

STUDENT MANUAL M.S. DEGREE PROGRAMS

DEPARTMENT OF REHABILITATION STUDIES

COLLEGE OF ALLIED HEALTH SCIENCES

EAST CAROLINA UNIVERSITY

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TABLE OF CONTENTS

	<u>Page</u>
I ABOUT OUR PROFESSORS	7
II THE DEPARTMENT OF REHABILITATION STUDIES	11
A. History and Purpose.....	11
B. Mission, Objectives.....	11
C. The Counseling Profession	12
D. The Mental Health Team	12
E. Special Expertise Areas of Counselors	13
F. Scope of Practice	14
G. Who Can Benefit From Counseling	14
H. What Can Clients Expect?	14
I. Counselor-Client Relationship and Process	14
J. Preparation of Professional Counselors.....	15
K. Curriculum	15
L. Counselor Specialization	15
M. Desired Professional Communication Knowledge & Skills	15
III M.S. DEGREE PROGRAMS AND CERTIFICATE REQUIREMENTS	17
A. M.S. Degree Requirements for RC/ SACC/ VE.....	17
B. Clinical Practicum.....	17
C. Internship	17
D. Field Sites for Practicum and Internship	18
E. Dual-Masters' Degrees	19
F. Part-Time Students	19
G. Certificate Programs: SACC/ VE/ EAP/ RC	19
H. Research Option	21
I. Research Facilities	24
J. Comprehensive Examination.....	24
K. Personal Experiential Counseling Requirements.....	26
L. The “Blue Card”	26
M. Relationships with Other Departments.....	26
IV RECRUITMENT, SELECTION AND RETENTION OF STUDENTS	27
A. Admissions - Information and Questions.....	27
B. Academic Regulations.....	27
C. Criteria for dismissal from MS degree programs	27
D. Professional Counselor Development Evaluation	27
• Professional Performance Review Process	27
• Professional Performance Review Form	30
• Student Remediation	32
V. FINANCIAL ASSISTANCE AND SCHOLARSHIPS.....	35
A. Graduate Research Fellowship/Assistantships.....	35

B. Beth Lambeth Scholarship.....	35
C. NRCA Student Scholarship.....	35
D. Graduate Rehabilitation Literary Awards	35
E. Gravely Foundation Scholarships.....	36
F. T. L. McClellan Memorial Scholarship.....	36
G. Burbecker Scholarship.....	36
H. Research and Internship Grants and Fellowships	36
I. Paid Clinical Internships	36
J. ECU Financial Aid Office	36
VI STUDENT ORGANIZATIONS	38
A. Chi Sigma Iota – Rho Omega Chapter	38
B. Student Rehabilitation Association (SRA).....	38
VII PROFESSIONAL ORGANIZATIONS	39
A. American Counseling Association.....	39
B. American Mental Health Counselors Association	39
C. American Rehabilitation Counseling Association	39
D. International Association of Addiction and Offenders Counselors	39
E. Licensed Professional Counselors Association of North Carolina	39
F. National Rehabilitation Association.....	40
G. National Rehabilitation Counseling Association.....	40
H. Vocational Evaluation and Work Adjustment Association	40
I. Professional Association of Rehabilitation Counselors	40
J. Vocational Evaluation and Career Assessment Professionals	40
K. Which Professional Associations Should I Join?.....	41
VIII MALPRACTICE INSURANCE	41
IX ACCREDITATION, LICENSURE, CERTIFICATION AND CODES OF ETHICS...42	
A. Accreditation	42
• Master’s Degree Programs: CORE and CACREP	42
• Doctoral Degree Programs: CACREP	42
B. Licensure and Certification	43
C. Codes of Ethics	45
D. Written Endorsement for Credentials	46
X DEPARTMENTAL PROGRAM EVALUATION.....46	
XI COLLEGE OF ALLIED HEALTH SCIENCES STUDENT CONDUCT CODE	48
XII EMERGENCY EVACUATION PLAN.....54	
XIII STUDENT SERVICES	55

A. Procedures for accommodating students with disabilities... 55
B. Student Counseling Services55
C. Student Transportation55
XIV References55

I ABOUT OUR PROFESSORS

Dr. Paul P. Alston received his B.S. from East Carolina University, and his M. Ed and Ph. D. from the University of Georgia. He generally teaches the following courses: Counseling Theory, Counseling Practicum, Psychiatric Rehabilitation, and Introduction to Rehabilitation. He was the past departmental Chair and current co-editor of the *Journal of Rehabilitation*. He enjoys sports cars, antique cars, photography and basketball. Dr. Alston entered phased retirement beginning July 1, 2009 for three years and will be teaching in the spring semesters.

Dr. Martha H. Chapin is the Director of the Undergraduate Rehabilitation Services Program and Coordinator of the Alcohol and Drug Studies Minor. She received her B.A. degree from the University of Arkansas in Psychology and her M.A. and Ph.D. from Michigan State University in Rehabilitation Counseling. She has worked 18 years primarily in private for profit rehabilitation. Her primary research interest include quality and outcomes of rehabilitation health services including the association of optimism, resilience, positive and negative affect, satisfaction with life, and subjective well-being on employment of persons with disabilities. She teaches Advanced Practicum in Rehabilitation Counseling, Rehabilitation Counseling Prepracticum, Occupational Analysis and Career Counseling, Internship in Rehabilitation Services, Interviewing Techniques for Health and Rehabilitation Settings, Case Management in Rehabilitation, and Community Resources in Rehabilitation and Health Care. She is a Licensed Professional Counselor (LPC) in North Carolina, a Certified Rehabilitation Counselor (CRC), Certified Disability Management Specialist (CDMS), and National Certified Counselor (NCC). She enjoys reading, writing and going to the beach and the mountains.

Dr. Mary K. Crozier received her B.A. in Sociology from Old Dominion University, her M.A. in Counseling Education from the University of Virginia, and her Ed.S. and Ed.D. in Counselor Education from the College of William and Mary. She is an assistant professor and the coordinator of the Certificate in Substance Abuse Counseling. She teaches Alcohol and Drug Abuse: Health and Social Problems, Treatment of Alcohol and Drug Addiction, Contemporary Alcohol/Drug Abuse Issues, and Prevention of Alcohol and Drug Abuse. Prior to coming to ECU, she was on the faculty at Medicine Hat College in the Addictions Counselling Program and adjunct faculty at the College of William and Mary in the School of Education. She has also worked in several mental health and academic settings in Virginia since 1979. Her research interests include substance abuse prevention and process addictions. Aside from work, Mary enjoys traveling, nature, spending time with grandkids, and listening to public radio.

Dr. Lloyd Goodwin received his B.A. in Psychology and his M.S. and Ph.D. in Rehabilitation Counseling from Florida State University. He is the current interim departmental Chair beginning July 1, 2009 and former Director of the Substance Abuse and Clinical Counseling program. He usually teaches the following courses: Counseling Practicum, Substance Abuse Counseling, Group Counseling with Addicted Populations, Advanced Group Counseling, and the doctoral Seminar in Substance Abuse. He is a licensed professional counselor (LPC), certified rehabilitation counselor with a specialty certification in addictions counseling (CRC-MAC), Licensed Clinical Addiction Specialist (LCAS), Certified Clinical Supervisor (CCS), and Approved Clinical Supervisor (ACS). He is the founder and current administrator of the Professional Association of Rehabilitation

Counselors (PARC). He also belongs to other professional associations including the American Counseling Association, American Mental Health Counselors Association (AMHCA), International Association of Addiction and Offender Counselors (IAAOC), American Rehabilitation Counselors Association (ARCA), Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), Association for Specialists in Group Work (ASGW), and the Association of Counselor Educators and Supervisors (ACES). He enjoys reading in the holistic, alternative healing, mind-body, and spiritual areas. He also enjoys gardening, music, and playing the guitar. He is the author of *The Button Therapy Book: How to Work on Your Buttons and the Button-Pushers in Your Life*. He is currently researching and writing in the substance abuse, clinical supervision, anger management, CBT, and spirituality areas.

Dr. Michael Hartley, CRC received his B.S. and M.S. in Rehabilitation Counseling from The University of Wisconsin-Madison and his Ph.D. from The University of Iowa in Rehabilitation Counselor Education. He is a Certified Rehabilitation Counselor (CRC) and a member of the American Counseling Association (ACA). In the past, he worked as a rehabilitation counselor to assist individuals with disabilities to live independently in the community. He also served as a director and advocate for a rural Independent Living (IL) Center. In addition, Dr. Hartley volunteered on the ACA ethics revision taskforce to help revise the 2005 ACA Code of Ethics. He has also participated in the development of electronic portfolios for State of Iowa counselors and teachers. His research interests are in the areas of resilience, independent living, and ethics.

Dr. Nathalie Mizelle was the past Coordinator and Assistant Professor of the Rehabilitation Counseling Training Program in the Department of Counseling at San Francisco State University. She received her doctorate in Rehabilitation Psychology from the University of Wisconsin-Madison and holds degrees in psychology and rehabilitation studies with emphasis on rehabilitation counseling and vocational evaluation from North Carolina Central University and East Carolina University. Her past employment has included working as a rehabilitation counselor and vocational evaluator in both the public and private sectors. Her chosen fields of interests include utilization of the construct of resiliency with individuals with disabilities and their families, multicultural issues in rehabilitation counseling, school-to-work transition issues, and Fetal Alcohol Syndrome. She is currently co-writing a book entitled *An Introduction to Multicultural Counseling for Helping Professionals*.

Sharon Shallow received her B.A. in Mathematics and her M.Ed. in Rehabilitation Counseling from ECU. A part time instructor who supervises internships and lectures in selected courses, she is also in private counseling practice in Greenville. She is a certified T.A. therapist. She enjoys reading and traveling.

Dr. Shari M. Sias received her undergraduate degree from Marshall University, her master's degree from The Citadel and her doctoral degree from The College of William & Mary. She has over 20 years of experience in the counseling field. Her area of research is counselor education and skill development in the areas of substance abuse counseling, clinical/mental health counseling and family counseling. She generally teaches Alcohol and Drug Abuse, Treatment of Alcohol and Drug Addiction, Contemporary Issues in Drug Abuse, Family Treatment in Substance Abuse, Group Counseling with Addicted Populations, and Counseling Practicum. She is currently Director of the

Substance Abuse and Clinical Counseling program. In her free time, Shari enjoys spending time at the beach, fishing, reading and listening to music.

Dr. Steven R. Sligar has over 30 years experience in the field of vocational rehabilitation. He has a Masters in Rehabilitation and Special Education from Auburn University and Doctorate in Adult Education and Human Resource Development from Northern Illinois University. Courses taught by Dr. Sligar include introduction to vocational evaluation (VE), rehabilitation evaluation, advanced VE methods, seminar in VE administration and VE practicum. He is the Co-Director of Project Working Recovery, which provides vocational services to individuals recovering from substance use disorders. His research interests include ecological evaluation, evaluation techniques with persons who are deaf and/or blind and the link between VE and employee recruitment and hiring. He has published 25 articles or book chapters in the areas of evaluation, program development and diversity and presented over 150 national, regional and local workshops on vocational assessment, management and disability issues. He enjoys travel, reading and running.

Dr. Mark Stebnicki is the Director of the Graduate Program in Rehabilitation Counseling. He has over 16 years professional experience serving the psychosocial and vocational needs of adolescents and adults with rehabilitation and mental health issues. He received his doctorate of rehabilitation counseling degree from the Rehabilitation Institute at Southern Illinois University-Carbondale (1995). He is a Licensed Professional Counselor (LPC) in North Carolina and holds national certifications as a Certified Rehabilitation Counselor (CRC) and a Certified Case Manager (CCM).

Dr. Stebnicki is an active teacher, researcher, and practitioner. He has served on a number of professional counseling boards and currently serves as a Commissioner for the Commission on Rehabilitation Counselor Certification (CRCC), an accreditation Board member for Council on Rehabilitation Education (CORE), and editorial consultant for the journal *Rehabilitation Education*. He has written over 22 journal articles and presented at over 65 national and state-wide conferences and seminars in areas related to traumatic stress, empathy fatigue, clinical supervision, and the psychosocial aspects of persons with chronic illnesses and disabilities. Dr. Stebnicki is author of *What is Adolescent Mental Health? Helping Disconnected and at-risk Youth to Become Whole* (Mellen Press, 2008), Co-Editor of *The Professional Counselor's Desk Reference* (Springer, 2010), and is under contract for two other books with Springer Publishing.

Dr. Stephen Thomas is the Dean of the College of Allied Health Sciences and a faculty member of the Vocational Evaluation program. He received his B.A. degree in Psychology from Texas Christian University in Fort Worth, and his M.S. and Ed. D. degrees in rehabilitation from the University of Arizona in Tucson. He enjoys sailing, hiking, writing, photography and Larson cartoons.

Dr. Paul Toriello is an Associate Professor in the East Carolina University's Department of Rehabilitation Studies. Dr. Toriello earned his Rh.D. in Rehabilitation, specializing in Substance Use Disabilities from the Rehabilitation Institute, Southern Illinois University at Carbondale. He received a bachelor's degree in Psychology and a Masters in Rehabilitation Counseling from Wright State University. He is the Director of Doctoral Programs. He is the Co-Director of Project Working Recovery (PWR), which provides vocational services to individuals recovering from

substance use disorders. Dr. Toriello's varied research interests include: organizational change, lifestyles of recovering addicts, motivational interviewing (MI), and self-determination theory. For his MI research, he won an American Rehabilitation Counseling Association Research Award. In the role of Principal Investigator or Research Consultant, Dr. Toriello has participated in grant projects funded by the Center for Substance Abuse Treatment, National Institute on Alcohol Abuse and Alcoholism (NIAAA), and other national funding organizations. Since entering the substance abuse treatment field in 1991, he has worked as a paraprofessional technician, counselor, case manager, clinical supervisor, trainer, and clinical director. Dr. Toriello is a trained MI trainer, clinical supervision trainer, and addiction severity index (ASI) trainer. Dr. Toriello is a Certified Rehabilitation Counselor, a Licensed Clinical Addiction Counselor (LCAS) and Certified Clinical Supervisor (CCS), and has been in recovery from addiction since 1989.

II THE DEPARTMENT OF REHABILITATION STUDIES

Departmental History and Purpose

The Department of Rehabilitation Studies (formerly the Department of Rehabilitation Counseling) at East Carolina University began in 1967 with a degree in Rehabilitation Counseling. Sheldon Downes, Ed. D., CRC was the Chair and first faculty in the department. The first students graduated in 1969.

The Vocational Evaluation program within the Department of Rehabilitation Studies has been in operation since 1980. The Substance Abuse and Clinical Counseling program began in 1989 and graduated its first students in 1990. The B.S. in Rehabilitation Services began in fall, 1994. In the fall of 2005, the Department of Rehabilitation Studies began a Ph.D. program in Rehabilitation Counseling and Administration and graduated its first student in 2009.

The purpose of East Carolina's five semesters Master of Science (M.S.) degree programs is to prepare students to work as Rehabilitation Counselors, Vocational Evaluators, Substance Abuse and Mental Health Counselors and related job titles such as substance abuse prevention specialists, employee assistance staff, job development and placement specialists, work adjustment specialists, rehabilitation coordinators, rehabilitation instructors, and case managers. The programs are intended to provide the theoretical background, technical knowledge, and skills in assessment, counseling, and provision of rehabilitation services necessary to function satisfactorily in a variety of counseling and rehabilitation settings. In order to provide a proper balance between theory, technical knowledge, and skill, students are provided every opportunity to test theory and use acquired knowledge under careful supervision in clinical field settings.

Mission and Objectives

Mission

The primary mission of the Department of Rehabilitation Studies at East Carolina University is to provide students with the academic and clinical knowledge required to be professionals in the fields of rehabilitation, mental health, and substance abuse counseling. With programs offering B.S., M.S., and Ph.D., degrees the department helps meet the need for professional counselors and counselor educators at all levels of service.

The global objective is to provide a full range of educational programs that include classroom and clinical experiences designed to prepare students to function effectively as professionals in the field and as counselor educators.

Specific objectives of the program are to provide students with the essential knowledge, skills, and attitudes necessary to function effectively as professional counselors which include, but are not limited to, the following areas:

1. Knowledge and appreciation of the traditions, foundations, history, philosophy of counseling specific to the fields of rehabilitation, mental health and substance abuse counseling,

2. Classroom, community and personal experiences with consumers to develop awareness and sensitivity to consumer needs from an individual, community and multicultural perspective,
3. Knowledge of counseling theories and techniques that support culturally sensitive consumer empowerment and the consumer's ability to take control of and better manage their lives,
4. Clinical counseling services to individuals, family members, and groups of persons with disabilities and issues that limit ability to function at personally satisfying levels,
5. Case management skills including coordinating, planning, and implementing rehabilitation plans to assist individuals to take effective control of their lives in a manner consistent with their cultural heritage,
6. Career assessment and development including knowledge of job placement, labor market trends, and development of consumer focused plans designed to enhance consumer independence and personal choice,
7. Multicultural, psychosocial and medical aspects of disability and how the person's community environment, socio/cultural, family, and psychological well-being impact the individual's ability to effectively cope with negative life experiences,
8. Applied research methodology related to improved theories, concepts and approaches related to assisting individuals with negative life experiences cope more effectively.

The Counseling Profession

Counselors held approximately 635,000 jobs in the United States in 2006 according to the 2008-2009 *Occupational Outlook Handbook*. Counselors work in a variety of settings such as public schools, university counseling and student life programs, mental health centers, rehabilitation programs, substance abuse programs, corrections, churches, hospitals, company-based employee assistance programs, insurance companies, and in private counseling and psychotherapy practice. Counselors assist people with personal, family, mental health, social, educational, and career decisions, problems, and concerns.

The counseling profession has a foundation of humanistic and holistic values and beliefs. Basic philosophical underpinnings of the counseling profession include the holistic nature of people, the uniqueness of each individual, the strength of multicultural pluralism, mental health and personal growth, self-responsibility, and social and vocational involvement for individuals with mental and physical disorders.

The Mental Health Team

Professional Counselors are part of an interdisciplinary mental health team which also includes psychiatrists, psychologists, psychiatric nurses, clinical social workers, and marriage and family therapists. These mental health professionals typically share theories and techniques and provide similar assessment, counseling (individual, group, marital and family) and other psychotherapeutic services to treat individuals with mental disorders and related problems within both public and private practice settings. Although each professional mental health discipline provides a similar core of mental health services, each mental health discipline has some areas of practice where they have special expertise. For example, psychiatrists are physicians with a

specialization in psychiatry. Thus psychiatrists tend to practice from a medical model which utilizes prescription drugs, in addition to psychotherapy. Psychologists, in addition to providing psychotherapy services, have special expertise in the administration and interpretation of psychological tests. Marriage and family counselors/therapists specialize in providing counseling and psychotherapy to couples and families. Clinical social workers and psychiatric nurses tend to provide general mental health and case management services.

What are the special expertise areas of Professional Counselors (PCs)? PCs provide mental health assessment, counseling (individual, group, marriage, and family therapy) and other psychotherapeutic services to treat individuals with mental disorders and related mental health concerns much like the other mental health professionals. However, PCs have special expertise in at least three areas. The first area of expertise is the level of clinical counseling and psychotherapy skills developed through university-based curriculum as well as supervised field-based counseling and related mental health practices in accredited counselor education programs. Secondly, PCs are prepared to operate from a broad-based personal growth and developmental model (as well as the medical/disease model) which prepares counselors/psychotherapists to help individuals and their families with the common problems and stresses of living, as well as the more severe mental disorders. Finally, PCs have numerous counselor specialty areas, each with its own established standards, examination, and certification within the counseling profession. For example, in addition to earning state licensure as Professional Counselor (LPC), many PCs have earned specialty certifications in clinical mental health counseling (CCMHC), rehabilitation counseling (CRC), marriage and family counseling/therapy (CMFT or CFT), and addictions counseling (Licensed Clinical Addictions Specialist, [LCAS], or Master Addictions Counselor [MAC]). Although all the mental health care professionals provide clinical assessment, counseling (individual, group, marriage and family therapy) and other psychotherapeutic services, each professional discipline has its unique areas of expertise.

Scope of Professional Counseling Practice

The scope of practice for qualified professional counselors includes, but is not limited to the following:

- Assessment and diagnosis of an individual's mental health and personal characteristics, assets, and limitations through clinical interviews and/or the administration and interpretation of tests.
- Clinical individual, group, marital, and family counseling and psychotherapy services.
- Treatment of mental disorders and related personal, family, interpersonal, and vocational concerns.
- Development of counseling and treatment goals and plans.
- Case management and coordination of related health, mental health, and rehabilitation services.
- Career assessment and counseling services.
- Counselor supervision, training, and education.
- Administration of counseling and related mental health and rehabilitation programs.
- Research in counseling, psychotherapy, mental health, and related health care areas.
- Consultations on mental health and counseling related issues to other health care providers, human service providers, school personnel, and community organizations.

Many counselors receive specialty training and certification and may limit their scope of counseling and psychotherapy practices to specialty areas of practice. The Licensed Professional Counselor (LPC) code of ethics requires that professional services be limited to those activities for which they are trained to perform. In some states, restrictive regulatory laws may prevent professional counselors from providing some of the professional services listed above.

Who Can Benefit From Professional Counseling and Psychotherapy?

Anybody with mental health concerns can benefit from professional counseling services including people experiencing: the stress of every day living; situational problems of living such as the loss of a loved one; vocational concerns; problems in their interpersonal relationships; problems with family members; alcohol and other substance abuse; and most mental disorders and illnesses (e.g. depression and anxiety disorders). Approximately 54 million individuals in the United States have a physical or mental disability. It is estimated that one in five people will seek the therapeutic services of mental health professionals sometime during their lives.

The impact of certain disabilities, substance abuse, and mental disorders, is so pervasive, complex, and challenging that many of these individuals could benefit from professional counseling and psychotherapy services.

What Can Clients Expect If They Seek Services From A Professional Counselor?

One of the first items a client can expect to receive from the Licensed Professional Counselor (LPC) is a “*professional disclosure statement*”, which is also on file at the state professional counselor licensure board. It typically describes: the counselor’s highest relevant academic degree, the name of the institution granting the degree; any specialty training and certifications; the number of years of counseling experience; the types of clients served; and the length of sessions (typically 50 minute individual sessions and 60 to 90 minute group, marriage and family sessions). It also includes the fee schedule, methods of payment, information about billing and insurance reimbursement, confidentiality, and how and where to register a complaint. The Professional Disclosure Statement is signed by both client and counselor and a copy is given to the client.

Counselor-Client Relationship and Process. The counselor will attempt to create a therapeutic climate where the client feels comfortable talking about personal concerns that the individual or family members find troubling. Counselor empathy, warmth, caring, genuineness, and confidentiality facilitate the development of a trusting therapeutic relationship and increase the probability of a positive and successful therapeutic outcome.

Counseling and psychotherapy requires the active involvement of clients, including effort to change any self-defeating thoughts, feelings, and behaviors. The client will usually be asked to work both in and out of the therapeutic counseling sessions. There will likely be homework and other therapeutic assignments. Exercises and assignments will often focus on such areas as improving stress management and coping skills, belief systems, relationships, and general

lifestyle. Sometimes change is relatively easy but more often change takes much effort, time and persistence. It is not uncommon for some psychological and behavior patterns to have been reinforced for 20 to 30 years and will not change easily and quickly. Most professional counselors utilize an eclectic therapeutic counseling approach drawing from well established, researched and respected therapies. Some counselors specialize in one type of theoretical counseling approach (e.g. behavioral therapy).

Preparation of Professional Counselors

Professional Counselors are prepared at the master's and doctoral degree levels. Graduate students in counseling often have undergraduate degrees in psychology, rehabilitation services, social work, education, and other health and human service fields.

Curriculum. Graduates from accredited counselor education programs are typically trained in clinical assessment procedures; counseling theory and practice; individual, group, and family counseling approaches and techniques; career assessment and counseling; personal growth and development (normal and abnormal); social and cultural foundations; case coordination and management; research and program evaluation; treatment planning; professional ethics and standards; and a supervised 100 hour counseling practicum and 600 hour internship. In addition, students often take required or elective courses in such areas as advanced individual and group counseling/therapy; marriage and family counseling/therapy; advanced psychological testing; psychopathology; personality theory; stress management; job placement; substance abuse; and supervision and administration.

Counselor Specialization. Many counselors have received specialty training in addition to their general counselor education. Specialty preparation, which usually requires a minimum of 12 semester hours of university credit in a specialty area, along with supervised counseling experience, is offered in counselor education programs in such areas as rehabilitation counseling; clinical mental health counseling; substance abuse counseling; gerontological counseling; marriage and family counseling; school counseling; career counseling; vocational evaluation; employee assistance counseling; college counseling; and administration. Professional counselors may also pursue post-graduate specialty training in counseling theories and approaches in such areas as gestalt therapy, reality therapy, transactional analysis, rational-emotive therapy, cognitive-behavioral therapy, and hypnotherapy.

Desired Professional Counselor Communication Knowledge and Skills

- Verbal communication to provide personal, group, and family counseling
- Vocational counseling techniques and skills
- Verbal communication to provide consultation to other health and mental health care professionals as well as industry and business
- Collaboration skills to develop effective partnerships within and across disciplines
- Verbal communication to convey diagnostic, technical, and rehabilitation information to consumers
- Communicate abstract information in a clear manner
- Written communication skills including case recording and report development

- Basic negotiation and mediation techniques

III M.S. DEGREE PROGRAMS AND CERTIFICATE REQUIREMENTS

The Graduate School of East Carolina University and the College of Allied Health Sciences have established the Department of Rehabilitation Studies with graduate programs in Rehabilitation Counseling, Substance Abuse and Clinical Counseling, and Vocational Evaluation. These Programs are designed to meet the needs of public and private rehabilitation, mental health, substance abuse, and various educational settings.

M.S. Degree Requirements

There are three M.S. degree programs in the Department of Rehabilitation Studies: Rehabilitation Counseling (RC), Substance Abuse and Clinical Counseling (SACC), and Vocational Evaluation (VE). All three graduate programs include 12 s.h., or one semester (600 hours), of internship. Required courses for each M.S. degree program includes:

The Rehabilitation Counseling degree (50 s.h.) Students in the RC program must complete a minimum of 50 s.h. of credit including the following courses: REHB 5100, 6000, 6010, 6250, 6300, 6310, 6350, 6351, 6360, 6361, 6370, 6401, 6550, 6991, 6992, 6993, 6994, and 3 s.h. of research electives.

The Substance Abuse and Clinical Counseling degree (62 s.h.) Students in the SACC degree program must complete a minimum of 62 s.h. of credit including the following courses: REHB 5100, 5793, 6010, 6250, 6300, 6310, 6320, 6330, 6350, 6351, 6360, 6361, 6370, 6401, 6550, 6703, 6991, 6992, 6993, 6994 and 6 s.h. of electives.

The Vocational Evaluation degree (50 s.h.) Students in the VE program must complete 50 s.h. of credit including REHB 5100, 5400, 6000, 6010, 6250, 6310, 6401, 7403, 7404, 6405, 6550, 6991, 6992, 6993, 6994 and 3 s.h. of research electives.

Practicum

REHB 6360 (3 s.h.), 6361 (1 s.h.). The Counseling Practicum students in the SACC/RC programs spend 100 hours in the field with site and university supervision one day a week (i.e. 8 hours) and attend a 3 s.h. seminar on campus. There is also a Practicum for the Vocational Evaluation students.

- **Practicum Manual.** The *Counseling Practicum Manual* describes the details of this clinical field experience. See the “Student Resources” section of the department’s website (www.ecu.edu/rehb) for the *Counseling Practicum* manual.

Internship

REHB 6991, 6992, 6993, 6994 Internship in Rehabilitation (3 s.h. each = 12 s.h. total). The 600 hour internship will generally occur in the last semester of the student's program

and will take place in an agency or program that is involved in some phase of the rehabilitation process related to the student's area of emphasis.

- **Dual –Degree Students.** Students in dual degree programs will only be required to take one 12-semester-hour internship as long as the setting provides the student with combined experience in both areas of emphasis (e.g. substance abuse treatment program). A minimum of 600 clock hours at an approved internship site is required of all students.
- **Set Up Field Site Early.** Students should begin securing an internship site the semester before they are planning to start. Students must consult their advisor or Internship Coordinator (i.e. Sharon Shallow) prior to contacting a potential internship site. A pre-internship meeting is required of all interns prior to beginning this clinical field experience.
- **Health Insurance.** Students must maintain their own health insurance. ECU is not responsible for health care or treatment of any disease/accident or disorder associated with educational, clinical or other contacts.
- **Criminal Background Check.** If a clinical setting requires a criminal background check or other requirements (e.g. CPR Training, drug testing) for placement in that setting, the student is responsible for the expense and securing of the required information.
- **Internship Manual.** The *Internship Manual* describes the details of this clinical field experience. See the “Student Resources” section of the department’s website (www.ecu.edu/rehb) for the *Counseling Internship* manual.

Field Sites for Practicum and Internship

- **Directory of Field Sites for Practica and Internships.** The department maintains a *Directory of Field Sites for Practica and Internships* that lists field sites by state and city that former students have completed their field experiences. The *Directory* provides a brief description of the field site and contact information. A printed copy of the *Directory* is kept in the department. See the departmental secretary to view the *Directory*.
- **Contract with Field Site.** ECU must have a contract with field sites utilized for field experiences. Many of the field sites in the *Directory* already have a contract established between ECU and the field site. Students wanting to utilize field sites that do not have current contracts with ECU must contact the departmental secretary to start the process of securing a contract. This should be done at least a couple of months before students’ Practicum or Internship.

All incompletes must be removed prior to the start of Internship (REHB 6991, 6992, 6993, 6994) with the exception of REHB 6561 Research Paper/Project (elective).

Dual-M.S. Degree Option

Students may combine any two M.S. degree programs within the department and earn two masters' degrees.

- *Substance Abuse and Clinical Counseling* students may earn a second master's degree in *Rehabilitation Counseling* by taking one additional course (REHB 6000 Medical and Psychosocial Aspects of Disability) and complete this dual master's degree in five semesters.
- *Vocational Evaluation* students may earn a second master's degree in *Rehabilitation Counseling* by adding one additional semester and complete this dual master's degree in five semesters.
- *Rehabilitation Counseling* students can earn a second master's degree in *Substance Abuse and Clinical Counseling* or *Vocational Evaluation* by adding one additional semester and complete either of these two masters' degrees in five semesters.

Students must seek the permission of the program director they wish to enter for their second master's degree.

Electives may come from the Department of Rehabilitation Studies as well as other departments such as Psychology, Child and Family Relations, Community Health, School of Business, Counselor Education, and Special Education.

Part-Time Students

The department typically has approximately 3/4 full-time and 1/4 part-time graduate students in the department. The department offers evening courses, online courses, block courses (i.e. 2-5 pm once a week) and summer programs for part-time students.

Certificate Programs

The Department of Rehabilitation Studies also offers four certificate programs: Substance Abuse Counseling, Vocational Evaluation, Employee Assistance Program Counseling, and Rehabilitation Counseling. These programs allow students to acquire core content that may assist in becoming recognized or certified in certain specialized professional practice areas. Courses taken as part of a certificate program also count as course credit for students enrolled or subsequently enrolled in graduate degree programs. Certificate programs should not be confused with any state or national certification or license.

- **Certificate in Substance Abuse Counseling**

The Certificate in Substance Abuse Counseling provides individuals with the practical skills and basic techniques needed to provide services to individuals with addictions. This specialized area of counseling requires specific knowledge of theory and applied techniques in addition to general counseling knowledge and skills. The certificate is open to individuals with at least a bachelor's degree,

including students enrolled in graduate programs at other universities or individuals with a master's degree from another university. These courses meet the academic requirement for the North Carolina Certification as a Licensed Clinical Addictions Specialist (LCAS) or most of the academic requirement for the Certification as a Substance Abuse Counselor (CSAC). Applicants must first register at ECU as a non-degree graduate student to take any or all of the online or on-campus substance abuse courses.

The program requires the completion of REHB 6703, 5793, 5795, 5796. Any substitutions must be approved by Dr. Mary Crozier, the certificate coordinator (crozierm@ecu.edu or 252-744-6299).

- **Certificate in Vocational Evaluation**

The Certificate in Vocational Evaluation provides students with the basic knowledge and professional skills needed to work as an evaluator in applied settings. The certificate is open to graduate students as well as non-degree students with a baccalaureate degree.

The program requires completion of 12 s.h. of coursework. Required courses include REHB 5400, 6401 or equivalent, 6405 plus 3 s.h. of electives chosen in consultation with coordinator.

- **Certificate in Employee Assistance Program Counseling**

The Employee Assistance Program (EAP) Counseling certificate provides counselors with the specific background information and skills needed in this specialized area of counseling. This certificate is open to students enrolled in graduate counseling programs and counselors who wish to work in this area. The program is designed to equip counselors with knowledge of mental health, substance abuse and family issues related to the work environment. Program design and counseling techniques/approaches specific to this specialized area of the profession are presented.

The certificate requires the completion of 12 s.h. of graduate level courses. Required courses include REHB 7610 and 9 s.h. from REHB 5793, REHB 6320, PSYC 6343 or an approved elective. The director of the EAP certificate program will have a list of approved electives.

- **Certificate in Rehabilitation Counseling**

The Certificate in Rehabilitation Counseling provides basic knowledge and information needed to work as a professional in this specialized area. The certificate program includes specialized training in Rehabilitation Counseling and may prepare counselors to meet the basic academic requirements to be eligible to take the Certified Rehabilitation Counselor Exam. Participants are required to be

currently enrolled in a graduate counseling program or may enroll non-degree if they possess an undergraduate degree.

The certificate program requires a minimum of 12 s.h. of coursework. Required courses include REHB 5100, 6000, 6010 and 3 s.h. of electives. The list of appropriate electives is available from the certificate coordinator and may be selected after consultation with the requirements of the Commission on Rehabilitation Counselor Certification.

Research or Capstone Option

Graduate students in the Department of Rehabilitation Studies have the option of completing a research process (project, paper, article or thesis) as an elective or the required capstone experience (Internship).

The research / capstone requirement may be met by completing the REHB 6550 Rehabilitation Research course and either: 1) Internship (REHB 6991, 6992, 6993, 6994) (beginning with students enrolling in the fall 2009 semester), or 2) research project, 3) research paper, 4) research article or 5) thesis. The procedures for completing this requirement are described as follows and should be completed in sequence.

- A. All students who register for their research project must attend a one time (approx. 90 minutes) research paper development seminar the semester before they begin their project. This seminar will be provided by various faculty members within the department and will typically be scheduled during “Reading Day” the previous semester.
- B. The research project is a less formal design that includes gathering information on a practical concern in an organized manner. Research project may include analyzing special topics in vocational rehabilitation, rehabilitation-psychology, mental health, or substance abuse.

Steps for completing the research project:

1. Selection of a project advisor from the department.
2. Selection and approval of a topic. The project must include data gathering as part of the methodology (see attached form).
3. Presentation of a proposal to advisor. This proposal should include the first three sections:
 - I. Introduction and statement of the problem
 - II. Review of the literature (may not be extensive)
 - III. Method of gathering information
 This proposal need not be long (10-15 pages), but should be written in APA format.
4. Sign up for REHB 6561 (3 semester hours).
5. Complete research project by gathering data as planned. Analyze data with consultation from advisor. Write results and conclusions section for completion of project.

6. Present completed research project to advisor (an oral defense is usually required).
7. Students who fail to complete research projects on time will have the final grade reduced.

C. The Research Paper (3 hours):

The research paper is an in-depth review of the literature on some specialized area in rehabilitation. It does not involve collecting new data.

Steps for completing the Research Paper (3 hours):

1. Selection of a paper advisor from the department
2. Selection and approval of a topic (see attached form)
3. Sign up for REHB 6561 (3 semester hours)
4. The research paper should follow APA Publication Manual and ECU Manual of Basic Requirements for Theses, Dissertations and Term Papers. The outline of the research paper should typically include the following sections:
 - 1) Introduction
 - 2) Description of the problem or topic
 - 3) Review of the literature
 - 4) Conclusions about present state of knowledge
 - 5) Discussion and suggestions for future research

The research paper should be 30-50 pages in length, and follow APA referencing and term paper style.

5. Presentation of the completed paper to the advisor (an oral defense by the student is required in most instances)
6. Students who fail to complete the research paper by the end of the term (i.e. take an incomplete) will have the final grade reduced.

D. Research Article (3 or 4 hours):

The research article option includes the identification of a specific area of inquiry, a concise review of the literature, collection of data, and the completion of a manuscript for possible submission to a rehabilitation related journal.

Steps for Completion of the Research Article (3 or 4 hours):

1. Selection of a research article advisor from the department.
2. Selection and approval of a topic. The article must include data gathering as part of the methodology (see attached form).
3. Presentation of a formal proposal to advisor. This proposal should include the first three sections:
 - I. Introduction and statement of the problem
 - II. Review of the literature

III. Method

This proposal need not be long (10-15 pages) should be written in APA format for journal articles.

4. Sign up for REHB 6561 and possibly REHB 6562 (3 or 4 semester hours).
5. Complete research article by gathering data as planned. Analyze data with consultation from advisor. Write results and conclusions section of article for completion of project.
6. Present completed research article to advisor (an oral defense is usually required).
7. Students who fail to complete research article on time will have the final grade reduced.

E. Steps for Completion of Thesis (6 hours):

1. Selection of a thesis committee chair.
2. Selection of a topic. The design must include a data gathering methodology. (see attached form)
3. Selection of thesis committee members (two: one within and one from outside the department).
4. Presentation of a formal proposal to committee. The proposal should follow APA and ECU manuals and include the following:
 - I. Introduction and statement of the problem
 - II. Review of the literature
 - III. Methodology
5. Approval of proposal by committee.
6. Sign up for REHB 6997 and 6998 (6 semester hours)
7. Complete research by gathering data as planned. Analyze data consulting with thesis director as needed.
8. Complete thesis by writing results and discussion/implications chapters of thesis.
9. Present completed thesis to director.
10. After completion of changes (if any) present to committee.
11. Set date for thesis defense before full committee.
12. Make recommended changes (if any).
13. Obtain signatures for thesis approval.
14. Turn thesis into graduate school for signatures.
15. Take signed thesis to library for binding.
16. Take receipt for binding to registrar.

G. Manuals of Style to be Used:

1. Two major manuals will be used by all students in completing the M.S. Project, thesis, or term papers. Both of these manuals can be purchased from the ECU Student Supply Store.
 - a. East Carolina University Manual of Basic Requirements for Theses and Term Papers (Use latest edition)

- b. Publication Manual of the American Psychological Association (Use latest edition)
2. While the contents of these two manuals must be strictly adhered to, there may be specialized situations where other references may be used to supplement the above. Please confer with your project or thesis advisor if this is the case.

Research Facilities

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

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

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

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

The library has complete files of the *New York Times* and other nationally recognized newspapers as well as files of many North Carolina newspapers on microfilm. Joyner Library is an officially designated depository for selected United States Government publications and 12,000 North Carolina state documents. Joyner Library is a participant in established interlibrary loan programs.

Graduate students and faculty may obtain from the Chief Reference Librarian a UNC Cooperative Library Privilege Card, which entitles them to use the library resources of the other 15 units located on campuses of the university system.

Comprehensive Examination

The comprehensive examination is a requirement of all Master's Degrees at ECU. Students have two options for completing this requirement. One option is the successful completion of the Certification in Rehabilitation Counseling (CRC) exam from the Commission on Rehabilitation Counselor (CRCC). The second option is the oral case study comprehensive examination. Students must sign up for the oral case study comprehensive examination before November 1 in the Fall Semester, April 1 in the Spring semester, and July 1 in the summer session of the last semester in the program. Oral comprehensive must be completed 2 weeks prior to the last day of class in the given semester. Students who miss the deadlines are required to complete both the oral case study presentation on one case and a written comprehensive exam on a second case during the

semester they intend to graduate. Schedule your comprehensive exam through your faculty advisor for your last semester in the program.

The format of the comprehensive exam is to present the candidate with a case study "client", including a brief history and assessment information, and ask the candidate to develop appropriate further assessment procedures, DSM 5 axes, and rehabilitation plans.

Failure to pass the comprehensive examination: The guidelines in the Graduate School Bulletin will be followed.

Comprehensive Examination Case Study Guidelines - Department of Rehabilitation Studies

You will have 60 - 90 minutes to review a case study and formulate answers to the questions listed below before making an oral presentation in front of two departmental faculty. To develop comprehensive responses, you may use any resources and materials that you have from your course work such as textbooks, lecture notes, handouts, and so forth. You may take as many notes as you like and develop written responses to the questions. However, it may be difficult to anticipate all follow-up questions by faculty. Thus, you should rely less on your notes and more on your comprehensive knowledge of your individual case study. The responses you provide must be related to your specific case study. Generalized responses to a specific question may indicate that you would have difficulty applying a particular rehabilitation intervention, strategy, treatment, or goal to your particular client (case study).

1. Begin your presentation by first providing a comprehensive description of your client. You should present some general information about your client's background as if you are in a rehabilitation team staffing. Thus, you will assume that the other team members (two faculty) have very little information about your client. During your initial presentation you may include information that includes, but is not limited to your client's: (a) age, gender, social history, (b) reason for referral and general medical, psychosocial issues related to the referral, (c) current level of functioning in regards to strengths and limitation, and (d) major short term and long term issues that will need to be addressed. Overall, you are giving a brief assessment of your client and the impact these issues will have on them educationally, occupationally, psychosocially, medically, and with independent functioning. The *Assessment Summary* form used in REHB 6360 Counseling Practicum course and the Internship is helpful to organize this information.
2. Begin this section by providing the DSM-IV-TR five axis diagnosis. Next develop a comprehensive rehabilitation plan providing details on specific instruments (formal testing and functional assessments) that you would use with your client to evaluate their vocational, psychological, psychosocial, and independent living needs. Provide a step-by-step description of the interviewing, testing, and follow-up process. Be sure that you justify what information that you hope to gain from each of these areas.
3. Provide recommendations for your client in each of the rehabilitation/life areas that you have presented to the rehab treatment team. Your recommendations may include, but are not limited to: (a) counseling strategies you would use to treat the client's specific issues, (b) strategies for

seeking and maintaining employment, (c) plan for maintaining or continuing your client's education, and (d) any medical, physical, or health related conditions that would require follow-up. Be sure to state each of these issues in regards to short term and/or long term goals.

Present any legal or ethical issues that may be related to your client.

In lieu of the above, the student may choose to take and pass the CRC examination. If taken during Fall or Spring semesters, the scores will be returned to the department in time for graduation.

Personal Experiential Counseling Requirements. Students in the Substance Abuse and Clinical Counseling and Rehabilitation Counseling programs are required to participate in personal counseling and experiential activities. These include participation in a small personal growth group, a group counseling course, counseling prepracticum and practicum courses, and an option of individual personal counseling by the student counseling center or from another mental health professional to meet part of an optional requirement in the Counseling Practicum course. All of these personal counseling experiences are oriented toward increasing personal and interpersonal growth of the student in order to become a competent professional clinical counselor.

The Blue Card. One semester before graduation, students must pick up and complete the application for graduation (blue card). These are available from the departmental secretary.

Relationship with other Departments

The Department of Rehabilitation Studies has developed a strong relationship with several other departments at East Carolina University.

1. Department of Counselor Education: Students often take the research course and possibly one or two other general counseling courses in this department. This department provides coursework primarily related to school counseling and could be of interest to some students.
2. Department of Psychology: This department has traditionally provided several elective courses. The Employee Assistant Program Counseling Concentration requires one of two courses from this department: Psychology of Organizational Behavior or Personnel Selection.
3. Department of Child and Family Relations: This department provides coursework related to marriage and family counseling, an area that has often been important in rehabilitation and substance abuse counseling.

IV RECRUITMENT, SELECTION AND RETENTION OF STUDENTS

Admissions - Information and Questions

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

Lloyd Goodwin, Ph.D.
 Interim Department Chair
 Department of Rehabilitation Studies
 College of Allied Health Sciences
 East Carolina University
 Greenville, NC 27858-4353
 Phone: 252-744-6292
 Email: goodwinl@ecu.edu

Academic Regulations

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

Criteria for dismissal from MS degree programs

Students must maintain a 3.0 GPA. Additionally, a grade of “C” or less in 8 semester hours or more equals dismissal from REHB MS program.

Professional Counselor Development Evaluation

Graduate students in the Department of Rehabilitation Studies are expected to gradually develop certain essential counselor competencies as they progress towards graduation with their M.S. degree(s) in counseling or vocational evaluation. The following is the *Professional Performance Review Process* form the Department uses to evaluate each graduate student’s progress each semester.

- **Professional Performance Review Process**

In addition to meeting the academic standards, students are expected conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable about the *Code of Ethics of the American Counseling Association (ACA)*, *North Carolina Substance Abuse Professional Practice Board (NCSAPPB)*, *Commission for Rehabilitation Counseling Certification (CRCC)*, and *Association for Specialists in Group Work (ASGW)*. These codes

serve as guidelines for students and professionals in the counseling profession and shall be adhered to at all times, in all activities.

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

For the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics which will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Department of Rehabilitation Studies possess those characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

Students are reviewed at the conclusion of each semester by all Counseling faculty according to their compliance with the following Professional Performance Standards:

1. Academics (e.g. grades)
2. Clinical Skills
3. Ability to connect and develop therapeutic alliance with clients
4. Personal and Interpersonal Behavior
5. Openness to new ideas
6. Flexibility
7. Cooperativeness with others
8. Willingness to accept and use feedback
9. Awareness of own impact on others
10. Ability to deal with conflict
11. Ability to accept personal responsibility
12. Ability to express feelings effectively and appropriately
13. Attention to ethical and legal considerations

Each standard is rated on a 1 (unacceptable) to 4 (excellent) scale. Students receiving a rating of 1 on any of the Non-academic Professional performance standards will be considered deficient in Professional performance and subject to the following remediation procedure:

1. The student will be presented with a copy of the *Professional performance Review form(s)* on which are listed the deficient rating(s), the respective professor's explanation for the ratings, and any remedial actions recommended by the faculty. The student and the professor will meet to discuss the professional performance concerns and to implement recommended remedial actions. A copy of the completed *Professional Performance Review form(s)* will be given to the student and his/her advisor.

2. If a student receives more than one deficient *Professional Performance Review form* during his/her program of study or otherwise fails to show reasonable progress in correcting deficiencies previously cited, the faculty may recommend either his/her discontinuation in the program or further remedial action. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the forms to discuss the professional performance concerns and the recommended responsive actions to be taken. A copy of the completed *Professional Performance Review form(s)* will be given to the student and his/her advisor.

3. Faculty may conduct a professional performance review at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases, the faculty may recommend either discontinuation in the Department of Rehabilitation Studies or remedial action for the student. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the forms to discuss the professional performance concerns and the recommended responsive actions to be taken. A copy of the completed *Professional Performance Review form(s)* will be given to the student and his/her advisor.

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

PROFESSIONAL PERFORMANCE REVIEW FORM

Student Name _____ **Faculty Advisor** _____ **Semester** _____

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

	Deferred	1 Unacceptable	2 Acceptable	3 Good	4 Excellent
1. Academic Performance					
2. Clinical Skills					
3. Ability to connect and develop therapeutic alliance with clients					
4. Professional and Interpersonal Behavior					
5. Openness to new ideas					
6. Flexibility					
7. Cooperative- ness with others					

	Deferred	1 Unacceptable	2 Acceptable	3 Good	4 Excellent
8. Willingness to accept and use feedback					
9. Awareness of own impact on others					
10. Ability to deal with conflict					
11. Ability to accept personal responsibility					
12. Ability to express feelings effectively/ appropriately					
13. Attention to ethical and legal Considerations					

Comments (use back of sheet if needed):

This Professional Performance Review (PPR) process has been adapted with permission from the School Psychology & Counselor Education (SPACE) department at The College of William & Mary.

Student Remediation

If students do not progress satisfactory towards developing certain essential counselor competencies, they may be required to engage in certain activities to remediate their deficiencies. The following *Professional Counselor Development Plan – Student Remediation* form will be utilized.

Professional Counselor Development Plan – Student Remediation

Student Name: _____ Date _____

For you to continue to progress toward receiving your counseling degree in the Department of Rehabilitation Studies at East Carolina University, the Rehabilitation faculty is collectively requiring that you engage in the following behaviors that relate to the competencies addressed within our program's retention policy.

Competency Area A: Professional Responsibility

1. Demonstrate the ability to accurately reflect back to the faculty or supervisor any suggestions or directives given by them.
2. Inquire about faculty or supervisor-generated directives that are unclear and obtain from them clarifications needed to successfully apply directives.
3. Demonstrate openness to your faculty or clinical supervisors' feedback, as evidenced by following all of your faculty or clinical supervisors' directives.
4. Apply all faculty or supervisor directives in counseling sessions.
5. Demonstrate an ability to recognize personal limitations and take appropriate steps toward increased education, consultation, and/or referral.

Competency Area B: Therapeutic Skills and Abilities

When counseling clients, the student will:

1. Demonstrate an ability to use empathic reflection of feelings.
2. Demonstrate an ability to focus sessions on client-generated concerns.
3. Demonstrate listening skills by paraphrasing the content of clients' messages.
4. Demonstrate an ability to appropriately pace a session.
5. Demonstrate the appropriate use of clinical immediacy/here-and now statements.
6. Demonstrate an understanding of clients' concerns/issues.
7. Facilitate the client's movement toward reaching his or her goals.
8. Use summarizing skills at the beginning and end of all sessions.
9. Demonstrate an ability to connect with and develop a therapeutic relationship/alliance with clients.

To successfully engage in the aforementioned behaviors, the student will be required to successfully complete an individualized remediation plan that includes the following checked items:

1. ___ Attend counseling sessions with a licensed mental health professional to improve interpersonal dynamics that relate to the counseling and supervision process as mentioned previously in this document (e.g., the ability to empathize and develop a therapeutic relationship with clients) and the student's ability to comprehend, accept, incorporate, and apply faculty and supervisor feedback in clinical practice. A letter from the mental health professional indicating that you have successfully addressed the aforementioned issues in counseling will be required before you can reenroll in future departmental courses. Please present this letter to the department chair within 2 weeks of attempting to register for any REHB courses including the practicum and internship.
2. ___ If the student deficiency was of an ethical nature the student may be required to attend 6 hours' worth of supervision-related workshops that are preapproved by the department chair before reenrolling in the practicum or internship courses. Please present proof of having completed these workshops to the department chair within 2 weeks of attempting to register for the practicum course.
3. ___ Write a 10-page (double-spaced, American Psychological Association style) essay, which applies the supervision information you learned in your remediation workshops to the supervision or related conflicts you were confronted with in practicum, internship or other courses. In your essay, you should especially focus on issues related to accepting faculty and supervisor feedback. The faculty will evaluate this statement, and you will not be able to register for future departmental courses, including practicum and internship, until the faculty is satisfied that you can adequately understand feedback within the faculty and supervision relationship as described in this document. Please present this essay to the department chair within 2 weeks of attempting to register for departmental courses, including the practicum and internship courses.
4. ___ Meet with faculty advisor every 4 weeks to discuss progress and concerns related to achieving these goals and to receive feedback about your progress toward these goals.
5. ___ Be allowed to have a different practicum course instructor/supervisor from your original practicum instructor/supervisor.
6. ___ Successfully complete (earn an A or B grade) in practicum. You cannot register for REHB courses until you have successfully completed the first, second, and third requirements in this section. Any grade of C or lower in practicum will result in your automatic and permanent removal from the counseling program. Consistent with our program policy, you will only have one more opportunity to successfully complete practicum or internship if you have already failed once.
7. ___ Other:

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the counseling program. I understand that I can appeal this plan prior to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract with 1 year, I understand that I will be terminated from the Department of Rehabilitation Studies. I also understand the program's retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date

Student

Date

Faculty Representative

V FINANCIAL ASSISTANCE AND SCHOLARSHIPS

Graduate Research/Assistantships

Several graduate students each year are selected to assist the department's faculty in research or special projects. These are usually very rewarding projects and may lead to ideas and possible data for students' term papers or research papers. The amount of money the fellowship/assistantship provides each semester varies. Students are selected on the basis of their abilities and background. Apply to the Department of Rehabilitation Studies for the Assistantship by contacting the departmental secretary.

Beth Lambeth Memorial Scholarship

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

NRCA Student Scholarship Program in Rehabilitation Counseling

The National Rehabilitation Counseling Association has established a national \$750; \$500, and \$250 scholarships to be awarded to students enrolled full-time in a graduate Rehabilitation Counseling program. An annual search for essay winners will be conducted through state and national competition. Obtain further information from the Department of Rehabilitation Studies.

Graduate Rehabilitation Literary Awards

The purpose of the annual Graduate Rehabilitation Literary Awards competition is to encourage the writing of professional literature among graduate students preparing themselves to work professionally with people with disabilities and to facilitate professional communication among all rehabilitation personnel. It is sponsored by the National Rehabilitation Association with the special assistance of its National Rehabilitation Counseling Association. Annual cash prizes of \$300, \$125, and \$75 will be awarded to first second and third-place winners, respectively. Consideration will be given also for honorable mention certificates or awards.

Literary contributions will be accepted only from persons preparing at the graduate level in colleges and universities to work professionally with handicapped persons. The entry must be written while the student is enrolled in the graduate program and during the year of the contest for which the entry is being submitted (i.e., between March 2 of any year and March 1 of the following year). Obtain further information from the Department of Rehabilitation Studies.

Gravely Foundation Scholarships

Nominees for this scholarship must have a minimum grade point average of 3.2 and can be either a junior, senior, or graduate student from the following departments: Biostatistics/Epidemiology, Environmental Health, Medical Technology, Physical Therapy, Social Work and Corrections or Rehabilitation Studies. Nominations are made by the department in January. See Dr. Martha Chapin, coordinator of scholarships, in the department for details on this scholarship.

T.L. McClellan Memorial Scholarship

This scholarship was established to promote professional excellence in the practice of rehabilitation through granting scholarships to full-time students in rehabilitation and/or related helping or human service professions. Each applicant must demonstrate his/her potential to make positive contributions to the advancement of rehabilitation in North Carolina.

Full-time students in technical or degree programs of helping or human services are eligible for consideration. Obtain further information from the Department of Rehabilitation Studies Staff. See Dr. Martha Chapin, coordinator of scholarships, in the department for details on this scholarship.

Burbecker Scholarship

There will be one (1) scholarship of \$2,500 awarded to a student who is currently enrolled in full-time graduate study in the College of Allied Health Sciences, Medicine, or Nursing. The student will be awarded \$1,250 each semester of the academic year. The deadline varies from year to year. It is announced annually.

Research and Internship Grants and Fellowships

Several organizations, such as the Epilepsy Foundation of American and the Devereaux Foundation, provide grants and fellowships for research and internship experiences. The financial awards are quite substantial, and students are encouraged to study available information in the department on these fellowships.

Paid Clinical Internships

The clinical internship in rehabilitation will generally occur in the last semester of the student's program and will take place in an agency or program that is involved in some phase of the rehabilitation process. The student will be full-time with the agency or program and receive 12 semester hours of credit. Some students may receive a traineeship during this semester, if funds are available. If students are working full-time, they are not eligible for the Graduate Research Fellowship/Assistantship. Paid internship settings are sometimes available. Please see the *Directory of Field Sites for Practica and Internships*, your advisor, or departmental internship supervisor for information on paid internships.

East Carolina University Financial Aid Office

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

VI STUDENT ORGANIZATIONS

Chi Sigma Iota – Rho Omega Chapter.

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

East Carolina University Student Rehabilitation Association (SRA)

SRA is the student organization of the Department of Rehabilitation Studies. The primary function of SRA is that of scheduling activities, both academic and social. Officers for the association are elected once a year; and they consist of president, secretary-treasurer, and social chairman. The student organization is recognized by the ECU Student Government Association. The ECU student government organization has also supported student travel to professional meetings. Students are encouraged to join one or more of the professional associations discussed below. Dr. Nathalie Mizelle (mizellen@ecu.edu) is the faculty advisor to the SRA.

VII PROFESSIONAL ORGANIZATIONS

There are a number of professional organizations that represent the different professions within the rehabilitation field. Students will be made aware of various professional conferences put on by these and other organizations. Departmental policy is that students may be excused (at the discretion of the instructor) from class for up to two conferences per semester provided they show verification of attendance. Some of the associations specifically related to professions represented within this department are as follows:

American Counseling Association (ACA)

ACA is the professional association for counselors. It promotes activities to benefit counseling (including rehabilitation, substance abuse and clinical counseling), lobbying for greater recognition of counseling including licensure and third party reimbursement. Members receive the *Journal of Counseling and Development* and the ACA Newsletter. Student membership rates are available. See the ACA webpage at www.counseling.org.

- **American Mental Health Counselors (AMHCA)**

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

- **American Rehabilitation Counseling Association (ARCA)**

ARCA is the division for rehabilitation counselors within the American Counseling Association (ACA). Members receive the *Rehabilitation Counseling Bulletin*. Special student rates are available. See the ARCA webpage at www.arcaweb.org/.

- **International Association of Addictions and Offender Counselors (IAAOC)**

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

Licensed Professional Counselors Association of North Carolina (LPCANC)

LPCANC is a professional counseling organization dedicated to meeting the professional development needs of Licensed Professional Counselors (LPCs) in North Carolina. LPCANC serves LPCs through advocacy, marketing the LPC credential and professional development by responding to the needs of clients/consumers with mental health needs. In North Carolina LPCs are able to diagnose and treat mental health conditions as defined under the NC General Statute 90-330: "Professional Counseling is defined as assisting individuals, groups, and families through a combination of clinical mental health and human development principles, methods, diagnostic procedures, treatments plans and other psychotherapeutic techniques." For more information concerning the LPCANC see the webpage at www.lpcanc.org.

National Rehabilitation Association (NRA)

NRA is a private, non-profit umbrella organization whose purpose is to advance the rehabilitation of all disabled persons. The association has a membership of more than 18,000 individuals, which includes persons with disabilities, and is an effective advocate of people with disabilities, articulating their rights and needs and pursuing the best possible means to meet those needs. Members receive the *Journal of Rehabilitation* and the *Contemporary Rehabilitation* magazine. Student rates are available. See the NRA webpage at www.nationalrehab.org.

- **National Rehabilitation Counseling Association (NRCA)**

NRCA is a professional division of the NRA. NRCA is concerned with advancing the role and function of Rehabilitation Counseling in the rehabilitation of all persons with a physical or mental disability. Membership in NRCA includes persons qualified as rehabilitation counselors, counselor educators, counselor supervisors, researchers in rehabilitation counseling, students in training for rehabilitation practice, and support personnel to rehabilitation counseling. Members receive the *Journal of Applied Rehabilitation Counseling*. Student rates are available. See the NRCA webpage at <http://NRCA-Net.org>.

- **Vocational Evaluation and Work Adjustment Association (VEWAA)**

VEWAA is also a division of the National Rehabilitation Association. Its purpose is to improve and advance the field of vocational evaluation and work adjustment training, which uses simulated and/or real work in order to enhance the habitation or rehabilitation of said persons. Three membership categories are available: professional, associate, or student. Members receive the *VEWAA Bulletin* and *Newsletter*. See the VEWAA webpage at www.VEWAA.org.

Professional Association of Rehabilitation Counselors (PARC)

PARC was founded in 1994 by Dr. Lloyd Goodwin at ECU. PARC has four specialty divisions and additional special interest groups for the main areas of rehabilitation counseling, substance abuse counseling, clinical mental health counseling, rehabilitation education, and general rehabilitation counseling. Student rates are available. See the PARC webpage at www.nationalparc.org.

Vocational Evaluation and Career Assessment Professionals (VECAP)

VECAP is a nonprofit organization originally founded in 1967 to promote the professions and services of vocational evaluation and work adjustment. The VECAP organization is committed to advance and improve the fields of vocational evaluation and career assessment and represents the needs of the professionals who provide those services. Its scope of services will encompass individuals who need assistance with vocational development and/or career decision making. VECAP is comprised of membership of professionals who provide vocational evaluation, assessment, and career services and others interested in these services. VECAP members identify, guide, and support the efforts of persons served to develop and realize training,

education, and employment plans as they work to attain their career goals. See the VECAP webpage at www.vecap.org/.

Which Professional Associations Should I join?

Students often wonder which professional associations they should join.

Rehabilitation Counseling students are advised to join the following:

- American Counseling Association (ACA) (national) (journal/ newsletter/ annual conference)
 - American Rehabilitation Counseling Association (ARCA) (national) (journal/ newsletter/ annual conference)
- National Rehabilitation Association (NRA) (national & state) (journal/ newsletter/ annual conference)
 - National Rehabilitation Counseling Association (NRCA) (national & state) (journal/ newsletter/ annual conference)

Substance Abuse and Clinical Counseling students are advised to join the following:

- American Counseling Association (ACA) (national) (journal/ newsletter/ annual conference)
 - International Association of Addiction and Offender Counselors (IAAOC) (national) (journal/ newsletter/ annual conference)
 - American Mental Health Counselors Association (AMHCA) (national) (journal/ newsletter/ annual conference)
- Professional Association of Rehabilitation Counselors (PARC) (national & state) (annual state conference)
 - Division for Substance Abuse Counselors (state) (annual state conference)
 - Division for Clinical Mental Health Counselors (state) (annual state conference)
 - Division for General Rehabilitation Counseling (state) (annual state conference)
- Licensed Professional Counselors Association of North Carolina (LPCANC) (state) (newsletter/ annual conference)

Vocational Evaluation students are advised to join the following:

- National Rehabilitation Association (NRA) (national & state) (journal/ newsletter/ annual conference)
 - Vocational Evaluation and Work Adjustment Association (VEWAA) (national & state) (journal/ newsletter/ annual national & state conference)
- Vocational Evaluation, Work Adjustment and Career Counseling (VECAP) (national)

VIII MALPRACTICE INSURANCE

Each student in the Rehabilitation Studies program is required to obtain malpractice insurance. The school has coverage available for \$17.50 per year, which must be paid by September 15 of each academic year. The insurance provides financial protection for real or alleged errors, omissions, or professional judgments made in the performance of the student's duties. The insurance plan covers the student for a period of one year. A check for \$17.50 made out to ECU College of Allied Health

Sciences should be turned into the Department Secretary. Information about malpractice insurance will be provided by the department.

IX ACCREDITATION, LICENSURE AND CERTIFICATION

Accreditation

Master's Degree Programs. There are two national accreditation organizations that set the preparation standards for university-based counselor education programs: The *Council On Rehabilitation Education (CORE)* and the *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*.

Both CORE and CACREP have similar counselor preparation standards, with CORE requiring general counseling as well as additional standards related to physical and psychiatric disorders and disabilities. *Both CORE and CACREP require a minimum of 48 semester hours of specified graduate credit, 100 hours of supervised counseling practicum, and 600 hours of internship experience for accreditation. Counselor education programs have specialty preparation standards that typically require a minimum of 12 semester hours of specialty specific training and supervised counseling experience.* The master's degree is considered the professional practice degree in the counseling profession. Graduates from CORE or CACREP accredited counselor education programs are as qualified and skilled as those from related mental health professional disciplines.

Council On Rehabilitation Education (CORE) (www.core-rehab.org). CORE, established in 1971, is the oldest national accreditation body in the counseling field and sets the standards for preparing master's degree level rehabilitation counselors. CORE is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in rehabilitation counseling and maintains a current list of accredited rehabilitation counselor education programs and registered undergraduate programs on their website. The CORE website lists contact information for related counseling organizations including professional associations, accreditation, and certification contact information. There are approximately 100 college and university-based rehabilitation counselor education programs accredited by CORE.

- **Rehabilitation Counseling.** The M.S. degree program in Rehabilitation Counseling (RC) in the Department of Rehabilitation Studies is accredited by *CORE*. The RC program was one of the first accredited nationally in 1974 and has maintained accreditation since that date. This accreditation makes it possible for students in the department to take the Certification in Rehabilitation Counseling (CRC) exam during their last semester of the M.S. degree program, and receive their CRC credential as a rehabilitation counselor when the M.S. degree is received. This accreditation also allows graduates to be eligible for the Licensed Professional Counselor (LPC) credential in North Carolina and the CRC exam will count as a qualifying exam for the LPC as well.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
www.cacrep.org.

CACREP was established in 1981 and sets the standards and accredits master's degree programs in six specific program areas. These six areas of counseling include Addiction Counseling; Career Counseling; Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; School Counseling; and Student Affairs and College Counseling. CACREP also accredits doctoral degree programs in counselor education and supervision. CACREP is an independent agency recognized by the Council for Higher Education Accreditation and provides a list of accredited counselor education programs offering masters' and doctoral degrees in counseling on their website. The CACREP Website lists contact information for related counseling organizations including professional associations, accreditation, and certification.

- **Substance Abuse and Clinical Counseling.** The M.S. degree program in Substance Abuse and Clinical Counseling in the Department of Rehabilitation Studies at ECU is currently seeking CACREP accreditation in the newly created (July 1, 2009) "Addiction Counseling" area. The department is currently assembling the self-study materials to submit to CACREP and hopes to complete this application by January 2010. Up until July 1, 2009 there has been no national accreditation mechanism for substance abuse counselor education programs.
- **Doctoral Degree Programs.** CACREP also accredits and sets the standards for doctoral degree level counselor education programs. CACREP has accredited 53 doctoral programs in Counselor Education and Supervision as of 2008. *Doctoral programs require a minimum of two years of additional course work, advanced counseling practicum, and internship requirements after the master's degree.* Counselors who pursue their doctorates typically earn them in counseling or rehabilitation counseling through counselor education departments or in counseling or rehabilitation psychology through psychology departments. Counselors usually pursue the doctoral degree (Ph.D. or Ed.D.) in order to become a university professor, administrator, researcher, to receive further clinical training, and/or to achieve advanced professional status and credentials.
- **Ph.D. in Rehabilitation Counseling and Administration.** The relatively new Ph.D. program in Rehabilitation Counseling and Administration started in 2005 in the Department of Rehabilitation Studies at ECU, is seeking CACREP accreditation. The department is currently assembling the self-study materials to submit to CACREP and hopes to complete this application by January 2010.

Licensure and Certification

Licensure is a state activity. Counselor education program accreditation is national in scope. Counselor certifications are either national or state in scope.

Licensure

Depending on each state counselor regulatory legislation, becoming state *licensed* as a professional counselor lets the public know that the counselor is qualified to provide general mental health assessments, counseling, and other psychotherapeutic services to treat individuals with mental disorders and related mental health issues. *There are 49 states and the District of Columbia which have counselor licensure or related regulatory laws for the practice of counseling and/or the use of the counselor title. All state counselor licensure laws require a minimum of a master's degree in counseling or a closely related area, supervised work experience, and the passing of an approved examination.* In addition, most states require a minimum number of graduate credit hours of counselor training (usually 48 to 60 semester credit hours) and two to three years of post master's degree supervised counseling experience in order to become licensed. *Professional counselors must be licensed in order to practice independently and enter private practice in those states that have counselor licensure laws.*

- **Licensed Professional Counselor (LPC)**

Graduates of the *Substance Abuse and Clinical Counseling* (62 semester hours) or *Rehabilitation Counseling* program (54 semester hours) are eligible for North Carolina licensure as Licensed Professional Counselors (LPCs) after two years of post masters counseling experience. The CRC exam is one of the accepted counseling exams for the North Carolina LPC exam. State counselor licensure went into effect July 1, 1994 and is required to diagnose and treat mental health disorders and for private counseling practice. Insurance companies, including Blue Cross/Blue Shield in North Carolina, have included LPCs as recognized mental health providers of counseling and psychotherapy services. Most states have reciprocity arrangements for the LPC or equivalent credential. www.ncblpc.org

- **Licensed Clinical Addictions Specialist (LCAS)**

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

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

Certifications

Counselor *certifications* indicate those specialty areas of counseling and psychotherapy that the counselor has received additional training and supervised counseling experience. There are two main national counselor certifying bodies. The *Commission on Rehabilitation Counselor Certification (CRCC)* and the *National Board for Certified Counselors (NBCC)*. States regulate the practice of substance abuse counseling through licensure and/or certification. *The North Carolina Substance Abuse and Professional Practice Board* (www.ncsappb.org) provides both licensure (i.e. LCAS) and certification (e.g. Certified Substance Abuse Counselor; CSAC) for substance abuse professionals in North Carolina. The *International Certification and Reciprocity*

Commission (IC&RC) sets the minimum standards for states to follow in regulating substance abuse practice.

Commission on Rehabilitation Counselor Certification (CRCC). The CRCC, established in 1973, is the oldest national certification body in the counseling field. The CRCC sets the standards and offers the certification for rehabilitation counselors (CRC). There are approximately 16,000 CRCs. www.crccertification.com

- **Certification in Rehabilitation Counseling (CRC)**

Students in the Rehabilitation Counseling program at ECU are encouraged to take the Certified Rehabilitation Counselor (CRC) exam. Students may do this after they have completed 75% of their graduate program. Students typically take the exam during their internship or the semester after they graduate. The CRC is a national certification and is reciprocal with the LPC exam in North Carolina. Additionally, a passing score on the CRC exam will exempt the student from having to take and pass the comprehensive exam for the M.S. degree in Rehabilitation Counseling described above. The exam is offered three times a year; in the Spring and Fall and Summer. Summer CRC exam scores currently cannot be received in time to count as the comprehensive however. A CRC study guide can be found at www.crccexam.com. Students may complete an application for this exam online at www.crccertification.com.

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

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

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

Codes of Ethics

Depending on which M.S. degree program(s) students are enrolled, they are required to follow one or more of the following code of ethics:

American Counseling Association (ACA) Code of Ethics (SACC/RC students)

Substance abuse and clinical counseling (SACC) students and graduates from the SACC master's degree program are encouraged to join ACA and the Licensed Professional Counselors Association of North Carolina (LPCANC see <http://www.lpcanc.org/>). SACC graduates are encouraged to earn their Licensed Professional Counselor (LPC) credential which is required to practice counseling in North Carolina unless exempted by holding other mental health licenses or in certain governmental work settings. LPCs in North Carolina are required to follow the ACA code of ethics which can be obtained online at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.

North Carolina Substance Abuse and Professional Practice Board (NCSAPPB) Code of Ethics (SACC students)

Substance abuse and clinical counselors graduating from the master's degree program in Substance Abuse and Clinical Counseling are encouraged to seek the Licensed Clinical Addiction Specialist (LCAS) credential from the North Carolina Substance Abuse and Professional Practice Board. The LCAS credential is desired, and sometimes required, in substance abuse treatment programs in North Carolina. The NCSAPPB's code of ethics can be found online at <http://www.ncsappb.org/resourcessteve/codeofethics.htm>.

CRC Code of Ethics (RC students)

Rehabilitation Counselors are required to follow the Scope of Practice and Code of Professional Ethics for Certified Rehabilitation Counselors (CRC). Information concerning counselor ethics is included in course content throughout the student's program of study. The CRC Code of Ethics can be obtained online: <http://www.crccertification.com/pages/30code.html>.

Written Endorsement Policy for Credentials

Graduates of the Substance Abuse and Clinical Counseling program typically seek the Licensed Clinical Addiction Specialist (LSAS) and Licensed Professional Counselor (LPC) credentials after graduation. They may also seek the Certified Rehabilitation Counselor (CRC) credential if they graduated from the Rehabilitation Counseling master's degree program (See the Department's website under "Student Resources" for a summary of the criteria for these credentials). Faculty routinely complete the appropriate forms verifying completion of supervised clinical field experiences in order to endorse those graduates successfully completing the Counseling Practicum and Internship with a grade of A or B. Whether faculty endorse students receiving a grade of C in a clinical field experience are evaluated on a case-by-case basis by each faculty involved with the clinical supervision of the student.

X DEPARTMENT PROGRAM EVALUATION

Several methods of program evaluation are used. Students are encouraged to participate whenever possible assisting the department to improve instruction and update the program. Specific evaluation procedures are as follows:

Department Evaluation Plan

At the end of each academic year, a departmental faculty retreat is held and each of the six programs in the department is evaluated based on the following criteria:

- Overall effectiveness consistent with its mission and objectives
(As measured by student exit survey, course evaluations, faculty input and external advisory committee.)
- Content and design of the curriculum
(As measured by student exit survey, course evaluations, faculty input and external advisory committee.)
- Effectiveness of practicum, internship and other applied experiences
(As measured by student exit survey, course evaluations, faculty input and external advisory committee.)
- Is the technology used to deliver the curriculum and enhance experiences adequate to meet program and student needs?
(As measured by student exit survey, course evaluations, faculty input and external advisory committee.)
- Graduate achievements
(As measured by student exit survey, CRC exam scores, placement data)
- Recruitment and retention of students
(As measured by number of applicants, students admitted, and students leaving the program voluntarily or involuntarily)
- Program recognition
(As measured by CRC exam scores, external advisory committee, University support of program)
- Faculty strength and composition
(As measured by faculty publications, grants, national offices held, delivery of appropriate curriculum, diversity)

The above criteria is used to evaluate the BS in Rehabilitation Services, the MS in Rehabilitation Counseling, the MS in Substance Abuse and Clinical Counseling, the MS in Vocational Evaluation, and the PhD in Rehabilitation Counseling and Administration. The conclusions and suggestions of this annual evaluation is the basis for recommending changes in curriculum and departmental procedures for the next academic year. The department meets a minimum of twice each semester to monitor progress on recommended changes and procedures. A report of this evaluation is communicated to the Dean of the College of Allied Health Sciences each year.

Additionally, this evaluation is shared with the External Advisory Committee who will be invited to evaluate the program(s) using the same criteria. The Rehabilitation Counseling and Substance Abuse and Clinical Counseling External Advisory Committee meets at least bi-annually.

XI COLLEGE OF ALLIED HEALTH SCIENCES STUDENT CONDUCT CODE

The University policy (Student Handbook and Academic Year Planner - "Clue Book") regarding student conduct states, "students enrolled at ECU are expected to uphold at all times standards of integrity and behavior that will reflect credit upon themselves, their families, and East Carolina University". Additionally, the faculty of the College of Allied Health Sciences (CAHS) has an academic, legal and ethical responsibility to protect the public and health care community from inappropriate professional conduct or unsafe behaviors in the practice of Allied Health Professions.

Students will be provided with documents expressing expectations regarding academic and professional conduct within all academic and clinical aspects of the curriculum during general advisement sessions, course work, clinical affiliations, and other instructional forums. All CAHS students are expected to be familiar with their department policies and professional code of ethics and to conduct themselves in accordance with these standards.

A. DEFINITIONS

1. "CAHS Student Conduct Code" or "Student Conduct Code" - College of Allied Health Sciences Student Conduct Code.
2. "Hearing Committee" - College of Allied Health Science's Hearing and Appeals Committee. This committee is authorized to review the charges against a student, to determine if sufficient evidence exists to warrant a hearing, determine whether a student has committed a violation, and recommend any sanction(s).
3. "Student Misconduct File" - student file that will be established upon the recommendation of the Hearing and Appeals Committee. The file will contain decisions and recommendations of the Committee relative to identified conduct violations by the individual student. The file is distinct from the student's academic file.
4. "School" - College of Allied Health Sciences (CAHS).
5. "Department" - respective departments of the CAHS.
6. "Charged student" - any student who is charged with an alleged conduct violation.
7. "Student" - any student enrolled in a department of the CAHS.
8. "Faculty" - faculty members with an appointment in a CAHS department.
9. "Clinical supervisor" - the professional staff member at the clinical setting assigned to oversee the student's clinical experience.
10. "Complainant" - any individual who files a complaint against a CAHS student for misconduct.
11. "Student Handbook" - the most current Student Handbook and Academic Year Planner the "Clue Book" of East Carolina University.
12. "Cheating" - either the attempt or actual giving or receiving of unauthorized aid or assistance. This includes, but is not limited to: 1) use of unauthorized assistance during exams and quizzes, or 2) utilization of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other academic material belonging to a member of the faculty, staff, or other students.

13. "Plagiarism" - includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work or thoughts of another person without full and clear acknowledgement and passing it as one's own work.

14. "Academic days" - any time the student is involved in a regular course sponsored activity of the respective CAHS department program.

15. "Filed violation" - an academic integrity or conduct code violation(s) and accompanying sanction(s) that have been submitted to either the Dean of Students, ECU, or the Dean of CAHS in accordance with the Policies and Regulations of the Student Handbook.

B. Prescribed Conduct

Any student while engaging in university related activities or on university property, committing misconduct as described or referred to in this section is subject to the disciplinary procedures and sanctions as outlined in this document.

1. Violation of published Department, College of Allied Health Sciences' policies, rules, and regulations.
2. Violation of the East Carolina University Code of Student Conduct (Student Handbook).
3. Violation of the North Carolina statute for those disciplines for which such statutes exist specifically pertaining to the practice of the respective health professions.
4. Violation of the Code of Ethics or the Standards of Professional Conduct of the respective profession.
5. Acts of dishonesty, including but not limited to the following:
 - a. Furnishing false information in an official matter to any member of the faculty, staff, or affiliated clinical instructor with the intent to deceive.
 - b. Forging, altering, or misusing a Department of College of Allied Health Sciences document, record or instrument of identification.
6. Disruption or obstruction of teaching, research, administration, service delivery, or other activities sponsored by the Department, School or affiliated clinical sites, or other Department and School sponsored activities.
7. Verbal and/or physical abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person.
8. Attempted or actual theft or receipt of stolen property and/or malicious damage to property belonging to or located on the properties of the University, affiliated clinical sites, or to other personal or public property.
9. Failure to comply with the security practices of the Department, School, University, or affiliated clinical sites.
10. Use, possession, or distribution of alcoholic beverages except as expressly permitted by the law and University regulations.
11. Conduct or language, while at affiliated clinical sites or on the university campus, that is disorderly, lewd, indecent, or disruptive and is directed toward a member of the faculty, a fellow student, clinical fieldwork personnel or clients, or visitors.
12. Failure to comply with the implementation of Code of Student Conduct procedures.
13. Willingly and knowingly during the clinical field placement, delivering clinical services that a student is not authorized to perform.

14. Any behavior which jeopardizes the safety of the student or another individual especially if it pertains to the delivery of services and occurs during academic and/or clinical activities and field placement.
15. Violation of civil or federal laws involving the use of alcohol, firearms or the illegal use, possession, manufacture, sale or distribution of narcotics and other controlled substances.

C. PROCEDURES

The policies and procedures prescribed to in this document support and maintain the student's right of due process and fair hearing in accordance with the university's policy and The Code - Board of Governors, The University of North Carolina, August 1988.

1. Academic integrity violation

Violations of academic integrity as defined in the Student Handbook and in this document including cheating and plagiarism will be handled as outlined in the policies and procedures for academic integrity violations in the Student Handbook.

2. Non-academic conduct violations within clinical/field setting.

The determination that a student can not function appropriately and safely in a clinical environment is determined in concert by the supervisor and faculty coordinator considering due process, department policy and procedure, and inter-institutional contract.

3. Non-academic conduct violations within the academic settings.

Any individual may file a complaint against a CAHS student for misconduct. Complaints must be submitted in writing to a faculty member before formal action can be initiated. Breach of professional conduct should be discussed with the student by the respective faculty member and reported to the department chair. In the event that the faculty member is the department chair, the Associate Dean of CAHS may conduct the inquiry. Communications and information regarding conduct violations are to be kept confidential,

The department chair will conduct an inquiry to determine if the charges have merit and warrant further investigation. Upon completion of such investigation, the department chair may request that the Hearing Committee initiate a 'misconduct hearing process'. The written complaint and all available information gathered as a result of the inquiry will be provided to the Hearing Committee by the department chair.

4. Violations that may result in the immediate and temporary removal of a student from an 'in progress' department educational activity.

Any instructor of a CAHS program sponsored educational activity may temporarily remove a student from an activity that is 'in progress' for any of the prescribed conduct violations considering due process, department policy and procedure, and inter-institutional contract.

If the student is removed from a classroom academic setting, the department chair or designee is notified immediately of the incident. Depending upon the nature of the infraction, the department chair may request that the student be removed from the remaining classes of the day. Removal of a student from an 'in progress class' may result in a formal misconduct charge. Conduct which jeopardizes the safety of others in an actual or simulated clinical setting may result in removal from the activity and suspension of the remaining clinical experience (see sections B and C2).

D. The Hearing Process

1. The Hearing Committee will be the CAHS Hearing and Appeals Committee
2. A written charge is filed by the Department Chair with the Hearing Committee. The Department Chair will forward an investigative report, supporting documents, and a recommendation of appropriate sanction to the Committee. The Hearing Committee will conduct a primary interview with the charged student for the purpose of presenting the charges to the student and allowing the student the opportunity to respond to the allegations. The primary interview will be conducted in accordance with policies utilized for academic integrity issues (see Clue Book, Policies and Regulations) and the student may choose to be accompanied by a non-participating observer.
3. Following the primary interview, the Hearing Committee will decide by majority vote whether there is sufficient evidence of a violation to warrant a formal hearing. The Hearing Committee must communicate its decision to the student within two (2) academic days following the primary interview. Possible recommendations of the Hearing Committee are as follows:
 - a. Sufficient evidence to support a violation does not exist. Such a disposition will be final and there shall be no subsequent proceedings regarding the alleged violation.
 - b. Sufficient evidence of a violation does exist and the violation is severe enough to warrant a formal hearing. In this case, a hearing will be established within five (5) academic days following notification of the student.
 - c. All parties (student, Department Chair/Director, and Committee) concur that additional testimony is not required and that the recommended sanctions are appropriate. Prior to such a recommendation, the student must agree that a violation has occurred, concur with the sanction recommended by the Department, and waive (in writing) the right to present additional evidence and testimony at a formal hearing.

4. Hearings shall be conducted in accordance with the following guidelines:
 - a. Confidentiality of the proceedings shall be maintained at all times.
 - b. A verbatim transcript of the proceedings shall be maintained at all times.
 - c. The hearing shall be conducted and controlled by the chair of the Hearing Committee.
 - d. Admission of any person to the hearing shall be at the discretion of the Hearing Committee.
 - e. The complainant(s) and charged student may have the opportunity to present witnesses, to examine and cross-examine witnesses, and to have a nonparticipating observer present. The Hearing Committee has the right to examine and cross-examine witnesses brought to testify relative to the alleged violation. The non-participating observer will not be allowed to officially participate in the proceedings.
 - f. Pertinent records, exhibits and written statements may be accepted as evidence for consideration by the Hearing Committee.
 - g. All procedural questions are subject to the final decision of the Hearing Committee Chair.
5. After the hearing, the Hearing Committee shall decide by majority vote if the relevant evidence was adequate to support the conclusion that the student violated the Student Code of Conduct. The committee's determination shall reflect that the decision is based on the facts of the case and it is not arbitrary, capricious, or discriminatory.
6. The chair of the Hearing Committee will submit a written statement of its findings complete with sanction recommendations to the Dean of the CAHS, within two academic days following closure of the hearing.
7. The Dean of the CAHS will determine final action and will give written notice within five academic days to the Hearing Committee, the student, and the department chair.
8. The Hearing Committee conduct code proceedings are conducted independently of other hearings and proceedings that may result from the alleged violations.
9. If the violations(s) were also violations of the university conduct code then the Hearing Committee may recommend forwarding all proceedings to the University Dean of Students for consideration.

E. SANCTIONS:

The Hearing Committee may recommend any one or combination of the below listed sanctions as deemed appropriate for the violation. Disciplinary sanctions excluding dismissal from the program will not become part of the student's academic record but kept in a separate "student misconduct file". The student misconduct file will be kept in the office of the Dean, CAHS. Upon graduation, the student misconduct file will automatically be expunged.

1. Warning - A written notice to the student and the creation of a Student Misconduct File containing the decisions and actions of the Hearing Committee and the department.
2. Probation - In addition to a written reprimand to the student and the creation of a misconduct file, the student is placed on conduct probationary status for a defined period recommended by the department. During the probationary period, the occurrence of another conduct violation will be sufficient grounds for dismissal from the program.
3. Specific conditions - Specific conditions may be recommended singularly or in conjunction with other sanctions. Specific conditions such as professional evaluations, counseling and other forms of assistance designed to improve and maintain the health, safety and well being of the student may be recommended.
4. Loss of Privileges - As recommended by the department.
5. Restitution - Compensation for loss, damage, and/or injury as a result of the violation. Restitution may be in the form of monetary or material replacement.
6. Dismissal from the program. The student may reapply for competitive readmission for the next academic cycle.

F. Appeals

1. Academic Integrity Violations

Appeals of academic integrity violations are directed to the Dean of Students and the Academic Integrity Board of the university and follow the appeal process and procedures described in the Student Handbook.

2. Student Conduct Code Violations

All appeals must be written, outlining the specific grounds for the appeal and submitted to the Vice Chancellor for the Division of Health Sciences within three (3) academic days following notification. Appeal decisions must be reported to the student in writing within five academic days following the appeal request. Except for the

consideration of new evidence, an appeal will be limited to the review of the verbatim record of the Hearing Committee hearing and supporting documents.

The decision of the Vice Chancellor, Division of Health Sciences is final.

Approved by the majority of the CAHS voting faculty: 05/03/00 Reviewed by Gary Vanderpool: 06/28/00 Adopted: 06/29/00

XII College of Allied Health Sciences Emergency Evacuation Plan

1. When the fire alarm sounds, assume the emergency is real.
2. Upon discovering a fire, **immediately sound the building fire alarm and/or alert other occupants.** Fire alarms are identified on the building *evacuation route plan*.
3. **Call 911**, giving your name, department, location, and telephone number.
4. **FIRE:**
 - * If the fire is small, you may want to fight it with a fire extinguisher from a position of escape. Be sure you are using the proper extinguisher for the type of fire you are fighting. **When in doubt, just get out.** The nearest fire extinguisher location is indicated on the building *evacuation route plan*.
 - * If the fire is large, very smoky, or spreading rapidly, evacuate the building immediately. Inform others in the building who may not have responded to the alarm to evacuate immediately. If you have to go through smoke, crawl on hands and knees.
5. **EVACUATION:**
 - * Move individuals who need assistance to the designated Area of Rescue Assistance. Leave the area and notify the rescue personnel the location of these individuals so they can be rescued.
 - * When you evacuate, do not stop for personal belongings or records. Leave immediately using the nearest exit according to the building *evacuation route plan*. Close room doors behind you and **do not use the elevator**.
 - * Potential hazards should be secured if possible. Turn off gas supply for open flames.
 - * Evacuate to a distance of at least 500 feet from the building to the designated area (the parking lot between DEC and CSDI Department) and out of the way of

emergency personnel. Do not return to the building until instructed to do so by authorized personnel.

- * Notify either the ECU police or firefighters on the scene if you suspect someone may be trapped inside the building.

XIII STUDENT SERVICES

Procedure to Accommodate Students with Disabilities

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

Student Counseling Services

Student counseling services can be accessed through either the main campus Counseling and Student Development office (328-6661) or the Personal Counseling Center at the Brody building on the West campus (816-2499).

Student Transportation

ECU offers “SAFE RIDE” transportation which is available to students both on and off campus. Safe Ride Vans provide a safe ride home to your residence in the downtown Greenville area. Riders must have an ECU one card to get on the bus. For more information contact 328-RIDE 328-7433.

XIV References

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