PhD in Rehabilitation Counseling and Administration
Concentration in Rehabilitation and Clinical Counseling
Course Syllabi
CACREP Document
2/3/2016
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*Courses denoted with an asterisk are offered through the Department of Biostatistics located within the College of Allied Health Sciences.*
East Carolina University
College of Allied Health Sciences
Department of Addictions and Rehabilitation Studies
Ph.D. in Rehabilitation Counseling and Administration Program
ADRE 7340 Advanced Clinical Counseling Theories and Techniques – 3 hrs
Spring

Instructor: Lloyd Goodwin, Jr., Ph.D., LPCS, LCAS, CRC-CS, MAC, CCS, ACS
Phone Number: 252-744-6292
E-mail Address: goodwinl@ecu.edu
Office Location: Health Sciences Building, Room 4425B
Office Hours: By Appointment
Class Day & Hours: Wednesday 9-12 am
Class Location: Health Sciences Building, Room 4355

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).

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.

Required Textbook/Readings/Handouts
• Readings & handouts will be assigned throughout the semester.

Catalog Course Description
7340. Advanced Clinical Counseling Theories and Techniques (3)
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.
Purpose of the Course:

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.

Professionalism, Student Conduct and Academic Integrity:

Students enrolled in the Substance Abuse and Clinical Counseling program at East Carolina University must abide by of the American Counseling Association (ACA) Code of Ethics http://www.counseling.org.

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 or may call 252-737-5555.

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

Course Plan/Structure:

This course will be taught through presentations, discussions, experiential activities, videos, and assigned readings in a seminar format.


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

<table>
<thead>
<tr>
<th>Doctoral Level Standards</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.B.1.a Scholarly examination of theories relevant to counseling</td>
<td>Journal Manuscript Preparation Presentation to faculty</td>
</tr>
<tr>
<td>6.B.1.b Integration of theories relevant to counseling</td>
<td>Journal Manuscript Preparation Presentation to faculty</td>
</tr>
<tr>
<td>6.B.1.c Conceptualization of clients from</td>
<td>Seminar Discussion and Presentation of</td>
</tr>
</tbody>
</table>
multiple theoretical perspectives  | Readings
---|---
6.B.1.d Evidence-based counseling practices | 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
6.A.2.c Support faculty and students in publishing and/or presenting the results of scholarly inquiry. | Journal Manuscript Preparation Presentation to faculty

**Course Requirements**

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.

**Grading**

Grading Policy: at the conclusion of the semester, all points are totaled and graded as follows:

<table>
<thead>
<tr>
<th>Earned points</th>
<th>Grade assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 points</td>
<td>A</td>
</tr>
<tr>
<td>80-89 points</td>
<td>B</td>
</tr>
</tbody>
</table>

PhD in Rehabilitation Counseling and Administration
Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Presentation of Readings</td>
<td>50</td>
</tr>
<tr>
<td>Manuscript for Journal</td>
<td>35</td>
</tr>
<tr>
<td>• APA style = 10</td>
<td></td>
</tr>
<tr>
<td>• Intro &amp; Review of Literature = 10</td>
<td></td>
</tr>
<tr>
<td>• New material = 10</td>
<td></td>
</tr>
<tr>
<td>• Summary = 5</td>
<td></td>
</tr>
<tr>
<td>Presentation to DARS Faculty</td>
<td>13</td>
</tr>
<tr>
<td>• Organization = 7</td>
<td></td>
</tr>
<tr>
<td>• Visual aids (e.g. Pp, handouts) = 6</td>
<td></td>
</tr>
<tr>
<td>Completion of DARS Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Readings

CBT

   a. Handout of Pp Presentation of Button Therapy
   b. Six –Step Button Therapy Model
   c. Button-Removal Techniques (Cognitive Interventions)
   d. 30 Seeds for Your Mind’s Garden

Counseling (C)


**Crisis Intervention (CI)**


**Evidence-Based Practices (EBPs)**

- North Carolina’s website for EBP information ([www.ncpic.net](http://www.ncpic.net))

**Existential-Humanistic Counseling (EC)**


**Gestalt Therapy (GT)**


**Grief Counseling (GC)**


**Group Work (GW)**


**Holistic Counseling and Rehabilitation (HCR)**


**Person-Centered Counseling (PCC)**

**Reality Therapy (RT)**

**Spirituality (S)**
http://www.time.com/time/subscriber/article/0,33009,984737,00.html

**Systems (Sys)**

**Transactional Analysis (TA)**

**Trauma Counseling (TC)**

PhD in Rehabilitation Counseling and Administration
1. American Counseling Association website: www.counseling.org >Resources >Trauma & Disaster >DMH Resources > Fact Sheets 1-15.


## Course Calendar

**** Schedule is tentative and is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Review of Course Syllabus &amp; Calendar Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/20</td>
<td><strong>HOLISTIC COUNSELING &amp; REHABILITATION</strong></td>
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<tr>
<td></td>
<td>(CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL</td>
<td><strong>HCR 1-8</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling.</td>
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</tr>
<tr>
<td>1/27</td>
<td><strong>HOLISTIC COUNSELING &amp; REHABILITATION</strong></td>
<td></td>
<td><strong>Phase I (Manuscript)</strong></td>
</tr>
<tr>
<td></td>
<td>(continued): (CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL</td>
<td><strong>HCR 1-8</strong></td>
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<tr>
<td></td>
<td>PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to counseling.</td>
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</tr>
<tr>
<td>2/3</td>
<td><strong>HOLISTIC COUNSELING (continued)/ SPIRITUALITY / EXISTENTIAL COUNSELING / CBT</strong></td>
<td><strong>HCR 1,6</strong></td>
<td><strong>S 1-9</strong></td>
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<tr>
<td></td>
<td>(CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL</td>
<td></td>
<td><strong>EC 1</strong></td>
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<td></td>
<td>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.</td>
<td></td>
<td><strong>CBT 4-5</strong></td>
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<tr>
<td>2/10</td>
<td><strong>SPIRITUALITY (continued)/ PERSON-CENTERED COUNSELING</strong></td>
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<td></td>
<td>(CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL</td>
<td><strong>S 1-9</strong></td>
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<td></td>
<td>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.</td>
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<td><strong>PCC 1</strong></td>
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<td>Description</td>
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<td>2/17</td>
<td>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.</td>
<td>CBT 1-9 H 1</td>
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<tr>
<td>2/24</td>
<td>CBT/ EXISTENTIAL COUNSELING/ GESTALT THERAPY / PERSON-CENTERED COUNSELING/ REALTY THERAPY/ TA (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.</td>
<td>CBT 1-9 EC 1 GT 1 RT 1-2 TA 1</td>
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<td>3/3</td>
<td>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</td>
<td>CBT 1-9 Phase II (Manuscript)</td>
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<tr>
<td>3/10</td>
<td>No Class Spring Break</td>
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<tr>
<td>3/17</td>
<td>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.</td>
<td>TC 1-7 C 1-3 CBT 4-5 EC 1</td>
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<td>Date</td>
<td>Section/Topic</td>
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<td>3/24</td>
<td>TRAUMA (continued)</td>
<td>TC 1-7 C 1-4 CBT 4-5 EC 1</td>
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<tr>
<td>3/31</td>
<td>TRAUMA (continued)</td>
<td>TC 1-7 C 1-4 CBT 4-5 EC 1</td>
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<td>(CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL</td>
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<td>IDENTITY; 1. COUNSELING; a scholarly examination of theories relevant to</td>
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<td>counseling; b. integration of theories relevant to counseling; c.</td>
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<td>conceptualization of clients from multiple theoretical perspectives; d.</td>
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<td>evidence-based counseling practices</td>
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<tr>
<td>4/7</td>
<td>COUNSELING ISSUES &amp; FUTURE/ EBPs/ GROUP WORK/ SYSTEMS/ SELF-ESTEEM</td>
<td>C 1-3 EBPs GW 1-7 SYS 1 SE 1-2</td>
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<td>(CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL</td>
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<td>evidence-based counseling practices</td>
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<tr>
<td>4/14</td>
<td>GRIEF COUNSELING/ CBT/ EXISTENTIAL COUNSELING/ GESTALT COUNSELING/ PERSON-</td>
<td>GC 1-8 EC 1 GT 1 PCC 1 S 2,5</td>
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<td>CENTERED COUNSELING/ SPIRITUAL (CACREP-2016): Section 6. DOCTORAL STANDARDS;</td>
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<td>B. DOCTORAL PROFESSIONAL IDENTITY; 1. COUNSELING; a scholarly examination</td>
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<td>of theories relevant to counseling; b. integration of theories relevant to</td>
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<td>counseling; c. conceptualization of clients from multiple theoretical</td>
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<td>perspectives; d. evidence-based counseling practices</td>
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<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
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<tr>
<td>4/21</td>
<td><strong>GRIEF COUNSELING</strong> (continued)</td>
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<td>(CACREP-2016): Section 6. DOCTORAL STANDARDS; B. DOCTORAL PROFESSIONAL</td>
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<td>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</td>
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<td></td>
<td>4/28</td>
<td>Phase IV (Manuscript)</td>
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<td></td>
<td><strong>STUDENT PRESENTATION of MANUSCRIPT</strong> (CACREP-2016): Section 6. DOCTORAL</td>
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<td></td>
<td>STANDARDS. A. THE DOCTORAL LEARNING ENVIRONMENT. 2. (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry.</td>
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<tr>
<td></td>
<td>5/5</td>
<td>Phase V (Manuscript/Presentation)</td>
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<tr>
<td></td>
<td><strong>PROCESSING OF PRESENTATIONS AND MANUSCRIPTS</strong> (CACREP-2016): Section 6. DOCTORAL</td>
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<tr>
<td></td>
<td>STANDARDS. A. THE DOCTORAL LEARNING ENVIRONMENT. 2. (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry.</td>
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</tbody>
</table>

**Notes:**
- GC 1-8
- EC 1
- GT 1
- PCC 1
- S 2,5
East Carolina University  
College of Allied Health Sciences  
Department of Addictions and Rehabilitation Studies  
Substance Abuse and Clinical Counseling Program  
Rehabilitation and Career Counseling Program  
ADRE 7601 – Rehabilitation Administration and Leadership – 3 hrs.  
Spring Semester 2015

Instructor: Steven R. Sligar, EdD., CVE, PVE  
Phone Number: 252-744-6293  
E-mail Address: sligars@ecu.edu  
Office Location: Health Sciences Building, Room 4425 G  
Office Hours:  
Monday 2:00-5:00 PM  
Tuesday 2:00-5:00 PM (Class 6-9)  
Wednesday (Class 2-5)  
Thursday Research Day  
Friday by appointment  
Class Day & Hours: Wednesday 2:00 – 5:00 PM  
Class Location: Health Sciences Building, Room 4345

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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.
Course Materials
There are three required textbooks and resource materials are available through the ECU Bookstore. Additional readings are listed on the schedule or assigned in class.

Required Texts


Resource Materials


Catalog Course Description/Prerequisites
Prerequisite: None. 7601. Rehabilitation Evaluation (3)
Provides overview of management and supervisory theory for rehabilitation service delivery organizations.

Professionalism, Student Conduct and Academic Integrity:
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 or may call 252-737-5555.
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(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](http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm)

**Course Plan/Structure:**
This course will be taught through lectures (face to face and online), discussions, and small and large group activities.

**Objectives**
For each student to (CACREP 2016 standards):

<table>
<thead>
<tr>
<th>Doctoral Professional Identity Standards (Section 6: CACREP 2016)</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.f. Compare models and methods of program evaluation</td>
<td>Final exam</td>
</tr>
<tr>
<td>4.h. Compose professional writing for journal and newsletter publication</td>
<td>Research project</td>
</tr>
<tr>
<td>5.a. Analyze theories and skills of leadership</td>
<td>Interview</td>
</tr>
<tr>
<td>5.b. Differentiate leadership and leadership development in professional organizations</td>
<td>Interview</td>
</tr>
<tr>
<td>5.c. Analyze leadership in counselor education programs</td>
<td>Class discussion</td>
</tr>
<tr>
<td>5.d. Examine knowledge of accreditation standards and processes</td>
<td>Class discussion</td>
</tr>
<tr>
<td>5.e. Compare leadership, management, and administration in counseling organizations and other institutions</td>
<td>Research project</td>
</tr>
<tr>
<td>5.f. Plan for different leadership roles and strategies for responding to crises and disasters</td>
<td>Research project</td>
</tr>
<tr>
<td>5.g. Differentiate strategies of leadership in consultation</td>
<td>Interview</td>
</tr>
</tbody>
</table>
5.h. Debate current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession | Oral presentation
---
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 | Research project
---
5.l. Support ethical and culturally relevant leadership and advocacy practices | Class discussion
---

**Class 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.

**Black Board**

Course materials and notes are posted in Blackboard. You may access Blackboard through the ECU web page. Click on the Bb icon. Use the same user name and pass phrase to log in to Blackboard that you use to check your email. I will send email notifications of postings and other class information to your ECU email account.

**Requirements:**

Grade is based on quality of your interview, research project and presentation, critiques, personal statement, and class participation.

**Attendance & Discussion**

Class attendance and discussion are considered a part of the grading system. During the semester, you will be asked to bring references (e.g., article from the Wall Street Journal, Harvard Business Review, the Daily Reflector, a book chapter, refereed journal article, or other relevant source) to class that relates to leadership, advocacy, and administration of a counseling program. In 3-5 minutes you will provide a concise oral summary of the reference and link it to the text or theory presented in class. You are encouraged to use references that you review for your research paper.

**Papers/Oral Presentation/Critique**

Three papers are required, an **Interview Report**, a **Research Paper** and a **Personal Statement**. All papers are to be word-processed, double spaced, with 12 point font and follow APA format and style. Grammar and/or formatting errors result in loss of ≤15 points or a letter grade. You will submit your paper via 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). Content information for the three papers and oral presentation is attached and due dates are on the schedule.

**Final Exam**
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. We will meet in the VE Lab and you will be expected to either word process or handwrite your answer.

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td>15</td>
</tr>
<tr>
<td>Interview</td>
<td>15</td>
</tr>
<tr>
<td>Research Project Peer Critique</td>
<td>5</td>
</tr>
<tr>
<td>Research Project</td>
<td>35</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>8</td>
</tr>
<tr>
<td>Personal statement</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
<tr>
<td>Complete DARS Course Evaluation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Final grades are: A (100-90); B (89-80); C (79-70); F (<69).
ADRE 7601: Rehabilitation Administration and Leadership

Interview Report
Research Paper
Oral Presentation
Personal Statement

The purpose of the Interview and Research Paper is for you 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. The purpose of the Oral Presentation is to develop your ability to present research in understandable, meaningful, and interesting ways, and to demonstrate your knowledge in a particular area. The Personal Statement represents your current evolution as an administrator and leader. The Peer Review process is utilized within the profession to insure integrity, lessen bias, and improve the robustness of the research.

For the Interview Report, 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. After the interview, submit a summary report with clear links to rehabilitation and leadership including the texts and references that demonstrate relatedness to the topic.

For the Research Paper, you need to select a topic that clearly relates to 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 the conduct of the research. Upon approval, you need to select a potential journal for publication and prepare your manuscript per the journal’s guidelines. Length is usually determined by the journal but a good rule of thumb is no longer than 10-15 pages double-spaced, excluding references, tables, or figures. Submit the journal requirements along with the Research Paper because these requirements will be used as part of the scoring rubric.

The Personal Statement is a one-page comprehensive summary of your personal philosophy of three areas: administration, management, and leadership of a counseling program.
Note schedule is subject to change and announcements will be made in class.

<table>
<thead>
<tr>
<th>Wk.</th>
<th>Date</th>
<th>Lewis (L), or Northouse (N) Chapter (C) and Topics/Readings (CACREP, 2016)</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1   | 01/14  | Introduction  
L C 1 Facing the Challenges of Management  
L C 2 Knowing the Environment (5.j)  
How does this article about Cirque du Soleil apply to HSOs? (link posted in Blackboard) |                      |
| 2   | 01/21  | N C 1-8 Leadership Theories (5.a, 5.b,                                                                                                   | Assigned theory presentation |
| 3   | 01/28  | N C 9-16 Leadership Theories  
Pat Frede, Director of Development, College of Allied Health Sciences and Military Programs, ECU  
Quartermaster Senior Chief (SW/EXW), USNR                                                                 | Assigned theory presentation |
| 4   | 02/04  | L C 3 Planning & Program Design (5.d, 5.f)                                                                                                 | Assigned Mission statement |
| 5   | 02/11  | L C 7 Building Supervisory Relationships (5.i)                                                                                               | Motivation theory presentation |
| 6   | 02/18  | L C 4 Applying Organizational Theories                                                                                                      | Theory presentation |
| 7   | 02/25  | L C 5 Creating Organizational Designs (5.c)                                                                                                   | Design presentation |
| 8   | 03/04  | L C 6 Developing and Managing Human Resources (5.g, 5.k)                                                                                     | Interview Report |
| 9   | 03/11  | **Spring Break**                                                                                                                              | No Class |
| 10  | 03/18  | Robert Campbell, Associate Professor, HSIM  
L C 11 Leading & Changing Human Service Organizations (5.h)                                                                                     |                      |
| 11  | 03/25  | Xiaoming Zeng, Chair HSIM  
L C 9 Designing and Using Information Systems                                                                                              |                      |
| 12  | 04/01  | Brewerton C 8 Assessing Performance in Organizations (4.f)                                                                                     |                      |
|     |        | L C 8 Managing Finances to Meet Program Goals                                                                                                  | Peer critiques |
| 13  | 04/08  | C 10 Evaluating Human Services Programs (4.f)                                                                                                  |                      |
| 14  | 04/15  | 3:30-5:00 Todd Hickey, Senior Vice President at Vidant Medical Center  
LC 12 Achieving and Maintaining Organizational Excellence (5.l, 5.e)                                                                             | Research Paper |
| 15  | 04/22  | Research Presentation                                                                                                                          | Personal Statement |
| 16  | 04/29  | **Reading Day**                                                                                                                              | No Class |
| 17  | 05/06  | **Final Exam**                                                                                                                               | 2:00-4:30 PM |

PhD in Rehabilitation Counseling and Administration
East Carolina University
College of Allied Health Sciences
Department of Addictions and Rehabilitation Studies
ADRE 8050: Ethical and Legal Issues in Counselor Education and Supervision – 3 hrs
Summer 2015

Instructor: Steven R. Sligar, EdD, CVE, PVE
Phone Number: (252) 744-6293
E-mail Address: sligars@ecu.edu
Office Location: Health Sciences Building, Room 4425-G
Office Hours: Tuesday 10:00 am -12:00 PM and Thursday 1:00-5:00 PM
Class Day & Hours: Tuesday 1:00 to 5:00 PM & online (see schedule)
Class Location: Health Sciences Building, Room 1305

Reasonable Accommodations
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ECU emergency weather information
Severe weather: http://www.ecu.edu/alert/
Emergency information hotline: 252-328-0062

Continuity of Instruction
In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me and a Blackboard Announcement that detail how we will communicate, where you can locate 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.

Texts and Readings


**Catalog Description/Prerequisites**

P: ADRE 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 education and supervision.

**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.


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](http://www.ecu.edu/cs-acad/acadprograms/catalogs.cfm).

**Course Plan/Structure**

This course will be taught through lectures (face to face and online), discussions, small-group activities, videos, guest presenters, and assigned readings.
Course Objectives: (*CACREP [2016] Standards noted*)
For each student to know/understand/apply/demonstrate/promote:

<table>
<thead>
<tr>
<th>Section 2: Professional Counseling Identity</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. 1. i. Ethical standards of professional counseling organizations and credentialing</td>
<td>Presentation and group facilitation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 6: Doctoral Standards (CACREP 2016)</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. 1. f. ethical and culturally relevant counseling in multiple settings</td>
<td>Presentation and group facilitation</td>
</tr>
<tr>
<td>B. 2. j. legal and ethical issues and responsibilities in clinical supervision</td>
<td>Presentation and group facilitation</td>
</tr>
<tr>
<td>B. 3. h. ethical and culturally relevant strategies used in counselor preparation</td>
<td>Presentation and group facilitation</td>
</tr>
<tr>
<td>B. 4. l. ethical and culturally relevant strategies for conducting research</td>
<td>Presentation and group facilitation</td>
</tr>
<tr>
<td>B. 5. l ethical and culturally relevant leadership and advocacy practices</td>
<td>Presentation and group facilitation</td>
</tr>
</tbody>
</table>

Course objectives beyond CACREP (2016) standards:

- Assess awareness of ethical issues in their personal and professional lives.
- Describe different ethical issues, and utilize and defend their chosen model of ethical decision making.
- Explain the relationship between professional counseling ethics and the law.
- Develop greater moral responsibility and the character strength to take action.
- Point out and tolerate ambiguity in the ethical decision making process.
- Choose an ethical decision making model considering the client’s disability, substance use, and/or clinical mental health needs.

Course Requirements

1. **Group facilitation and class leadership:** You will facilitate class or small group activities for the MS students each week as assigned. At the conclusion of the small group facilitation you will submit a participation grade for each MS student in your group. You will be expected to have a thorough knowledge of the subject to be able to lead effectively the group discussions on each topic.

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:
   - **C01 Introduction part 1**
   - **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. Each lecture will also incorporate Universal Design for Learning Guidelines: see [http://www.udlcenter.org/aboutudl/udlguidelines](http://www.udlcenter.org/aboutudl/udlguidelines)
3. **Quizzes:** You will develop and post at least two online quizzes (you may use the test bank) that correspond to your assigned lecture.

### Grading Policy/Scale

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitations (6 @ 50 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Online lectures (2 @ 200 points each)</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes (2 @ 42 points each)</td>
<td>84</td>
</tr>
<tr>
<td>DARS Faculty Evaluation</td>
<td>16</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>720-800</td>
</tr>
<tr>
<td>B</td>
<td>640-719</td>
</tr>
<tr>
<td>C</td>
<td>560-639</td>
</tr>
<tr>
<td>F</td>
<td>&lt;559</td>
</tr>
</tbody>
</table>

### Course Connection to Program Portfolio

Possible portfolio artifacts from this course include: Online Lectures

**Assignment Rubric and Areas to Assess**

8050 Lecture Rubric

<table>
<thead>
<tr>
<th>Online Lecture covers</th>
<th>DNME\textsuperscript{*}</th>
<th>MEx</th>
<th>EX\textsuperscript{X}</th>
<th>Possible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned topic</td>
<td></td>
<td></td>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Code of Ethics (ACA, CRC)</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>Points</td>
</tr>
<tr>
<td>Cultural and setting relevance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>for related topics</td>
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<tr>
<td>Supervision</td>
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<tr>
<td>Counselor education</td>
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<tr>
<td>Conduct of research</td>
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<tr>
<td>Leadership and advocacy</td>
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<tr>
<td><strong>Total</strong></td>
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<td></td>
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<td>200</td>
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</table>

\textsuperscript{*} 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.

PhD in Rehabilitation Counseling and Administration
Exceeds Expectations: Prepared, includes current topics and interesting/unique stories. Demonstrates deep understanding of the topic.

8050 Facilitation Rubric

<table>
<thead>
<tr>
<th>Facilitation related to</th>
<th>DNME*</th>
<th>MEx</th>
<th>EXEx</th>
<th>Possible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Code of Ethics (ACA, CRC)</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Cultural and setting relevance</td>
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<tr>
<td>Supervision</td>
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<tr>
<td>Counselor education</td>
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<tr>
<td>Conduct of research</td>
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<tr>
<td>Leadership and advocacy</td>
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<tr>
<td><strong>Total</strong></td>
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<td></td>
<td></td>
<td>50</td>
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</tbody>
</table>

* Legend: Does Not Meet Expectations: Unprepared, group is not challenged or off topic. Meets Expectations: Prepared, group is engaged and on topic. Exceeds Expectations: Prepared, interesting/unique questions, group comments positively about the experience.
### Course Schedule and Outline Summer 1, 2013*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>05/14</td>
<td><strong>Lecture &amp; discussion</strong></td>
<td><strong>Online lectures posted no later than 5/16 2:00 PM:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction &amp; review of syllabus</td>
<td>Ch 2 The Counselor as a Person and as a Professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch 1 Introduction to Professional</td>
<td>Ch 3 Values and the Helping Relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethics</td>
<td><strong>Quizzes open 05/16 2:00 PM close 05/21 2:00 PM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS student participation grades due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One page My Code of Ethics #1 paper due. SafeAssign opens 05/14 at 5:00 PM and closes 05/16/2013 at 5:00 PM.</td>
</tr>
<tr>
<td>2</td>
<td>05/21</td>
<td><strong>Lecture &amp; discussion</strong></td>
<td><strong>Online lectures posted no later than 5/23 2:00 PM:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters 2 &amp; 3</td>
<td>Ch 4 Multicultural Perspectives and Diversity Issues</td>
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<td></td>
<td></td>
<td></td>
<td>Ch 5 Client Rights and Counselor Responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS student participation grades due</td>
<td><strong>Quizzes open 05/23 2:00 PM close 05/28 2:00 PM</strong></td>
</tr>
<tr>
<td>3</td>
<td>05/28</td>
<td><strong>Lecture &amp; discussion</strong></td>
<td><strong>Online lectures posted no later than 5/30 2:00 PM:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters 4 &amp; 5</td>
<td>Ch 7 Managing Boundaries and Multiple Relationships</td>
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<td>Ch 10 Issues in Theory and Practice</td>
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<tr>
<td></td>
<td></td>
<td>MS student participation grades due</td>
<td><strong>Quizzes open 05/30 2:00 PM close 06/04 2:00 PM</strong></td>
</tr>
<tr>
<td>4</td>
<td>06/04</td>
<td><strong>Lecture &amp; discussion</strong></td>
<td><strong>Online lectures posted no later than 6/6 2:00 PM:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters 7 &amp; 10</td>
<td>Ch 6 Confidentiality: Ethical and Legal Issues</td>
</tr>
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<td></td>
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<td></td>
<td>Ch 8 Professional Competence and Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS student participation grades due</td>
<td>Ch 12 Ethical Issues in Group Work</td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>Quizzes open 06/06 2:00 PM close 06/11 2:00 PM</strong></td>
</tr>
<tr>
<td>5</td>
<td>06/11</td>
<td><strong>Lecture &amp; discussion</strong></td>
<td><strong>Online lectures posted no later than 6/13 2:00 PM:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters 6, 8, &amp;12</td>
<td>Ch 9 Issues in Supervision and Consultation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ch 11 Ethical Issues in Couples and Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS student participation grades due</td>
<td>Ch 13 Ethical Issues in Community Work</td>
</tr>
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<td><strong>Quizzes open 06/13 2:00 PM close 06/18 2:00 PM</strong></td>
</tr>
<tr>
<td></td>
<td>06/13</td>
<td>One page My Code of Ethics #2 paper due. SafeAssign opens 06/11 at 5:00 PM and closes 06/13/2013 at 5:00 PM. My 3 Minute Video on Ethics is due in Blackboard by 5:00 PM.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>06/18</td>
<td><strong>Lecture &amp; discussion</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters 9, 11, &amp; 13</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>MS student participation grades due</td>
<td></td>
</tr>
<tr>
<td>06/19</td>
<td></td>
<td>Final Exam opens 9:00 AM and closes</td>
<td>06/20 at 7:00 PM</td>
</tr>
</tbody>
</table>

* Class schedule may change and additional web sites/readings may be added. Any changes will be discussed in class or posted in Blackboard.
ADRE 8210: Advanced Pedagogy in Rehabilitation Counseling
Wednesday 2:00 – 5:00 PM, Room 4355 Health Sciences Building
Department of Addictions and Rehabilitation Studies
College of Allied Health Sciences
East Carolina University
Fall 2015

Instructor
Martha H. Chapin, Ph.D., LPC, CRC, NCC, CDMS
4425L Health Sciences Building
Office phone: (252) 744-6291
Fax number: (252) 744-6302
chapinn@ecu.edu
Office Hours: Tuesday 10:30 - 11:30 AM and 1:15 – 3:30 PM; Wednesday 9:30 – 10:30 AM and 1:00 – 1:45 PM; other hours by appointment.

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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).

Academic Integrity, Respectful Behavior, and Student Code of Conduct
Academic integrity and being respectful of others are expected standards of all students. Academic integrity includes no cheating, plagiarism, falsification of your work, or attempting to be dishonest. The Student Handbook (http://issuu.com/ecustudentaffairs/docs/at_the_helm) and the ECU Student Code of Conduct (http://www.ecu.edu/PRR/11/30/01) address expected student behavior at ECU and outline the academic integrity policies and procedures. If a violation occurs, at minimum, the student will receive a zero on the assignment in question and can fail the course as a consequence of their action(s). The case may also be referred to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing.

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, and arriving late to class 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 or may call the ECU CARES phone line at 252-737-5555.

ECU 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.

Purpose of the course
The purpose of this course is to support participants in becoming a more reflective and effective rehabilitation, substance abuse, clinical, and mental health counselor educators. We will address this goal by exploring the following themes: 1) conceptions of teaching; 2) key factors that relate to teaching, including the characteristics of learners in postsecondary educational settings, the learning process, and

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learning environments; 3) instructional design and planning; 4) strategies to encourage active, involved learning, including strategies involving lecturing, small groups, discussion, experiential learning, and educational technologies; 5) approaches to assessing learning; and 6) approaches to improving teaching through assessment and faculty learning and development; and 7) enhanced knowledge of the counseling profession in the role of an educator. Additionally, we will discuss obtaining employment as a rehabilitation, substance abuse, clinical, and mental health counselor educator and job requirements after obtaining employment.

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 also 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 particular settings.

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

**Text Required:**
Useful Resources:

Important
- 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 SafeAssign does not mean the assignment has been submitted. Fifteen points will be deducted from any assignment that is turned in after the classroom door has closed and will continue to be deducted 15 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 SafeAssign. Ten points will be deducted if required assignments are not uploaded to SafeAssign before the beginning of class.
- All submissions should be written in the style outlined in the Publication Manual of the American Psychological Association (APA), 6th edition and sources should be cited.
- 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.

SafeAssign Directions
You will be submitting some of your papers through SafeAssign which is part of Blackboard. SafeAssign is designed to aid in educating students about plagiarism and the importance of proper attribution of any borrowed content. SafeAssign is a plagiarism prevention service which helps educators detect unoriginal content in student papers. Additional information can be found at

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Use Google Chrome or Firefox to enter Blackboard and upload to SafeAssign. You may also want to complete a System Compatibility Check with Blackboard.

Students are given the opportunity to check a draft copy of their work prior to submitting the final paper by clicking on the >> View/Complete link >> under the appropriate Draft submission link, fill in the information, upload your file, and click submit. The draft will not be reviewed or graded by the instructor. After submitting a draft paper, you will receive a SafeAssign report within a few hours or longer, which will be accessible via Blackboard in the appropriate papers Draft section. You may want to submit a draft report to determine if you will experience any problems using SafeAssign prior to submitting your final draft.

Once your paper is in its final form click on the appropriate Final submission >> View/Complete link >> and submit your final version. On this screen you have the option to submit your paper to the Global Reference Database - check or leave blank. Do not wait until the last minute to upload your paper to SafeAssign in case you encounter difficulties with the upload.

Course Requirements
1. Classroom participation and discussion (5%)
   During each class meeting, students will have the opportunity to earn 10 points for class participation. Class meetings are very dynamic, involving discussion and group activities based on assigned readings. Therefore, active participation is greatly dependent upon an environment conducive to learning and free from distractions. 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.

2. Evaluation of syllabi (3%)  
   Due: September 9, 2015
   Visit the American Counseling Association (ACA)-Association for Counselor Education and Supervision (ACES) website to access syllabi: http://www.counseling.org/knowledge-center/clearinghouses/syllabus-clearinghouse. There is also a syllabus available at the National Clearinghouse of Rehabilitation Training Materials (NCRTM) https://ncrtm.ed.gov/SearchResults.aspx?st=syllabus. This presentation and paper will be graded using the attached rubric.

3. In-class Teaching Experience (15%)  
   Due: September 23, 2015
   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 this day. Each student will determine how to facilitate and guide the class’s consideration of the teaching topic. The approach you choose to teach about your topic should incorporate some of the strategies or ideas we have considered in the course. This presentation and paper will be graded using the attached rubric.

   Classroom Teaching Experience and Presentation (20%)  
   Due: November 11, 2015
   Each student will record a one hour or longer class presentation 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, complete a Mediasite Recording Form located on Blackboard. If you do not receive confirmation of your scheduled recording, please contact Jean Merenda, Educational Technologists, to confirm your scheduled date and time. Portable equipment can be used to record during the day. If recording will be done at night confirm that your class is in a recording capable room. If not,
contact the instructor or the Educational Technologist to arrange for your class to be moved on the night of your recording as portable equipment cannot be used in the evenings.

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 Blackboard and then given to Dr. Chapin on the day of your presentation. Additionally, you will develop a critique form to be completed by the students and faculty member at the conclusion of the teaching experience. The recording will be reviewed and critiqued in this class. This presentation and paper will be graded using the attached rubric.

4. **Syllabus Project and Presentation (15%)** Due: October 21, 2015

Each student will develop a course syllabus for a course they would like to teach and will present the syllabus to the class for critique and feedback. This syllabus, presentation, and paper will be graded using the attached rubric.

5. **Paper on Your Philosophical/Theoretical Approach to Teaching (10%)** Due: November 18, 2015

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

6. **Participation, Presentation & Paper on Teaching Mentor Experience (30%)** Due: December 14, 2015

The Advanced Pedagogy in Rehabilitation Counseling class requires working with a faculty member as a teaching assistant throughout the semester. This experience will be graded using the attached rubric.

7. **DARS Evaluation of Teaching Survey (2%)**

Students will complete the DARS Student Survey of Instruction. One week prior to Reading Day, students 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 your responses on the survey are confidential; I will only be informed of which students did not complete the assignment by the due date and will only be privy to the survey results after grades have been submitted usually the following semester.

**Grading Scale:**

90% - 100% = A  
80% - 89% = B  
70% - 79% = C  
69% and below = F

**Course Session Plan**

8/26  
Introduction, Course Outline, CORE and CACREP standards.  
*CACREP Standards* 3.a.; 3. d.

**Assignment: Positive Introduction Due** - Compose a one-half to one page Positive Introduction of you at your very best. It should tell a concrete story about a moment in time that shows you at your best and illustrates your highest strengths. The story should have a beginning, middle, and end with a bang, not a whimper. We will read the Positive Introductions in class.

**Readings:**


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9/2

CORE and CACREP Standards (cont.), Conceptions and Challenges of Teaching

**CACREP Standards** 3.a.; 3.d.

**Readings:** Svinicki & McKeachie – Chapter 1

- University of North Carolina at Chapel Hill Center for Faculty Excellence. This website offers a library of resources on teaching, research, and academic leadership. [http://cfe.unc.edu/index.html](http://cfe.unc.edu/index.html)

9/9

Course Design and Syllabus Development

**CACREP Standard** 3.d.

**Assignment:** Evaluation of syllabi

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

- Designing and Teaching a Courses in Speaking of Teaching, Stanford University Newsletter on Teaching: [http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/designing_and_teaching.pdf](http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/designing_and_teaching.pdf). Lots of additional teaching resources can be found at [http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/index.html](http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/index.html)
- New Faculty Orientation: ECU - Syllabus Guidelines and Information [http://www.ecu.edu/cs-acad/facultyorientation/syllabus.cfm](http://www.ecu.edu/cs-acad/facultyorientation/syllabus.cfm)
- Center for Teaching & Learning, University of Washington, Teaching Resources. [http://www.washington.edu/teaching/teaching-resources/](http://www.washington.edu/teaching/teaching-resources/)

9/16

Distance Learning – Jean Merenda, CAHS Educational Technologist

**CACREP Standard** 3.e.

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

- Faculty Focus: Online course design: 13 strategies for teaching in a web-based distance learning environment. [http://www.facultyfocus.com/](http://www.facultyfocus.com/) (An account will need to be created which will result in emails on all areas of interest that you indicate.)
- Faculty Focus: Synchronous and asynchronous learning tools: 15 strategies for engaging online students using real-time chat, threaded discussions and blogs. [http://www.facultyfocus.com/](http://www.facultyfocus.com/)

9/23 Teaching Strategies
**CACREP Standard 3.d.**
**Assignment:** In-class Teaching Experience
**Readings:** Svinicki & McKeachie – Chapter 4 - 6

9/30 Teaching Strategies (cont.)
**CACREP Standard 3.d.**
**Readings:** Svinicki & McKeachie 14 – 16, 18 – 19

10/7 Students as Learners
**CACREP Standard 3.c.**
**Readings:** Svinicki & McKeachie – Chapter 12 – 13, 20

Andragogy

Transformative Learning

10/14 Students as Learners (cont.)
**CACREP Standard 3.c.**
**Readings:** Svinicki & McKeachie – Chapter 11, 21

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Section IV, C. 2


- **Learning Styles.** Overview of instruments for determining a student's learning style. Read about visual, auditory, and kinesthetic learning styles and David Kolb’s Experiential Learning. [http://nwlink.com/~donclark/hrd/styles.html](http://nwlink.com/~donclark/hrd/styles.html)

- **Take this questionnaire to explore your learning preferences:**


- May want to review Bloom’s Taxonomy from Course Design and Syllabus Development lecture

- **Universal design:**

10/21 Syllabus Presentation and Assessment and Evaluation Techniques

**CACREP Standards 3.d., 3.f., & 3.g.**

**Assignment: Syllabus Presentation**

**Readings:** Svinicki & McKeachie – Chapter 7 – 10

10/28 Assessment and Evaluation Techniques (cont.)

**CACREP Standards 3.f. & 3.g.**


- 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)

11/4 Teachers as Learners

**CACREP Standard 3.h.**

**Readings:** Svinicki & McKeachie 22 - 23
• Teaching Perspectives Inventory: http://www.teachingperspectives.com/tpi/
  o 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/
• Writing a Philosophy of Teaching Statement (Ohio State University). Examples and suggestions for writing philosophy statements: http://ucat.osu.edu/read/teaching-portfolio/philosophy
• Faculty Focus Special Report – Philosophy of teaching statements: Examples and tips on how to write a teaching philosophy statement (2009): http://www.facultyfocus.com/

11/11  Teaching Presentation
CACREP Standard 3.b. & 3.d.
Assignment: Teaching Presentation

11/18  Searching for Employment
Assignment: Philosophical Approach to Teaching Paper

11/25  Thanksgiving Break

12/2  Teaching in the Academy
CACREP Standard 3.i.
Readings – Teaching in the Academy

Tenure and Promotion
Research

12/14  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.
Rubrics

### Classroom Discussion

<table>
<thead>
<tr>
<th>Areas to Address</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and demonstrate critical reading and listening strategies and actively participate in discussions of what was read and discussed during all classes, particularly contribute to discussions of:</td>
<td></td>
</tr>
<tr>
<td>• roles and responsibilities related to educating counselors (3. a.) - CORE/CACREP standards, Conceptions and Challenges of Teaching;</td>
<td></td>
</tr>
<tr>
<td>• models of adult development and learning (3. c.) - Students as Learners;</td>
<td></td>
</tr>
<tr>
<td>• instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3. d.) - Teaching Strategies</td>
<td></td>
</tr>
<tr>
<td>• effective approaches for online instruction (3. e.) - Distance Learning, screening, remediation, and gatekeeping functions relevant to teaching (3. f.) and assessment of learning (3. g.) - Assessment and Evaluation;</td>
<td></td>
</tr>
<tr>
<td>• ethical and culturally relevant strategies used in counselor preparation (3. h.) - Teachers as Learners; &amp;</td>
<td></td>
</tr>
<tr>
<td>• the role of mentoring in counselor education (3. i.) - Teaching in the Academy.</td>
<td>100</td>
</tr>
</tbody>
</table>

**Subtotal:**

**Points deducted:**
- 5/day if late to class, late returning from break, or for disruptive behavior

**Total:**

### Evaluation of Syllabi

<table>
<thead>
<tr>
<th>Areas to Address</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Syllabi - complete and submitted on time</td>
<td>100</td>
</tr>
</tbody>
</table>

**Presentation:**
- Bring in two syllabi that are in an area related to a Counselor Education course that you would like to teach.
- Show and discuss the syllabi chosen to the class.
- Critique the syllabi based on instructional and curriculum design, delivery, and evaluation methods relevant to counselor education, your readings, and class discussions (3.d.).

**Paper:**
- Critique the syllabi based on instructional and curriculum design, delivery, and evaluation methods relevant to counselor education, your readings, and class discussions (3.d.).

**Format:**
- APA

**Submission:**
- Upload to SafeAssign and give to the instructor.

**Subtotal:**
**In-class Teaching Experience**

<table>
<thead>
<tr>
<th>Areas to Address</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Teaching Experience - complete and submitted on time</td>
<td>100</td>
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</tbody>
</table>

**Presentation:**
Teach one of the teaching strategies (e.g., active learning, problem based learning, large classes, experiential approaches, and writing to enhance learning) while considering instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3.d.) your readings, and class discussions (3.d.).

Discuss the strengths and weaknesses of this teaching strategy.
Determine how to facilitate and guide the class’s consideration of the teaching topic to encourage effective adult development and learning (3.c.).
The class may be taught in-person, online, or using a hybrid learning experience. The approach you choose to teach about your topic should incorporate some of the strategies or ideas we have considered in the course.
Prepare a resource list relevant to your topic (this might include websites, articles, or books) to give to the class.

**Paper:**
**By Monday at 10:00 AM after the seminar**
Submit a 3 - 4 page paper describing your goals for the session, the rationale for using the particular teaching approaches chosen, your critique of the strengths and areas for improvement in your class presentation, and insights gained from planning and presenting the seminar.
Include a copy of your PowerPoint slides for review by the instructor.

**Format:**
APA

**Submission:**
Give to the instructor.

**Subtotal:**

**Points deducted:**
- 15/day if assignment is submitted late – assignment not accepted after 48 hours.

**Total:** /100

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**Classroom Teaching Experience and Presentation**

<table>
<thead>
<tr>
<th>Areas to Address</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Classroom Teaching Experience and Presentation - complete and submitted on time</td>
<td>100</td>
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</tbody>
</table>

**Classroom Teaching Experience:**
Record a one hour or longer class presentation in the class where you are completing your teaching experience considering models of adult development and learning (3. c.) and using pedagogy and teaching methods

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PhD in Rehabilitation Counseling and Administration
relevant to counselor education (3. b.).
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.
Develop a critique form to be completed by the students and faculty member at the conclusion of your teaching experience.

*Presentation to ADRE 8210:*
Select a section of this recording to be viewed and critiqued in ADRE 8201. The instructor will indicate the length of your lecture that can be viewed during the ADRE 8210 class session.

**Paper:**
Describe your reason for selecting this class and lecture topic, the models of adult development and learning considered (3. c.), the rationale for using the particular teaching approaches chosen in counselor education (3. b.), your critique of your strengths and areas for improvement in the class presentation, and insights gained from planning and presenting to the class.
Attach to your paper, the original critique forms completed by the students and faculty member in the class taught, plus a summary of the results.

**Format:**
APA

**Submission:**
Give to the instructor.

**Subtotal:**

**Points deducted:**
- 15/day if assignment is submitted late – assignment not accepted after 48 hours

**Total:**

### Syllabus Project and Presentation

<table>
<thead>
<tr>
<th>Areas to Address</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Project and Presentation - complete and submitted on time</td>
<td>100</td>
</tr>
<tr>
<td><strong>Syllabus:</strong></td>
<td>80</td>
</tr>
<tr>
<td>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.). The syllabus should be your own ideas and not just a modification of an existing syllabus. Locate an appropriate textbook and indicate how the textbook readings would be incorporated into the syllabus. Address CACREP/CORE standards in the syllabus.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>5</td>
</tr>
<tr>
<td>Present the syllabus to the class for critique and feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Paper:</strong></td>
<td>15</td>
</tr>
<tr>
<td>Write a paper analyzing the rationale for your decisions on the content of the syllabus including instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3. d.). Discuss the theories, principles, or ideas from the readings and course discussions that have influenced your plan or been incorporated into the</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Areas to Address</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus as well as how you will teach the course.</td>
<td></td>
</tr>
<tr>
<td><strong>Format:</strong></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td></td>
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<tr>
<td><strong>Submission:</strong></td>
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<tr>
<td>Give to the instructor.</td>
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</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Points deducted:</strong></td>
<td></td>
</tr>
<tr>
<td>- 100 if an existing syllabus was just modified.</td>
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<tr>
<td>- 15/day if assignment is submitted late – assignment not accepted after 48 hours.</td>
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<tr>
<td>- 10 if not uploaded to SafeAssign.</td>
<td></td>
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<tr>
<td><strong>Total:</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Philosophical Approach to Teaching Paper**

<table>
<thead>
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<th>Areas to Address</th>
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<tr>
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</tr>
<tr>
<td>State the philosophical/theoretical ideas that shape your teaching including your roles and responsibilities related to educating counselors (3.a.). Reflect on the reading, dialogue, and deep thinking in which you will be engaged as you participate in this course. Write so this 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.</td>
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<tr>
<td><strong>Format:</strong></td>
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<tr>
<td>2-4 pages</td>
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<tr>
<td>APA</td>
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<tr>
<td><strong>Submission:</strong></td>
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<tr>
<td>Uploaded to SafeAssign and give to the instructor.</td>
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<tr>
<td><strong>Subtotal:</strong></td>
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</tr>
<tr>
<td><strong>Points deducted:</strong></td>
<td></td>
</tr>
<tr>
<td>- 15/day if assignment is submitted late – assignment not accepted after 48 hours.</td>
<td></td>
</tr>
<tr>
<td>- 10 if not uploaded to SafeAssign</td>
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<tr>
<td><strong>Total:</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Participation, Presentation, & Paper on Teaching Mentor Experience**

<table>
<thead>
<tr>
<th>Areas to Address</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation, Presentation, &amp; Paper on Teaching Mentor Experience - complete and submitted on time</td>
<td>100</td>
</tr>
<tr>
<td><strong>Participation as a teaching assistant:</strong></td>
<td></td>
</tr>
<tr>
<td>Work with a faculty member as a teaching assistant throughout the semester to understand the role of mentoring in counselor education (3. i.).</td>
<td>70</td>
</tr>
</tbody>
</table>
Assist with class presentations, grading, and other activities to gain a full understanding of the teaching process.
Complete student evaluation form on Blackboard.
Have faculty member complete faculty evaluation on Blackboard and provide a grade for your participation this semester.

<table>
<thead>
<tr>
<th><strong>Presentation</strong></th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. 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 may be areas to address as well as knowledge of techniques for helping students develop into competent rehabilitation professionals and counselors (3. b. ).</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Paper:</strong></th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document your teaching experience, describe the activities performed throughout the semester, indicate what was learned, your strengths, areas for improvement, and documentation of days missed.</td>
<td></td>
</tr>
</tbody>
</table>

**Format:**
APA

**Submission:**
Give to the instructor.

**Subtotal:**

**Points deducted:**
- 15/day if assignment is submitted late – assignment not accepted after 48 hours

**Total:** /100
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: http://www.counseling.org/careers/job-listings
- NCRE Job Board: http://www.ncre.org/jobboard.html

Salary Information

Faculty Focus Special Reports http://www.facultyfocus.com/:
- Course design and development ideas that work. (2010).
- 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.
- Teaching mistakes from the college classroom. (2010).

Articles

Globalization in Adult Learning articles

PhD in Rehabilitation Counseling and Administration


East Carolina University
College of Allied Health Sciences
Department of Addictions and Rehabilitation Studies
ADRE 8360 (3 hrs)
Advanced Practicum
Fall 2015

**Instructor:** Lloyd Goodwin, Ph.D., LPCS, LCAS, CCS, CRC-CS, MAC, ACS

**Phone Number:** 252-744-6202

**E-mail Address:** goodwinl@ecu.edu

**Office Location:** Health Sciences Building, Room 4440

**Office Hours:** By appointment

**Class Day & Hours:** 6-9 pm Tuesday

**Class Location:** Health Sciences Building, Room 4410 E

**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).

**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.

**Required Texts:**


Readings and videos on Blackboard (Bb) / American Counseling Association Membership

PhD in Rehabilitation Counseling and Administration
Catalog Description/Prerequisites:
Prerequisite: Enrollment in the Professional Counselor Preparation concentration of the PhD in Professional Counselor Preparation and Leadership program. 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.

Purpose of the Course:
Students enrolled in the Professional Counselor Preparation concentration of the PhD in Professional Counselor Preparation and Leadership 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 practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the student’s practicum, supervision will occur as outlined in CACREP entry-level standards III.A and III.C–E. Please note that the use of student supervisors is not allowed in this course.

The purpose of this course is to gain counseling knowledge and skills through supervised practice. This is a continuation of the counseling skills and theories learned in the Addictions, Clinical, Rehabilitation, and Career Counseling Theories courses, as well as the Advanced Clinical Counseling Theories and Techniques course. In addition, this course will allow students to explore issues and topics currently important in substance abuse and clinical counseling, and rehabilitation and career counseling.

Professionalism, Student Conduct and Academic Integrity:

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.

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

The Student’s Practicum Includes:
1. forty hours of direct service (average of 3 hours/week for 15 weeks) with clients, including experience in individual and group counseling;
2. weekly supervision with an average of one hour per week of individual and/or triadic supervision with a faculty member or a doctoral student supervisor working under the supervision of a faculty member;
3. three hours per week of group supervision provided by a faculty member and
4. an evaluation of the student’s performance throughout the practicum including a formal evaluation after the student completes the practicum.

Field-Site Supervisor Qualifications
1. Field-site supervisors should hold a graduate degree in a mental health discipline (e.g. counseling, psychology, social work);
2. have a minimum of 2 years of relevant clinical counseling experience;
3. hold a license (e.g. LPC, LCAS) or certification (e.g. CSAC, CRC) in their professional discipline;
4. have knowledge of the SACC/RC programs’ expectations, requirements, and evaluation procedures for students; and
5. have relevant training in counseling supervision.
Faculty Qualifications:
1. Faculty teaching the practicum course should hold a doctoral degree and/or appropriate clinical experience and preparation;

2. have relevant professional experience and demonstrated competence in counseling; and

3. have relevant training and supervision experience.

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

1. a setting for individual and group counseling with assured privacy and sufficient space for appropriate equipment;

2. necessary and appropriate technologies that assist learning (audio, video, and telecommunications equipment);

3. a settings with observational and interactive supervision capabilities; and

4. procedures that ensure that the client’s confidentiality and legal rights are protected.

Orientation of Field Site Supervisors:
The expectations and requirements of the practicum course are provided primarily by the Practicum Manuals developed by the directors of the Substance Abuse and Clinical Counseling program and the Rehabilitation and Career Counseling Program. Assistance, consultation, and professional development opportunities are provided by faculty to field site supervisors.

Student Responsibilities:
1. Students are responsible for setting up field placements in consultation with their faculty advisor and practicum instructor, securing clients, and scheduling counseling session appointments.

2. Students are responsible for keeping confidential information and case files on clients. Students are to use client initials or a coding system for the client name and remove any identifying information such as name, family member names, address, phone, and social security number.
3. Students must attend the weekly class meetings for counseling skill training, practice sessions, and to learn from the critiqued tapes.

Course Objectives: *(CACREP [2016] Standards noted)*

The primary objectives of this course are for students to know/understand/apply:

<table>
<thead>
<tr>
<th>Doctoral Level Practicum Standards (2016)</th>
<th>Means of Assessment</th>
</tr>
</thead>
</table>
| 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. | • Master Practicum Hours Summary Sheet  
• Mid-term and final evaluation forms completed by faculty and field-site supervisors  
• Ongoing supervision by field-site and faculty supervisors  
• Field sites are approved by faculty instructor, faculty advisor and student. |
| 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. | • Supervisors’ resumes  
• Mid-term and final evaluation forms completed by faculty and field-site supervisors  
• Students meet 1 hour weekly individually or triadically with faculty supervisor  
• Students meet 2 hours and 40 minutes each week in group supervision and seminar |
| 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. | • Supervisors’ resumes  
• Signature page of practicum manual signed by student, field-site supervisor and faculty supervisor  
• Supervisors’ resumes and attendance at DARS department sponsored clinical supervision trainings |
| 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. | • Master Practicum Hours Summary Sheet initialed by supervisors  
• Practicum Supervision Log signed by supervisor |
| 6.C.5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be | • Master Practicum Hours Summary Sheet initialed by faculty supervisor |
performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

6.C.6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

- Department secretary verifies that each doctoral student is covered by liability insurance

Course Requirements:

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 one client presentation during class. This should include a segment of a taped counseling session and background information (assessment summary, multi-model, case/progess note) on client.

3. **Summary Evaluation of Practicum Experience:**
   Complete a summary report (2-3 pages) of the practicum experience including a reflection of: a) the seminar/group supervision, b) field-site experience and supervision, c) supervision from the doctoral student and d) general comments. 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 sited for Practicum and Internships for future student to review when selecting a field site. **To be turned in during the final class period.**

4. **Professional Organization:** Students will research the American Counseling Association (ACA) (history, mission, goals, divisions, and benefits of membership) and select one division they would like to join. Students will write a one page summary about ACA and why they want to join that given division. Students must join ACA (joining a Division is optional) and show proof of membership to the instructor by 10-08-14.

Practicum Requirements:

1. **Practicum Hours** - Minimum of eight (8) hours per week at the 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.
Site supervisors will complete a mid-semester and final semester evaluation form highlighting the student’s performance.

2. **Reports** - The following records are to be completed and turned in with each taped session.

- **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 and turned in (with proper blocking out of identifying information) with each taped session.

- **Complete Client File Records for Class**
  You will turn in no less than 4 and not more than 6 complete client records to demonstrate a working knowledge of appropriate client record keeping. **Complete client folders will contain:**
  - Assessment Summary – on each client
  - Treatment/Rehabilitation Plan – on each client
  - Case/Progress Notes – on each client - for each counseling session and all client contacts
  - Discharge Summary/Termination
  - *Cognitive Self-Assessment Inventory (optional)*
  - *Multimodal Life History Questionnaire – (optional)*
  - Client-Feedback and Self-Review forms for each taped counseling session
  - Consent for Taping Release Form (to be filed in the client’s agency chart)
  - Signed Consent for Release of Information forms
    *The above information must be completed by you not another counselor.
  - Psychological and/or Medical Evaluations (if available)
  - Psychological tests/inventories (if used)
  - Copies of handouts for bibliotherapy (if used)

3. **Video/Audio tapes** – Video/Audio tapes will be made of counseling sessions for review before the class, instructor and individual supervisor. **If audio tapes are made and 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:

| First tape: | Class #7 |
| Second tape: | Class #10 |
| Third tape: | Class #12 |
| Fourth tape: | Class #14 |

PhD in Rehabilitation Counseling and Administration
**When you turn in your tape, you must turn in the accompanying file folder.**

**Grading Policy:**

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

1. In-class practice and demonstration sessions of counseling skill/intervention.

2. Tapes of counseling sessions played in class

3. Four taped counseling sessions.

4. Case recording (e.g. assessment summaries, treatment plans, and termination reports).

5. Demonstrating the ability to establish a working relationship with clients.

6. Demonstrating the ability to choose appropriate technique, materials, and instruments.

7. Demonstrating the ability to work in harmony with the field and faculty supervisors and fellow students.

8. Demonstrating the ability to accept and act on constructive criticism.

9. Demonstrating the ability to evaluate his or her effectiveness.

***There are no incompletes given for this course unless under unusually dire straits. The majority of the grade is based on counselor skill level and development.***

* Advanced Practicum Course Outline  
(CACREP [2016] STANDARDS noted)

**Substance Abuse and Clinical Counseling (SACC)**
**Rehabilitation and Career Counseling (RCC)**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS/ READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-25-15</td>
<td>Introduction to the course</td>
<td>See Handouts posted on Bb and DARS website &gt; Supervision Forms</td>
</tr>
<tr>
<td></td>
<td>- Review of syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discussion of Practicum sites &amp; guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Review of information packet</td>
<td></td>
</tr>
</tbody>
</table>
- **Section 2**: PROFESSIONAL COUNSELING IDENTITY. COUNSELING CURRICULUM. F.1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE. c. d. j.; F.5. COUNSELING AND HELPING RELATIONSHIPS. g. m. n.; F.2. SOCIAL AND CULTURAL DIVERSITY. f. h.

- **Section 5**: C. CLINICAL MENTAL HEALTH COUNSELING (CMHC). 1. FOUNDATIONS. c.; 2. CONTEXTUAL DIMENSIONS. a. f. l. 3. PRACTICE. e.

9-1-15 - Continue with review of the information packet
- Review of intentional interviewing & counseling skills  
  - Ivey & Ivey Chapters 1-7
- Practice of interviewing/counseling skills
  - **Section 5**: C. CMHC. 2. CONTEXTUAL DIMENSIONS. e. k. m.

9-8-15 - Practicum site discussion  
  - Hackney & Cormier
  - Characteristics of effective helpers, professional roles & functions
  - Stages & skills of counseling (structuring a counseling session)
    - **Section 5**: C. CMHC. 3. PRACTICE. c. d.

  - Hackney & Cormier Chapters 3 & 4
- Review of intentional interviewing & counseling skills
  - Practice of interviewing/counseling skills  
    - Ivey Chapters 1-7
    - **Section 5**: C. CMHC. 3. PRACTICE. b.

9-22-15 - Practicum site discussion
  - Hackney & Cormier
  - Assessing client problems & developing goals
    - Chapters 5 & 6
  - **Section 2**: PROFESSIONAL COUNSELING IDENTITY. COUNSELING CURRICULUM. F. 7. ASSESSMENT AND TESTING. e. i. j. k. l. m..
  - **Section 5**: C. CMHC. 3. PRACTICE. a.

9-29-15 - Cont. with assessment & goals  
  - Hackney & Cormier Chapter 7
- Counseling strategies & interventions
- Case presentation review
  - **Section 5**: C. CMHC. 2. CONTEXTUAL DIMENSIONS. b. d.

10-6-15 - Practicum site discussion  
  - Ivey & Ivey Chapters 9 & 10
  - Focusing a session/Confrontation  
    - Hackney & Cormier Chapter 8
- Affective Interventions
  - **Section 5**: C. CMHC. 3. PRACTICE. b.
  - Joining ACA Due

10-13-15 No Class (fall break)

10-20-15 - Practicum site discussion  
  - Tape 1 is due
- Student Tape Presentation # 1 & 2
  - **Section 5**: C. CMHC. 2. CONTEXTUAL DIMENSIONS. b. d. 3. PRACTICE. b.

PhD in Rehabilitation Counseling and Administration
10-27-15  - Brief site discussion  
- Student Tape Presentation # 3  
- Cognitive Interventions  
  •  *Section 5: C. CMHC. 2. CONTEXTUAL DIMENSIONS. b. d. 3. PRACTICE. b.*

11-03-15  - Brief site discussion  
  •  *Tape 2 is due*  
- Student Presentation # 4  
- Behavioral/Systemic Interventions  
  •  *Section 5: C. CMHC. 2. CONTEXTUAL DIMENSIONS. b. d. 3. PRACTICE. b.*

11-10-15  - Practicum site discussion  
- Student Presentation # 5 & 6  
  •  *Section 5: C. CMHC. 2. CONTEXTUAL DIMENSIONS. b. d. 3. PRACTICE. b.*

11-17-15  - Practicum site discussion  
  •  *Tape 3 is due*  
- Student Presentation # 7 & 8  
  •  *Section 5: C. CMHC. 2. CONTEXTUAL DIMENSIONS. b. d. 3. PRACTICE. b.*

11-24-15  - Practicum site discussion  
- Termination & Follow-up  
  •  *Section 5: C. CMHC. 3. PRACTICE. b.*

12-01-15  - Practicum site discussion  
  •  *Tape 4 Summary evaluation is due*  
- Counselor Supervision, Consultation, Advocacy, Credentialing, Managed Care, and Professional Organizations  
  •  *Section 5: C. CMHC. 2. CONTEXTUAL DIMENSIONS. c. k. 3. PRACTICE. e.*

12-8-15  - Practicum site discussion  
- Counselor Supervision, Consultation, Advocacy, Credentialing, Managed Care, and Professional Organizations  
  •  *Section 5: C. CMHC. 2. CONTEXTUAL DIMENSIONS. b. c. d. k. 3. PRACTICE. b.*

* Schedule is tentative and is subject to change. Additional readings such as journal articles or handouts may be added throughout the semester*
Instructor: Shari Sias, Ph.D., LPC
Phone Number: 252-744-6304
E-mail Address: siass@ecu.edu
Office: Health Sciences Building, Room 4425M
Office Hours: Tuesday 9 – 11 am and 1 – 5 pm
Class Day & Hours: Monday 2 – 5 pm
Class Location: Room 4355

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, phone number (252) 737-1016 (Voice/TTY).

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Required Texts:


Course Description:
ADRE 8380 – Rehabilitation Counseling Supervision
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.

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

PhD in Rehabilitation Counseling and Administration
Professionalism, Student Conduct and Academic Integrity:
In this course, you are entering an experience that involves role-playing and practicing of family counseling skills. Student colleagues may share something personally important and confidential. It is your duty 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 or may call 252-737-5555.

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.

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

Course Objectives: (CACREP [2016] Standards noted)
As a result of this course, students will be able to understand/explain/apply:

<table>
<thead>
<tr>
<th>Doctoral Professional Identity – Supervision (CACREP 2016)</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2.a. purposes of clinical supervision</td>
<td>Supervision Model Paper</td>
</tr>
<tr>
<td>B.2.b. theoretical frameworks and models of clinical supervision</td>
<td>Supervision Model Paper</td>
</tr>
<tr>
<td>B.2.c. roles and relationships related to clinical supervision</td>
<td>Supervision Model Paper &amp; Supervision of Practicum Students and Session Presentations</td>
</tr>
<tr>
<td>B.2.d. skills of clinical supervision</td>
<td>Supervision of Practicum Students and Session Presentations</td>
</tr>
<tr>
<td>B.2.e. opportunities for developing a personal style of clinical supervision</td>
<td>Supervision of Practicum Students and Session Presentations</td>
</tr>
<tr>
<td>B.2.f. assessment of supervisees’ developmental level and other relevant characteristics</td>
<td>Supervision Model Paper &amp; Supervision of Practicum Students and Session</td>
</tr>
</tbody>
</table>

PhD in Rehabilitation Counseling and Administration
| B.2.g. modalities of clinical supervision and the use of technology | Presentations |
| B.2.h. administrative procedures and responsibilities related to clinical supervision | Supervision Model Paper |
| B.2.i. evaluation, remediation, and gatekeeping in clinical supervision | Supervision Model Paper & Supervision of Practicum Students and Session Presentations |
| B.2.j. legal and ethical issues and responsibilities in clinical supervision | Supervision Model Paper & Supervision of Practicum Students and Session Presentations |
| B.2.k. culturally relevant strategies for conducting clinical supervision | Supervision Model Paper & Supervision of Practicum Students and Session Presentations |
| B.4.h. professional writing for journal and newsletter publication | Supervision Article Critiques & Supervision Manuscript |

**Course Requirements:**

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.

2. **Supervision of Practicum Students and Supervision Session Presentation(s):**
   (100 pts)
   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).

**Videotapes** – Videotapes of supervision sessions will be made for review before the class and instructor.

<table>
<thead>
<tr>
<th>First tape</th>
<th>Second tape</th>
<th>Third tape</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-5-15</td>
<td>10-26-15</td>
<td>11-09-15</td>
</tr>
</tbody>
</table>

Students will be required to **present taped supervision session** during class. The presentation should include a segment of the taped supervision session and background information concerning the supervisor and supervisee goals. **Students are to have reviewed the tape prior to the class presentation** and have questions or areas for instructor and peer feedback ready in advance.
### Supervision Session Tape Review Rubric

<table>
<thead>
<tr>
<th>Supervision Tasks/Interventions</th>
<th>Number of Times Used</th>
<th>Not Observed</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INITIAL SUPERVISORY SESSION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.)</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Development of supervisor/supervisee relationship (introduce self, discuss past counseling/supervisory experience, theory of choice, etc.)</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Discussion of case and tape reviews</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Review Mid-term/Final Evaluation Form</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mutual goal setting</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Discuss supervisee learning style</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>ONGOING SUPERVISION SESSIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Monitoring client welfare</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>*Encouraging compliance with legal, ethical, &amp; professional standards</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>*Teaching therapeutic skills and building the supervision/supervisee relationship</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>*Providing regular feedback</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
3. **Personal Counseling Supervision Model Paper: (50 pts)**

Each student will develop a scholarly paper that introduces his or her primary counseling supervision model. More specifically, the paper should clearly present your personal model of clinical supervision. The paper should also discuss other issues relating to your supervision model, such as addressing transference, counter-transference, the parallel process, legal and ethical matters, and dual relationships. Further, your paper should review potential strengths and limitations of your counseling supervision model and implications for counselor educators and supervisors.

This assignment is a scholarly work; therefore, you will be expected to apply APA style guidelines and to cite relevant research and existing supervision models to support your statements. The paper (in manuscript format) should be 6 - 10 pages, not counting the title page. Keep the paper’s title and headings within the paper as short as possible. Double-space all material, including references and quotations (1 inch margins, 12-pt typeface, Times New Roman font). Place the paper's title on a separate page and include the author’s name, contact information, course number and title, course instructor, semester, and running head. **An electronic copy of the paper is due in the SafeAssign section of Blackboard by 11-2-15 and a hard copy is due at the same time.** SafeAssign is plagiarism detection software imbedded in Blackboard that the Department of Addictions and Rehabilitation Studies is using.

<table>
<thead>
<tr>
<th>Supervision Model Paper Rubric and Areas Address</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Introduction to supervision and supervision model</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Relevance/appropriateness of supervision model (rationale)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Review of theoretical foundation and central tenets of supervision model</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Research supporting the validity and</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
effectiveness of your supervision model

Clear description of the application and evaluation of your supervision model

Review of practical challenges relating to your supervision model (i.e., transference, counter-transference, the parallel process, legal and ethical matters, and dual relationships)

Discussion of potential limitations and strengths of your supervision model

Brief conclusion

References

4. Supervision Article Critiques: (25 pts each)

Each student will critique two (2) refereed research journal articles related to specific issues in counselor supervision (e.g., diversity in the supervision process; supervision in mental health, substance abuse, or rehabilitation; effective qualities of counseling supervisors). Place the citation of the article according to APA Publication Manual guidelines at the top of the paper, followed by the three page critique of each reviewed article (double-spaced, Times New Roman font, 12-pt., 1-inch margins on all sides). Be prepared to facilitate a discussion about the content of the each article. Please provide copies of your article critiques for each class member.

Supervision Article Critique #1

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Strong</th>
<th>Satisfactory</th>
<th>Poor / Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Appropriate APA (2001) Reference</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2  Rationale for Selecting Article</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3  Description &amp; Critique of Research Methodology</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>4  Description of Research Findings</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5  Informed Review of Articles Strengths &amp; Limitations</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6  Logical Implications for Counselor Education &amp; Supervision</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>7  Adherence to Publication Manual (APA, 2001)</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8  Overall Clarity &amp; Readability</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Supervision Article Critique #2

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Strong</th>
<th>Satisfactory</th>
<th>Poor / Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Appropriate APA (2001) Reference</td>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2  Rationale for Selecting Article</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
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<td>2</td>
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<tr>
<td>4  Description of Research Findings</td>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>7  Adherence to Publication Manual (APA, 2001)</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

PhD in Rehabilitation Counseling and Administration
5. **Supervision Manuscript: (100 pts)**
Students will develop a manuscript that synthesizes, not simply summarizes, a supervision topic. The manuscript should be between 15 - 20 pages in length and be appropriate for publication in a peer reviewed journal. The manuscript should be written following the most current APA style.

Prior to final submission, students must have a peer in the course review their manuscript and provide feedback. An alternative to having a peer edit the manuscript is to have the manuscript edited by the ECU writing center. For the final as assignment, in addition to the manuscript and proof of editing, students will submit all items necessary (e.g., letter to the editor) for submission at chosen submission location. Students may submit his/her manuscript for publication in a refereed scholarly journal. **An electronic copy of the paper is due in the SafeAssign section of Blackboard by 12-14-15 and a hard copy is due at the same time.**

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

*The grade on assignments turned in late will be reduced by one letter grade for EACH DAY the assignment is late. After four (4) days late, assignments will not be accepted.*

**Extra credit projects WILL NOT be offered for this course.**

**Grading Policy:**
At the conclusion of the semester, all points are totaled and a percentage score is calculated. The grade ranges for percentage scores are as follows:

<table>
<thead>
<tr>
<th>Percent of total points</th>
<th>Grade assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Assignments**

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision Progress Notes &amp; Session Presentation(s)</td>
</tr>
<tr>
<td>Article Critiques</td>
</tr>
<tr>
<td>Supervision Model Paper</td>
</tr>
<tr>
<td>Supervision Manuscript</td>
</tr>
<tr>
<td>DARS Student Survey</td>
</tr>
<tr>
<td><strong>Total Points Available</strong></td>
</tr>
</tbody>
</table>
*ADRE 8380 - Rehabilitation Counseling Supervision
Course Outline

WEEK | TOPIC(S) | ASSIGNMENT(S)/READINGS
--- | --- | ---
8-24-15 | Introduction to the Course
- Review of Syllabus
- Overview of Supervision |
8-31-15 | Introduction to Clinical Supervision
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapter 1
- Borders & Brown Chapter 1, pages 1-6
- Complete Self-Assessment Resume & Self-Assessments of Knowledge, Skills & Abilities (Table 1.1, 1.2 & 1.3) |
9-7-15 | Labor Day – No class |
9-14-15 | Supervision Models
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapter 2
- Borders & Brown – Chapter 1, pages 7-17
- Development of Supervision Disclosure Statement for Practicum and Licensure Supervision
- Begin scheduling supervision appointments with Practicum Students |
9-21-15 | Processes and Issues of the Supervisory Triad and Dyad
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapter 3
- Borders & Brown – Chapter 2 |
9-28-15 | Supervisee and Supervisor Factors Affecting the Relationship
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapter 4
- Borders & Brown – Chapter 5 |
10-5-15 | Multicultural Supervision
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapter 5
- Supervision Tape 1 is due |
10-12-15 | Fall Break – No Class |
10-19-15 | Writing of Personal Model Papers
10-26-15  TOPIC(S)
Organizing the Supervision Experience
Videotape Presentation # 1: ____________________________
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapter 6  
- Supervision Tape 2 is due

11-2-15  TOPIC(S)
Supervision Interventions
Videotape Presentation # 2: ____________________________
ASSIGNMENT(S)/READINGS
- Borders & Brown – Chapter 3
- Personal Counseling Supervision Model paper is due

11-9-15  TOPIC(S)
Individual, Group, and Live Supervision
Videotape Presentation # 3: ____________________________
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapters 7, 8, 9
- Borders & Brown – Chapter 4
- Supervision Tape 3 is due

11-16-15  TOPIC(S)
Evaluation
Videotape Presentation # 4: ____________________________
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapter 10
- Borders & Brown – Chapter 7

11-23-15  In class review/discussion of supervision manuscripts

11-30-15  TOPIC(S)
Ethical and Legal Foundations for Supervision
ASSIGNMENT(S) / READINGS
- Bernard & Goodyear – Chapter 10
- Borders & Brown – Chapter 6

12-7-15  TOPIC(S)
Teaching and Researching in Supervision
ASSIGNMENT(S)/READINGS
- Bernard & Goodyear – Chapter 12

12-14-15  Course Wrap-up
Supervision Manuscript is due

* Schedule is tentative and subject to change. Additional readings such as journal articles and/or handouts may be added throughout the semester.
Instructor: Stephen J. Leierer, Ph.D.
Associate Professor, Department of Addictions and Rehabilitation

Phone Number: 252-744-6298
E-mail Address: leierers@ecu.edu
Office Location: Health Sciences Building, Room 4425C
Office Hours: By appointment.
Class Day & Hours: Tuesday 3:00 pm – 6:00 pm
Class Location: Health Sciences Building, Room 2350

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Required Texts


Internet Links to online research methods knowledge base:
1. http://www.socialresearchmethods.net/kb/

Recommended

PhD in Rehabilitation Counseling and Administration
Course Description and Broad Objectives
The purpose of 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 healthy populations will be addressed. More specifically, the primary learning objectives includes, but is not limited to the following:

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

At the completion of 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 test use, especially with regard to different genders and racial/ethnic groups;
(f) have the skills required to develop tests for use in research or application; and
(g) complete two drafts of Methods chapter 3 simulation.

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 first 15 minutes, you should address the following topics:
      i. Theoretical and clinical background for the study,
      ii. Problem statement/Study justification,
      iii. Research questions/Hypotheses.
2. During the second 10 minutes, you should make a powerful and logical argument explaining why the inventory or test that you have selected is the best way to collect and analyze the data to answer your research questions.

3. During the final 35 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 the limitations of your study by Dr. Leierer and the other students in the class. Both the presenter and students asking the questions will be evaluated during this part of the presentation.
   i. Population
   ii. Sampling
   iii. Instrumentation (most important 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 included:
   1. Clinical and theoretical of 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 REHB 8240)
   7. Procedures
   8. Statistical analysis
   9. Limitations and ethical considerations.
   10. Check points for the third chapter
      a. First draft (student critique) of your paper is due on March 22, 2016.
      b. Critique of first draft (Dr. Leierer’s critique) of your paper will be due on April 1??
      c. Second critique will be due on April 12??

11. Method section write-up (50 points)
   a. Draft 1 ----15 points
   b. Critique --10 points
   c. Draft 2----25 points

D. **Mid-Term Examination**-This examine will focus on concepts relates to (1) reliability, (2) internal validity, (3) external validity, and (4) limitations of the study.

E. **Final Examination**-Comprehensive Examination Simulation (10 points)

F. **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. Survey opens 10 days before ECU Reading Day. Survey closes on Reading Day (2 points).
GRADING SCALE

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Comps Preparation</td>
<td>18</td>
</tr>
<tr>
<td>Method Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Mid-term (Comps Simulation I)</td>
<td>05</td>
</tr>
<tr>
<td>Method section write-up:</td>
<td>50</td>
</tr>
<tr>
<td>DARS Teaching Survey Evaluation</td>
<td>02</td>
</tr>
<tr>
<td>Final Examination (Comps Simulation II)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
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</tr>
</tbody>
</table>

<table>
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<th>Grade</th>
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<td>90-100</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>60&lt;</td>
<td>F</td>
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## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
</tr>
</thead>
</table>
| Week 1-Jan 12 | Introduction  
Cleaning the Data  
Descriptive Statistics | Cleaning Data              |
| Week 2-Jan 19 | Test Scores And What They Mean  
Basic Concepts Of Psychological Assessment |                           |
| Week 3 Jan 26 | HWK 3 Identifying & Operationalizing Research Topics  
HWK 4 Choosing Research Design | HWK-3 & 4                  |
| Week 4-Feb 2  | HWK 5 Validity Issues in Research Design  
HWK 6 Ethical Issues in Counseling Research | HWK-5 & 6                  |
| Week 5-Feb 9  | HWK 19 Design Issues Related to Counseling Process Research  
HWK 20 Scale Construction. | HWK-19 & 20 Mid_term       |
| Week 6-Feb 16 | Career And Life Planning Assessment | Strong Interest Inventory  
Writing Club                  |
| Week 7-Feb 23 | Personality Assessment  
• Objective Assessment  
• Subjective Assessment | MMPI, Projective Tests  
Writing Club                  |
| Week 8-Mar 01 | GAIN SS-  
• Theoretical Foundation  
• Treatment Application  
• Psychometric Considerations | GAIN_SS  
Writing Club                  |
| Week 9-Mar 08 | SPRING BREAK                               |                           |
| Week 10-Mar 15 | Student Presentations-I                     |                           |
| Week 8-Mar 22 | Student Presentations-II                    | Draft 1—Due               |
| Week 11 March 29 | In-class critique                           | Peer Critique  
Reviewed in Class       |
| Week 12-April 05 | HWK 15 Conceptual & Methodological Issues Related to Multicultural Research |                           |
| Week 13-April 12 | Individual Meeting Specifics Issues         | Draft 2-Due               |
| Week 14 April 19 | Review For The Final Examination            |                           |
| Week 15 April 26 | TBA                                         |                           |
| Week 15-May 3 | Final Exam                                  | Final Exam                |
East Carolina University
College of Allied Health Sciences
Department of Addictions and Rehabilitation Studies
Substance Abuse and Clinical Counseling Program
Rehabilitation and Career Counseling Program
ADRE 8550 --Advanced Research in Rehabilitation– 3 hrs
Spring Semester

Instructor: Stephen J. Leierer
Phone Number: 252-744-6298
E-mail Address: leierers@ecu.edu
Office Location: Health Sciences Building, Room 4425-C
Office Hours: By appointment
Class Day & Hours: Thursday 9 – 12 pm
Class Location: Health Sciences Building, Room 4425-Q

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Required Texts and Materials:


Catalog Description/Prerequisites:

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.

Course Description:

This course is a doctoral level research seminar for rehabilitation counseling and rehabilitation administration students. It is intended to promote development of skills in critiquing, summarizing and designing research. Emphasis is placed on developing conceptual understanding of major quantitative and qualitative methods in order 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 a specific research question and design a study to address their question.

Professionalism, Student Conduct and Academic Integrity:


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 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.

Course Plan/Structure:
This course will be taught through lectures, discussions, small group activities, videos, and assigned readings.

Course Objectives:
This course uses a career development approach as it relates to the content areas in the CACREP and CORE accreditation standards. Pre-professionals will be offered the knowledge and skills to work with clients in a person-centered, realistic, and practical manner. The intention is to assist clients in preparing for, obtaining, and maintaining employment, as well as dealing with concerns in transitional employment. More specifically, the primary learning objectives includes, but is not limited to the following:

<table>
<thead>
<tr>
<th>Section 6: Doctoral Standards (CACREP 2016)</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. 4. c. Compare qualitative designs and approaches to qualitative data analysis</td>
<td>Review of Literature Assignment</td>
</tr>
<tr>
<td>B. 4. d. Assess emergent research practices and processes</td>
<td>Review of Literature Assignment</td>
</tr>
<tr>
<td>B. 4. e. Analyze models and methods of instrument design</td>
<td>Review of Literature Assignment</td>
</tr>
<tr>
<td>B. 4. g. Formulate research questions appropriate for professional research and publication</td>
<td>Research Presentation</td>
</tr>
<tr>
<td>B. 4. l. Know and apply ethical and culturally relevant strategies for conducting research</td>
<td>Review of Literature Assignment</td>
</tr>
</tbody>
</table>

Course Requirements
1. **Active Class Participation (15% Of Course Grade).**
   a. Students are expected to complete reading assignments prior to class, attend each class session, and participate fully in class activities.
   b. Class discussion will focus on clarifying and extending understanding of concepts from assigned readings.
   c. Students are expected to **interact actively** with the other class members as they discuss the readings from Heppner and his colleagues. 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 at
the end of each class period. Credit will be awarded for making a substantive
contribution to class discussions.

d. 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. Survey opens 10 days before ECU
Reading Day. Survey closes on Reading Day.

2) **Research Presentation (20% of course grade)**. The focus of the research presentation is
on developing skills in communication your knowledge about your dissertation project.
The initial version of the research proposal will be presented during class order to facilitate
discussion and feedback concerning the research topic. Written feedback on the draft
proposal will be provided by the instructor and one student colleague.

a. The major components of the presentation are the rationale for the proposed
research questions based on a review of literature pertinent to your topic.
b. Present a brief introduction to the proposed study.
c. Cover the points outlined in the **Dissertation Power Point Outline**.
d. Discussion of anticipated results should include anticipated implications for
counseling practice, teaching and/or research as applicable, as well as limitations.

3) **Review Of Literature Assignment (45%) Of Course Grade;**.

a. **First Draft Of Chapters 1-2 (10% Each Of Course Grade; First Draft Due Ch. 2
3/24/16; First Draft Due Ch. 1 4/7/16).**

i. The purpose of this assignment is to provide students with additional
practice in applying course concepts to the development of dissertation.
Consult Heppner et al. (2008), Chapter 22 for content recommendations;
follow APA writing style.

ii. Students should write the Chapter 2 of the dissertation:

b. **Final Draft of Dissertation Proposal (25% of course grade 04/21/16).**

i. Students should write the first two chapters of the dissertation:

1. Chapter 1-Introduction to the proposed study.
2. Chapter 2-Review of Literature.

ii. Provide comment 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).**

a. The purpose of this assignment is to provide students with additional practice in
applying course concepts to the development of dissertation

b. Students will use recent reviewer guidelines for the *Galvan (2009)* 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) **Final Examination (10% of the final grade)**

   a. Comprehensive Examination Simulation

   b. Preparation for the Comps type question.

6) **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.

**Grading Scale**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Discussion Questions/Course Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Dissertation Chapters 1 &amp; 2</td>
<td>45</td>
</tr>
<tr>
<td>Peer Review/Critique</td>
<td>8</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
<tr>
<td>DARS Student Survey</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earned points</th>
<th>Grade assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 points</td>
<td>A</td>
</tr>
<tr>
<td>80- 89 points</td>
<td>B</td>
</tr>
<tr>
<td>70-79 points</td>
<td>C</td>
</tr>
<tr>
<td>Below 70 points</td>
<td>F</td>
</tr>
</tbody>
</table>
## Schedule of Classes

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| WEEK 1-JAN 14 | Introduction to ADRE 8550  
Overview Materials  
• Dissertation Outline  
• PowerPoint Techniques  
• Bem, 1995; Granello, 2001 |                                               |
| WEEK 2-JAN 21 | HWK 1 Science and Counseling  
HWK 2 Research Training | Research Survey  
HWK 1 & 2 |
| WEEK 3-JAN 28 | Writing Literature Reviews                                              | Presentations  
Galvan- 1-63 |
| WEEK 4-FEB 04 | Writing Literature Reviews                                              | Presentations  
Galvan- pp 64-116 |
| WEEK 5-FEB 11 | HWK 7 Between-Groups and Within-Subjects Designs                        | HWK 7               |
| WEEK 6-FEB 18 | HWK 8 Quasi-experimental, Time Series  
HWK 9 Single Subject Designs | HWK 8 & 9                     |
| WEEK 7-FEB 25 | HWK 10 Quantitative Descriptive Designs                                | HWK 10                   |
| WEEK 8-MAR 03 | HWK 11 Qualitative Research                                             | HWK 11                   |
| WEEK 9-MAR 10 | SPRING BREAK                                                             |                                               |
| WEEK 10-MAR 17 | HWK 12 Designing & Evaluating the IV  
HWK 13 Designing or Choosing the DV | HWK 12 & 13               |
| WEEK 11-MAR 24 | HWK 14 Population Issues  
HWK 16 Investigator, Experimenter, Participant Bias | HWK 14 & 16  
First Draft  
Dissertation Proposal (Chapter 2) |
| WEEK 12-MAR 31 | HWK 17 Analogue Research  
HWK 18 Outcome Research: Strategies & Methodological Issues | HWK 17 & 18               |
| WEEK 13-APR 7 | Comps Test Prep-1                                                       | First Draft  
Dissertation Proposal (Chapter 1) |
| WEEK 14 APR 14 | Comps Test Prep-2                                                       |                                               |
| WEEK 15-APR 21 | HWK 21 Program Evaluation  
HWK 22 Professional Writing | Dissertation Proposal (Chaps 1-2) |
| WEEK 16-APR 28 | Process & Outcome Research/Review                                       |                                               |
| WEEK 17-MAY 5 | FINAL EXAM                                                              | FINAL EXAM                  |
Semester: SPRING 2016
Meeting Times: Monday 1:30-2:30 PM
Meeting Place: CAHS 4355
Instructor: Stephen J. Leierer, PhD, Associate Professor
Phone: 252-744-6298 Fax: 252-744-6302
Office: CAHS 4425C Email: leierers@ecu.edu
Office Hours: By appointment.

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).

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.

Required Text:

- http://www.dissertationrecipes.com/


PhD in Rehabilitation Counseling and Administration
Key Web Pages  
http://www.socialresearchmethods.net/kb/contents.php  
http://www.ats.ucla.edu/stat/sas/whatstat/

Course Description and Broad Objectives
This course seeks to increase student’s awareness the research literature and SPSS syntax specific to his/her dissertation topic. In addition, each student will be given tasks to develop job search skills related to developing a letter of application and a curriculum vitae. The CV assignment helps the student understand the relationship between one’s research and clinical endeavors and professional development.

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

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

At the completion of this course, students are also expected to:
(a) To increase student’s awareness the research literature and SPSS syntax specific to his/her dissertation topic.
(b) To develop job search skills related to developing a letter of application and a curriculum vitae.

Course Requirements
1. Literature Review Presentation—(18 points, 18% of final grade). Each student must complete a Reference List with at least 50 citations appropriate to your dissertation. Each reference is 0.36 points.
   A. Each person will select a research question to investigate.
   B. Find a meta-analysis or comprehensive list of references about the research topic.
   C. The reference presentation should take 18 to 22 minutes. The presentations will begin on March 14, 2016.
   D. Be prepared to explain the techniques that you used to develop your reference list.

2. SPSS/Results Presentation—(15 points, 25% of final grade).
   A. Each student must complete a variable coding list for the dissertation study variables.
   B. Each student must complete SPSS SYNTAX required to analyze the variables used to answer his/her dissertation study research question topic.
   C. The first presentations will begin on March 28, 2016.
   D. Be prepared explain how the SPSS SYNTAX commands were selected.

3. Application Letter and Vitae —(20 points, 20% of final grade)
   a. Each student must complete an application for actual job opening. The job must be listed in the Spring of 2016, and have a start date no later the January of 2017.
   b. Each student must develop a curriculum vitae to accompany the letter of application.
   c. Application Presentations will begin on April 4, 2016

4. Attendance Module: (45 points, 45% of the final grade). Each student will be required to attend and participate in class. Each day of attendance is worth 3 points.
5. **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 4/17/16, 10 days before ECU Reading Day. Survey closes on Reading Day 4/27/16.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review Presentation</td>
<td>18</td>
</tr>
<tr>
<td>SPSS/Results Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Application Letter and Vitae</td>
<td>20</td>
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<tr>
<td>Attendance Module</td>
<td>45</td>
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<tr>
<td>DARS Evaluation of Teaching Survey</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grade Assignment**

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<tr>
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<tr>
<td>WEEK</td>
<td>WEEK 1-</td>
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<tr>
<td>January 11</td>
<td>Introduction to 8810- Doctoral Hacks</td>
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<td>January 18</td>
<td>Martin Luther King Holiday</td>
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<tr>
<td>W E E K 3</td>
<td>Literature Review Hacks</td>
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<td>January 25</td>
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<tr>
<td>W E E K 4</td>
<td>SPSS/Results Section Hacks</td>
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<tr>
<td>February 1</td>
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<tr>
<td>W E E K 5</td>
<td>Job/Career Hacks</td>
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<tr>
<td>February 8</td>
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<tr>
<td>W E E K 6</td>
<td>Literature Review Hacks</td>
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<tr>
<td>February 15</td>
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<td>W E E K 7</td>
<td>SPSS/Results Section Hacks</td>
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<td>February 22</td>
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<td>W E E K 8</td>
<td>Job/Career Hacks</td>
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<tr>
<td>W E E K 9</td>
<td>SPRING BREAK</td>
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<tr>
<td>March 7</td>
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<tr>
<td>W E E K 10</td>
<td>Literature Review Hacks</td>
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<tr>
<td>Week</td>
<td>Date</td>
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<tr>
<td>March 14, 2016</td>
<td>1. Presentation of Dissertation References&lt;br&gt;2. Review of Literature Review techniques</td>
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<tr>
<td>WEEK 11</td>
<td>March 21, 2016</td>
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<td>WEEK 12</td>
<td>March 28, 2016</td>
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<tr>
<td>WEEK 13-14</td>
<td>April 4, 2016</td>
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<td>WEEK 14</td>
<td>April 4, 2016</td>
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<tr>
<td>WEEK 15</td>
<td>April 11, 2016</td>
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<tr>
<td>WEEK 16-17</td>
<td>April 18, 2016</td>
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</tbody>
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East Carolina University  
College of Allied Health Sciences, Dept of Addictions & Rehabilitation Studies  
ADRE 8991-8994 (3-12 hrs): Advanced Internship

Semester: Fall 2015  
Meeting Times: Thursday, 2-3pm (Group Supervision)  
Meeting Place: HS 4355  
Instructors: Paul J. Toriello, RhD, CRC, CCS, LCAS, Associate Professor  
Phone: 252-744-6297 Fax: 252-744-6297 Email: toriellop@ecu.edu  
Office: HS 4425K Office Hours: By appointment.

Declarations

This syllabus is subject to amendment over the course of the term. Any changes that are necessitated will be carefully considered and announced in advance.

Course Description

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.

Course Objectives (CACREP [2016] Standards Addressed)

<table>
<thead>
<tr>
<th>Doctoral Level Internship Standards</th>
<th>Means of Assessment</th>
</tr>
</thead>
</table>
| 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). | • Advanced internship planning form.  
• Advanced internship log.  
• Mid-term and final evaluation forms completed by faculty and field-site supervisors.  
• Advanced internship site/field supervisor information form. |
| 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. | • Supervisors’ resumes  
• Advanced internship log.  
• Mid-term and final evaluation forms completed by faculty and field-site supervisors |
| 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. | • Advanced internship log.  
• Group supervision attendance sheet. |
Textbook/Readings/Handouts

- Readings & handouts will be assigned throughout the semester.

Course Policies

- Attendance: Attendance in this course is critical and mandatory: there are no excused absences. Students are responsible for class material missed, regardless of reasons for missing class.
- Class Participation: Class meetings will be very dynamic, involving discussion and group activities based on assignments.
- Reasonable Accommodations: East Carolina University seeks to fully comply with the Americans with Disabilities Act. Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Brewster A-117, voice- 252-328-6799, TTY- 252-328-0899.
- ECU Weather & Emergency
  - Severe Weather- http://www.ecu.edu/alert
  - Emergency Information Hotline- 252-328-0062

Course Requirements

1. Prior to the beginning of advanced internships, students must complete and have the instructor approved an Advanced Internship Planning form.
2. Doctoral students completing a counseling or supervision 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 Mentor.
5. Group supervision will be facilitated by Dr. Toriello on a weekly basis.
6. Required documentation:
   a. Advanced Internship Planning form
      i. Due prior to the beginning of the semester
   b. Advanced Internship Site & Mentor/Field Site Supervisor Information form
      i. Due at the beginning of the semester
   c. Evaluation of Advanced Internship Student Evaluation form
      i. Completed and turned in at the mid-point and the end of the semester
   d. Advanced Internship Log
      i. Completed throughout the semester 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.
Grading Policy:

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 (see below).
2. Completion of all required paperwork.
3. Attendance and participation.

Course Calendar

Group supervision meetings will be held on the following dates during the Fall 2015 semester:
8/27
9/03, 9/10, 9/17, 9/24
10/1, 10/15, 10/22, 10/29
11/5, 11/12, 11/19, 11/26
12/3, 12/10
Advanced Internship Planning Form

Student Name: ____________________________________
Semester/Year: ____________________________

# Semester Hours enrolled: _______  # of Clock Hours required: ______

Document below how many clock hours of each advanced internship activity you plan to complete during the semester. For each activity that you plan to complete hours, list the CACREP Doctoral Professional Identity standards that you will demonstrate.

Counseling: _____ clock hours
Standards to be demonstrated: 1. _________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________
5. _______________________________________________________________________

Teaching: _____ clock hours
Standards to be demonstrated: 1. _________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________
5. _______________________________________________________________________

Research/Scholarship: _____ clock hours
Standards to be demonstrated: 1. _________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________
5. _______________________________________________________________________

Supervision: _____ clock hours
Standards to be demonstrated: 1. _________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________
5. _______________________________________________________________________

Leadership/Advocacy: _____ clock hours
Standards to be demonstrated: 1. _________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________
5. _______________________________________________________________________

Student Signature/Date: ________________________________________
Instructor Signature/Date: ________________________________________

PhD in Rehabilitation Counseling and Administration
Advanced Internship Site and Mentor/Field Supervisor Information

Student Name: ________________________________    Semester/Year: ________________
Your cell phone number: __________________    Your home phone number: __________________
ECU email ____________________________

Advanced Internship Students

As soon as you secure your Advanced Internship site complete the following information on this form. Complete on computer by putting cursor toward the beginning of the line and hit “insert”.

For Advanced Internships within the ECU Department of Addictions & Rehabilitation Studies:

- Complete all that apply:
  - Faculty Mentor for Clinical Practice: ____________________________
  - Faculty Mentor for Teaching: ____________________________
  - Faculty Mentor for Research: ____________________________
  - Faculty Mentor for Clinical Supervision: ____________________________
  - Faculty Mentor for Leadership/Advocacy: ____________________________

For Advanced Internships outside the ECU Department of Addictions & Rehabilitation Studies:

- Name of field site program/agency: _____________________________________________________
- Address (include zip): _______________________________________________________________
- Phone number of field site: ________________  Website address: ____________________________
- Highlight type of program: Outpatient / Inpatient / Residential / Methadone/ Other ______________
- Highlight primary type of disorders served:   SA  /  MH /  Physical Disabilities / Other _____________
- Does program specialize in certain types of treatment (e.g. DUI) or counseling interventions (e.g. CBT)? If yes describe: _______________________________________________________________
- Check with your practicum/internship site to see if you need any of the following trainings prior to starting your field experience. If yes, what are they: ________________________________________
  - Highlight those trainings/items you have completed: HIPPA / CPR / Drug Screening / Blood Bourne Pathogens / Paid Malpractice Insurance / Other (describe) _____________________
- Highlight the Code of Ethics you have reviewed:  LPC (see www.counseling.org) /   LCAS (see www.ncsappb.org) /   CRC (see www.crccertification.com) /   VE (see director of VE program)
- Site driving directions: _______________________________________________________________

Field Site Supervisor Information

- Name of field supervisor(s) (Include full name, credentials (i.e. degree, licensure, certifications):
  - Field site supervisor’s phone number: ____________________________
  - Field site supervisor’s email address: ____________________________
  - List any training the supervisor has received in clinical supervision: ____________________________
  - Highlight whether or not your field site supervisor(s) have emailed his or her resume to you?
    - yes / no

For external Advanced Internships, email a copy of your Field Site Supervisor’s resume as well.
Evaluation of Advanced Internship Student Performance
Evaluation of Student Performance by Faculty Mentor or Field Site Supervisor

Doctoral Student Name: ____________________
Name of Field Site (if applicable) ________________________________
Name of Field Site Supervisor (if applicable) _________________________
Name(s) of Faculty Mentor(s) (if applicable) ___________________________
Advanced Internship Instructor ________________________________

**Note to Field Site Supervisor:** Please complete the following evaluation for the above named student’s performance at the **MIDWAY POINT** and again upon **COMPLETION** of his/her placement with your organization, and return it to the Advanced Internship Instructor either through the student (please return in a sealed envelope with your signature on the back) or by mail (East Carolina University – CAHS, Dept. of Addictions & Rehabilitation Studies, Health Sciences Building, Greenville, NC 27858). Please feel free to contact the faculty instructor (Paul Toriello at 252-744-6297 or toriellop@ecu.edu) with questions or problems regarding this task. Thank you for your assistance.

Also note that students will populate performance categories with CACREP Doctoral Professional Identity Standards that they planned on demonstrating during the internship.

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Evaluation (Circle One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standard:__________</td>
<td>Poor  Satisfactory  Excellent</td>
</tr>
<tr>
<td>Comments:___________</td>
<td>1  2  3</td>
</tr>
</tbody>
</table>

| 2. Standard:__________| Poor  Satisfactory  Excellent |
| Comments:___________  | 1  2  3 |

<p>| 3. Standard:__________| Poor  Satisfactory  Excellent |
| Comments:___________  | 1  2  3 |</p>
<table>
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Comments:

11. Responsiveness to Supervision/Mentorship  

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Comments:

12. Working Relationship with Organizational Staff:  

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Comments:

13. Attendance/Punctuality  

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Comments:

14. Professionalism  

(i.e., dress, attitude, interactions with public)  

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Comments:

15. Enthusiasm/Creativity  

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Comments:
11. Notable Strengths Observed in Student’s Performance:

12. Notable Areas for Improvement in Student’s Performance:

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

14. May this evaluation be shared with the named student? (Please Circle)
   Yes    No

Additional Comments:

15. Have you reviewed this evaluation with the student? Yes ___ No ___

Completed by: ____________________________ Date: _______________
Signature/credentials- Mentor/Supervisor
### Advanced Internship Log (page 1)

**Student Name:** ________________________________  
**Semester:** __________________

For each section of Advanced Internship you are taking, you need to complete 150 clock hours of activities. Use the following codes to designate the specific activity.

C - Counseling, T - Teaching, RS - Research/Scholarship, CS - Clinical Supervision (provided), LA - Leadership/Advocacy  
GS - Group Supervision (received)  
IS - Individual Supervision (received)

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**Complete after experience ends:**

Total # of Hours by activity:

- _____ Counseling
- _____ Teaching
- _____ Supervision
- _____ Research/Scholarship
- _____ Leadership/Advocacy
- _____ Grand total

Student Signature/Date: ____________________________

Instructor Signature/Date: ____________________________
This class will be recorded and broadcast on the internet and/or distributed on electronic media. These video recordings may contain your image. You must notify me as soon as possible if you DO NOT want your image contained on the video. If you do not so timely notify me, then you understand and authorize that as part of this class we may videotape your image and broadcast it on the internet and/or distribute it on electronic media.

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<td>Dec 1, 3</td>
<td>Two Populations, Review</td>
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<td><strong>Dec 10</strong></td>
<td>Final Exam: Thu 11:00 – 1:30</td>
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PhD in Rehabilitation Counseling and Administration

Instructor: Paul Vos, Ph.D.
2435C Health Sciences Building (HSB)
tel. 252.744.6040; fax. 252.744.6044
vosp@ecu.edu
http://tinyurl.com/BIOS7021

Time/Location: 10:45 - 12:00 Tu, Th (section 001)

Office Hours: 10 - 11:50 Mon, 2:00 - 3:20 Tu, Th, or by appt.

**Grading**

As indicated above, there will be two tests worth 15% and 20%. The second test will focus on the material covered since the previous test but a portion will review earlier material. The final exam (35%) is cumulative but will have increased emphasis on material covered after the second test. Homework will be assigned from the text and time will be set aside each week to discuss the homework. The final and tests will contain problems similar to those assigned for homework. The final and tests will also contain multiple choice questions; these will be similar to those found in the online quizzes on the text’s website (http://bcs.whfreeman.com/ips6e). During most weeks there will be a work sheet where you will be allowed to work in small groups (no more than three in a group). Work sheets together with graded homework will be worth 30% of your course grade. Work sheets are handed in during class, other work will be turned in using BlackBoard https://blackboard.ecu.edu/ so you will likely want to have access to a scanner.

**Distance Education (DE) Students:** For both tests and the final you will need to use a proctor from the UNC proctoring service. In many cases I can also serve as your proctor.

**On-line Materials**

Most materials appear on my web page http://tinyurl.com/BIOS7021. The lecture will be on mediasite and there will be a link on my web page.
Outlines of Class Notes: All students must print these from the web page.

HW from Text: All students must check the web page regularly. HW will be updated weekly. All students will use WebAssign.

Worksheets: DE students must print these from the blackboard; see Worksheet folder in Assignment section. DE students will turn these in using blackboard. I’ll provide hardcopy for f2f students, for an excused absence you may follow the instructions (and due date) for DE students. The lowest worksheet score will be dropped.

Other Hand-in HW: All students must print these from the web page.

Statistical Software: I’ll be using SPSS. ECU has a site license for this statistical package that is available in most computer labs. The virtual computing lab is another option http://vcl.ecu.edu/

Other Material: There is a review of chapters 1 and 2 on the web page. This is a pdf file but behaves like a power point presentation. You don’t need to look at it now but it might be useful for review. The textbook’s website (http://bcs.whfreeman.com/ips6e) has some useful statistical applets and quizzes. A portion of each test will consist of multiple choice questions obtained from the test bank provided to instructors. The quizzes will give you an idea of what these questions will be like.
BIOSTATISTICS 7022 – Spring 2016
BIOSTATISTICS FOR HEALTH PROFESSIONALS II

Lecture: Tues. and Thurs. 1:15 – 2:30 pm
Instructor: Suzanne Hudson, Ph.D.
2425 & 1307 Health Sciences Building
Office Hours: By appointment & Mon. 12:30-2:00
Tues. 2:30-3:30
Thurs. 2:30-3:30
Office: 2435B Health Sciences Bldg.
Phone: 744-6043
email: hudsons@ecu.edu
Virtual Office Hours: Sun. 7:30-9:00 pm

COURSE CONTENT. Introduction to the application of statistics to the health field. Topics include chi-square tests for two-way tables, simple linear regression, multiple regression, one-way analysis of variance, two-way analysis of variance, randomized complete block design, repeated-measures design and logistic regression. The last topic is covered in Chapter 14 of the text which is available on the Web site for the text, http://bcs.whfreeman.com/ips8e/.

EXAMS. Midterm Exams: Tentative dates: Thurs. Feb. 18 and Thurs. March 31
Final Exam: Thurs. April 28, 11:00-1:30

GRADING. Tentative grade %s: SPSS homework 10%, written homework 10%, midterm exams 20% each, final exam: take-home part 15%, in-class part 25%.
[90 %, 100 %] = A, [80 %, 90%) = B, [65 %,80 %) = C, [50 %,65 %) = D, [0 % ,50 %) = F.
Sometimes I adjust these ranges downwards a few percentage points but I will not adjust them upwards.

BLACKBOARD SITE. The course syllabus, homework assignments, announcements, guided notes for each chapter and other handouts will be posted on the course Blackboard site. Please check for new announcements and print out new guided notes and handouts the day before each class. To reach this site, first go to ECU’s homepage http://www.ecu.edu and click on the Blackboard icon (Bb) near the top right side of the page (or go directly to https://blackboard.ecu.edu/ ). Login with your ECU email username and password. Click on the BIOS 7022 site.

MEDIASITE. The class will be recorded. You can watch or re-watch a class on Mediasite. These video recordings may contain your image and voice. You must notify me as soon as possible if you DO NOT want your image or voice contained on the video. If you do not so timely notify me, then it is assumed that you understand and authorize that as part of this course we may videotape your image and voice and broadcast it on Mediasite. Apart from the students in the Spring 2015 BIOS 7022 sections, very few other people will have access to these Mediasite recordings (primarily Instructional Technology staff). Please note that the recording begins shortly before the class starts, and at that time the ceiling microphones are activated and will record conversations between students. Mediasite recordings are embedded into the Blackboard site for this course. Click on the Mediasite content item in the list at the top left of the Blackboard site. Then click on the link which looks this : 🎥 BIOS 7022 001 Spring 2016 Hudsons.

CALCULATOR. For exams you may not use graphing calculators (such as the TI-83) and other calculators that have the capability to store notes. For exams I suggest using the Texas Instruments TI-30XIIS which costs about $15.00. You can borrow one from me on exam days.

TEXT. Introduction to the Practice of Biostatistics, 6th Ed. by Moore, McCabe, and Craig, Freeman, 2009.

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HOMEWORK. There will be two types of homework: SPSS homework and written homework. I will accept homework for credit up to 5 days (not class periods) late. There will be a late penalty which increases with the number of days an assignment is late. If you turn in homework assignments later than that, you may not get homework points, but if the assignment is done reasonably well, it will count towards receiving a passing grade in the class. Collaboration on the homework should be very limited. Of course, you may not copy someone else’s homework or have someone else do it for you. In particular, SPSS homework should not be done collaboratively. You may get a little help getting started from another student. You may also get help from me. If you are not able to turn your homework in during class, you may put it in the box on my office door or in the Department of Biostatistics drop-box outside our office suite (after hours only), or occasionally you may email it to me. If you email it, the assignment should be in a single Word document.

SPSS. SPSS is available in some of the computer labs around campus including the computer lab in Laupus library. You may also use these on the Virtual Computer Lab (VCL). A tutorial on using VCL (prepared by Dr. Andradia Ivanescu) is posted on Blackboard in the Course Info folder.

NOTES ON HOMEWORK ASSIGNMENTS
1. Please use 8.5x11” paper. Put only one problem per row. Turn in the problems in the order assigned (rather than in numerical order).
2. Write neatly. Show your work correctly and clearly. For numerical answers either put a box around the answer or highlight it.
3. Keep at least 3 significant figures in the answers to the exercises. To avoid round-off error, keep at least 4 significant figures in the numbers to be used in a calculation. Note 54.127 has 5 sig. fig.s, 2.70 has 3 sig. fig.s, 0.01384 has 4 sig. fig.s. Use the following rule for rounding numbers.

   If the digit following the round-off point is 0 to 4, don’t change the last digit you keep. If the digit following the round-off point is 5 to 9, add 1 to the last digit you keep. So 54.123 → 54.1, 27.2893 → 27.3, 1.596 → 1.60, 27.849 → 27.8.

ECU HOT LINE: 328-0062. Call for class delays and cancellations due to adverse weather conditions or other emergencies.

If you have a disability that needs to be accommodated in some way, please discuss this with me.
BIOS 7550 Applied Multivariate Analysis

Lecture time: Tuesday & Thursday 9:30AM – 10:45AM  
Classroom: 2425 Allied Health Sciences Building  
Instructor: Kevin F. O’Brien  
Email: obrienk@ecu.edu  
Office: 2435A Allied Health Sciences Building  
Office hours: Mon: 9:30AM-10:30AM, Tues after class, Wed 2:30PM – 4:00PM, Thur after class and Fri: 9:30AM-10:30AM  
Phone: (252)744-6048-- you are welcome to call anytime or come by for that matter, just check to see if I am in before making a long trip.  
Web: blackboard.ecu.edu

Course: this is an introductory course in applied multivariate statistical analysis. The focus is on concepts understanding, implementation using data and output interpretation. We will discuss some mathematical fundamentals of the methods as they relate to our understanding of the methods and appropriate use.  


Computer and software: you are strongly recommended to bring your laptops to the lectures to facilitate your learning. Throughout the semester, we will use the statistical software package: (SPSS Version 22 or higher. You should be able to obtain the software through the Helpdesk: http://www.ecu.edu/cs-itcs/help.cfm and OneStop making a software request.

Lectures: we will follow the order of chapters (somewhat) in the text over the course of the lectures. SPSS will be used to illustrate the various methods and you will be expected to use SPSS for the assignments. However, I am not ‘wed’ to the use of SPSS. If you can produce the necessary output with other software (R, SAS, or JMP) then that would be fine with me.  

A tentative Outline for Lectures

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Business</td>
</tr>
<tr>
<td>Week 1</td>
<td>Chapter 1 introducing the topics and Matrix Algebra and other Math background</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2: Matrix Algebra, Multivariate Normal Distribution</td>
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<tr>
<td>Week 2</td>
<td>Chapter 3: Displaying Multivariate Data</td>
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<tr>
<td>Week 3</td>
<td>Chapter 6: Principal Components Analysis (also read pp177-181 of Chapter 12: Ordination)</td>
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<tr>
<td>Week 4</td>
<td>Chapter 5: Measuring and Testing Multivariate Distance</td>
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<tr>
<td>Week 5</td>
<td>Chapter 4: Tests of Significance and Multivariate ANOVA</td>
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<tr>
<td>Week 6</td>
<td>Chapter 4 material continued</td>
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<tr>
<td>Week 7</td>
<td>Chapter 8: Discriminant Function Analysis and Logistic Regression</td>
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<tr>
<td>Week 8</td>
<td>Chapter 10: Canonical Correlation Analysis</td>
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<tr>
<td>Week 9</td>
<td>Chapter 7: Factor Analysis</td>
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<tr>
<td>Week 10</td>
<td>Chapter 9: Cluster Analysis</td>
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<tr>
<td>Week 11</td>
<td>Chapter 12: Correspondence Analysis</td>
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<tr>
<td>Week 12</td>
<td>Chapter 11: Multidimensional Scaling, read pages 189-190 of Chapter 12</td>
</tr>
<tr>
<td>Weeks&gt;12</td>
<td>Catch up and Missing Data</td>
</tr>
</tbody>
</table>

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Note: October 10-13 is Fall Break and we will not have class on Tuesday October 13.

Message on videotaping: this class will be videotaped and broadcast on the internet and/or distributed on electronic media. These video recordings may contain your image. There will be a form to fill out in regard to this aspect. If you do not want your image or voice on this recording please notify me immediately.

Homework: there will be homework for almost every chapter. The main part of the homework will be to (re)produce analysis for given data sets using SPSS. We thank previous classes, the members of which meticulously entered the data for all the examples in the text. Check the accuracy regarding entry of the values and naming of variables. Assignments, solutions and grades will be posted in Blackboard.

A table of data tables in the text

<table>
<thead>
<tr>
<th>Data Table</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1: Female Sparrows</td>
<td>2-3</td>
</tr>
<tr>
<td>Table 1.2: Egyptian Male Skulls</td>
<td>4-5</td>
</tr>
<tr>
<td>Table 1.3: Environmental Variables</td>
<td>7</td>
</tr>
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<td>Table 1.4: Mean Mandible Measurements for Seven Canine Groups</td>
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</tr>
<tr>
<td>Table 1.5: Workforce Data for Nine Industries</td>
<td>10-11</td>
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<tr>
<td>Table 4.5: Mandible Measurements for Dogs</td>
<td>55-57</td>
</tr>
<tr>
<td>Table 6.6: Prehistoric Goblet Measurements</td>
<td>87</td>
</tr>
<tr>
<td>Table 6.7: Protein Consumption in Europe</td>
<td>89</td>
</tr>
<tr>
<td>Table 9.7: Plant Abundance Measurements</td>
<td>138</td>
</tr>
<tr>
<td>Table 9.8: Grave Goods in Burial Sites</td>
<td>139-140</td>
</tr>
<tr>
<td>Table 10.2: Soil and Vegetarian Variables</td>
<td>152-156</td>
</tr>
<tr>
<td>Table 10.4: More on Sources of Protein in Europe</td>
<td>page 160</td>
</tr>
</tbody>
</table>

Grading: grading is on a 10 point scale: 0-100. There is no curving or other adjustments. The grade will come from the homework assignments. The homework assignments are the core of the course, and will result in a ‘portfolio’ of worked examples that you can reference. I will also work the assignments and provide you with my take on the analysis. The assignments will all be applications of the methods to data files that are either in the text or from past consulting projects.

Project: there could be a project for this class, and we will discuss it. The Projects in the past were to find journal articles, in your field of study, that use multivariate methods. Students found articles in their field that use: Multivariate ANOVA, Principal Components Analysis, Factor Analysis, Discriminant Function Analysis, logistic Regression, Cluster Analysis, Canonical Correlation Analysis, Multidimensional Analysis, or Correspondence Analysis. It may be possible to work in small groups.

Attendance/Class Participation: attendance is not mandatory, although strongly encouraged as the material tends to be difficult to learn on your own. Class participation is not mandatory, but if you have a question or comment it is always welcome and encouraged. Note that all lectures are recorded and can be watched either live or at any time you choose.

ECU hot line: 328-0062: call for class delays and cancellations due to adverse weather conditions or other emergencies.

Disability and Access: if you have a disability that needs to be accommodated in some way, please discuss this with me. Also you may want to contact the office of disability services: http://www.ecu.edu/accessibility/

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**Academic Integrity Statement:** academic integrity is a fundamental value of higher education and East Carolina University; therefore, acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Should it be determined that an academic integrity violation has taken place, the instructor may assign a grade sanction or to refer the case to the Office of Student Conflict Resolution for a hearing.

**References on Multivariate Methods and Data Analysis**

15. James, Gareth, Witten, Daniela, Hastie, Trevor and Tibshirani, Robert (2013). *An Introduction to Statistical Learning: with Applications in R*. Springer Texts in Statistics

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