagement and assignments not otherwise specified will be reflected in this category.

***Evaluation of syllabi (5%)***

Find two syllabi to review for this assignment either online, at the National Clearinghouse of Rehabilitation Training Materials (NCRTM) under Various Vocational Rehabilitation Course Syllabi at <https://ncrtm.ed.gov/SearchResults.aspx?st=syllabi>, or at the American Counseling Association (ACA) website under Knowledge Center, Clearinghouses, ACA-ACES Syllabus Clearinghouse (<https://www.counseling.org/knowledge-center/clearinghouses/syllabus-clearinghouse>) if you are an ACA Member. Contact me if assistance is needed accessing the ACA website. This presentation and paper will be graded using the attached rubric.

***Teaching Experiences***

***In-class Teaching Experience (10%)***

On the first day of class, students will select one of the teaching strategies (e.g., active learning, problem-based learning, large classes, experiential approaches, and writing to enhance learning) for encouraging effective learning and will present this chapter on the due date. Each student will determine how to facilitate and guide the class's consideration of the teaching topic. The class may be taught in-person, online, or using a hybrid learning experience.

- Discuss the strengths and weaknesses of this teaching strategy.
- Prepare a resource list relevant to your teaching strategies topic this might include websites, articles, or books to give to the class.

Professional dress is expected for this presentation. This presentation will be graded using the attached rubric.

***Classroom Teaching Experiences and Presentation (20%)***

Each student will record a one hour or longer class lecture in the class where you are completing your teaching experience. Scheduling of the recording should be done one month in advance, if possible. To schedule the recording, discuss with the instructor of the course the best technology to use to record the lecture. If the course is face-to-face and the class is equipped to do so, you may use Mediasite to record the

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

lecture. If the course is being delivered online, you will consult with the instructor on which video conferencing tool they are currently using. Information on using Mediasite Desktop Recording can be found at <http://blog.ecu.edu/sites/Mediasite/mdr/>.

The students attending your class session on the day of the recording must fill out a permission to be videotaped form which is located on Canvas, and these forms should be given to Dr. McDougal on the day of your presentation in ADRE 8210. You will also develop your own critique form to be completed by the students and faculty member at the end of your lecture. The recorded lecture will be reviewed and critiqued in ADRE 8210. This lecture will be graded using the Classroom Teaching Experience rubric. Professional dress is expected for this presentation.

***Syllabus Project and Presentation (15%)***

Develop a syllabus for a course you would like to teach. Present the syllabus to the class for critique and feedback. This syllabus and presentation will be graded using the attached rubric.

***Philosophical/Theoretical Approach to Teaching (10%)***

Write a paper in which you present the philosophical/theoretical ideas that shape your teaching. This paper will be graded using the attached rubric.

***Diversity Statement (3%)***

You will construct a sample diversity statement that you would include in a faculty job application. We will discuss resources and other information to include during the course.

***Research Statement (3%)***

Write a statement of your intended research agenda. This does not necessarily have to be what you do end up completing, but you should craft a research statement which discusses your research interests as well as experiences as if you were applying for a faculty position. We will discuss other resources and what to include in class.

***Participation & Presentation on Teaching Mentor Experience (30%)***

**Participation:** The Advanced Pedagogy in Rehabilitation Counseling course requires working with a faculty member as a teaching assistant throughout the semester. Students should: (1) attend all classes or review online recordings for distance education courses, (2) present *two* lectures - one to be recorded and played during ADRE 8210 and the other to be evaluated by your teaching mentor, (3) assist with developing exam items based on your presentation and at the instructor's request, and (4) help facilitate in class activities or online discussions. Professional dress is expected while participating in your teaching mentorship experience. This experience will be graded using the attached rubric. ***Throughout the entire semester.***

Each student will present two lectures during your teaching mentor experience. One lecture is discussed above under Classroom Teaching Experience. The second lecture should be about one hour but does not need to be recorded unless you are teaching in a distance education course. Again, develop a critique form to be completed by the students and faculty member at the end of each teaching experience. Give the faculty member mentoring you, the Classroom Teaching Experience rubric, and ask your faculty mentor to assign you a grade based on your second teaching experience. This classroom teaching rubric with grade and the student and faculty critiques should be given to your ADRE 8210 instructor by the final exam class meeting day. Professional dress is expected for both presentations.

**Presentation:** You will present on your Teaching Mentor Experience on the final day of class. See rubric for details.

**DARS Student Evaluation of Teaching Survey (2%)  
Day**

**Due: 12 pm Reading**

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 “Blue Course Evaluation” which is located under the My Course Evals module in Canvas. Your responses on the survey are presented in aggregate form. I will not review your survey results until after grades have been submitted.

**Grading Scale:**

90% - 100% = A

80% - 89% = B

70% - 79% = C

69% and below = F

**III. Course Learning Outcomes**

<b>CACREP Standard</b>	<b>Measure(s) of Assessment</b>
3. a. roles and responsibilities related to educating counselors	<b>Assignments:</b> Discussion of assigned readings: CACREP standards, Conceptions and Challenges of Teaching Philosophical/Theoretical Approach to Teaching Paper
3. b. pedagogy and teaching methods relevant to counselor education	<b>Assignments:</b> Classroom teaching experiences Participation and Presentation on teaching mentor experience
3. c. models of adult development and learning	<b>Assignments:</b> Discussion of assigned readings: Students as Learners including models of adult development and learning preferences In-class teaching experience Classroom teaching experiences
3. d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	<b>Assignments:</b> Evaluation of syllabi Syllabus project and presentation In-class teaching experience
3. e. effective approaches for online instruction	<b>Assignment:</b> Discussion of assigned readings and course content related to online instruction
3. f. screening, remediation, and gatekeeping functions relevant to teaching	<b>Assignment:</b> Discussion of assigned readings on Assessment and Evaluation techniques including screening, remediation, and gatekeeping functions relevant to teaching.
3. g. assessment of learning	<b>Assignment:</b> Discussion of assigned readings on Assessment and Evaluation techniques and on Students as Learners. Evaluation of teaching experiences.
3. h. ethical and culturally relevant strategies used in counselor preparation	<b>Assignment:</b> Discussion of assigned readings on Students and Teachers as Learners.
3. i. the role of mentoring in counselor education	<b>Assignments:</b> Participation and Presentation on Teaching Mentor Experience and Discussion on Teaching in the Academy

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

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

Students enrolled in the Rehabilitation Counseling and Administration program at East Carolina University 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 Ethics* [http://www.crccertification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crccertification.com/pages/crc_ccrc_code_of_ethics/10.php).

##### **Client 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 stay in the field site's client file. 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.

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 receiving a 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.

##### **Academic Integrity**

Academic integrity and being respectful of others are expected standards of all students. Academic Integrity Violations include:

- (a) *Cheating* – Unauthorized aid or assistance or giving or receiving of any unfair advantage on any form of any academic work (e.g., copying another student's work);
- (b) *Plagiarism* - Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's own original work (e.g., submitting a syllabus from the Internet or a course you have taken for your syllabus project);
- (c) *Falsification* - Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work (e.g., lying when confronted regarding an academic integrity violation);
- (d) *Multiple submissions* - Submitting substantial portions of the same academic work for credit more than once without authorization from the faculty member;
- (e) *Violation assistance* - knowingly helping or attempting to help someone in an act that constitutes an academic integrity violation (e.g., sharing information from your teaching philosophy paper with a student taking ADRE 8210 in a subsequent semester);
- (f) *Violation attempts* - Attempting any act that if completed would constitute an academic integrity violation (e.g., asking colleagues for help on assignments that are to be completed independently; asking a colleague to share his or her previously written syllabus).

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

This policy will be strictly enforced. The ECU Student Code of Conduct (<http://www.ecu.edu/PRR/11/30/01>) addresses expected student behavior at ECU and outline the academic integrity policies and procedures.

If a violation occurs, the student will receive a **zero** on the assignment in question and may fail the course as a consequence of their action(s). The case will be referred to the Office of Student Rights and Responsibilities even if the violation is not discovered until a subsequent semester.

**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 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.

**Classroom Disruptive Behavior:** All participants share a responsibility in creating a civil and non-disruptive classroom environment. Students are expected to conduct themselves at all times in the classroom in a manner that does not disrupt teaching and learning. Using cell phones, checking social media sites or emails during class, arriving late to class, and being disrespectful are examples of disruptive behavior. Behavior which disrupts the learning process may lead to disciplinary action and/or removal from class.

Students who would like to report any behavioral concerns within their campus environment are welcome to make a report through the Dean of Students webpage at [http://www.ecu.edu/cs-studentaffairs/dos/person\\_of\\_concern-report\\_a\\_person.cfm](http://www.ecu.edu/cs-studentaffairs/dos/person_of_concern-report_a_person.cfm) or may call the ECU CARES phone line at 252-737-5555.

**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/>

Counseling Centers:

**Counseling and Student Development:** [www.ecu.edu/counselingcenter/](http://www.ecu.edu/counselingcenter/)  
137 Umstead Hall  
East Carolina University

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

Greenville, NC 27858  
Phone: (252) 328-6661

**Navigate Counseling Clinic:** [www.ecu.edu/cs-dhs/ah/clinics/navigate/index.cfm](http://www.ecu.edu/cs-dhs/ah/clinics/navigate/index.cfm)

4410 Health Sciences Building

Greenville, NC 27858

Phone: 252-744-0328

**Counseling and Student Development Satellite Office** <http://www.ecu.edu/cs-studentaffairs/counselingcenter/satellite.cfm>

Student Health Suite

Health Sciences Student Center

Phone: 252-328-6661

**V. Assignment Rubric(s)**

<b>Classroom Discussion</b>	
<b>Areas to Address</b>	<b>Percentage</b>
Develop and demonstrate critical reading and listening strategies and actively participate in discussions of what was read during all classes, particularly contribute to discussions of: <ul style="list-style-type: none"> <li>• roles and responsibilities related to educating counselors (3. a.) - CACREP standards, Conceptions and Challenges of Teaching;</li> <li>• models of adult development and learning (3. c.) - Students as Learners;</li> <li>• instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3. d.) - Teaching Strategies</li> <li>• effective approaches for online instruction (3. e.) - Distance Learning,</li> <li>• screening, remediation, and gatekeeping functions relevant to teaching (3. f.) and assessment of learning (3. g.) - Assessment and Evaluation;</li> <li>• ethical and culturally relevant strategies used in counselor preparation (3. h.) - Teachers as Learners; &amp;</li> <li>• the role of mentoring in counselor education (3. i.) - Teaching in the Academy.</li> </ul>	100
<i>Subtotal:</i>	
<i>Points deducted:</i> - 5/day if late to class, late returning from break, or for disruptive behavior. No points will be awarded for days you are absent from class.	
<i>Total:</i>	

<b>Evaluation of Syllabi</b>	
<b>Areas to Address</b>	<b>Percentages</b>
Evaluation of Syllabi - completed and submitted on time	100
<i>Presentation:</i> <ul style="list-style-type: none"> <li>• Bring in two syllabi that are in an area related to a Counselor Education course that you would like to teach.</li> <li>• Show and discuss the syllabi chosen to the class.</li> </ul>	25

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

<ul style="list-style-type: none"> <li>Consider instructional and curriculum design, delivery, and evaluation methods relevant to counselor education, your readings, and class discussions (3. d.).</li> <li>Demonstrate effective presentation skills.</li> </ul>	
<p><i>Paper:</i> Based on your readings and class discussions (3.d.), critique the syllabi and include discussion on:</p> <ul style="list-style-type: none"> <li>course and syllabus design</li> <li>delivery method of instruction</li> <li>evaluation methods relevant to counselor education</li> </ul> <p><i>Format:</i> APA</p> <p><i>Submission:</i> Upload to Turnitin and give copy of the paper and syllabi to the instructor.</p>	75
<i>Subtotal:</i>	
<p><i>Points deducted:</i></p> <ul style="list-style-type: none"> <li>- 15/day if assignment is submitted late – assignment not accepted after 48 hours.</li> <li>- 10 if not uploaded to Turnitin.</li> </ul>	
<i>Total:</i>	/100

<b><i>In-class Teaching Experience</i></b>	
<b><i>Areas to Address</i></b>	<b><i>Percentages</i></b>
In-class Teaching Experience - completed and submitted on time	100
<p><i>Presentation:</i></p> <ul style="list-style-type: none"> <li>Teach one of the teaching strategies (e.g., active learning, problem-based learning, large classes, experiential approaches, and writing to enhance learning) from the Svinicki and McKeachie (2014) textbook.</li> <li>Consider instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3.d.), your readings, and class discussions (3.d.).</li> <li>Determine how to facilitate and guide your colleagues' consideration of this topic to encourage effective adult development and learning (3.c.).</li> <li>The approach you choose to teach about your topic should incorporate some of the strategies or ideas we have considered in the course.</li> <li>Discuss the strengths and weaknesses of this teaching strategy.</li> <li>Prepare a resource list relevant to your teaching strategies topic (e.g., websites, articles, or books) to give to the class.</li> <li>Demonstrate effective presentation skills.</li> <li>Dress professionally.</li> </ul>	80



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

<p><i>Paper:</i>  <b>By Monday at 10:00 AM after the seminar</b> submit a 3 - 4 page paper describing:</p> <ul style="list-style-type: none"> <li>• your goals for the session,</li> <li>• the rationale for using the particular teaching and adult learning approaches chosen,</li> <li>• your critique of the strengths and areas for improvement in your class presentation,</li> <li>• and insights gained from planning and presenting the seminar.</li> </ul> <p>Include a copy of your PowerPoint slides for review by the instructor.</p>	20
<p><i>Submission:</i>                  Email or give paper and PowerPoint slides to the instructor.</p>	
<p><i>Subtotal:</i></p>	
<p><i>Points deducted:</i>                  - 15/day if assignment is submitted late – assignment not accepted after 48 hours.</p>	
<p><i>Total:</i></p>	/100

<b><i>Classroom Teaching Experience</i></b>	
<b><i>Areas to Address</i></b>	<b><i>Percentages</i></b>
Classroom Teaching Experience - completed and submitted on time	100
<p><b><i>Classroom Teaching Experience:</i></b></p> <ul style="list-style-type: none"> <li>• Record a one hour or longer class presentation in the class where you are completing your teaching experience considering:                             <ul style="list-style-type: none"> <li>○ pedagogy and teaching methods relevant to counselor education (3. b.).</li> <li>○ models of adult development and learning (3. c.), &amp;</li> <li>○ instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3.d.)</li> </ul> </li> <li>• Have students attending your class session on the day of the recording fill out a permission to be videotaped form that is then given to the ADRE 8210 instructor. This only needs to be done once.</li> <li>• Develop a critique form to be completed by the students and faculty member at the end of your teaching experience.</li> <li>• Demonstrate effective presentation skills.</li> <li>• Dress professionally.</li> </ul> <p><b><i>First teaching experience recorded: Present to ADRE 8210:</i></b></p> <ul style="list-style-type: none"> <li>• Select a section of this recording to be viewed and critiqued in ADRE 8210. The instructor will indicate the length of the lecture that can be viewed during the ADRE 8210 class session.</li> <li>• Submit critiques from students and faculty mentor.</li> </ul> <p><b><i>Second teaching experience:</i></b> Give your faculty mentor this rubric and ask him or her to grade you on your second presentation. See</p>	100

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

Participation and Presentation of Teaching Mentor Experience for additional instructions.	
<i>Subtotal:</i>	
<i>Points deducted:</i> - 15/day if assignment is submitted late – assignment not accepted after 48 hours	
<i>Total:</i>	/100
<b><i>Syllabus Project and Presentation</i></b>	
<b><i>Areas to Address</i></b>	<b><i>Percentages</i></b>
Syllabus Project and Presentation - completed and submitted on time	100
<i>Syllabus:</i> <ul style="list-style-type: none"> <li>• Develop a course syllabus for a course you would like to teach that considers instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3. d.).</li> <li>• The syllabus should be your own ideas and not just a modification of an existing syllabus.</li> <li>• Locate an appropriate textbook and indicate how the textbook readings would be incorporated into the syllabus.</li> <li>• Address CACREP standards in the syllabus.</li> </ul>	75
<i>Submission:</i> Upload syllabus and paper to Turnitin and give both to the instructor.	
<i>Presentation:</i> <ul style="list-style-type: none"> <li>• Consider instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3.d.), your readings, and class discussions (3.d.).</li> <li>• Determine how to facilitate and guide your colleagues' consideration of this topic to encourage effective adult development and learning (3.c.).</li> <li>• The approach you choose to teach about your topic should incorporate some of the strategies or ideas we have considered in the course.</li> <li>• Demonstrate effective presentation skills.</li> <li>• Dress professionally.</li> </ul>	25
<i>Subtotal:</i>	
<i>Points deducted:</i> - 100 if an existing syllabus was just modified. - 15/day if assignment is submitted late – assignment not accepted after 48 hours. - 10 if not uploaded to Turnitin.	
<i>Total:</i>	/100

<b><i>Philosophical Approach to Teaching Paper</i></b>	
<b><i>Areas to Address</i></b>	<b><i>Percentages</i></b>
Philosophical Approach to Teaching Paper - completed and submitted on time	100

**ADRE 8210 – Advanced Pedagogy in Rehabilitation Counseling  
Fall 2021**

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

<ul style="list-style-type: none"> <li>• State the philosophical/theoretical ideas that shape your teaching including your roles and responsibilities related to educating counselors (3.a.).</li> <li>• Reflect on the reading, dialogue, and deep thinking in which you will be engaged as you participate in this course.</li> <li>• Write this paper so that it can be included in a Teaching Portfolio: illuminate who you are as a teacher, and why and how your identity, philosophies, theoretical perspectives, beliefs, and values contribute to who you are as a teacher, and how you enact (or will enact) your teaching role. Use I statements. Review the readings and use these ideas in your writing.</li> </ul> <p><i>Format:</i> 2-4 pages Does not need APA format except for references if included.</p> <p><i>Submission:</i> Uploaded to Turnitin and give paper to the instructor.</p>	100
<i>Subtotal:</i>	
<p><i>Points deducted:</i></p> <ul style="list-style-type: none"> <li>- 15/day if assignment is submitted late – assignment not accepted after 48 hours</li> <li>- 10 if not uploaded to Turnitin</li> </ul>	
<i>Total:</i>	/100

<b><i>Participation &amp; Presentation on Teaching Mentor Experience</i></b>	
<b><i>Areas to Address</i></b>	<b><i>Percentages</i></b>
Participation & Presentation on Teaching Mentor Experience - completed and submitted on time	100
<p><i>Participation as a teaching assistant:</i></p> <ul style="list-style-type: none"> <li>• Work with a faculty member as a teaching assistant throughout the semester to understand the role of teaching in counselor education (3. i.).</li> <li>• Assist with class presentations, grading, and other activities to gain a full understanding of the teaching process.</li> <li>• Complete Student Evaluation form on Canvas.</li> <li>• Have faculty member complete Faculty Evaluation form on Canvas and provide a grade for your participation this semester.</li> <li>• Two teaching experiences - one for ADRE 8210 in class presentation and one to be evaluated by the teaching mentor, both with evaluations completed by students and faculty mentor.</li> </ul>	50

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

<p><i>Classroom teaching experience evaluated by faculty mentor</i></p> <ul style="list-style-type: none"> <li>• Complete a second teaching experience and have faculty mentor provide a grade using the Classroom Teaching Experience rubric. This graded rubric is to be given to the ADRE 8210 instructor on the assigned due date.</li> <li>• Submit critiques from students and faculty mentor.</li> </ul>	20
<p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>• During the final class meeting, give a formal 15-20-minute presentation on your teaching experience and discuss how your experience relates to the knowledge learned in ADRE 8210.</li> </ul>	30
<ul style="list-style-type: none"> <li>• Describe the activities performed throughout the semester.</li> <li>• Indicate what was learned.</li> <li>• Your strengths and areas for improvement.</li> <li>• Explore the pedagogy and teaching methods relevant to counselor education, the theories that inform teaching, the strategies available, and the factors that may guide choices in particular settings, as well as knowledge of techniques for helping students develop into competent counselors (3. b.).</li> <li>• Demonstrate effective presentation skills.</li> <li>• Dress professionally.</li> </ul>	
<p><i>Subtotal:</i></p>	
<p><i>Points deducted:</i></p> <p>- 15/day if assignment is submitted late – assignment not accepted after 48 hours</p>	
<p><i>Total:</i></p>	/100

**VI. Content Areas | Course Schedule7**

- 8/25 Introduction, Course Outline, CACREP standards.  
*CACREP Standards* 3.a.; 3.d.  
**Readings:**  
 Review the CACREP guidelines for master’s level counseling programs, specifically clinical mental health counseling, clinical rehabilitation counseling, and rehabilitation counseling; doctoral degree in counselor education and supervision; counseling curriculum under Section 2: Professional Counseling Identity:  
<http://www.cacrep.org/for-programs/2016-cacrep-standards/>  
 Pushing portability to improve access to counseling:  
<http://nbcc.informz.net/admin31/content/template.asp?sid=47375&ptid=1455&brandid=3842&uid=812064370&mi=6202769&ps=47375>  
 National counselor licensure endorsement process:  
<http://nbcc.informz.net/admin31/content/template.asp?ps=47375&sid=47376&ptid=1455&brandid=3842&uid=812064370&mi=6202769&ps=47376>
- 9/1 Conceptions and Challenges of Teaching  
*CACREP Standards* 3.a.; 3.d.  
**Readings:** Svinicki & McKeachie – Chapter 1  
 Bitzegaio, R. (June 28, 2019). Teaching through a hurricane. Educausereview. Retrieved from  
<https://er.educause.edu/blogs/2019/6/teaching-through-a-hurricane>

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

9/8 Course Design and Syllabus Development

*CACREP Standard 3.d.*

**Assignment: Evaluation of syllabi**

**Readings:** Svinicki & McKeachie – Chapter 2 & 3

- Johnson, C. (2006). Best practices in syllabus writing: Contents of a learner-centered syllabus. *Journal of Chiropractic Education*, 20(2), 139-144. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2384173/>
- Casey A. Barrio Minton & Donna M. Gibson (2012) Evaluating Student Learning Outcomes in Counselor Education, *Counseling Outcome Research and Evaluation*, 3:2, 73-91, DOI: [10.1177/2150137812452561](https://doi.org/10.1177/2150137812452561) OR <https://journals.sagepub.com/doi/full/10.1177/2150137812452561>
- Stanford: Teaching Commons – Course Design <https://teachingcommons.stanford.edu/resources/course-preparation-resources/course-preparation-handbook/course-design> (The See Also section at the bottom of the page also provides information on Course Design Aids and Creating a Syllabus).
- New Faculty Orientation: ECU - Syllabus Guidelines and Information <https://blog.ecu.edu/sites/piratesaboard/syllabus-guidelines-and-information/>
- Center for Teaching & Learning, University of Washington, Teaching Resources. <http://www.washington.edu/teaching/teaching-resources/>
- Faculty Focus. Course Design and Development that Works: <https://www.facultyfocus.com/free-reports/course-design-and-development-ideas-that-work/> (You may need to search online by the title and will have to register with this organization to get this report if you are interested. Registering with Faculty Focus will mean an increase in your emails. The organization provides a lot of useful information if you are pursuing academics as a career.)
- Huitt W., "Bloom et al.'s Taxonomy of the Cognitive Domain," Educational Psychology Interactive (Valdosta State University). An overview of Bloom's Taxonomy of learning behaviors. <http://www.edpsycinteractive.org/topics/cognition/bloom.html>
- Bloom's Taxonomy, Vanderbilt University. <http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Modifying Bloom's Taxonomy to Meet 21<sup>st</sup> Century Pedagogies: <http://www.dartmouth.edu/~jmajor/DesignProjects/Publications/digitalTaxonomy.pdf>

9/15 Distance Learning as a Delivery Method – Jean Merenda, CAHS Educational Technologist

*CACREP Standard 3.e.*

**Readings:** Svinicki & McKeachie – Chapter 17

- Crozier, M., Chapin, M., Thomas, J., & Bell, A. (2013). Training Doctoral Students to Teach Online. Ideas and research you can use: *VISTAS 2013*. Article 78. Retrieved from <https://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2013/docs/default-source/vistas/training-doctoral-students-to-teach-online>

9/22 Teaching Strategies

*CACREP Standard 3.d.*

**Assignment: In-class Teaching Experience**

**Readings:** Svinicki & McKeachie – Chapter 4 - 6

Vanderbilt University, Center for Teaching, All CFT Teaching Guides: <https://cft.vanderbilt.edu/guides-sub-pages/>

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

- 9/29 Teaching Strategies (cont.)  
*CACREP Standard 3.d.*  
**Readings:** Svinicki & McKeachie 14 – 16, 18 – 19
- 10/6 Students as Learners  
*CACREP Standard 3.c.*  
**Readings:** Svinicki & McKeachie – Chapter 12 – 13, 20  
**Be prepared to discuss Andragogy and Transformative Learning** (See Supplemental Reading list on Canvas.)
- Taylor, E. W., & Laros, A. (2014). Researching the practice of fostering Transformative Learning: Lessons learned from the study of andragogy. *Journal of Transformative Education*, 12(2), 134-147. doi: 10.1177/1541344614548589
  - Oblinger, D. “Is It Age or IT: First Steps toward Understanding the Net Generation,” (EDUCAUSE) and James Oblinger (North Carolina State University). Characteristics of the Net Generation and implications for higher education institutions. <https://www.educause.edu/research-and-publications/books/educating-net-generation/it-age-or-it-first-steps-toward-understanding-net-generation> Consider deleting??
- 10/13 Students as Learners (cont.)  
*CACREP Standard 3.c. Section IV, C. 2*  
**Readings:** Svinicki & McKeachie – Chapter 11, 21  
Beloit College Mindset List. Lists of characteristics and the mindset of entering freshmen since 2002. Read the 2019 list. <http://themindsetlist.com/>
- Learning Styles.
    - Pashler, Harold, McDaniel, M., Rohrer, D., & Bjork, R. (2008). [Learning styles: Concepts and evidence](https://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf). *Psychological Science in the Public Interest*. 9.3 103-119. [https://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](https://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf)
    - Vanderbilt University, Center for Teaching, Learning Styles - <https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/>
    - **Take this questionnaire to understand learning preferences:** Index of Learning Styles Questionnaire, Richard M. Felder and Barbara A. Solomon (North Carolina State University). A learning styles online questionnaire. <https://www.webtools.ncsu.edu/learningstyles/>
  - Tips for educators on Accommodating Different Learning Styles: <https://www.umassd.edu/dss/resources/facultystaff/howtoteachandaccommodate/howtoaccommodatedifferentlearningstyles/>
  - Universal design:
    - What is universal design and the seven principles of universal design: <http://www.universaldesign.com/what-is-ud/>
    - What is UDL [Universal Design for Learning]? And Universal Design Guidelines <http://www.udlcenter.org/aboutudl/udlguidelines>
- 10/20 Syllabus Presentation and Diversity in the Classroom  
**Assignment: Syllabus Presentation**  
**Readings:** Svinicki & McKeachie – Chapter 7 – 10  
Diversity Statement

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

- Golash-Bolza, T. The Effective Diversity Statement, Inside Higher Education, June 10, 2016.  
<https://www.insidehighered.com/advice/2016/06/10/how-write-effective-diversity-statement-essay>
- Schmalig, K. B., Trevino, A. Y., Lind, J. R., Blume, A. W. & Baker, D. L. (2015). Diversity statements: How faculty applicants address diversity. *Journal of Diversity in Higher Education*, 8(4), 213-214.  
<http://dx.doi.org/10.1037/a0038549>
- Flier, J. (2019). Against the Diversity Statement. *The Chronicle of Higher Education*.  
<https://link.gale.com/apps/doc/A571978169/BIC?u=ncliveecu&sid=summon&id=fedd60aa>
- Writing a Diversity Statement <https://careerservices.upenn.edu/application-materials-for-the-faculty-job-search/diversity-statements-for-faculty-job-applications/>

Anti-Racism in higher education

- Pulliam, N., Paone, T. R., Malott, K. M. & Shannon, J. (2018). [Experiences of students of color at a predominantly white institution: Implications for counselor training](#). *Journal of Multicultural Counseling and Development*, 47, 239-255.
- Liera, R. (2020). [Moving beyond the culture of niceness in faculty hiring to advance racial equity](#). *American Education Research Journal*, 57(5), 1954-1994.
- Kornbluh, M., Collins, C. & Kohfeldt, D. (2020). [Navigating activism within the academy: Consciousness building and social justice identity formation](#). *Journal of Community & Applied Social Psychology*, 3(2), 151-153.

10/27 Assessment and Evaluation Techniques (cont.)

CACREP Standards 3.f. & 3.g.

**Assignment: Diversity Statement, Bring in one to two exam items you have written to review in class.**

- Mueller, J. Authentic Assessment Toolbox:  
<http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm>
- Teaching Goals Inventory On-line: <https://tgi.its.uiowa.edu/teachinggoals/>
- Student Expectations Seen as Causing Grade Disputes:  
[http://www.nytimes.com/2009/02/18/education/18college.html?\\_r=1&em](http://www.nytimes.com/2009/02/18/education/18college.html?_r=1&em)
- Berkley Center for Teaching and Learning: Rubrics:  
<https://teaching.berkeley.edu/resources/improve/evaluate-course-level-learning/rubrics>
- Association of American Colleges & Universities: <https://www.aacu.org/value-rubrics>

11/3 Teachers as Learners

CACREP Standard 3.h.

**Readings:** Svinicki & McKeachie 22 - 23

- Teaching Perspectives Inventory: <http://www.teachingperspectives.com/tpi/>
  - Review the Five Teaching Perspectives
- Boston University Center for Excellence and Innovation in Teaching: Documenting Your Teaching (Teaching Portfolio): <http://www.bu.edu/ceit/faculty-development/documenting-your-teaching/>  
Teaching Philosophy - <http://www.bu.edu/ceit/faculty-development/documenting-your-teaching/teaching-philosophy/>
- Center for Teaching & Learning, University of Washington, Develop a Teaching Portfolio Resources: <http://www.washington.edu/teaching/teaching-resources/self-reflection-on-teaching/>

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

- Writing a Philosophy of Teaching Statement (Ohio State University). Examples and suggestions for writing philosophy statements: <http://ucat.osu.edu/read/teaching-portfolio/philosophy>

11/10 Teaching Presentations  
CACREP Standard 3.b. & 3.d.

**Assignment: Teaching Presentations**

11/17 Teaching Presentations & Searching for Employment  
CACREP Standard 3.b. & 3.d.

**Assignment: Philosophical Approach to Teaching Paper**

- The Carnegie Foundation for the Advancement of Teaching. Classification Descriptions. <http://carnegieclassifications.iu.edu/definitions.php>
- National Center for Educational Statistics. <http://nces.ed.gov/ipeds>
- Novotney, Amy. (2016). The misuse of PhD(c). American Psychological Association, 47(8), 36. Retrieved from <http://www.apa.org/monitor/2016/09/misuse-phd.aspx>

Teaching in the Academy  
CACREP Standard 3.i.

Reading – Teaching in the Academy

- Ziker, J. (2013). The long, lonely job of homo academicus. *The Blue Review*. Boise State University. <https://thebluereview.org/faculty-time-allocation/>

12/1 Searching for employment  
CACREP Standard 3.b. & 3.d.

**Assignment: Research Statement**

*Readings:*

- Thacker, N. & Minton, C. A. B. (2021). [Minoritized professionals' experiences in counselor education: A review of the research](#). Counselor Education and Supervision, 60(1), 35-50.
- White-Lewis, D. (2020). [The façade of fit in the faculty search processes](#). The Journal of Higher Education, 91(6).
- Writing a Research Statement: <https://careerservices.upenn.edu/application-materials-for-the-faculty-job-search/research-statements-for-faculty-job-applications/>
- ECU academic job search tools: <https://career.ecu.edu/students/graduate-school-resources/academic-jobs/>

12/10 **Final class meeting – 2:00 – 4:30**

CACREP Standard 3.b. & 3.i.

**Assignment: Presentation on semester long teaching experience**

The instructor reserves the right to change any or all parts of this syllabus at any time during the semester. If major changes are required, students will be notified in writing of the change.



***Additional Resources***

***Teaching Resources***

- ECU Office of Faculty Excellence: <http://www.ecu.edu/ofe/>
- The Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/>

***Employment Resources***

- American Counseling Association: <https://www.counseling.org/careers/aca-career-central>
- American Mental Health Counselors Association: <https://www.amhca.org/members/emergingprofessionals>
- Chronicle of Higher Education: [https://chroniclevitae.com/job\\_search/new](https://chroniclevitae.com/job_search/new)
- NCRE Job Board: <https://ncre.org/job-board/>

***Salary Information***

- The Annual Report on the Economic Status of the Profession, 2018-19 <https://www.aaup.org/report/annual-report-economic-status-profession-2018-19>
- Chronicle of Higher Education Interactive Faculty Salary calculator: <http://data.chronicle.com/>

***Faculty Focus Special Reports*** <http://www.facultyfocus.com/>:

- Effective strategies for improving college teaching and learning.
- 10 effective classroom management techniques every faculty member should know.
- 12 tips for improving your faculty development plan.
- Online course design: 13 strategies for teaching in a web-based distance learning environment.
- Synchronous and asynchronous learning tools: 15 strategies for engaging online students using real-time chat, threaded discussions and blogs.

***Articles***

- Dynarski, M., & Kisker, E. (2014). Going public: Writing about research in everyday language (REL 2014–051). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Analytic Technical Assistance and Development. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Webber, K. Lo. (2018). The work environment matters: Faculty member job satisfaction by institution type. Research Dialogue, 142. TIAA Institute. [https://www.tiaainstitute.org/sites/default/files/presentations/2018-03/Faculty%20Job%20Satisfaction\\_Webber\\_rd142\\_March%202018.pdf](https://www.tiaainstitute.org/sites/default/files/presentations/2018-03/Faculty%20Job%20Satisfaction_Webber_rd142_March%202018.pdf)

# ADRE 8360– Advanced Practicum | Department of Addictions & Rehabilitation Studies | East Carolina University 1

## I. Course Information

### Class Details

Class day & time: Wednesdays (group supervision), 1-2pm

Class location: WebEx

### 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: Students enrolled in the Rehabilitation and Clinical Counseling concentration of the PhD in Rehabilitation Counseling and Administration program are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the advanced practicum experience is to be determined in consultation with program faculty. During the student's practicum, supervision will occur as outlined in CACREP Doctoral Standards Section 6.C.1-6.

Catalog description/Prerequisites: Prerequisite: ADRE 6360 or consent of instructor.

Enrollment in the Rehabilitation and Clinical Counselor concentration of the PhD in Rehabilitation Counseling and Administration program. Advanced experience in clinical counseling, counselor education, or administration with individual and/or triadic supervision. Minimum of 8 hours per week in applied setting. Counseling of clients with problems of personal/social adjustment, substance abuse, adjustment to disability, educational and/or career planning in an applied setting.

### 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

# ADRE 8360– Advanced Practicum | Department of Addictions & Rehabilitation Studies | East Carolina University

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, experiential activities, videos, and assigned readings.

## Textbook & Course Material

Required text:

## II. Grading Policy

- 1. Attendance is required:** Students must attend seminar to give feedback to peers and benefit from discussions.
  - One absence = no penalty in grade
  - Two absences = three journal article abstracts required
  - Three absences = F or need to come back when the student can complete the course
- 2. Client Presentations** - You are expected to do at least two client presentations during class. This should include a segment of a taped counseling session and background information on client.
- 3. Advocacy project.** Students will identify barriers to counseling experienced by BIPOC clients and draft/send letters to policy makers about barriers and proposed solutions.
- 4. Summary Evaluation of Practicum Experience:** Complete a summary report (2-3 pages) of the practicum experience including a reflection of: a) the

**ADRE 8360– Advanced Practicum | Department of Addictions & Rehabilitation Studies | East Carolina University** 3

seminar/group supervision, b) field-site experience and supervision, c) supervision from the course instructor and d) general comments. Please place the name of the field-site and address at the top of the first page. These will be saved in our department directory of field sites for Practicum and Internships for future student to review when selecting a field site. To be turned in during the final class period.

5. **Professional Organization:** Students will research a professional organization related to counseling (history, mission, goals, divisions, and benefits of membership) and join. Students will write a one page summary about the organization and why they want to join that given division and **show proof of membership to the instructor.**
6. **Practicum Hours** - Minimum of eight (8) hours per week at the Advanced Practicum site, including 40 hours of direct service to clients. Efforts should be made to maintain a counseling relationship with at least two or three clients over a number of sessions. Counseling sessions will be approximately 30-50 minutes in length. Individual weekly supervision/consultation will be available from faculty and site supervisor.
7. **Site supervisor evaluations-** Site supervisors will complete a mid-semester and final semester evaluation form highlighting the student's performance.
8. **Case/progress notes and client records** will be made for each client you work with. This will be done consistent with guidelines of the agency or center in which you are working. These will be left with the on-site supervisor during the semester.
9. **Video/Audio tapes** – Video/Audio tapes will be made of counseling sessions for review during individual, triadic, and/or group supervision. **If recordings can't be heard well, written transcripts of the sessions must be completed.** Four (4) tapes must be turned in during the semester. The tapes and performance of "in class" exercises will be the predominate basis for your grade. Schedule for tapes to be turned in are as follows:

<b>First tape:</b>	<b>Class #7</b>
<b>Second tape:</b>	<b>Class #10</b>
<b>Third tape:</b>	<b>Class #12</b>
<b>Fourth tape:</b>	<b>Class #14</b>

This course is graded on a satisfactory/unsatisfactory basis. An unsatisfactory grade in this course is considered a C or lower grade, and thus is an unacceptable grade for the doctoral program.

Grades will be determined based on the completion of the following:

1. Mid-term and final field site evaluations.
2. Tape reviews.
3. Completion of all required paperwork.
4. Attendance and participation.

### III. Course Learning Outcomes

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

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

<b>Doctoral Level Practicum Standards (2016)</b>	<b>Means of Assessment</b>
6.B.1.d Students will demonstrate evidence-based counseling practices	<ul style="list-style-type: none"> <li>• Mid-term and final evaluation forms completed by faculty and field-site supervisors</li> <li>• Students first and final recordings.</li> </ul>
6.B.5.i PhD Students will understand the role of counselors and counselor educators advocating on behalf of the profession and professional identify.	<ul style="list-style-type: none"> <li>• Advocacy project.</li> <li>• Mid-term and final evaluation forms completed by faculty and field-site supervisors.</li> </ul>
6.C.1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.	<ul style="list-style-type: none"> <li>• Advanced Practicum Hours Summary Sheet</li> <li>• Mid-term and final evaluation forms completed by faculty and field-site supervisors</li> <li>• Field sites are approved by faculty instructor, fieldwork coordinator and student</li> </ul>
6.C.2. During the doctoral student’s practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.	<ul style="list-style-type: none"> <li>• Supervisors’ resumes/site info form</li> <li>• Signature page of advanced practicum manual signed by student, field-site supervisor and faculty supervisor</li> </ul>
6.C.3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.	<ul style="list-style-type: none"> <li>• Supervisors’ resumes/site info form</li> <li>• Signature page of advanced practicum manual signed by student, field-site supervisor and faculty supervisor</li> </ul>

**ADRE 8360– Advanced Practicum | Department of Addictions & 5  
Rehabilitation Studies | East Carolina University**

<p>6.C.4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.</p>	<ul style="list-style-type: none"> <li>• Students meet 1 hour weekly individually or triadically with field-site supervisor</li> <li>• Advanced Practicum Hours Summary Sheet</li> <li>• Advanced Practicum Supervision Log</li> </ul>
<p>6.C.5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.</p>	<ul style="list-style-type: none"> <li>• Students meet 1 hour each week in group supervision and seminar</li> <li>• Advanced Practicum Hours Summary Sheet</li> <li>• Advanced Practicum Supervision Log</li> </ul>
<p>6.C.6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.</p>	<ul style="list-style-type: none"> <li>• Department secretary verifies that each doctoral student is covered by liability insurance</li> </ul>

**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:**

## **ADRE 8360– Advanced Practicum | Department of Addictions & Rehabilitation Studies | East Carolina University**

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)**

1. See Advanced Practicum Manual for forms.
2. **ADRE 8360- Coding Form (based on MITI 4.0)- next page**

**ADRE 8360– Advanced Practicum | Department of Addictions & 7  
Rehabilitation Studies | East Carolina University**

**Counselor Name:** \_\_\_\_\_ **Coder:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Target change/issue:** \_\_\_\_\_

<b>Behavior Counts</b>	<b>Total</b>
Giving Information (GI)	
<b>Persuade (Persuade)</b>	
Persuade with Permission (Persuade with)	
Open-ended Question (OEQ)	
<b>Closed-ended Question (CEQ)</b>	
Simple Reflection (SR)	
Complex Reflection (CR)	
<b>Missed Opportunities (MO)</b>	
Affirm (AF)	
Summary (SU)	
<b>Confront (Confront)</b>	

**Global Ratings**

Empathy	1	2	3	4	5
Unconditional + Regard	1	2	3	4	5
Congruence	1	2	3	4	5
Non-Verbal	1	2	3	4	5
Cultural Competence	1	2	3	4	5

**Evidence Based Practices:**

Set-up/explanation	1	2	3	4	5
Implementation	1	2	3	4	5
Processing/Closure	1	2	3	4	5



**ADRE 8360– Advanced Practicum | Department of Addictions & 8  
Rehabilitation Studies | East Carolina University**

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Content Area / Topic</b>	<b>Assignments due</b>
<b>1</b>	<b>8/25</b>	<b>Review syllabus and manual</b>	
<b>2</b>	<b>9/1</b>	<b>Basic counseling review</b>	<b>Start-up paperwork</b>
<b>3</b>	<b>9/8</b>	<b>Basic counseling review</b>	
<b>4</b>	<b>9/15</b>	<b>Advanced counseling</b>	<b>Professional organization membership</b>
<b>5</b>	<b>9/22</b>	<b>Advanced counseling</b>	
<b>6</b>	<b>9/29</b>	<b>Advanced counseling</b>	
<b>7</b>	<b>10/6</b>	<b>Case and Tape reviews</b>	
<b>8</b>	<b>10/13</b>	<b>Case and Tape reviews</b>	<b>Mid-term evaluations</b>
<b>9</b>	<b>10/20</b>	<b>Case and Tape reviews</b>	
<b>10</b>	<b>10/27</b>	<b>Case and Tape reviews</b>	
<b>11</b>	<b>11/3</b>	<b>Case and Tape reviews</b>	
<b>12</b>	<b>11/10</b>	<b>Case and Tape reviews</b>	
<b>13</b>	<b>11/17</b>	<b>Case and Tape reviews</b>	
<b>14</b>	<b>11/30</b>	<b>Case and Tape reviews</b>	
<b>15</b>	<b>12/8</b>	<b>Case report/Skill demo</b>	<b>Final Paperwork</b>

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

**ADRE 8380 Clinical Supervision in Professional Counselor Preparation  
Fall 2021 Department of Addictions & Rehabilitation Studies East**

1

**Carolina University**

**I. Course Information**

**Class Details**

Class day & time: Monday 4 to 7pm

**Instructor Information**

Instructor: Celeste Crawford Ph.D., CCS, CRC, LCAS, LCMHCS

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 (3 SCH)**

Purpose: This course examines the dynamics, rationale, and theory of clinical supervision. Students will be introduced to a variety of supervision theories and intervention strategies. Emphasis is on analysis of recorded supervision sessions.

Catalog description/Prerequisites: P: ADRE 8380 - Clinical Supervision in Professional Counselor Preparation. Current knowledge in theoretical foundations and applied models of counselor clinical supervision. Simulated counselor supervision experiences and engagement in experiential training by supervising master's-level practicum supervisees. P. 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

## **Carolina University**

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**

Course Structure: This course will be taught through assigned readings, lectures, discussions, student demonstrations, recorded supervision sessions, and feedback from instructor and students.

Method(s) of instruction: The course consists of didactic and experiential supervision activities. Discussion and experiential activities will focus primarily on supervision theories, dynamics, ethics, interventions, and personal reactions/insights. Students will be expected to relate their readings to the discussion.

### **Textbook | Course Material**

Required texts:

Bernard, J. M. & Goodyear, R. K. (current ed.). *Fundamentals of Clinical Supervision, 5<sup>th</sup> ed.* Upper Saddle River, NJ, Pearson Publishing.

**Carolina University**

Border, L. D. & Brown, L. L. (current ed.). *The new handbook of counseling supervision*. Mahwah, NJ, Lawrence Erlbaum Associates.

**II. Grading Policy**

**Graded Course Assignments**

**1. Regular Attendance and Active Participation in Class Activities:** Because of the experiential nature of this course, class attendance is essential. Students are expected to alert the instructor in advance, either by e-mail, phone, or in person if they cannot participate in any course activity. Students who miss 3 or more meetings will receive an “F” in the course.

**2. Supervision of Practicum Students and Supervision Session Presentations:** Students will be assigned 3 to 5 master’s-level practicum students and be asked to provide weekly individual or triadic supervision for their supervisees. Students are to maintain progress notes on each meeting, with focus on (a) the supervisees’ concerns/questions, (b) the supervisor recommendations/plan, (c) the supervisees/supervisor goals and progress and (d) evaluation of supervisee (case staffing, case recording, live supervision, role-playing/modeling of clinical skills).

Students will be required to present two (2) recorded supervision sessions during class time. The presentation should include a segment of the recorded supervision session and background information concerning the supervisor and supervisee goals. Students are to have reviewed the recording prior to the class presentation and have questions or areas for instructor and peer feedback ready in advance.

**3. Seminar Discussion Participation:**

Each student will be assigned specific readings to be responsible for presenting for discussion in class. All students are expected to read all of the assigned readings so that class meetings can include active and dynamic discussions.

**4. Supervision Manuscript:** Students will develop, during the semester, and submit, by the end of the semester, a manuscript for publication in a peer reviewed, counseling related journal. The manuscript will be based on a counseling supervision related conceptual model or theory of interest to the student. Manuscript development will be completed in phases, with each phase including a peer and instructor feedback component. Manuscript phases include:

- a. **Phase I:** An abstract of the manuscript and a reference list of at least 30 references in the most up to date APA format.
- b. **Phase II:** An introduction section (4-5 pages) plus an additional 20 references and revision to the previous phases.
- c. **Phase III:** A main body section (7-8 pages) plus revisions to the previous phase.

**Carolina University**

- d. **Phase IV:** A conclusion /implication section (4-5 pages) plus revision to the previous phases.
- e. **Phase V:** End of semester draft. This includes a draft the student intends to submit for publication. A cover letter to the journal for submission should accompany the draft.
  - Copies of all phases must be emailed to all course members by the due dates (see course calendar). Late submissions will not be accepted.
  - Students may want to ask another student or faculty member to co-author the student's final draft for publication submission.

5. **Presentation:** Students will give a 15-minute presentation on their manuscript at the end of the semester.

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% (if applicable)</b>
Supervision Progress Notes/ Session Presentation(s)	25 x 2=50	35%
Manuscript for Journal	50	30%
Class Presentation of Readings	35	25%
Presentation of Manuscript	8	8%
DARS Survey	2	2%
<b>Total Points Available</b>	145	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:

<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:

<b>Doctoral Professional Identity – Supervision (CACREP 2016)</b>	<b>Means of Assessment</b>
<b>B.2.a.</b> purposes of clinical supervision	Supervision Manuscript
<b>B.2.b.</b> theoretical frameworks and models of clinical supervision	Supervision Manuscript

**Carolina University**

<b>B.2.c.</b> roles and relationships related to clinical supervision	Supervision Manuscript & Supervision of Practicum Students and Session Presentations
<b>B.2.d.</b> skills of clinical supervision	Supervision of Practicum Students and Session Presentations
<b>B.2.e.</b> opportunities for developing a personal style of clinical supervision	Supervision of Practicum Students and Session Presentations
<b>B.2.f.</b> assessment of supervisees' developmental level and other relevant characteristics	Supervision Manuscript & Supervision of Practicum Students and Session Presentations
<b>B.2.g.</b> modalities of clinical supervision and the use of technology	Supervision Manuscript
<b>B.2.h.</b> administrative procedures and responsibilities related to clinical supervision	Supervision Manuscript
<b>B.2.i.</b> evaluation, remediation, and gatekeeping in clinical supervision	Supervision Manuscript & Supervision of Practicum Students and Session Presentations
<b>B.2.j.</b> legal and ethical issues and responsibilities in clinical supervision	Supervision Manuscript & Supervision of Practicum Students and Session Presentations
<b>B.2.k.</b> culturally relevant strategies for conducting clinical supervision	Supervision of Practicum Students and Session Presentations

**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

**Carolina University**

*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>.

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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)**

	<b>Supervision Manuscript</b>	<b>Possible Points</b>	<b>Points Earned</b>
Phase I	abstract and references	5	

**ADRE 8380 Clinical Supervision in Professional Counselor Preparation  
Fall 2021 Department of Addictions & Rehabilitation Studies East**

**Carolina University**

Phase II	introduction and references	10	
Phase III	main body and revisions	10	
Phase IV	conclusion and revisions	10	
Phase V	end of semester draft and cover letter	10	
Presentation		5	
		<b>50</b>	

<b>Supervision Session Recording Review Rubric</b>				
<b>Supervision Tasks/Interventions</b>	<b>Number of Times Used</b>	<b>Not Observed</b>	<b>Possible Points</b>	<b>Points Earned</b>
Discussion of structure and *nature of supervision sessions (Inform supervisee of your training requirements [i.e., taping of supervision sessions] meet one hour weekly, face-to-face, confidentiality, how to contact you between sessions, etc.)			3	
Development of supervisor/supervisee relationship (introduce self, discuss past counseling/supervisory experience, theory of choice, etc.)			2	
Discussion of case and recording reviews			2	
Review Mid-term/Final Evaluation Form			2	
Mutual goal setting			2	
Monitoring client welfare			2	



**ADRE 8380 Clinical Supervision in Professional Counselor Preparation  
Fall 2021 Department of Addictions & Rehabilitation Studies East**

8

**Carolina University**

*Encouraging compliance with legal, ethical, & professional standards			2	
*Teaching therapeutic skills and building the supervision/supervisee relationship			4	
Providing regular feedback			3	
Use of supervision skills/interventions (open-ended questions, closed-end questions, reflection of content/feeling, role play)			3	
<b>Total</b>			<b>25</b>	

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Content Area   Topic</b>	<b>Assignment Due</b>
<b>1</b>	8/23	Review of Course and Practicum Supervision Process	
<b>2</b>	8/30	Introduction to Clinical Supervision <i>Bernard &amp; Goodyear – Chapter 1</i> <i>Borders &amp; Brown Chapter 1, pages 1- 6</i>	
<b>3</b>	9/6	<b>Labor Day</b>	
<b>4</b>	9/13	Supervision Models <i>Bernard &amp; Goodyear – Chapter 2</i> <i>Borders &amp; Brown – Chapter 1, pages 7-17</i>	Manuscript Phase I PDS for Supervision
<b>5</b>	9/20	Supervision Models Assigned Readings	
<b>6</b>	9/27	Supervision Modalities Assigned Readings	
<b>7</b>	10/4	Trauma Informed Supervision Assigned Readings	
<b>8</b>	10/11	<b>Fall Break</b>	
<b>9</b>	10/18	Review of Supervision Recordings Manuscript Discussion	Supervision Session Recording #1

**ADRE 8380 Clinical Supervision in Professional Counselor Preparation  
Fall 2021 Department of Addictions & Rehabilitation Studies East**

**Carolina University**

			Manuscript Phase II
<b>10</b>	10/25	Ethics and Gatekeeping <i>Bernard &amp; Goodyear – Chapter 10</i> <i>Borders &amp; Brown – Chapter 6</i> Assigned Readings	
<b>11</b>	11/1	Social Justice and Multicultural Issues in Supervision Bernard & Goodyear – Chapter 5 Assigned Readings	
<b>12</b>	11/8	Special Topics in Supervision Assigned Readings	Manuscript Phase III
<b>13</b>	11/15	Review of Supervision Recordings	Supervision Session Recording #2
<b>14</b>	11/22	Special Topics in Supervision Assigned Readings	
<b>14</b>	11/29	Manuscript Discussion	Manuscript Phase IV
<b>15</b>	12/6	Course Wrap up Manuscript Presentations in Class	
<b>16</b>	12/13	Final Manuscript and Letter Due	Phase V Manuscript

**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

## **I. Course Information**

### **Class Details**

Class day & time: Tuesday 2:00 pm - 5:00 pm  
Class location: WebEx-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: 252-774-6302  
Email: [leierers@ecu.edu](mailto:leierers@ecu.edu)

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

Purpose: This course is to provide a practical overview of psychometric theory and methods, test construction and the psychometric evaluation of tests, and an examination of the historical, legal, ethical, and cultural diversity issues surrounding the assessment process. The development, selection, use, and interpretation of tests with diverse populations will be addressed.

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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.

**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

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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 Materials**

Required Texts

1. Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2015). *Research design in counseling (4<sup>th</sup> Ed)*. Boston, MA: Cengage.
2. Internet Links to online research methods knowledge base:
  1. <http://www.socialresearchmethods.net/kb/>
  2. <http://www.socialresearchmethods.net/kb/contents.php>

Recommended

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association, (7th Edition.)*. Washington, DC: Author.
2. Strunk, W. Jr. & White, E. B. (1999). *Elements of style (4th Edition.)*. New York: Longman.

**II. Grading Policy**

**Graded Course Assignments**

- A. **Class Comps Preparation (18 points)**- Application of material covered in the readings to specifics to the comprehensive examinations.
- B. **Presentation (See pg. 44 of the Ph.D. Handbook):** This assignment requires a 60-minute presentation of the primary instrument(s) that you will be using to collect your data for your dissertation (15 points).
  1. In the first 12 minutes, you should address the following topics:
    - i. Theoretical and clinical background for the study,
    - ii. Population of Interest
    - iii. Problem statement/Study justification,
    - iv. Research questions/Hypotheses.
  2. During the second 8 minutes, you should make a powerful and logical argument explaining why the inventory or test you have selected is the best way to collect and analyze the data to answer your research questions.

**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

3. During the final 20 minutes of the presentation, you should describe your methods for collecting and analyzing your data:
  4. After the presentation, you will be asked to address your study's limitations by Dr. Leierer and the other class students. Both the presenter and the student asking the questions will be evaluated during this part of the presentation.
    - i. Population
    - ii. Sampling
    - iii. Instrumentation (most crucial section)
    - iv. Statistical Analysis and Consultation with Dr. Leierer about the design and statistics that might be most appropriate for answering your research questions.
- C. **Method section write-up (50 Points):** You should complete the equivalent of the Methods sections of your dissertation which include:
1. Clinical and theoretical support for the study
  2. Statement of the problem and rationale for the study
  3. Research Questions/Hypotheses
  4. Research design
  5. Sample and sampling (consider influence of American Racism on the sample's demographic composition)
  6. Instrumentation (consider influence of American Racism upon instrument selection)
  7. Procedures
  8. Statistical analysis
  9. Limitations and ethical considerations.
  10. Checkpoints for the third chapter
    - a. The first draft (student critique) of your paper is due on March 23, 2022.
    - b. Critique of the first draft (Dr. Leierer's critique) of your paper will be due on March 30.
    - c. The second critique will be due on April 20.
  11. Method section write-up (50 points)
    - a. Draft 1 ----15 points
    - b. Peer Critique --10 points
    - c. Draft 2----25 points
- D. **Mid-Term Examination-This examination will focus on concepts related to (1) reliability, (2) internal validity, (3) external validity, and (4) limitations of the study. March 16, 2022**
- E. **Final Examination-Comprehensive Examination Simulation (10 points)**
- F. **DARS Evaluation of Teaching Survey-Completing 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. The survey opens ten days before ECU Reading Day. Survey closes on Reading Day (2 points).**

**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

**Weighting of Assignments**

<b>Assignment</b>	<b>Points</b>	<b>% of Total Points</b>
Class Comps Preparation	18 points	18%
Methods Chapter- Presentation	15 points	15%
Mid-term (Comps Simulation I)	05 points	5%
Methods Section- Write-up:		
• First Draft of Chapter 3	15 points	15%
• Second Draft of Chapter 3	25 points	25%
• Peer Critique	10 points	10%
Final Exam (Comps Simulation II)	10 points	10%
DARS Teaching Survey Evaluation	02 points	2%
<b>Total Points</b>	<b>100 points</b>	<b>100%</b>

**Letter Grade Assignment**

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

<b>Percentage/Points</b>	<b>Grade Assignment</b>
90-100	A
80-89	B
70-79	C
60-69	D
60<	F

**III. Course Learning Outcomes**

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

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

<b>Section 6: Doctoral Standards (CACREP 2016)</b>	<b>Means of Assessment</b>
<b>B. 4. a.</b> Develop research designs appropriate to quantitative and qualitative research questions	Methods Section Write-up
<b>B. 4. b.</b> Evaluate univariate and multivariate research designs and data analysis methods	Methods Section Write-up
<b>B. 4. g.</b> Formulate research questions appropriate for professional research and publication	Presentation
<b>B. 4. j.</b> Develop the design and evaluation of research proposal for a human subjects/institutional review board review	Methods Section Write-up
<b>B. 4. k.</b> Develop search and writing skills related to grant proposals and other sources of funding	Methods Section Write-up

**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

After this course, students are also expected to:

- (a) apply a hypothesis-building approach to assessment with specific knowledge of various tests currently used in counseling healthy populations;
- (b) use that knowledge in the appropriate evaluation, selection, administration, and interpretation of assessment/appraisal information in counseling;
- (c) discriminate sound assessment procedures from weak ones;
- (d) integrate information gained from assessment in a clear and concise testing report;
- (e) understand the ethical issues and controversies related to testing use, especially concerning different genders and racial/ethnic groups;
- (f) have the skills required to develop tests for use in research or clinical applications; and
- (g) complete two drafts of Methods chapter 3 simulation.

## **IV. Course Policies**

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**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

event and not able to participate, however I will continue to provide instruction to those that are able to continue.

**Student Resources**

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**V. Assignment Rubric(s)**

**Research Presentation Rubric**

<b>Area</b>	<b>Value</b>	<b>Points</b>
<p><b>Introduction and Abstract</b>            The introduction presents an overall topic and draws the audience into the presentation with compelling questions. Abstract completely and succinctly describes the research project, including the essential components – motivation for the topic, methods/process employed, findings of the study, and implications for counseling research and clinical practice.</p>	<b>2</b>	
<p><b>Content knowledge and organization</b>            The content is clearly and concisely written with a logical progression of ideas and supporting information. The presentation has a logical, intuitive sequence of information.</p>	<b>3</b>	
<p><b>Depth of Content</b>            Addresses key issues of the Methods            Information is accurate and includes a statement of the problem, statement of purpose, and research questions. Delineates key concepts and theories which guide the collection and interpretation of data. Specification of methodological approaches and applications of the research design used to frame American Racism issues addressed by the study.</p>	<b>4</b>	
<p><b>Presentation design</b>            The Presentation Design is attractive in terms of design, layout, and neatness. Graphics are easily viewed and related to the topic, making the material easy to understand. Fonts are easy to read and vary appropriately for headings and text. The use of italics, bold, and indentions enhance readability. Text is appropriate in length for the audience and to the point of the project. Background and color choice enhance readability. There are no grammatical/spelling mistakes.</p>	<b>2</b>	
<p><b>Verbal interaction</b>            The presenter demonstrates full knowledge of the material and can explain and elaborate on expected questions.</p>	<b>4</b>	
<b>Total</b>	<b>15</b>	



**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

**Methods-**  
**First Draft Report Rubric**

<b>Area</b>	<b>Value</b>	<b>Points</b>
<b>APA guidelines</b> Grammar Formatting Proofreading Other (e.g., bias free, gender-neutral, people first)	<b>2</b>	
<b>Content</b> Chapter 3-Methods 1. Clinical and theoretical support for the study 2. Statement of the problem and rationale for the study 3. Research Questions/Hypotheses 4. Research design 5. Sample and sampling 6. Instrumentation (most important section related to ADRE 8420) 7. Procedures	<b>8</b>	
<b>Conclusions and Summary</b> 8. Statistical Analysis 9. Limitations and Assumptions 10. Narrative summary of Chapter 3	<b>3</b>	
<b>Reference Section</b> 11. Quality of References 12. Number of References		
<b>Total</b>	<b>15</b>	

**ADRE 8420 Advanced Assessment and Evaluation  
 Spring 2022  
 Department of Addictions and Rehabilitation Studies**

**Second Draft Report Rubric**

<b>Area</b>	<b>Value</b>	<b>Points</b>
<b>APA guidelines</b> Grammar Formatting Proofreading Other (e.g., bias free, gender-neutral, people first)	<b>3</b>	
<b>Content</b> Chapter 3-Methods 1. Clinical and theoretical support for the study 2. Statement of the problem and rationale for the study 3. Research Questions/Hypotheses 4. Research design 5. Sample and sampling 6. Instrumentation (most important section related to ADRE 8420) 7. Procedures	<b>14</b>	
<b>Conclusions and Summary</b> 8. Statistical Analysis 9. Limitations and Assumptions 10. Narrative summary of Chapter 3	<b>6</b>	
<b>Reference Section</b> 11. Quality of References 12. Number of References	<b>2</b>	
<b>Total</b>	<b>25</b>	

**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

**Peer Critique of First Draft**

<p align="center"><b>Use this Rubric to guide for critiquing of your colleague's Methods</b>  <b>Adaption of Magoosh Essay Rubric for the GRE &amp; GMAT Summary</b>  <a href="https://magoosh.com/gmat/score-your-gmat-essay/">https://magoosh.com/gmat/score-your-gmat-essay/</a></p>					
<b>Score</b>	<b>Quality of Ideas</b>	<b>Organization</b>	<b>Writing Style</b>	<b>Grammar &amp; Usage</b>	<b>Summary</b>
<b>7</b>	Insightfully develops a position on a topic or argument with compelling, persuasive examples and reasons	A clear organizational structure with a logical progression, linking ideas to supporting points from start to finish, from paragraph to paragraph and sentence to sentence	A wide variety of sentence structures and lengths, showing a superior control of word choice with a clear, concise style	Shows a superior control of writing, with impeccable grammar, mechanics, and usage—yet may have a few minor, non-repeated errors	A 7 response is a precise, well-articulated analysis of the complexities of the issue or argument and demonstrates mastery of the elements of effective writing.
<b>6</b>	Develops a position on a topic or argument with well-chosen examples and reasons	A well-organized structure with a progression of ideas, linking ideas to supporting points from start to finish	Variety in sentence structures, showing control of word choice with a definite style	Shows control of language, with strong grammar, mechanics, and usage—yet may have a few minor errors	A 6 response is a well-developed analysis of the issue's complexities and demonstrates a firm control of the elements of effective writing.
<b>5</b>	Develops a position on a topic or argument with relevant examples and reasons	Organized with some progression of ideas, linking ideas and supporting points with some consistency	Some, too little, variety in sentence structure, showing adequate control of word choice with an inconsistently clear style	Shows control of standard English but contains some flaws	A 5 response is a competent analysis of the issue and demonstrates adequate control of the elements of writing.
<b>4</b>	Develops a vague or limited position on a topic or argument with few examples or reasons of questionable importance	Poorly organized with unclear links between ideas and supporting points	A lack of sentence variety, showing the imprecise use of word choice with an inconsistent, wordy style	Shows some lack of control in grammar, mechanics, and usage, containing occasional significant flaws with more frequent minor flaws	A 4 response has some competence in its analysis of the issue and its control of the elements of writing but is flawed.
<b>3</b>	Ideas on a topic or argument are unclear or severely limited	Disorganized and provides few, if any, relevant links between ideas and examples	Severe and frequent problems with word choice and sentence structure, showing a lack of style	Shows a lack of control in grammar, mechanics, and usage, containing numerous, repeated errors	A 3 response has severe weaknesses in analytical writing.
<b>2</b>	Provides little evidence of the ability to develop a position in response to a topic or argument	No organization or logic, containing irrelevant details and examples with little to no distinction between the two	Severe and persistent errors in word choice, language, and sentence structure showing no real style	Shows a complete lack of control in grammar, mechanics, and usage, making the essay unreadable and incomprehensible	A 2 response has fundamental deficiencies in analytical writing skills.
<b>1</b>	Completely off-topic, blank, or not written in English	Entire lack of structure, blank, or not written in English Blank or not in English	Blank response, not written in English, or no regard for	English grammar, mechanics, and usage	A 1 response has a complete lack of analytical writing skills.

**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

**VI. Content Area | Course Schedule**

<b>WEEK</b>	<b>TOPIC</b>	<b>ACTIVITY</b>
Week 1- Jan 19	Introduction Cleaning the Data Descriptive Statistics	Cleaning Data
Week 2- Jan 26	Test Scores and What They Mean Basic Concepts of Psychological Assessment	
Week 3- Feb 2	Personality Assessment GAIN SS Career and Life Planning Assessment	MMPI, GAIN_SS, CTI SI Inventory
Week 4- Feb 9	HWOTW 2 Research Training: Joys and Challenges HWOTW 3 Ethics in Counseling Research: Being and Doing Right	HWOTW-2 & 3 Writing Club
Week 5- Feb 16	HWOTW 4 Professional Writing: A Critical Skill for Scientists and Practitioners	HWOTW-4 Writing Club
Week 6- Feb 23	HWOTW 5 Identifying Interests and Operationalizing Topics: Forget That Perfect Study	HWOTW- 5 Writing Club
Week 7- Mar 2	HWOTW 6 Choosing Research Designs: Balancing Ideals and Realities HWOTW 7 Validity Issues in Research: The Heart of It All	HWOTW- 6 & 7 Writing Club
Week 8- Mar 9	<b>Student Presentations-I</b> HWOTW 8 Population Issues: Who We Study Matters! HWOTW 9 Diverse Perspectives: Conceptual and Methodological Considerations	HWOTW- 8 & 9 Writing Club
Week 9- Mar 16	HWOTW 10 Scale Construction: A Most Fundamental Tool HWOTW 23 Bias: Error Variances from Investigators, Experimenters, and Participants	HWOTW-10 & 23
Week 10- Mar 23	HWOTW 11 True Experimental Designs: The Power of Between-Groups and Within-Subjects Designs HWOTW 12 Quasi-Experimental and Longitudinal Designs: Examining Relationships in Applied Setting	HWOTW- 11 & 12 <b>Draft 1—Due</b>
Week 11- Mar 30	HWOTW 13 Quantitative Descriptive Designs: Describing, Explaining, and Predicting Phenomenon HWOTW 14 Analogue Research: Maximizing Experimental Control	HWOTW- 13 & 14 Peer Critique Reviewed in Class
Week 12- April 06	HWOTW 15 Single-Subject Designs: Learning from the Richness of a Sample Size of 1 HWOTW 16 Qualitative Research: Complexities and Richness from Digging Deeper	HWOTW- 15 & 16 Writing Club
Week 13 April 13	HWOTW 16 Qualitative Research: Complexities and Richness from Digging Deeper Outcome Research: Strategies & Methodical Issues HWOTW 17 Mixed Methods Designs: When Qualitative and Quantitative Designs Meet	HWOTW-16 & 17
Week 14 April 20	HWOTW 18 The Independent Variable: The Drivers of the Study HWOTW 19 The Dependent Variable: Skillfully Measuring Intended Outcomes	HWOTW-18 & 19 <b>Draft 2-Due</b>
Week 15 April 27	HWOTW 20 Counseling Outcome Research: Does Counseling Work? HWOTW 21 Process Research: The Hows and Whys That Make Counseling Work HWOTW 22 Program Evaluation: Applying Science and Practice to Real Life	<b>HWOTW 20, 21, &amp; 22</b>

**ADRE 8420 Advanced Assessment and Evaluation**  
**Spring 2022**  
**Department of Addictions and Rehabilitation Studies**

Week 15 May 4	Final Exam	<b>Final Exam</b>
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\* The schedule is tentative and is subject to change. Additional readings or videos may be added throughout the semester.

**ADRE 8550 --Advanced Research in Counseling |**

**Fall 2021**

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

## **I. Course Information**

### **Class Details**

Class day & time: Thursday 2:00 pm - 5:00 pm

Class location: WebEx-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: 252-774-6302

Email: leierers@ecu.edu

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

Purpose: This course is a doctoral-level research seminar for rehabilitation counseling and rehabilitation administration students. It is intended to promote the development of skills in critiquing, summarizing, and designing research. Emphasis is placed on developing a conceptual understanding of major quantitative and qualitative methods to critique and design research. Students will build a foundation of knowledge in one of several core areas of rehabilitation studies by immersing themselves in a selected body of literature and developing a summary of the state of that literature. Students will use their understanding of this literature to develop specific research questions and design a study to address their questions.

ADRE 8550 - Advanced Research in Rehabilitation; 3 Semester Hours

Prepares advanced doctoral students to construct the dissertation proposal prospectus.

Pre-requisite: ADRE 6401, 6550; BIOS 7021, 7022 or second statistics course. 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 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**

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.), Washington, DC: Author
2. Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 3-25. <http://dx.doi.org/10.1037/amp0000191>
3. Galvan, J. L. & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the behavioral sciences* (7<sup>th</sup> Ed.). New York, NY: Routledge.
4. Granello, D. H. (2001). Promoting cognitive complexity in graduate written work: Using Bloom's taxonomy as a pedagogical tool to improve literature reviews. *Counselor Education and Supervision*, 40, 292-307.
5. Heppner, P. P., Wampold, B. E., Owen, J. J., Wang, K. T., Thompson, M. N. (2016). *Research design in counseling* (4<sup>th</sup> Ed.). Belmont, CA: Cengage Learning.
6. Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary,

qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26-46. <http://dx.doi.org/10.1037/amp0000151>

7. Simon, M. K. & Goes, J. (2013). *Dissertation and Scholarly Research: Recipes for Success, 2013 Edition*. Seattle, WA. Dissertation Success, LLC. <http://www.dissertationrecipes.com/>

## II. Grading Policy

### Graded Course Assignments

- 1) **Active Class Participation (10% of course grade).**
  - a. Students are expected to complete reading assignments before class, attend each class session, and participate fully in-class activities.
  - b. Class discussion will focus on clarifying and understanding concepts from assigned readings and video lectures.
  - c. Students are expected **to interact actively** with the other class members as they discuss the required readings. Students will also participate in small group discussions of research articles and research designs. Students should strive to demonstrate a balance of verbal input and involved listening during group discussions. Students will be assigned credit or no credit for participation after each class. Credit will be awarded for making a substantive contribution to class discussions.
  - d. 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. Survey opens 10 days before ECU Reading Day. Survey closes on Reading Day.
- 2) **Research Presentation (20% of the course grade, Due 10/7/2021).**

The research presentation was created to develop skills in communicating knowledge and expertise in the dissertation project. The initial version of the research proposal will be presented during class to facilitate discussion and feedback concerning the research topic. The instructor and a classmate will provide feedback on the draft proposal.

  - a. Present a brief introduction to the proposed study.
  - b. The major components of the presentation are covered in the **Dissertation PowerPoint Outline-Chapter 2.**
  - c. Conduct a discussion about the anticipated results, expected implications for counseling practice, teaching, and/or research as applicable, and limitations.
  - d.
- 3) **Review Of Literature Assignment (35%) of Course Grade;).**
  - a. Students will develop Chapter 2 of the dissertation
  - b. The purpose of this assignment is to provide students with additional practice in applying course concepts to dissertation development. Consult Heppner et al. (2016), Chapter 4 for suggestion recommendations; follow APA writing style.
    - i. **First Draft of Chapter 2 (15% of course grade- Due 11/04/2021).**
    - ii. **Final Draft of Chapter 2 (20% of course grade-Due 12/02/2021).**
  - c. Provide written margin notes to indicate that each editorial comment has been addressed. The track changes are numbered. Make a note to indicate that each suggested change has been addressed. This revised version of the proposal should also incorporate previous



feedback.

- 4) **Peer Critique of First Draft (8% of course grade-Due 11/11/2021).**
  - a. The purpose of this assignment is to provide students with additional practice in applying course concepts to the development of the dissertation
  - b. Students will use recent reviewer guidelines (see Galvan & Galvan 2017) to provide constructive written feedback concerning the strengths and weaknesses of the draft for another student colleague.
  - c. Students will develop research critiques of the other student dissertation drafts using track changes.
  - d. Comments should be made using the track changes feature of Word.
  
- 5) **Social Justice Integration (10% of the final grade-Due 11/04/2021)**
  - a. Robin Hamilton (<https://www.aroundrobin.com/social-justice-issues/>) list eight social justice issues that Americans face today: ( 1) Voting, (2) Climate Change, (3) Healthcare, (4) Refugee Crisis and Immigration, (5) Body Autonomy, (6) Racial Injustice, (7) Gun Violence, and (8) LBGTQ+ rights.
  - b. Select one or two of these issues and write a 1,000-1,500-word statement describing the influence of your research on the issue(s).
  
- 6) **Final Examination (15% of the final grade-Due 12/09/2021)**
  - a. Comprehensive Examination Simulation, 24 hours to fix the second draft chapter 2.
  - b. Preparation for the Comps-type question.
  
- 7) **DARS Evaluation of Teaching Survey (2% of course 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. Survey opens 10 days before ECU Reading Day. Survey closes on Reading Day.

### Weighting of Assignments

Assignment	Points	% of Total Points
Active Class Participation	10	10%
Research Presentation	20	20%
Review of Literature Assignments		
First Draft of Chapter 2	15	15%
Final Draft of Chapter 2	20	20%
Peer Critique of First Draft	8	8%
Social Justice Integration	10	10%
Final Exam	15	15%
DARS Evaluation of Teaching 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:

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

### III. Course Learning Outcomes

#### Course Objectives:

This course uses a development approach related to the content areas in the CACREP and CORE accreditation standards. Doctoral Student will be offered assignments and activities that develop and increase competencies in conducting a scholarly literature review. Students will integrate the social justice philosophy and approach into the literatures. More specifically, the primary learning objectives include, but is not limited to the following:

Section 6: Doctoral Standards (CACREP 2016)	Means of Assessment
<b>B. 4. b</b> research designs appropriate to quantitative and qualitative research questions	1. Review of Literature Assignments 2. Social Justice Integration Assignment
<b>B. 4. b.</b> univariate and multivariate research designs and data analysis methods	1. Review of Literature Assignments 2. Social Justice Integration Assignment
<b>B. 4. c.</b> Compare qualitative designs and approaches to qualitative data analysis	1. Review of Literature Assignments 2. Social Justice Integration Assignment
<b>B. 4. d.</b> Assess emergent research practices and processes	1. Review of Literature Assignments 2. Social Justice Integration Assignment
<b>B. 4. e.</b> Analyze models and methods of instrument design	1. Review of Literature Assignments 2. Social Justice Integration Assignment
<b>B. 4. g.</b> Formulate research questions appropriate for professional research and publication	1. Research Presentation 2. Social Justice Integration Assignment
<b>B. 4. i.</b> Know and apply ethical and culturally relevant strategies for conducting research	1. Review of Literature Assignments 2. Research Presentation 3. Social Justice Integration Assignment

After completing this course, students are also expected to:

- (a) Increase awareness of the research literature specific to their dissertation topic.

### IV. Course Policies

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

Students enrolled in the Substance Abuse & Clinical Counseling, Rehabilitation & Career Counseling programs at East Carolina University must abide by of the *American Counseling Association (ACA) Code of Ethics* (<http://www.counseling.org/>), the American Mental Health

Counselors Association (AMHCA) 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)), and the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics* ([http://www.crcrcertification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crcrcertification.com/pages/crc_ccrc_code_of_ethics/10.php)) respectively.

Additionally, students who would like to report any behavioral concerns within their campus environment are welcome to make a report through the ECU Cares webpage [www.ecu.edu/cs-studentlife/dos/onlinereporting.cfm](http://www.ecu.edu/cs-studentlife/dos/onlinereporting.cfm) or may call 252-737-5555.

Furthermore, academic integrity is expected of every East Carolina University Student. Academic honor is the responsibility of the students and faculty of East Carolina University. Academic Integrity Violations include:

- (a) *Cheating* – Unauthorized aid or assistance or giving or receiving of unfair advantage on any form of academic work;
- (b) *Plagiarism* - Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's own original work;
- (c) *Falsification* - Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work; and
- (d) *Attempts* - Attempting any act that, if completed, would constitute an academic integrity violation.

For more information concerning academic integrity, please 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)**

**Research Presentation Rubric**

Area	Value	Points
<p><b>Introduction and abstract</b>                      The introduction presents an overall topic and draws the audience into the presentation with compelling questions. Abstract completely and succinctly describes the research project, including the essential components – motivation for the topic, methods/process employed, findings of the study, and implications for counseling research and clinical practice.</p>	<b>3</b>	
<p><b>Content knowledge and organization</b>                      The content is clearly and concisely written with a logical progression of ideas and supporting information. Presentation has a logical, intuitive sequence of information.</p>	<b>3</b>	
<p><b>Depth of Content</b>                      Addresses key issues of the Literature Review                      Information is accurate and includes a statement of the problem, statement of purpose and research questions.                      Delineates key concepts and theories which guide the collection and interpretation of data.                      Specify the influence of the literature review on social justice presenter’s constructs                      Clinical applications of the theory are used to frame social justice issues.</p>	<b>7</b>	
<p><b>Presentation design</b>                      The Presentation Design is attractive in terms of design, layout, and neatness. Graphics are easily viewed and related to the topic, making the material easy to understand.                      Fonts are easy-to-read and vary appropriately for headings and text.                      The use of italics, bold, and indentions enhance readability.                      Text is appropriate in length for the audience and to the point of the project.                      Background and color choice enhance readability.                      There are no grammatical/spelling mistakes.</p>	<b>3</b>	
<p><b>Verbal interaction</b>                      The presenter demonstrates full knowledge of the material and can explain and elaborate on expected questions. Stimulates conversation on relevant social justice issue</p>	<b>4</b>	
<b>Total</b>	<b>20</b>	

**Literature Review- First Draft Report Rubric**

Area	Value	Points
<b>APA guidelines</b> Grammar Formatting Proofreading Other (e.g., bias free, gender-neutral, people first)	<b>2</b>	
<b>Content</b> Chapter 2-Review of Literature 1. Introduction to the chapter 2. Review of relevant theory 3. Review of relevant empirical research 4. Review of similar studies	<b>8</b>	
<b>Conclusions and Summary</b> 5. Conclusions from reviews: Draw conclusions, from above reviews, about the gap in knowledge. These conclusions should point directly to doing current study. 6. Narrative summary of Chapter 2	<b>3</b>	
<b>Reference Section</b> 7. Quality of References 8. Number of References	<b>2</b>	
<b>Total</b>	<b>15</b>	

### Peer Critique of First Draft

Use this Rubric to guide for critiquing of your colleague's Literature Review Adaption of Magoosh Essay Rubric for the GRE & GMAT Summary <a href="https://magoosh.com/gmat/score-your-gmat-essay/">https://magoosh.com/gmat/score-your-gmat-essay/</a>					
Score	Quality of Ideas	Organization	Writing Style	Grammar & Usage	Summary
<b>7</b>	Insightfully develops a position on a topic or argument with compelling, persuasive examples and reasons	A clear organizational structure with a logical progression, linking ideas to supporting points from start to finish, from paragraph to paragraph and sentence to sentence	A wide variety of sentence structures and lengths, showing a superior control of word choice with a clear, concise style	Shows a superior control of writing, with impeccable grammar, mechanics, and usage—yet may have a few minor, non-repeated errors	A 7 response is a precise, well-articulated analysis of the complexities of the issue or argument and demonstrates mastery of the elements of effective writing.
<b>6</b>	Develops a position on a topic or argument with well-chosen	A well-organized structure with a progression of ideas, linking ideas to	Variety in sentence structures, showing control of word	Shows control of language, with strong grammar, mechanics, and usage—yet may	A 6 response is a well-developed analysis of the complexities of the issue and demonstrates a firm control of the

	examples and reasons	supporting points from start to finish	choice with a definite style	have a few minor errors	elements of effective writing.
<b>5</b>	Develops a position on a topic or argument with relevant examples and reasons	Organized with some progression of ideas, linking ideas and supporting points with some consistency	Some, too little, variety in sentence structure, showing adequate control of word choice with an inconsistently clear style	Shows control of standard English but contains some flaws	A 5 response is a competent analysis of the issue and demonstrates adequate control of the elements of writing.
<b>4</b>	Develops a vague or limited position on a topic or argument with few examples or reasons of questionable importance	Poorly organized with unclear links between ideas and supporting points	A lack of sentence variety, showing the imprecise use of word choice with an inconsistent, wordy style	Shows some lack of control in grammar, mechanics, and usage, containing occasional significant flaws with more frequent minor flaws	A 4 response has some competence in its analysis of the issue and its control of the elements of writing but is flawed.
<b>3</b>	Ideas on a topic or argument are unclear or severely limited	Disorganized and provides few, if any, relevant links between ideas and examples	Severe and frequent problems with word choice and sentence structure, showing a lack of style	Shows a lack of control in grammar, mechanics, and usage, containing numerous, repeated errors	A 3 response has severe weaknesses in analytical writing.
<b>2</b>	Provides little evidence of the ability to develop a position in response to a topic or argument	No organization or logic, containing irrelevant details and examples with little to no distinction between the two	Severe and persistent errors in word choice, language, and sentence structure showing no real style	Shows a complete lack of control in grammar, mechanics, and usage, making the essay unreadable and incomprehensible	A 2 response has fundamental deficiencies in analytical writing skills.
<b>1</b>	Completely off-topic, blank, or not written in English	Entire lack of structure, blank, or not written in English Blank or not in English	Blank response, not written in English, or no regard for	English grammar, mechanics, and usage	A 1 response has a complete lack of analytical writing skills.

### Literature Second-Draft Report Rubric

Area	Value	Points
<b>APA guidelines</b> Grammar Formatting Proofreading Other (e.g., bias free, gender-neutral, people first)	<b>2</b>	
<b>Content</b> Chapter 2-Review of Literature 1. Introduction to the chapter 2. Review of relevant theory 3. Review of relevant empirical research 4. Review of similar studies	<b>8</b>	

**ADRE 8550 --Advanced Research in Counseling |****Fall 2021****Department of Addictions & Rehabilitation Studies | East Carolina University**

<b>Conclusions and Summary</b> 5. Conclusions from reviews: Draw conclusions, from above reviews, about the gap in knowledge. These conclusions should point directly to doing current study. 6. Narrative summary of Chapter 2	<b>3</b>	
<b>Reference Section</b> 7. Quality of References 8. Number of References	<b>2</b>	
<b>Total</b>	<b>15</b>	

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

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
Week 1 08-26-2021	<ul style="list-style-type: none"> <li>• Introduction to ADRE 8550</li> <li>• Overview of Materials</li> <li>• ECU DARS Dissertation Outline, pptx, docx.</li> <li>• !0_dissertation_journal_powerpoint.pdf</li> <li>• !1_Research-Methodologies chart. docx</li> <li>• !2_Choosing-Your-Research-Method-in-a-Nutshell.pdf</li> <li>• 00_Choosing-Your-Research-Project.pdf</li> <li>• 01_Putting Together the Proposal_Concept-Paper.pdf</li> </ul>	G & G – Part 1 Research Survey  Video: Texas A & M -Get Lit: The Literature Review
Week 2 09-02-2021	<ul style="list-style-type: none"> <li>• G&amp;G Part 1 Managing the Literature Search</li> <li>• HWK 1 Science and Counseling</li> <li>• HWK 2 Research Training</li> <li>• 01_Your-Dissertation-Proposal_55_powerpoint.pdf</li> <li>• 02_Conducting a Literature Review.pdf</li> </ul>	G & G – Part 1 & 2 HWK 1 & 2  Video: Texas A & M -Get Lit: The Literature Review
Week 3 09-09-2021	<ul style="list-style-type: none"> <li>• G&amp;G Part 2 Analyzing the Relevant Literature</li> <li>• 02_Conducting a Literature Review.</li> <li>• 03_Evaluating-Published-Research_powerpoint.pdf</li> </ul>	G & G – Part 1, 2, & 3
Week 4 09-16-2021	<ul style="list-style-type: none"> <li>• G&amp;G Part 3 Analyzing the Relevant Literature</li> <li>• 04_Creating-the-Problem-Statement-</li> <li>• 05_Problem-Statement and Problem Statement Checklist</li> </ul>	
Week 5 09-23-2021	<ul style="list-style-type: none"> <li>• 06.0 Building a Conceptual Model</li> <li>• 06.5_Standards-for-Evaluating-a-Theory_pp_3.pdf</li> <li>• 07_Theoretical_Framework_Recipes_pp_5.pdf</li> <li>• 08_Writing-a-Purpose-Statement.pdf</li> <li>• 09_Hypothesis-Testing-Worksheet What are Hypotheses?</li> </ul>	Video: The Perfect Proposal  Effective Conference Presentations

**ADRE 8550 --Advanced Research in Counseling |****Fall 2021****Department of Addictions & Rehabilitation Studies | East Carolina University**

Week 6 09-30-2021	<ul style="list-style-type: none"> <li>• HWK 22 Professional Writing</li> <li>• Granello, 2001</li> <li>• A0_Putting Together the Proposal_Concept-Paper.pdf</li> </ul>	
Week 7 10-07-2021	<ul style="list-style-type: none"> <li>• 10_Research Methods-Some Notes.pdf</li> <li>• The Quantitative Paradigm: Quants!</li> <li>• APA Quantitative Guides Article</li> </ul>	Research Presentations <a href="#">Multivariate Packet.RM</a> <a href="#">Multivariate Packet.FAC</a>
Week 8 10-09-2021 10-12-2021	<b>Fall Break</b>	
<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
Week 8 10-14-2021	<ul style="list-style-type: none"> <li>• 10_Research Methods-Some Notes.pdf</li> <li>• The Quantitative Paradigm: Quants!</li> <li>• APA Quantitative Guides Article</li> </ul>	
Week 9 10-21-2021	<ul style="list-style-type: none"> <li>• 10_Research Methods-Some Notes.pdf</li> <li>• The Qualitative Paradigm: Qual!</li> <li>• HWK Qualitative Research 11</li> </ul>	HWK 11 Videos: QUAL_RM-1 QUAL_RM2 QUAL_RM3
Week 10 10-28-2021	<ul style="list-style-type: none"> <li>• 10_Research Methods-Some Notes.pdf</li> <li>• The Qualitative Paradigm: Qual!</li> <li>• HWK Qualitative Research 11</li> </ul>	HWK 11 Video: QUAL_RM4 QUAL_RM5 QUAL_RM6
Week 11 11-04-2021	<ul style="list-style-type: none"> <li>• Dissertation Chapter 4</li> <li>• Dissertation Chapter 5</li> </ul>	First Draft Literature Review (Chapter 2)
Week 12 11-11-2021	<ul style="list-style-type: none"> <li>• Individual Writing Review</li> </ul>	
Week 13 11-18-2021	<ul style="list-style-type: none"> <li>• Multicultural Synthesis</li> <li>• Ethical Concerns, Assumptions, and Limitation</li> </ul>	
Week 14 12-02-2021	<ul style="list-style-type: none"> <li>• Course Synthesis and Preparation for ADRE 8420</li> </ul>	Second Draft Literature Review (Chapter 2)
Week 15 12-09-2021	FINAL EXAM-TBA	Final Exam

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



**Reading List of 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., Dantzler, 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

**ADRE 8550 --Advanced Research in Counseling |**

**Fall 2021**

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

Zapolski, T. C., Beutlich, M. R., Fisher, S., & Barnes-Najor, J. (2019). Collective ethnic–racial identity and health outcomes among African American youth: Examination of promotive and protective effects. *Cultural Diversity and Ethnic Minority Psychology, 25*(3), 388-396.

## **I. Course Information**

### **Class Details**

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

Class location: Health Sciences Building, Room 4345

### **Instructor Information**

Instructor: Steven R. Sligar, EdD, CVE, PVE

Office: Health Sciences Building, Room 4425-G

Office hours: Monday 2-5pm, Tuesday 2-5pm, or by appointment

Phone: 252-744-6293

Fax: 252-744-6302

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

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

Purpose: The purpose of the course is to assist future scholars to analyze, synthesize, and evaluate the various components of an effectiveness-based approach to the design and management of substance abuse, mental health, career, or other rehabilitation programs.

Catalog description/Prerequisites: P ADRE 7601: Theory, philosophy, and administrative processes behind design and operation of different rehabilitation service delivery programs. Approaches to evaluating and improving program effectiveness.

### **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/>

### **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.

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

Method(s) of instruction: This course will be taught through lectures (face to face and online), discussions, and small and large group activities.

### **Textbook & Course Material**

Required text:

Brewerton, P. & Millward, L. (2001). *Organizational research methods*. Thousand Oaks, CA: Sage Publications. ISBN: 9780761971016

Kettner, P.M., Moroney, P.M., Martin, L.L. (2016). *Designing and managing programs: An effectiveness-based approach* (5<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications. ISBN-13: 9781483388304

Recommended text/readings/web sites/videos:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author. ISBN-13: 978-1433805615

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

Additional readings are required; these are listed in the schedule and posted in Blackboard. The availability of other readings will be announced in class.

Websites: In-class announcements and the class schedule will inform you when information from websites will be discussed in class. To enable you to participate in class discussions, the information on these websites should be reviewed prior to class.

## **II. Grading Policy**

### **Graded Course Assignments**

1. Attendance: is necessary to gain maximum benefit from this class. You are expected to attend all class sessions either face to face or online. If you will be absent from a class, contact me to make arrangements to submit an assignment or take an exam. No late assignments accepted or make-up tests given without PRIOR approval.

2. 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. You will also present your Chapter Summaries with References, Program Analysis Proposal, and Final Analysis Report.

3. Chapter Summaries and Two Papers.

- a. You will prepare a Chapter Summary (CS) with Reference (R) each week (see schedule). The CS will be one to two pages (approximately 400 words) and clearly link the chapter to the program you have selected or explain how the chapter may affect program selection. At the close of your summary, you will include one Reference with abstract with a short statement of how the reference links to the text or will help you with your program review.
- b. You will prepare a Program Analysis Proposal (PAP), which will include the name of the program, how you became aware of the program, what you expect to learn about the program, how you plan to conduct your research, and what are the possible risks and rewards for the program. You will also select a journal for publication and include information about the journal in your proposal.
- c. You will prepare a Program Analysis Report (PAR). In this report you will describe how the program was designed and is currently being managed. You will address topics from the text that you deem appropriate. Use journal guidelines to determine length.

All papers are to be word-processed, double spaced, with 12 point font and use APA format and style. Grammar and/or formatting errors result in loss of points (see rubric) or a letter grade.

An electronic copy of each paper (CS, PAP, and PAR) is due in the Assignment section of Blackboard on the date and time shown in the schedule. Your paper will automatically be checked by SafeAssign, which is plagiarism detection software imbedded in Blackboard that gives feedback on referencing. I recommend that you use the Draft feature of SafeAssign several days before the due date to obtain feedback on your referencing. This will allow you time to make any needed corrections before you submit the final version of the paper. I do not view or grade the draft. Late assignments will be accepted ONLY with prior approval and a penalty or letter grade will be assessed (see rubric).

3. Complete the 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 Qualtric system containing a link to complete the survey for this course. Please note that you will receive a separate email from Qualtric 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**

Task	Points
CS (10 points) and R (5 points) X 12	180
Program Analysis Proposal	100
Program Analysis Report	300
Class participation (presents CS & R; 5 points) X 12	60
Class presentation (PAP & PAR; 10 points) X 2	20
<b>Total</b>	<b>660</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:

Percentage/Points	Grade assignment
594-660 pts	A
528-593 pts	B
462-527 pts	C
<461	F

**III. Course Learning Outcomes**

**Course Objectives**

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

- Examine the conduct of research in organizations including organizational access
- Evaluate current issues that drive or restrain the design of counseling programs to practice
- Create a process to design a counseling program that includes problem analysis, design of the program, calculation of costs and values, and program evaluation
- Compare and contrast different types of designs and evaluations used in counseling programs;
- Critique the development of counseling programs using an effectiveness-based approach
- Debate the professional, ethical, cultural, and legal issues affecting the theory and design of counseling programs

**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 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.

### **Cell Phone**

The usage disrupts the learning environment and concentration of the user and other students. Therefore, all cell phones are to be either off or on silent notification mode.

### **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 Blackboard, and participate in class activities. For more information visit Distance Education 101 (<http://www.ecu.edu/options/de-101.cfm>).

### **Communication:**

In-class and Blackboard announcements and the class schedule will inform you when information from websites or other materials will be discussed in class. To enable you to participate in class discussions, this information should be reviewed prior to class.

**V. Assignment Rubric(s)**

**Chapter Summary with Reference**

Topic	Value	Points
Chapter Summary	10	
Reference	5	
Total		15
Less APA/Grammar errors ( $\leq$ - 3 points)		

**Program Analysis Proposal**

Topic	Value	Points
Name of the program	5	
Aware of program	5	
Research method	20	
Risks and rewards for the program	25	
What you expect to learn	35	
Journal	10	
Total		100
Less APA/Grammar errors ( $\leq$ -15 points)		

**Program Analysis Report**

Rating Criteria and Definitions:			
		Value	Points
1	<b>Submission Letter</b>	15	
2	<b>Need/Importance</b> Is there a theoretical or practical need for this study or paper?	25	
3	<b>Problem Statement</b> Is there a compelling statement of the problem or need for the theory or conceptual work? <b>Is there a clear link to theory and design of rehabilitation programs?</b>	30	
4	<b>Well Grounded in Previous Work (literature review)</b> Is the theoretical contribution based on identifying deficiencies, omissions, and inadequacies in existing theoretical knowledge about the rehabilitation administration or leadership?	40	
5	<b>Research Design and Methods</b> Is the design, instrumentation, sampling, and reporting appropriate?	40	
6	<b>Results and Conclusions</b> Are the results linked to the research questions and conclusions? Are theoretical and/or practical conclusions discussed? Will the manuscript likely change research or practice by stimulating further inquiry that leads to new knowledge? Does the manuscript lay a foundation for future research or theory of rehabilitation programs?	70	
7	<b>Appropriateness for REHB 8630</b>	40	



**ADRE 8630 Theory and Design of Rehabilitation Programs | Spring 2018** 7  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

	Does the manuscript advance the theory, research, and/or practice of the design of rehabilitation programs?		
8	<b>Quality of Writing</b> Is the writing clear and thorough, but without obfuscation and wordiness? APA format and style followed	40	
	<b>Total</b>	300	

**VI. Content Areas | Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Content Area   Topic</b>	<b>Assignments/Due Dates</b> All at start of class
<b>1</b>	1/10	Introduction Chapter 1	
<b>2</b>	1/17	Chapter 2	Chapter 2 review
<b>3</b>	1/24	Chapter 3 & 4	Chapter 3 & 4 reviews
<b>4</b>	1/31	Chapter 5	Chapter 5 review
<b>5</b>	2/7	Chapter 6 Brewerton & Millward C 01 & 04	Chapter 6 review
<b>6</b>	2/14	Chapter 7 & 8	Chapter 7 & 8 reviews
<b>7</b>	2/21	Chapter 9	Chapter 9 review
<b>8</b>	2/28	Chapter 10	Chapter 10 review PAP
<b>9</b>	3/7	Spring Break	No Class
<b>10</b>	3/14	Chapter 11	Chapter 11 review
<b>11</b>	3/21	Chapter 12	Chapter 12 review
<b>12</b>	3/28	Chapter 13	Chapter 13 review
<b>13</b>	4/4	Program analysis reviews (Literature review and methods)	
<b>14</b>	4/11	Program analysis reviews (findings and discussion)	
<b>15</b>	4/18	Program Analysis Report Presentation	PAR
<b>16</b>	4/25	Reading Day	No Class
<b>17</b>	5/2	Final Class	By appointment

\* 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 4:00-5:00 PM

Class location: WebEx

### **Instructor Information**

Instructor: Stephen J. Leierer, Ph.D.

Office: Health Sciences Building, Room 4425-C

Office hours: By appointment

Phone: 252-744-6298/Fax:252-774-6302

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

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

**Purpose:** Examine, understand, and analyze the structure and process for writing a dissertation proposal.

This course seeks to increase the awareness of students about the research literature specific to their dissertation topic. In addition, students will reflect upon how racism in America influences their counseling approach and counseling philosophy.

More specifically, the primary learning objectives include, but is not limited to the following:

<b>Section 6: Doctoral Standards (CACREP 2016)</b>	<b>Means of Assessment</b>
<b>B. 4. i.</b> Initiate activities related to professional conference proposal preparation	Literature Review and Presentation

At the completion of this course, students are also expected to:

- (a) To increase their awareness of the research literature specific to their dissertation topic.
- (b) To reflect upon the influence of prejudice and cognitive distortions on the practice of counseling.

**Catalog description/Prerequisites:** Prepares professionals to study and evaluate professional practice.

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

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**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

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**

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**Course Structure | Methods of Instruction**

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

**Textbook & Course Material**

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.), Washington, DC: Author
2. Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 3-25. <http://dx.doi.org/10.1037/amp0000191>
3. Galvan, J. L. & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the behavioral sciences* (7<sup>th</sup> Ed.). New York, NY: Routledge.
4. Granello, D. H. (2001). Promoting cognitive complexity in graduate written work: Using Bloom's taxonomy as a pedagogical tool to improve literature reviews. *Counselor Education and Supervision*, 40, 292-307.
5. Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA

Publications and Communications Board task force report. *American Psychologist*, 73(1), 26-46. <http://dx.doi.org/10.1037/amp0000151>

6. Simon, M. K. & Goes, J. (2013). *Dissertation and Scholarly Research: Recipes for Success, 2013 Edition*. Seattle, WA. Dissertation Success, LLC. <http://www.dissertationrecipes.com/>

## **II. Grading Policy**

### **Graded Course Assignments**

1. **Attendance Module: (15 points, 15% of the course grade)** Each student will be required to attend and participate in each class meeting. Each day of attendance is worth one-point.
2. **Doctoral Plan of Study and Performance Review (15 points, 15% of course grade)**
  - a. Each student must complete a Doctoral Plan of Study.
  - b. Each student must meet to discuss the Director's Plan of Study by **9/11/2021**
  - c. Each student must submit the Plan of Study to Dr. Leierer by **10/11/2021**
  - d. Each student must meet with to Dr. Leierer to draft a copy of the Performance Review by **11/09/2021**.
  - e. Each student must submit the Fall 2021 Performance Review by **11/30/2021**.
3. **Literature Review Reference List–(20 points, 20% of course grade)**. Students must complete a Table with 25 new citations. Each article/reference is worth 1.0 points.  
**Due Date 10/19/2021**
  - a. Each person will select research questions to investigate.
  - b. Find a meta-analysis or comprehensive list of references about the research topic.
  - c. With Dr. Leierer's input, each person will develop a table suitable for categorizing the variables relevant to their topic.
  - d. Students will be given a PowerPoint template via email. This template will also be posted on Canvas.
  - e. Using the template, each student will prepare two different peer reviewed articles to be presented in class.
  - f. The presentation should take 10 to 12 minutes. The first presentations will be given on **9/28/2021**.
  - g. Be prepared to give the presentation. Random assignment will determine the presentation order.
4. **Career Direction Statement (48 points, 48% of course grade). (12 to 15 minute presentation)** The focus of the research presentation is to develop skills in communicating your core social justice concerns and how they influence your

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

research and clinical work. Your presentation should include your description of your proposed research and clinical direction based on a review of the literature pertinent to your topic. Present a brief introduction to the proposed study explains how your Career Direction will address and influence American Racism. Presentations will begin **11/23/2021 continue to 12/7/2021**.

Please provide a two-page summary which briefly addresses the following topics.

- a. Introduction/Background
- b. Statement of the problem
- c. Purpose of the study
- d. Rationale for your actions (theory)
- e. Evaluation questions/hypotheses
- f. Plan for achieving your goals
- g. Possible barriers to your success
- h. Significance of your goals
- i. Key terms
- j. Summary and conclusions

- 5. DARS Evaluation of Teaching Survey (2 points, 2% of final grade)** Completion of the DARS Evaluation of Teaching Survey is required to receive a grade in this course. Students who do not complete the survey will receive an incomplete until the survey is completed. Survey opens on **11/23/2021 and closes 12/6/2021**.

### **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 made 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>Assignments</b>	<b>Points</b>
Attendance Module	15 points
Doctoral Program of Study	15 points
Literature Review Reference List	20 points
Career Direction Statement	48 points
DARS Evaluation of Teaching Survey	2 points
Total	100 points

### **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>Percent of total points</b>	<b>Grade Assignment</b>
90.00 – 100% of point total	A
80.00 – 89.99% of point total	B
70.00 – 79.99% of point total	C
0 – 69.99% of point total	F

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

#### **Course Objectives:**

This course uses a development approach related to the content areas in the CACREP and CORE accreditation standards. The intention is to develop a professional identity and career direction. This process will be carried-out through literature review and the development a scholarly materials for evaluation. More specifically, the primary learning objectives include, but is not limited to the following:

<b>Section 6: Doctoral Standards (CACREP 2016)</b>	<b>Means of Assessment</b>
<b>B. 4. b</b> research designs appropriate to quantitative and qualitative research questions	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. b.</b> univariate and multivariate research designs and data analysis methods	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. d.</b> Assess emergent research practices and processes	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. e.</b> Analyze models and methods of instrument design	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. g.</b> Formulate research questions appropriate for professional research and publication	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. i.</b> Know and apply ethical and culturally relevant strategies for conducting research	1. Review of Literature Assignments 2. Career Direction Statement

### **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*

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

([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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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 Canva 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 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)**

**Career Direction Statement**

Area	Value	Points
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**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

<p><b>Introduction and abstract</b>          The introduction presents the Career Direction Statement and draws the audience into the presentation with compelling questions. Abstract completely and succinctly describes your Career Direction, including the essential components – motivation for the direction, methods/process to be applied, results of the direction study, and implications for counseling research and clinical practice.</p>	<b>8</b>	
<p><b>Content knowledge and organization</b>          The content is clearly and concisely written with a logical progression of ideas and supporting information. Presentation has a logical, intuitive sequence of information.</p>	<b>12</b>	
<p><b>Depth of Content</b>          Addresses critical issues of your Career Direction. Information is accurate and includes a statement of the problem, statement of purpose, and research questions. Delineates essential concepts and theories which guide the collection and interpretation of data. Clinical applications of your philosophy and commitment to your Career Direction.</p>	<b>12</b>	
<p><b>Presentation design</b>          The Presentation Design is attractive in terms of design, layout, and neatness. Graphics are easily viewed and related to the topic, making the material easy to understand. Fonts are easy to read and vary appropriately for headings and text. The use of italics, bold, and indentions enhance readability. Text is appropriate in length for the audience and to the point of the project. Background and color choice enhance readability. There are no grammatical/spelling mistakes.</p>	<b>8</b>	
<p><b>Total</b></p>	<b>48</b>	

**VI. Content Areas | Course Schedule**

WEEK	ASSIGNMENT
WEEK 1- 8/24/2021	Introduction-Participants and Syllabus
WEEK 2- 8/31/2021	Doctoral Program of Study <ul style="list-style-type: none"> <li>• S1 Literature Presentation Slide Show (share Dr. Folder)</li> </ul> Concept Paper/Prospectus <ul style="list-style-type: none"> <li>• <a href="#">A0_Putting Together the Proposal Concept-Paper</a></li> </ul> Dissertation Check List <ul style="list-style-type: none"> <li>• <a href="#">A0_Dissertation-Path-Checklist</a></li> </ul>

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

<p>WEEK 3 9/7/2021</p>	<p>Research Acronyms</p> <ul style="list-style-type: none"> <li>• <a href="#">A0_Research_Acronyms</a></li> </ul> <p>Do's and-Don'ts-of-Dissertations-Final-Version</p> <ul style="list-style-type: none"> <li>• <a href="#">Do's and Don'ts of Dissertations</a></li> </ul> <p>Discuss Plan of Study by <b>9/11/2021</b></p>
<p>WEEK 4 9/14/2021</p>	<p>Conducting a Literature Review</p> <ul style="list-style-type: none"> <li>• <a href="#">A1_Literature-Review_pp_11</a></li> </ul> <p>Literature Research Slideshow Example</p> <ul style="list-style-type: none"> <li>• S1 Literature Presentation Slide Show (email )</li> </ul>
<p>WEEK 5 9/21/2021</p>	<p>Conducting a Literature Review</p> <ul style="list-style-type: none"> <li>• <a href="#">A1_Literature-Review_pp_11</a></li> </ul> <p>Evaluating Published Research</p> <ul style="list-style-type: none"> <li>• <a href="#">Evaluating Published Research-Part 1_19</a></li> </ul> <p>Literature Review Table Presentation-1.A</p>
<p>WEEK 6 9/28/2021</p>	<p>Evaluating Published Research</p> <ul style="list-style-type: none"> <li>• <a href="#">Evaluating Published Research-Part 2_19</a></li> </ul> <p>Problem Statement Checklist</p> <ul style="list-style-type: none"> <li>• <a href="#">A2_Problem-Statement-Checklist</a></li> </ul> <p>What are Hypotheses?</p> <ul style="list-style-type: none"> <li>• <a href="#">A2_Hypothesis-Testing-Worksheet</a></li> </ul> <p>Literature Review Table Presentation-1.B</p>
<p>WEEK 7 10/5/2021</p>	<p>Problem Statement Checklist</p> <ul style="list-style-type: none"> <li>• <a href="#">A2_Problem-Statement-Checklist</a></li> </ul> <p>What are Hypotheses?</p> <ul style="list-style-type: none"> <li>• <a href="#">A2_Hypothesis-Testing-Worksheet</a></li> </ul>
<p>WEEK 8 10/12/2021</p>	<p>Standards for Evaluating a Theory</p> <ul style="list-style-type: none"> <li>• <a href="#">A3_Standards-for-Evaluating-a-Theory_pp_3</a></li> </ul> <p>Developing a Theoretical Framework</p> <ul style="list-style-type: none"> <li>• <a href="#">A3_Theoretical_Framework_Recipes_pp_5</a></li> </ul> <p>Submit the Plan of Study by <b>10/11/2021</b></p> <p>Literature Review Article Presentation 2.A</p>
<p>WEEK 9 10/19/2021</p>	<p>The Quantitative Paradigm: Going over the “N” side</p> <ul style="list-style-type: none"> <li>• <a href="#">Quantitative Research Presentation-Part 1_41</a></li> </ul> <p>Literature Review Article Presentation 2.B</p> <p>Submit Reference List by <b>10/19/21</b></p>

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

WEEK 10- 10/26/2021	Literature Review Article Presentation 2.C
WEEK 11 11/2/2021	Literature Review Article Presentation 2.D
WEEK 12 11/9/2021	Application and Vitae <ul style="list-style-type: none"> <li>• Searching for Jobs, Developing a Vitae and Brand</li> <li>• Submit draft a copy of the Performance Review by <b>11/09/2021</b>.</li> </ul>
WEEK 13 11/16/2021	Application and Vitae <ul style="list-style-type: none"> <li>• Searching for Jobs, Developing a Vitae and Brand</li> </ul>
WEEK 13 11/23/2021	Presentation on Career Direction Statement Begins <b>11/23/2021</b> .
WEEK 14 11/30/2021	Presentation on Career Direction Statement Submit the Fall 2021 Performance Review by <b>11/30/2021</b> .
WEEK 15 12/7/2021	<b>Final Day-Summary</b>

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

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

**Reading List of 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)
- Zapolski, T. C., Beutlich, M. R., Fisher, S., & Barnes-Najor, J. (2019). Collective ethnic-racial identity and health outcomes among African American youth: Examination of promotive and protective effects. *Cultural Diversity and Ethnic Minority Psychology*, 25(3), 388-396.

## **I. Course Information**

### **Class Details**

Class day & time: Tuesday 4:00-5:00 PM  
Class location: WebEx

### **Instructor Information**

Instructor: Stephen J. Leierer, Ph.D.  
Office: Health Sciences Building, Room 4425-C  
Office hours: By appointment  
Phone: 252-744-6298/Fax:252-774-6302  
Email: [leierers@ecu.edu](mailto:leierers@ecu.edu)

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

**Purpose:** Examine, understand, and analyze the structure and process for writing a dissertation proposal. This course seeks to increase the awareness of students about the research literature specific to their dissertation topic. In addition, students will reflect upon how racism in America influences their counseling approach and counseling philosophy.

More specifically, the primary learning objectives include, but is not limited to the following:

<b>Section 6: Doctoral Standards (CACREP 2016)</b>	<b>Means of Assessment</b>
<b>B. 4. i.</b> Initiate activities related to professional conference proposal preparation	Literature Review and Presentation

At the completion of this course, students are also expected to:

- (a) To increase their awareness of the research literature specific to their dissertation topic.
- (b) To reflect upon the influence of prejudice and cognitive distortions on the practice of counseling.

**Catalog description/Prerequisites:** Prepares professionals to study and evaluate professional practice.

### **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

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

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 and assigned readings

**Textbook & Course Material**

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.), Washington, DC: Author
2. Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 3-25.  
<http://dx.doi.org/10.1037/amp0000191>
3. Galvan, J. L. & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the behavioral sciences* (7<sup>th</sup> Ed.). New York, NY: Routledge.
4. Granello, D. H. (2001). Promoting cognitive complexity in graduate written work: Using Bloom's taxonomy as a pedagogical tool to improve literature reviews. *Counselor Education and Supervision*, 40, 292-307.
5. Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26-46. <http://dx.doi.org/10.1037/amp0000151>
6. Simon, M. K. & Goes, J. (2013). *Dissertation and Scholarly Research: Recipes for Success, 2013 Edition*. Seattle, WA. Dissertation Success, LLC. <http://www.dissertationrecipes.com/>

**II. Grading Policy**

**Graded Course Assignments**

1. **Attendance Module: (15 points, 15% of the course grade)** Each student will be required to attend and participate in each class meeting. Each day of attendance is worth one-point.
2. **Doctoral Plan of Study and Performance Review (15 points, 15% of course grade)**
  - a. Each student must complete a Doctoral Plan of Study.

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

- b. Each student must meet to discuss the with Director's Plan of Study by **9/11/2021**
  - c. Each student must submit the Plan of Study to Dr. Leierer by **10/11/2021**
  - d. Each student must meet with to Dr. Leierer to draft a copy of the Performance Review by **11/09/2021**.
  - e. Each student must submit the Fall 2021 Performance Review by **11/30/2021**.
3. **Literature Review Reference List–(20 points, 20% of course grade)**. Students must complete a PowerPoint/Table with 25 new citations. Each article/reference is worth 1.0 points.  
**Due Date 10/19/2021**
- a. Each person will select a research questions to investigate.
  - b. Find a meta-analysis or comprehensive list of references about the research topic.
  - c. With Dr. Leierer's input, each person will develop a table suitable for categorizing the variables relevant to their topic.
  - d. Students will be given a PowerPoint template via email and posted on Canvas.
  - e. Using the template, each student will prepare two different peer reviewed articles to be presented in class.
  - f. The presentation should take 10 to 12 minutes. The first presentations will be given on **9/28/2021**.
  - g. Be prepared to give the presentation. Random assignment will determine the presentation order.
4. **Career Direction Statement (48 points, 48% of course grade)**. **(12 to 15 minute presentation)**  
The focus of the research presentation is on developing skills in communicating your core social justice concerns and how they influence your research and clinical work. Your presentation should include your explain proposed research and clinical direction based on a review of the literature pertinent to your topic. Present a brief introduction to the proposed study explains how your Career Direction will address and influence American Racism. Presentations will begin **11/23/2021 to 12/7/2021**.
- Please provide a two-page summary which briefly addresses the following topics.
- a. Introduction/Background
  - b. Statement of the problem
  - c. Purpose of the study
  - d. Rationale for your actions (theory)
  - e. Evaluation questions/hypotheses
  - f. Plan for achieving your goals
  - g. Possible barriers to your success
  - h. Significance of your goals
  - i. Key terms
  - j. Summary and conclusions
5. **DARS Evaluation of Teaching Survey (2 points, 2% of final grade)**. Completion of the DARS Evaluation of Teaching Survey is required to receive a grade in this course. Students who do not complete the survey will receive an incomplete until the survey is completed. Survey opens on **11/23/2021 and closes 12/6/2021**.

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**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
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made 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**

At the conclusion of the semester, all points are totaled, and a percentage score is calculated. The grade ranges are contained below for percentage scores:

<b>Assignments</b>	<b>Points</b>
Attendance Module	15 points
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0 – 69.99% of point total	F

**III. Course Learning Outcomes**

**Course Objectives:**

This course uses a career development approach related to the content areas in the CACREP and CORE accreditation standards. Pre-professionals will be offered the knowledge and skills to work with clients person-centered, realistic, and practical. The intention is to develop a professional identity and career direction. This process will be carried-out through literature review and the development a scholarly materials for evaluation. More specifically, the primary learning objectives include, but is not limited to the following:

<b>Section 6: Doctoral Standards (CACREP 2016)</b>	<b>Means of Assessment</b>
<b>B. 4. b</b> research designs appropriate to quantitative and qualitative research questions	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. b.</b> univariate and multivariate research designs and data analysis methods	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. d.</b> Assess emergent research practices and processes	1. Review of Literature Assignments 2. Career Direction Statement



**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

<b>B. 4. e.</b> Analyze models and methods of instrument design	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. g.</b> Formulate research questions appropriate for professional research and publication	1. Review of Literature Assignments 2. Career Direction Statement
<b>B. 4. i.</b> Know and apply ethical and culturally relevant strategies for conducting research	1. Review of Literature Assignments 2. Career Direction Statement

**IV. Course Policies**

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

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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.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**

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)**

Career Direction Statement

Area	Value	Points
<p><b>Introduction and abstract</b>                      The introduction presents the Career Direction Statement and draws the audience into the presentation with compelling questions. Abstract completely and succinctly describes your Career Direction, including the essential components – motivation for the direction, methods/process to be applied, results of the direction study, and implications for counseling research and clinical practice.</p>	<b>8</b>	
<p><b>Content knowledge and organization</b>                      The content is clearly and concisely written with a logical progression of ideas and supporting information. Presentation has a logical, intuitive sequence of information.</p>	<b>12</b>	
<p><b>Depth of Content</b>                      Addresses critical issues of your Career Direction. Information is accurate and includes a statement of the problem, statement of purpose, and research questions. Delineates essential concepts and theories which guide the collection and interpretation of data. Clinical applications of your philosophy and commitment to your Career Direction.</p>	<b>12</b>	
<p><b>Presentation design</b>                      The Presentation Design is attractive in terms of design, layout, and neatness. Graphics are easily viewed and related to the topic, making the material easy to understand. Fonts are easy to read and vary appropriately for headings and text. The use of italics, bold, and indentions enhance readability. Text is appropriate in length for the audience and to the point of the project. Background and color choice enhance readability. There are no grammatical/spelling mistakes.</p>	<b>8</b>	
<b>Total</b>	<b>48</b>	

**VI. Content Areas | Course Schedule**

WEEK	ASSIGNMENT
WEEK 1- 8/24/2021	Introduction-Participants and Syllabus
WEEK 2- 8/31/2021	Doctoral Program of Study <ul style="list-style-type: none"> <li>• S1 Literature Presentation Slide Show (share Dr. Folder)</li> </ul> Concept Paper/Prospectus <ul style="list-style-type: none"> <li>• <a href="#">A0 Putting Together the Proposal Concept-Paper</a></li> </ul> Dissertation Check List <ul style="list-style-type: none"> <li>• <a href="#">A0 Dissertation-Path-Checklist</a></li> </ul>
WEEK 3 9/7/2021	Research Acronyms <ul style="list-style-type: none"> <li>• <a href="#">A0 Research Acronyms</a></li> </ul> Do's and-Don'ts-of-Dissertations-Final-Version <ul style="list-style-type: none"> <li>• <a href="#">Do's and Don'ts of Dissertations</a></li> </ul> Discuss Plan of Study by <b>9/11/2021</b>
WEEK 4 9/14/2021	Conducting a Literature Review <ul style="list-style-type: none"> <li>• <a href="#">A1 Literature-Review pp 11</a></li> </ul> Literature Research Slideshow Example <ul style="list-style-type: none"> <li>• S1 Literature Presentation Slide Show (email )</li> </ul>
WEEK 5 9/21/2021	Conducting a Literature Review <ul style="list-style-type: none"> <li>• <a href="#">A1 Literature-Review pp 11</a></li> </ul> Evaluating Published Research <ul style="list-style-type: none"> <li>• <a href="#">Evaluating Published Research-Part 1 19</a></li> </ul> Literature Review Table Presentation-1.A
WEEK 6 9/28/2021	Evaluating Published Research <ul style="list-style-type: none"> <li>• <a href="#">Evaluating Published Research-Part 2 19</a></li> </ul> Problem Statement Checklist <ul style="list-style-type: none"> <li>• <a href="#">A2 Problem-Statement-Checklist</a></li> </ul> What are Hypotheses? <ul style="list-style-type: none"> <li>• <a href="#">A2 Hypothesis-Testing-Worksheet</a></li> </ul> Literature Review Table Presentation-1.B
WEEK 7 10/5/2021	Problem Statement Checklist <ul style="list-style-type: none"> <li>• <a href="#">A2 Problem-Statement-Checklist</a></li> </ul> What are Hypotheses? <ul style="list-style-type: none"> <li>• <a href="#">A2 Hypothesis-Testing-Worksheet</a></li> </ul>
WEEK 8 10/12/2021	Standards for Evaluating a Theory <ul style="list-style-type: none"> <li>• <a href="#">A3 Standards-for-Evaluating-a-Theory pp 3</a></li> </ul> Developing a Theoretical Framework <ul style="list-style-type: none"> <li>• <a href="#">A3 Theoretical Framework Recipes pp 5</a></li> </ul>

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

	Submit the Plan of Study <b>by 10/11/2021</b> Literature Review Article Presentation 2.A
WEEK 9 10/19/2021	The Quantitative Paradigm: Going over the “N” side <ul style="list-style-type: none"> <li>• <a href="#">Quantitative Research Presentation-Part 1 41</a></li> </ul> Literature Review Article Presentation 2.B Submit Reference List by <b>10/19/21</b>
WEEK 10- 10/26/2021	Literature Review Article Presentation 2.C
WEEK 11 11/2/2021	Literature Review Article Presentation 2.D
WEEK 12 11/9/2021	Application and Vitae <ul style="list-style-type: none"> <li>• Searching for Jobs, Developing a Vitae and Brand</li> </ul> Submit draft a copy of the Performance Review by <b>11/09/2021</b> .
WEEK 13 11/16/2021	Application and Vitae <ul style="list-style-type: none"> <li>• Searching for Jobs, Developing a Vitae and Brand</li> </ul>
WEEK 13 11/23/2021	Presentation on Career Direction Statement Begins <b>11/23/2021</b> .
WEEK 14 11/30/2021	Presentation on Career Direction Statement Submit the Fall 2021 Performance Review by <b>11/30/2021</b> .
WEEK 15 12/7/2021	<b>Final Day-Summary</b>

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

**ADRE 8810 – Doctoral Seminar in Rehabilitation Counseling | Fall 2021**  
**Department of Addictions & Rehabilitation Studies | East Carolina University**

**Reading List of 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)

Zapolski, T. C., Beutlich, M. R., Fisher, S., & Barnes-Najor, J. (2019). Collective ethnic-racial identity and health outcomes among African American youth: Examination of promotive and protective effects. *Cultural Diversity and Ethnic Minority Psychology, 25*(3), 388-396.

## **I. Course Information**

### **Class Details**

Class day & time: Thursday 11:00 am - 12:00 pm

Class location: WebEx-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: 252-774-6302

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

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

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Identify a need and develop an idea from the inception through resource development and implementation.
2. Complete a literature review to support hypothesis and aims of a grant proposal.
3. Produce a succinct assessment of the need, develop a consistent and workable program plan, write clearly defined goals and objectives, and identify appropriate monitoring and evaluation measures.
4. Prepare a *Logic Model*, to include resources and raw materials in the form of inputs, services and activities in the form of outputs, measurable outputs and influence to address the benefit to community/society.
5. Prepare a complete program budget in a grant format.
6. Demonstrate an understanding of the different type of funding sources and identify where to find this information.
7. Integrate information from program development, literature review, logic model, budget and funding sources to produce a grant, crafted to provide evidence of an appropriate fit with the funding agency and the fitness of the grant team to fulfill the contract.
8. This course will include the following topical (content) areas:
  - a. Fundraising Philosophy and process of conducting needs assessment
  - b. Development of strategic program plan
  - c. Planning effective program evaluation
  - d. Literature review focused on evidence to support program
  - e. Budgeting
  - f. Public and private funding sources:
  - g. How to cultivate funders
  - h. Building an effective grant writing team: Collaboration and how it works
  - i. Parts of a proposal:
    - i. Introduction,

- ii. Problem Statement
- iii. Goals and Objectives
- iv. Methodology
- j. Making it look exceptional
- k. Submitting the grant proposal

### **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, videos, and assigned readings.

### **Textbook & Course Material**

**Required Texts:** There is one required textbook.

1. Miner, J. T & Ball, K. C. (2020). *Proposal Planning & Writing*. (6th Ed.). Westport, CT: Greenwood Press.

**Suggested/Optional Readings:**

The texts listed below include additional grant writing resources. Students are encouraged to select those that meet their individual needs.

1. Coley, S. & Scheinberg, C. (2014) *Proposal Writing: Effective Grantsmanship*. (4th Ed.). Thousand Oaks, CA: Sage.
  2. Karsh, E. & Fox, A. (2011). *The only grant writing book you'll ever need: Top grant writers and grant givers share their secrets*. (4th Ed.). New York: Carroll & Graf Publishers.
  3. Mikelonis, V. M., Betsinger, S. T., & Kampf, C. (2019). *Grant seeking in an electronic age*. New York, NY: Pearson Longman.
  4. Shore, A.R., & Carfora, J.M. (2011). *The art of funding and implementing ideas: A guide to proposal development and project management*. Los Angeles, CA: Sage.
- Yuen, Francis K.O., & Terao, K.L. (2003). *Practical grant writing & program evaluation*. Belmont, CA: Brooks/Cole Cengage Learning.

## **II. Grading Policy**

### **Graded Course Assignments**

1. **Class Attendance and Participation (8 points, 8% of grade)**. Attendance and participation are heavily weighted, as much of the learning in the class happens by means of participation in class discussion. Students must actively engage in class discussion and activities. Attendance, participation, and presentations will count toward the final class grade.

Class attendance and participation may also be taken into consideration should a student's grade be marginal. Each absence will result in a .5-point loss, unless cleared a priori with the instructor and excused. Students are expected to call/email the instructor ahead of time, whenever possible, to inform him of lateness and/or any absence. More than three absences may automatically result in a lower letter grade, and the instructor reserves the right to ask the student to withdraw.

Students are expected to maintain appropriate classroom behavior, including respectful communication despite differing opinions or conflicts.

2. **Reading Assignments (30 points, 30% of grade)**. See attached course schedule for specific assignments. Readings may be added during the course of the semester. Students must complete all assigned readings prior to class.
3. **Proposal (60 points, 60% of the final grade)**. Each group must prepare a formal



**ADRE 8810 -- ADRE 8810 Doctoral Seminar in Rehabilitation |  
Spring 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

master proposal; working with an agency to develop this based on program or population needs. This proposal will be designed for submission to a targeted funder and must follow the guidelines given in the course. Components of the proposal will be presented in class and students will receive critiques after each presentation. These proponents will be revised based on class feedback. Each group must compile a detailed list of three public or private funders that could potentially support their project. Parts of the proposal and scoring:

- a. Abstract (3 points)
- b. Proposal Introduction (3 points)
- c. Grant Proposal
- d. Goals and Objectives (3 points)
- e. Methods, including Logic Model (14 points)
- f. Evaluation/Impact Statement (8 points)
- g. Dissemination (2 points)
- h. Budget (9 points)
- i. Appendix (if applicable/necessary)
- j. In addition to completeness, proposals will be graded on their compliance with the application submission requirements (5 points)
- k. Submit one original and one copy.

Due date for the completed proposal is 4/26/2021. The grant proposal must be typed, double-spaced, printed on only one side with at least one-inch margins on each side and one inch margins in the top and bottom, using standard 12 point font (Times New Roman). Pages must be numbered. **Grant proposal, excluding appendix, must not exceed 20 pages.**

- 4. DARS Evaluation of Teaching Survey **–(2 points, 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. Survey opens on 4/19/2021, 10 days before ECU Reading Day. Survey closes on Reading Day 4/29/2021. **DARS Evaluation of Teaching Survey:** 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>% (if applicable)</b>
Class Attendance and Participation	08 points	8%
Reading Assignments	30 points	30%
Proposal	60 Points	60%
DARS Teaching Survey Evaluation	02 points	2%
<b>Total Points</b>	<b>100 points</b>	<b>100%</b>

### **Letter Grade Assignment**

At the conclusion of the semester, a; points are totaled, and a percentage score os calculated. Grade range for percentages are as follows:

<b>Percentage Points</b>	<b>Grade Assignment</b>
90.00-100	A
80.00-89.99	B
70.00-79.99	C
60.00-69.99	D
60<	F

### **III. Course Learning Onjectives**

<b>Professional Identity Standards (CACREP)</b>	<b>Means of Assessment</b>
B.4. k, RESEARCH AND SCHOLARSHIP	
grant proposals and other sources of funding	ADRE 8810 Grant Proposal Project

**Course Objectives: CORE 2014 Standards**  
General Curriculum Requirements

### **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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**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)**

**Grant Proposal Rubric**

Area	Value	Points
Abstract	3	
Proposal Introduction (3 points)	3	
Statement of Need or Problem Statement (7 points)	7	
Goals and Objectives	3	
Clear purpose and includes social justice advocacy plan Linked to literature	5	
Methods, including Logic Model	14	
Evaluation/Impact Statement	8	
Dissemination to Appropriate Stakeholders	2	
Budget	9	
Completeness and, compliance with the application submission requirements	5	
Total		

**VI. Content Area | Course Schedule**

<b>WEEK</b>	<b>ASSIGNMENT</b>
WEEK 1- January 19, 2022	<b>Introduction to 8810-Welcome, Introductions/ Overview;</b> <ul style="list-style-type: none"> <li>• Introduction of proposal writing; program planning;</li> <li>• Building an effective grant writing team;</li> <li>• Form grant writing team</li> </ul>
WEEK 2- January 26, 2022	<b>Introduction to 8810-Welcome, Introductions/ Overview;</b> <ul style="list-style-type: none"> <li>• Introduction of proposal writing; program planning;</li> <li>• Building an effective grant writing team;</li> <li>• Form grant writing team</li> </ul>
WEEK 3 February 2, 2022	<b>Funding and Resources</b> <ul style="list-style-type: none"> <li>• Finding public funds;</li> <li>• Finding private funds;</li> <li>• Grant idea and the Logic Model.</li> </ul>
WEEK 4 February 9, 2022	<b>Writing the Proposal</b> <ul style="list-style-type: none"> <li>• Parts of a proposal;</li> <li>• Writing a private foundation and corporation proposals;</li> <li>• Writing proposals for educational institutions;</li> <li>• Writing government proposals.</li> </ul>
WEEK 5 February 16, 2022	<b>Writing the Proposal</b> <ul style="list-style-type: none"> <li>• Parts of a proposal;</li> <li>• Writing a private foundation and corporation proposals;</li> <li>• Writing proposals for educational institutions;</li> <li>• Writing government proposals.</li> </ul>
WEEK 6 February 23, 2022	<b>Problem and Needs Statement -</b> <ul style="list-style-type: none"> <li>• Problem/needs statement;</li> <li>• Goals and objectives.</li> </ul>
WEEK 7 March 2, 2022	<b>Problem and Needs Statement -</b> <ul style="list-style-type: none"> <li>• Problem/needs statement;</li> <li>• Goals and objectives</li> </ul>
WEEK 8 March 9, 2022	<b>SPRING BREAK</b> <b>Methods and Evaluation Plan.</b>
WEEK 9 March 16, 2022	<b>Methods and Evaluation Plan.</b>
WEEK 10 March 23, 2022	<b>Final Components</b> <ul style="list-style-type: none"> <li>• Abstract;</li> </ul>

**ADRE 8810 -- ADRE 8810 Doctoral Seminar in Rehabilitation |  
Spring 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

	<ul style="list-style-type: none"> <li>• Appendices;</li> <li>• Sustainability;</li> </ul>
WEEK 11 March 30, 2022	<b>Final Components</b> <ul style="list-style-type: none"> <li>• Abstract;</li> <li>• Appendices;</li> <li>• Sustainability;</li> </ul>
WEEK 12 April 6, 2022	<b>Integration and Completion</b> <ul style="list-style-type: none"> <li>• Putting It All Together;</li> <li>• Work On Final Proposals.</li> </ul>
WEEK 13 April 13, 2022	<b>Integration and Completion</b> <ul style="list-style-type: none"> <li>• Putting It All Together;</li> <li>• Work On Final Proposals.</li> </ul>
WEEK 14 April 20, 2022	<b>Presentation &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Individual Critique/Evaluation</li> <li>• Team Critique/Evaluation</li> </ul>
WEEK 15 April 27, 2022	<b>Presentation &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Individual Critique/Evaluation</li> <li>• Team Critique/Evaluation</li> </ul>
WEEK 15 May 4, 2022	<b>Final Examination</b>

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

## **I. Course Information**

### **Class Details**

Class day & time: Thursday 11:00 am - 12:00 pm

Class location: WebEx-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: 252-774-6302

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

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

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Identify a need and develop an idea from the inception through resource development and implementation.
2. Complete a literature review to support hypothesis and aims of a grant proposal.
3. Produce a succinct assessment of the need, develop a consistent and workable program plan, write clearly defined goals and objectives, and identify appropriate monitoring and evaluation measures.
4. Prepare a *Logic Model*, to include resources and raw materials in the form of inputs, services and activities in the form of outputs, measurable outputs and influence to address the benefit to community/society.
5. Prepare a complete program budget in a grant format.
6. Demonstrate an understanding of the different type of funding sources and identify where to find this information.
7. Integrate information from program development, literature review, logic model, budget and funding sources to produce a grant, crafted to provide evidence of an appropriate fit with the funding agency and the fitness of the grant team to fulfill the contract.
8. This course will include the following topical (content) areas:
  - a. Fundraising Philosophy and process of conducting needs assessment
  - b. Development of strategic program plan
  - c. Planning effective program evaluation
  - d. Literature review focused on evidence to support program
  - e. Budgeting
  - f. Public and private funding sources:
  - g. How to cultivate funders
  - h. Building an effective grant writing team: Collaboration and how it works
  - i. Parts of a proposal:
    - i. Introduction,

- ii. Problem Statement
- iii. Goals and Objectives
- iv. Methodology
- j. Making it look exceptional
- k. Submitting the grant proposal

### **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, videos, and assigned readings.

### **Textbook & Course Material**

**Required Texts:** There is one required textbook.

1. Miner, J. T & Ball, K. C. (2020). *Proposal Planning & Writing*. (6th Ed.). Westport, CT: Greenwood Press.

**Suggested/Optional Readings:**

The texts listed below include additional grant writing resources. Students are encouraged to select those that meet their individual needs.

1. Coley, S. & Scheinberg, C. (2014) *Proposal Writing: Effective Grantsmanship*. (4th Ed.). Thousand Oaks, CA: Sage.
  2. Karsh, E. & Fox, A. (2011). *The only grant writing book you'll ever need: Top grant writers and grant givers share their secrets*. (4th Ed.). New York: Carroll & Graf Publishers.
  3. Mikelonis, V. M., Betsinger, S. T., & Kampf, C. (2019). *Grant seeking in an electronic age*. New York, NY: Pearson Longman.
  4. Shore, A.R., & Carfora, J.M. (2011). *The art of funding and implementing ideas: A guide to proposal development and project management*. Los Angeles, CA: Sage.
- Yuen, Francis K.O., & Terao, K.L. (2003). *Practical grant writing & program evaluation*. Belmont, CA: Brooks/Cole Cengage Learning.

## **II. Grading Policy**

### **Graded Course Assignments**

1. **Class Attendance and Participation (8 points, 8% of grade)**. Attendance and participation are heavily weighted, as much of the learning in the class happens by means of participation in class discussion. Students must actively engage in class discussion and activities. Attendance, participation, and presentations will count toward the final class grade.

Class attendance and participation may also be taken into consideration should a student's grade be marginal. Each absence will result in a .5-point loss, unless cleared a priori with the instructor and excused. Students are expected to call/email the instructor ahead of time, whenever possible, to inform him of lateness and/or any absence. More than three absences may automatically result in a lower letter grade, and the instructor reserves the right to ask the student to withdraw.

Students are expected to maintain appropriate classroom behavior, including respectful communication despite differing opinions or conflicts.

2. **Reading Assignments (30 points, 30% of grade)**. See attached course schedule for specific assignments. Readings may be added during the course of the semester. Students must complete all assigned readings prior to class.
3. **Proposal (60 points, 60% of the final grade)**. Each group must prepare a formal



**ADRE 8810 -- ADRE 8810 Doctoral Seminar in Rehabilitation |  
Spring 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

master proposal; working with an agency to develop a grant to address American Racism in Eastern Carolina. This proposal will be designed for submission to a targeted funder and must follow the guidelines given in the course. Components of the proposal will be presented in class and students will receive critiques after each presentation. These proponents will be revised based on class feedback. Each group must compile a detailed list of three public or private funders that could potentially support their project. Parts of the proposal and scoring:

- a. Abstract (3 points)
- b. Proposal Introduction (3 points)
- c. Grant Proposal
- d. Goals and Objectives influencing regarding American Racism in Eastern North Carolina (3 points)
- e. Methods, including Logic Model (14 points)
- f. Evaluation/Impact Statement (8 points)
- g. Dissemination (2 points)
- h. Budget (9 points)
- i. Appendix (if applicable/necessary)
- j. In addition to completeness, proposals will be graded on their compliance with the application submission requirements (5 points)
- k. Submit one original and one copy.

Due date for the completed proposal is 4/26/2021. The grant proposal must be typed, double-spaced, printed on only one side with at least one-inch margins on each side and one inch margins in the top and bottom, using standard 12 point font (Times New Roman). Pages must be numbered. **Grant proposal, excluding appendix, must not exceed 20 pages.**

4. **DARS Evaluation of Teaching Survey –(2 points, 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. Survey opens on 4/19/2021, 10 days before ECU Reading Day. Survey closes on Reading Day 4/29/2021. **DARS Evaluation of Teaching Survey:** 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**

Assignment	Points	% (if applicable)
Class Attendance and Participation	08 points	8%
Reading Assignments	30 points	30%
Proposal	60 Points	60%
DARS Teaching Survey Evaluation	02 points	2%
<b>Total Points</b>	<b>100 points</b>	<b>100%</b>

### **Letter Grade Assignment**

At the conclusion of the semester, a; points are totaled, and a percentage score os calculated. Grade range for percentages are as follows:

<b>Percentage Points</b>	<b>Grade Assignment</b>
90.00-100	A
80.00-89.99	B
70.00-79.99	C
60.00-69.99	D
60<	F

### **III. Course Learning Onjectives**

<b>Professional Identity Standards (CACREP)</b>	<b>Means of Assessment</b>
B.4. k, RESEARCH AND SCHOLARSHIP	
grant proposals and other sources of funding	ADRE 8810 Grant Proposal Project

**Course Objectives: CORE 2014 Standards**  
General Curriculum Requirements

### **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>.

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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)**

**Grant Proposal Rubric**

Area	Value	Points
Abstract	3	
Proposal Introduction (3 points)	3	
Statement of Need or Problem Statement (7 points)	7	
Goals and Objectives	4	
Clear purpose which includes American Racism advocacy plan Linked to literature	5	
Methods, including Logic Model	14	
Evaluation/Impact Statement	8	
Dissemination to Appropriate Stakeholders	2	
Budget	9	
Completeness and, compliance with the application submission requirements	5	
<b>Total</b>	<b>60</b>	

**VI. Content Area | Course Schedule**

<b>WEEK</b>	<b>ASSIGNMENT</b>
WEEK 1- January 19, 2022	<b>Introduction to 8810-Welcome, Introductions/ Overview;</b> <ul style="list-style-type: none"> <li>• Introduction of proposal writing; program planning;</li> <li>• Building an effective grant writing team;</li> <li>• Form grant writing team</li> </ul>
WEEK 2- January 26, 2022	<b>Introduction to 8810-Welcome, Introductions/ Overview;</b> <ul style="list-style-type: none"> <li>• Introduction of proposal writing; program planning;</li> <li>• Building an effective grant writing team;</li> <li>• Form grant writing team</li> </ul>
WEEK 3 February 2, 2022	<b>Funding and Resources</b> <ul style="list-style-type: none"> <li>• Finding public funds;</li> <li>• Finding private funds;</li> <li>• Grant idea and the Logic Model.</li> </ul>
WEEK 4 February 9, 2022	<b>Writing the Proposal</b> <ul style="list-style-type: none"> <li>• Parts of a proposal;</li> <li>• Writing a private foundation and corporation proposals;</li> <li>• Writing proposals for educational institutions;</li> <li>• Writing government proposals.</li> </ul>
WEEK 5 February 16, 2022	<b>Writing the Proposal</b> <ul style="list-style-type: none"> <li>• Parts of a proposal;</li> <li>• Writing a private foundation and corporation proposals;</li> <li>• Writing proposals for educational institutions;</li> <li>• Writing government proposals.</li> </ul>
WEEK 6 February 23, 2022	<b>Problem and Needs Statement -</b> <ul style="list-style-type: none"> <li>• Problem/needs statement;</li> <li>• Goals and objectives.</li> </ul>
WEEK 7 March 2, 2022	<b>Problem and Needs Statement -</b> <ul style="list-style-type: none"> <li>• Problem/needs statement;</li> <li>• Goals and objectives</li> </ul>
WEEK 8 March 9, 2022	<b>SPRING BREAK</b> <b>Methods and Evaluation Plan.</b>
WEEK 9 March 16, 2022	<b>Methods and Evaluation Plan.</b>
WEEK 10 March 23, 2022	<b>Final Components</b> <ul style="list-style-type: none"> <li>• Abstract;</li> </ul>

**ADRE 8810 -- ADRE 8810 Doctoral Seminar in Rehabilitation |  
Spring 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

	<ul style="list-style-type: none"> <li>• Appendices;</li> <li>• Sustainability;</li> </ul>
WEEK 11 March 30, 2022	<b>Final Components</b> <ul style="list-style-type: none"> <li>• Abstract;</li> <li>• Appendices;</li> <li>• Sustainability;</li> </ul>
WEEK 12 April 6, 2022	<b>Integration and Completion</b> <ul style="list-style-type: none"> <li>• Putting It All Together;</li> <li>• Work On Final Proposals.</li> </ul>
WEEK 13 April 13, 2022	<b>Integration and Completion</b> <ul style="list-style-type: none"> <li>• Putting It All Together;</li> <li>• Work On Final Proposals.</li> </ul>
WEEK 14 April 20, 2022	<b>Presentation &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Individual Critique/Evaluation</li> <li>• Team Critique/Evaluation</li> </ul>
WEEK 15 April 27, 2022	<b>Presentation &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Individual Critique/Evaluation</li> <li>• Team Critique/Evaluation</li> </ul>
WEEK 15 May 4, 2022	<b>Final Examination</b>

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

## **I. Course Information**

### **Class Details**

Class day & time: Thursday 11:00 am - 12:00 pm

Class location: WebEx-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: 252-774-6302

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

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

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Identify a need and develop an idea from the inception through resource development and implementation.
2. Complete a literature review to support hypothesis and aims of a grant proposal.
3. Produce a succinct assessment of the need, develop a consistent and workable program plan, write clearly defined goals and objectives, and identify appropriate monitoring and evaluation measures.
4. Prepare a *Logic Model*, to include resources and raw materials in the form of inputs, services and activities in the form of outputs, measurable outputs and influence to address the benefit to community/society.
5. Prepare a complete program budget in a grant format.
6. Demonstrate an understanding of the different type of funding sources and identify where to find this information.
7. Integrate information from program development, literature review, logic model, budget and funding sources to produce a grant, crafted to provide evidence of an appropriate fit with the funding agency and the fitness of the grant team to fulfill the contract.
8. This course will include the following topical (content) areas:
  - a. Fundraising Philosophy and process of conducting needs assessment
  - b. Development of strategic program plan
  - c. Planning effective program evaluation
  - d. Literature review focused on evidence to support program
  - e. Budgeting
  - f. Public and private funding sources:
  - g. How to cultivate funders
  - h. Building an effective grant writing team: Collaboration and how it works
  - i. Parts of a proposal:
    - i. Introduction,

- ii. Problem Statement
- iii. Goals and Objectives
- iv. Methodology
- j. Making it look exceptional
- k. Submitting the grant proposal

### **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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### **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 Texts:** There is one required textbook.

1. Miner, J. T & Ball, K. C. (2020). *Proposal Planning & Writing*. (6th Ed.). Westport, CT: Greenwood Press.

**Suggested/Optional Readings:**

The texts listed below include additional grant writing resources. Students are encouraged to select those that meet their individual needs.

1. Coley, S. & Scheinberg, C. (2014) *Proposal Writing: Effective Grantsmanship*. (4th Ed.). Thousand Oaks, CA: Sage.
  2. Karsh, E. & Fox, A. (2011). *The only grant writing book you'll ever need: Top grant writers and grant givers share their secrets*. (4th Ed.). New York: Carroll & Graf Publishers.
  3. Mikelonis, V. M., Betsinger, S. T., & Kampf, C. (2019). *Grant seeking in an electronic age*. New York, NY: Pearson Longman.
  4. Shore, A.R., & Carfora, J.M. (2011). *The art of funding and implementing ideas: A guide to proposal development and project management*. Los Angeles, CA: Sage.
- Yuen, Francis K.O., & Terao, K.L. (2003). *Practical grant writing & program evaluation*. Belmont, CA: Brooks/Cole Cengage Learning.

## **II. Grading Policy**

### **Graded Course Assignments**

1. **Class Attendance and Participation (8 points, 8% of grade)**. Attendance and participation are heavily weighted, as much of the learning in the class happens by means of participation in class discussion. Students must actively engage in class discussion and activities. Attendance, participation, and presentations will count toward the final class grade.

Class attendance and participation may also be taken into consideration should a student's grade be marginal. Each absence will result in a .5-point loss, unless cleared a priori with the instructor and excused. Students are expected to call/email the instructor ahead of time, whenever possible, to inform him of lateness and/or any absence. More than three absences may automatically result in a lower letter grade, and the instructor reserves the right to ask the student to withdraw.

Students are expected to maintain appropriate classroom behavior, including respectful communication despite differing opinions or conflicts.

2. **Reading Assignments (30 points, 30% of grade)**. See attached course schedule for specific assignments. Readings may be added during the course of the semester. Students must complete all assigned readings prior to class.
3. **Proposal (60 points, 60% of the final grade)**. Each group must prepare a formal



**ADRE 8810 -- ADRE 8810 Doctoral Seminar in Rehabilitation |  
Spring 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

master proposal; working with an agency to develop a grant to address American Racism in Eastern Carolina. This proposal will be designed for submission to a targeted funder and must follow the guidelines given in the course. Components of the proposal will be presented in class and students will receive critiques after each presentation. These proposals will be revised based on class feedback. Each group must compile a detailed list of three public or private funders that could potentially support their project. Parts of the proposal and scoring:

- a. Abstract (3 points)
- b. Proposal Introduction (3 points)
- c. Grant Proposal
- d. Goals and Objectives for influencing American Racism in Eastern North Carolina (3 points)
- e. Methods, including Logic Model (14 points)
- f. Evaluation/Impact Statement (8 points)
- g. Dissemination (2 points)
- h. Budget (9 points)
- i. Appendix (if applicable/necessary)
- j. In addition to completeness, proposals will be graded on their compliance with the application submission requirements (5 points)
- k. Submit one original and one copy.

Due date for the completed proposal is 4/26/2021. The grant proposal must be typed, double-spaced, printed on only one side with at least one-inch margins on each side and one inch margins in the top and bottom, using standard 12 point font (Times New Roman). Pages must be numbered. **Grant proposal, excluding appendix, must not exceed 20 pages.**

- 4. DARS Evaluation of Teaching Survey –(2 points, 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. Survey opens on 4/19/2021, 10 days before ECU Reading Day. Survey closes on Reading Day 4/29/2021. **DARS Evaluation of Teaching Survey:** 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>% (if applicable)</b>
Class Attendance and Participation	08 points	8%
Reading Assignments	30 points	30%
Proposal	60 Points	60%
DARS Teaching Survey Evaluation	02 points	2%

<b>Total Points</b>	<b>100 points</b>	<b>100%</b>
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### **Letter Grade Assignment**

At the conclusion of the semester, a; points are totaled, and a percentage score os calculated. Grade range for percentages are as follows:

<b>Percentage Points</b>	<b>Grade Assignment</b>
90.00-100	A
80.00-89.99	B
70.00-79.99	C
60.00-69.99	D
60<	F

### **III. Course Learning Onbjectives**

<b>Professional Identity Standards (CACREP)</b>	<b>Means of Assessment</b>
B.4. k, RESEARCH AND SCHOLARSHIP	
grant proposals and other sources of funding	ADRE 8810 Grant Proposal Project

**Course Objectives: CORE 2014 Standards**  
General Curriculum Requirements

### **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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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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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)**

**Grant Proposal Rubric**

<b>Area</b>	<b>Value</b>	<b>Points</b>
Abstract	<b>3</b>	
Proposal Introduction (3 points)	<b>3</b>	
Statement of Need or Problem Statement (7 points)	<b>7</b>	
Goals and Objectives	<b>4</b>	
Clear purpose which includes American Racism advocacy plan Linked to literature	<b>5</b>	
Methods, including Logic Model	<b>14</b>	
Evaluation/Impact Statement	<b>8</b>	
Dissemination to Appropriate Stakeholders	<b>2</b>	
Budget	<b>9</b>	
Completeness and, compliance with the application submission requirements	<b>5</b>	

Total	<b>60</b>	
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## **VI. Content Area | Course Schedule**

<b>WEEK</b>	<b>ASSISGNMENT</b>
WEEK 1- January 19, 2022	<b>Introduction to 8810-Welcome, Introductions/Overview;</b> <ul style="list-style-type: none"> <li>• Introduction of proposal writing; program planning;</li> <li>• Building an effective grant writing team;</li> <li>• Form grant writing team</li> </ul>
WEEK 2- January 26, 2022	<b>Introduction to 8810-Welcome, Introductions/Overview;</b> <ul style="list-style-type: none"> <li>• Introduction of proposal writing; program planning;</li> <li>• Building an effective grant writing team;</li> <li>• Form grant writing team</li> </ul>
WEEK 3 February 2, 2022	<b>Funding and Resources</b> <ul style="list-style-type: none"> <li>• Finding public funds;</li> <li>• Finding private funds;</li> <li>• Grant idea and the Logic Model.</li> </ul>
WEEK 4 February 9, 2022	<b>Writing the Proposal</b> <ul style="list-style-type: none"> <li>• Parts of a proposal;</li> <li>• Writing a private foundation and corporation proposals;</li> <li>• Writing proposals for educational institutions;</li> <li>• Writing government proposals.</li> </ul>
WEEK 5 February 16, 2022	<b>Writing the Proposal</b> <ul style="list-style-type: none"> <li>• Parts of a proposal;</li> <li>• Writing a private foundation and corporation proposals;</li> <li>• Writing proposals for educational institutions;</li> <li>• Writing government proposals.</li> </ul>
WEEK 6 February 23, 2022	<b>Problem and Needs Statement -</b> <ul style="list-style-type: none"> <li>• Problem/needs statement;</li> <li>• Goals and objectives.</li> </ul>
WEEK 7 March 2, 2022	<b>Problem and Needs Statement -</b> <ul style="list-style-type: none"> <li>• Problem/needs statement;</li> <li>• Goals and objectives</li> </ul>
WEEK 8 March 9, 2022	<b>SPRING BREAK</b> <b>Methods and Evaluation Plan.</b>
WEEK 9 March 16, 2022	<b>Methods and Evaluation Plan.</b>

**ADRE 8810 -- ADRE 8810 Doctoral Seminar in Rehabilitation |  
Spring 2022  
Department of Addictions & Rehabilitation Studies | East Carolina University**

WEEK 10 March 23, 2022	<b>Final Components</b> <ul style="list-style-type: none"> <li>• Abstract;</li> <li>• Appendices;</li> <li>• Sustainability;</li> </ul>
WEEK 11 March 30, 2022	<b>Final Components</b> <ul style="list-style-type: none"> <li>• Abstract;</li> <li>• Appendices;</li> <li>• Sustainability;</li> </ul>
WEEK 12 April 6, 2022	<b>Integration and Completion</b> <ul style="list-style-type: none"> <li>• Putting It All Together;</li> <li>• Work On Final Proposals.</li> </ul>
WEEK 13 April 13, 2022	<b>Integration and Completion</b> <ul style="list-style-type: none"> <li>• Putting It All Together;</li> <li>• Work On Final Proposals.</li> </ul>
WEEK 14 April 20, 2022	<b>Presentation &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Individual Critique/Evaluation</li> <li>• Team Critique/Evaluation</li> </ul>
WEEK 15 April 27, 2022	<b>Presentation &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Individual Critique/Evaluation</li> <li>• Team Critique/Evaluation</li> </ul>
WEEK 15 May 4, 2022	<b>Final Examination</b>

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

# ADRE 8991-8994– Advanced Internship | Department of Addictions & Rehabilitation Studies | East Carolina University 1

## I. Course Information

### Class Details

Class day & time: Wednesdays (group supervision), 1-2pm

Class location: WebEx

### 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: [toriello@ecu.edu](mailto:toriello@ecu.edu)

### Course Description (3 SCH)

Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Advanced internship is designed so students have the flexibility to craft their professional identity/expertise via individualized combinations of advanced internship experiences. Combinations should reflect students' chosen cognate area. For example, a student could structure an internship focused on 6 sh hours of teaching, 3 sh of clinical practice, and 3 sh of supervision.

### 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

## **ADRE 8991-8994– Advanced Internship | Department of Addictions & Rehabilitation Studies | East Carolina University**

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:

## **II. Grading Policy**

1. Prior to the beginning of advanced internships, students must complete and provide the instructor with:
  - a. Advanced Internship Site & Mentor/Field Site Supervisor Information form,
  - b. Resume of faculty supervisor or field-site supervisor,
  - c. Advanced internship manual signature page, and
  - d. Advanced Internship Planning form.
    - i. Advocacy project. Planning forms should include an American Racism advocacy project appropriate to the internship area(s) being completed.
2. Doctoral students completing an advanced internship are required to be covered by individual professional counseling liability insurance policies. Students must provide documentation of insurance at the beginning of the semester.
3. Each section for which a student is enrolled requires 150 clock hours of supervised advanced internship experiences (e.g., counseling, teaching, supervision, research and scholarship, leadership and advocacy).
4. During internships, the student must receive weekly individual and/or triadic supervision, with a Field Site Supervisor or a Faculty Supervisor meeting the qualifications outlined in the Advanced Internship Manual.
5. Group supervision will be facilitated by Dr. Toriello on a weekly basis.
6. Required documentation:
  - a. Evaluation of Advanced Internship Student Evaluation form
    - i. Completed and turned in at the mid-point and the end of the semester
  - b. Advanced Internship Log

**ADRE 8991-8994– Advanced Internship | Department of Addictions & Rehabilitation Studies | East Carolina University** 3

- i. Completed throughout the semester and turned in at the end of the semester.
- c. Summary of Experience. A final typed summary report of students’ entire advanced internship experience is required from the student at the completion of the course. Copies of this summary should be presented to the faculty supervisors or field-site supervisors and the course instructor. The report should include personal impressions, reactions, and examples of meaningful experiences, suggestions for improving the experience, supervision, and other comments the student feels appropriate.
  - i. Completed and turned in at the end of the semester.
- 7. All completed required documentation must be turned in to Dr. Toriello by the end of the semester or the student will receive an incomplete

This course is graded on a satisfactory/unsatisfactory basis. An unsatisfactory grade in this course is considered a C or lower grade, and thus is an unacceptable grade for the doctoral program.

Grades will be determined based on the completion of the following:

- 1. Evaluated demonstration of CACREP Doctoral Professional Identity Standards (Section B.1-5) as identified on Advanced Internship Planning forms.
- 2. Completion of all required paperwork.
- 3. Attendance and participation.

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

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

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

<b>Doctoral Level Internship Standards</b>	<b>Means of Assessment</b>
6.C.7 Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).	<ul style="list-style-type: none"><li>• Advanced internship planning form.</li><li>• Advanced internship log.</li><li>• Mid-term and final evaluation forms completed by faculty or field-site supervisors.</li></ul>



**ADRE 8991-8994– Advanced Internship | Department of Addictions & Rehabilitation Studies | East Carolina University**

<p>6.C.8 During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student’s knowledge and skills.</p>	<ul style="list-style-type: none"> <li>• Advanced internship site/field supervisor information form.</li> <li>• Supervisors’ resumes.</li> <li>• Students meet 1 hour weekly individually or triadically with faculty supervisor or field site supervisor.</li> <li>• Advanced internship log.</li> <li>• Mid-term and final evaluation forms completed by faculty and field-site supervisors</li> </ul>
<p>6.C.9 Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.</p>	<ul style="list-style-type: none"> <li>• Students meet 1 hour each week in group supervision with course instructor.</li> <li>• Advanced internship log.</li> <li>• Group supervision attendance sheet.</li> </ul>

**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 Blackboard announcement that detail how we will communicate, where you can locate

# ADRE 8991-8994– Advanced Internship | Department of Addictions & Rehabilitation Studies | East Carolina University 5

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/pirateacademicssuccesscenter/ourcenter.cfm>

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

## Distance Education (if applicable):

## V. Assignment Rubric(s)

See Advanced Internship Manual for all forms.

## VI. Content Areas | Course Schedule

Week	Date	Content Area / Topic	Assignments due
1	8/25	Review syllabus and manual	
2	9/1	Professional development issues	Start-up paperwork
3	9/8	Professional development issues	
4	9/15	Professional development issues	Professional organization membership
5	9/22	Issue discussion	
6	9/29	Issue discussion	
7	10/6	Issue discussion	
8	10/13	Issue discussion	Mid-term evaluations
9	10/20	Issue discussion	
10	10/27	Issue discussion	
11	11/3	Issue discussion	
12	11/10	Issue discussion	
13	11/17	Issue discussion	
14	11/30	Issue discussion	
15	12/8	Issue discussion	Final Paperwork

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