

**DEPARTMENT OF
REHABILITATION
STUDIES**

COLLEGE OF ALLIED HEALTH
SCIENCES

EAST CAROLINA UNIVERSITY

**UNDERGRADUATE
STUDENT MANUAL**

Revised December 2011

DEPARTMENT OF REHABILITATION STUDIES
COLLEGE OF ALLIED HEALTH SCIENCES
EAST CAROLINA UNIVERSITY

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DEPARTMENT OF REHABILITATION STUDIES
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EAST CAROLINA UNIVERSITY

I. REHABILITATION: HISTORY AND PURPOSE

The Department of Rehabilitation Studies at East Carolina University began in 1967 with a graduate degree in Rehabilitation Counseling. 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 was approved in 1988 and graduated its first students in 1990.

The purpose of East Carolina's two-year Master of Science Degree programs is to prepare students to work as Rehabilitation Counselors, Vocational Evaluators, Substance Abuse and Clinical Counselors or in other counseling and rehabilitation disciplines (e.g., job development and placement, rehabilitation coordinators and instructors, mental health counselors, and employee assistance staff).

In fall 1994, an undergraduate major in Rehabilitation Services was added to the Department. The primary objective of the baccalaureate program is to prepare entry-level human service personnel for positions in rehabilitation programs and other related public and community organizations. The degree provides a background in basic rehabilitation and human service skills. Integral to the program is an internship that allows the student to apply theory and practice in a clinical setting. A major in Rehabilitation Services also provides the theoretical and practical background to pursue the Master's degree. In the fall of 2005, the Department of Rehabilitation Studies began a Ph.D. program in Rehabilitation Counseling and Administration.

The department also offers a minor in Alcohol and Drug Studies to undergraduate students. The curriculum provides the academic background required to pursue careers in treatment of substance abuse.

II. FACULTY

Dr. Paul P. Alston, CRC, 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 is co-editor of the *Journal of Rehabilitation*. He enjoys sports cars, antique cars, photography, and basketball.

Dr. Martha H. Chapin, LPC, CRC, CDMS is the Director of the Undergraduate Rehabilitation Services Program and the Coordinator of the Alcohol and Drug Studies Minor. She received her B.A. degree from the University of Arkansas and her M.A. in Counseling with a Rehabilitation

Counseling emphasis and Ph.D. in Rehabilitation Counseling from Michigan State University. Dr. Chapin worked 18 years primarily in the private for profit sector including one year in state-federal rehabilitation. She teaches Case Management in Rehabilitation, Interviewing Techniques for Health and Rehabilitation Settings, Rehabilitation Services Internship, Occupational Analysis and Job Placement, Pre-Practicum in Rehabilitation, Substance Abuse and Clinical Counseling, and Advanced Pedagogy in Rehabilitation Counseling. Her research interests include a focus on best practice factors related to healthcare and rehabilitation, quality and outcomes of rehabilitation health services, and using positive psychology in rehabilitation. 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 Counseling 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, LPC, CRC-MAC is the Interim Chair and Director of Graduate Studies. He received his B.A. in Psychology and his M.S. and Ph.D. in Rehabilitation Counseling from Florida State University. He teaches the following courses: Alcohol & Drug Abuse, Counseling Practicum, Substance Abuse Counseling, and Group Counseling with Addicted Populations. He is a Licensed Professional Counselor (LPC) and Certified Rehabilitation Counselor with a specialty certification in addictions counseling (CRC-MAC). He enjoys playing tennis and 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 holistic, alternative healing, and mind-body areas.

Dr. Stephen J. Leierer, CRC received his B.A. in History from Wheaton College. His M.A. is in Movement Science from the University of Iowa, and his Ph.D. in Counseling Psychology from Florida State University. His research interests are career counseling and development, Social Influence Theory, and disability identity. Prior to coming to ECU, he was a faculty member at Memphis State University and Louisiana State University Health Sciences Center New Orleans.

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 has co-authored a book entitled *An Introduction to Multicultural Counseling for Helping Professionals*.

Sharon Shallow, M.A.Ed., LPC, CRC-MAC, LMFT, CTA received her B.A. in Mathematics and M.Ed. in Rehabilitation Counseling from ECU. She is a part time instructor who supervises internships and lectures in selected courses. She has a private counseling practice in Greenville and is a certified Transactional Analysis therapist. She enjoys reading and traveling.

Dr. Shari M. Sias, LPC is the Director of Substance Abuse and Clinical Counseling Program. She 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 teaches Alcohol and Drug Abuse, Treatment of Alcohol and Drug Addiction, Contemporary Issues in Drug Abuse, and Family Treatment in Substance Abuse. In her free time, Dr. Sias enjoys spending time at the beach, fishing, reading and listening to music.

Dr. Steven R. Sligar is the Director of the Vocational Evaluation Program. He has over 30 years experience in the field of vocational rehabilitation. He has a Master's 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. 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 enjoys travel, reading and running.

Dr. Mark Stebnicki, LPC, CRC, CCM is the Director of the Rehabilitation Counseling Program. He received his doctorate (May 1995) and Master's degree (December 1982) in Rehabilitation Counseling from the Rehabilitation Institute at Southern Illinois University-Carbondale. He has worked with individuals, family members, and counseling professionals who are survivors of extraordinary stressful and traumatic events in their lives. Dr. Stebnicki teaches a variety of courses in the rehabilitation counseling program, which include: Introduction to Rehabilitation, Occupational Analysis and Career Counseling, Psychosocial and Medical Aspects of Disability, and pre-Practicum. He enjoys writing, playing guitar, racquetball and a variety of outdoor activities.

Dr. Stephen Thomas, CRC, CVE is the Dean of the College of Allied Health Sciences and a Faculty member in 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, CRC, CSAC is the Director of Doctoral Programs. 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 in Psychology and a Master's in Rehabilitation Counseling from Wright State University. 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, 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 MI trainer, clinical supervision trainer, and addiction severity index (ASI) trainer. He is a Certified Substance Abuse Counselor and Clinical Supervisor and has been in recovery from addiction since 1989. He is co-editor of the *Journal of Rehabilitation*.

III. CURRICULUM

The minimum degree requirement for the B.S. in Rehabilitation Services is 121 SEMESTER HOURS of credit. The program requires 42 semester hours of foundation curriculum, 5 semester hours of cognate (BIOL 2130, 2131), 48 semester hours in the major, and 26 semester hours in a minor, concentration or structured electives.

Core curriculum content includes: philosophical and legislative history of rehabilitation services; an introduction to the organizational structure of rehabilitation systems, the vocational evaluation process, and community resources and services; effective interviewing, interpersonal and helping skills; introduction to case management process; and basic knowledge of disabilities. Internship experience is an integral part of the curriculum and intended to provide students the opportunity to apply their knowledge in a clinical setting. Students are encouraged to complete a minor or concentration in an area related to their rehabilitation interest.

The required courses for the major are:

Cognate:

BIOL 2130, 2301 Survey of Human Physiology and Anatomy and Laboratory (5)

Major courses:

REHB 2000	Survey of Community Resources in Rehabilitation and Health Care (3)
REHB 2003	Alcohol and Drug Abuse: Health and Social Problems (3)
REHB 3000	Introduction to Rehabilitation (3)
REHB 3010	Case Management in Rehabilitation (3)
REHB 4000	Interviewing Techniques for Health and Rehabilitation Settings (3)
REHB 4993, 4994, 4995, 4996	Rehabilitation Services Internship (3, 3, 3, 3)
BIOS 1500	Introduction to Biostatistics (3) or other basic statistics course
SOCW 2010	Introduction to Social Work with Special Populations (3)
HLTH 3010	Health Problems I (3)
PSYC 2275	Psychology of Adjustment (3)
PSYC 4375	Abnormal Psychology (3)
PSYC 5325	Introduction to Psychological Testing (3)

AND

3 semester hours (1 course) chosen from:

REHB 4100 Occupational Analysis and Job Placement (3)

REHB 4400 Introduction to Vocational Evaluation (3)

Students are encouraged to take the following courses as electives: SPED 2000, HIMA 3000, PSYC 3206, PSYC 3300. REHB 4793, REHB 4795, and REHB 4796 are offered as preparation for working in substance abuse programs. REHB 4793 and REHB 4796 are open to students who have completed REHB 2003 or are taking concurrently and are pursuing the Alcohol and Drug Studies minor. If the Alcohol and Drug Studies minor is pursued a student will not be able to complete the graduate Certificate in Substance Abuse and Clinical Counseling.

**SAMPLE
COLLEGE OF ALLIED HEALTH SCIENCES
REHABILITATION SERVICES**

FRESHMAN YEAR

Fall Semester		Spring Semester	
ENGL 1100	3	ENGL 1200	3
BIOL 1050, 1051	3,1	PSYC 1000	3
MATH 1065	3	BIOS 1500 or	
HLTH 1000	2	Math 2228 or 2283	3
Hum/Fine Arts	<u>3</u>	Hum/Fine Arts	2
	15	SOCW 1010	3
		EXSS 1000	<u>1</u>
			15

SOPHOMORE YEAR

BIOL 2130, 2131*	4,1	Hum/Fine Arts	3
Social Science	3	Social Science	6
Hum/Fine Arts	2	REHB 2000	3
SOCW 2010	3	PSYC 2275	<u>3</u>
REHB 2003	<u>3</u>		15
	16		

JUNIOR YEAR

REHB 3000	3	REHB 3010	3
HLTH 3010	3	PSYC 4375	3
**Minor/Electives	<u>9</u>	Minor/Electives	<u>9</u>
	15		15

**REHB Majors must take a Writing Intensive humanities or elective prior to their last semester.

SENIOR YEAR

Choose one REHB 4000 level:

REHB 4100		REHB 4993, 4994,	12
REHB 4400	Total of 3	4995, 4996	
PSYC 5325	3	Minor/Electives	<u>3</u>
REHB 4000	3		15
Minor/Electives	<u>6</u>		
	15		

Four Writing Intensive classes are needed: ENGL 1100, ENGL 1200, REHB 3010 and another Writing Intensive class outside the major.

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IV. ADVISING

The purpose of advising is to help the student plan an academic program. The role of the advisor is to provide guidance in academic and career planning matters and to refer students to appropriate resources when further information/action is necessary. **The final responsibility for meeting the academic requirements of the Rehabilitation Services major rests with the student.** Prior to registration, the student should review his or her course of study and refer to the Course Registration Schedule to determine the courses and sections taught during the next semester. The adviser can then review the student's selections, provide guidance, and answer questions about course choices.

Academic Regulations

Each student is expected to read carefully the current *East Carolina University Undergraduate Catalogue*. 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 Undergraduate School and for meeting the standards and requirements expressed by those regulations. Additionally students in the Rehabilitation Studies program are expected to read and to follow the ECU Student Code of Conduct and Policies which can be found at http://www.ecu.edu/studentlife/osrr/code_policies.cfm.

V. RELATIONSHIP WITH OTHER DEPARTMENTS

The Department of Rehabilitation Studies has developed a strong relationship with several other departments at East Carolina University in establishing the undergraduate major.

Department of Psychology: This department offers coursework that provides a background necessary to understanding mental health, psychiatric disabilities, and the adjustment needs of individuals with disabilities.

College of Health and Human Performance: Courses in health problems, substance abuse education, and therapeutic recreation are offered through this college.

Department of Curriculum and Instruction: Students interested in working with developmental disabilities or a school-age population can benefit from courses offered through SPED.

School of Social Work: The School of Social Work offers introductory courses on special populations, gerontology, and the offender in the criminal justice system that are available to Rehabilitation Services majors.

College of Allied Health Sciences: Within the departments of the CAHS are a number of course offerings that complement the rehabilitation curriculum. In addition to individual courses of interest, minors are available through the Department of Communication Sciences and Disorders.

VI. INTERNSHIP

The purpose of the internship for the Rehabilitation Services major is to provide the senior level student with on-site experience in a community agency involved in some phase of the rehabilitation process. A student must be a Rehabilitation Services major, have an overall GPA in the major of 2.5, have consent of the instructor, and have passed REHB 3010 and REHB 4000 with a C or better grade prior to registering for the internship. Student professional liability insurance is **only offered for purchase during the fall semester and must be purchased by students during the fall prior to their internship. Attendance is required** at a preinternship meeting the semester prior to completion of the internship. The meetings are held once each fall and spring semester near the beginning of the semester. You will be notified of this meeting via an email from Cathy Moore, Administrative Assistant. The preinternship meeting will answer your questions about internship. The undergraduate student intern will spend a minimum of 30 to 40 hours per week (450 hours per semester) at the work site and meet regularly in seminar with the faculty instructor and other interns to review work activities and assignment, discuss progress toward goals, and their internship experience. Students must dress professionally and in attire appropriate to the internship setting and work role. Students must conform to the organizations rules, regulations, and standards for employees. Forms that need to be completed prior to beginning an internship and information on Criminal Background checks can be found under Internship Resources at <http://www.ecu.edu/cs-dhs/rehb/resources.cfm>. Students should provide their faculty instructor with the Field Site and Field Supervisor Information for Internship Form **at least 1.5 – 2 months prior to the start of their internship** to allow time to confirm whether the internship site has a contract and to get a contract in place if needed. Additional time is recommended when new contracts are required as this process has occasionally taken over four months.

Undergraduate students are encouraged to do their internship at rehabilitation programs that reflect the type of services and population with whom they anticipate working. Only students who have pursued the Alcohol and Drug Studies minor should select internships in the substance abuse field. Students are expected to locate their own internship. A notebook listing possible internship sites is available in the Department of Rehabilitation Studies. Students are responsible for confirming that the College of Allied Health Sciences has a current contract with the agency prior to beginning their internship. This information can be obtained from the Department Administrative Assistants, Internship Instructor, or Undergraduate Faculty Members. Typical internship sites in the Greenville area include:

Unit Office - Division of Vocational Rehabilitation Services – The rehabilitation counselors work with all disability groups. The purpose of the agency is to help individuals develop work habits and skills to pursue employment. Caseloads may be general or serve a single population, i.e. developmentally disabled, substance abuse, mental health. The counselor's responsibilities include counseling, case coordination and management. The student intern has the opportunity to become familiar with a wide variety of community services and assist the counselor in working with clients as they progress through the rehabilitation process.

Eastern Carolina Vocational Center - This community based employment site has a

capacity for 150 clients with a variety of disabilities. Activities include educational and vocational testing, work evaluation, work adjustment, teaching of basic educational skills, vocational testing, and counseling. Students who choose to do their internship at ECVV are most likely to work in case management or in-house job coaching with a developmentally disabled population.

Walter B. Jones Alcohol and Drug Abuse Treatment Center - This facility is an eight building complex that includes dining facilities, dormitories, recreation, therapy, and an infirmary. Professional staff includes a medical doctor, clinical psychologists, social workers, rehabilitation counselors, and pastoral counselors as well as substance abuse counselors. Student Interns assist the substance abuse counselors with intakes, group sessions and writing treatment plans. *This placement is only for students who have completed the Alcohol and Drug Studies minor.*

PORT Human Services - The professional staff includes a psychiatrist, a clinical psychologist, rehabilitation counselors, a registered nurse, social workers, psychological assistants, a psychological consultant, and substance abuse counselors. In addition to assisting with case management for patients, interns can work in the residential treatment program for youth. *This placement is only for students who have completed the Alcohol and Drug Studies minor.*

VII. MALPRACTICE INSURANCE

Each student in the Rehabilitation Studies program is required to purchase malpractice insurance during the fall semester prior to the student's internship. The College of Allied Health Sciences has insurance coverage available for approximately \$14 per year. The insurance plan covers the student for a period of one year beginning in August of each year. Notification of the due date will be sent to your ECU email account early in the fall semester. The insurance provides financial protection for real or alleged errors, omissions, or professional judgments made in the performance of the student's duties. A check made out to the ECU/College of Allied Health Sciences should be turned into the Department Administrative Assistant by the due date. Information about malpractice insurance will be provided by the department.

VIII. REQUIREMENTS FOR GRADUATION

Students are encouraged to keep a record of courses completed to meet requirements for graduation, including foundation curriculum, major, and electives. A student must complete four writing intensive courses for graduation – ENGL 1100, ENGL 1200, REHB 3010, and one class outside the major. The student is responsible for insuring all graduation requirements have been met. The Degree Evaluation section on OneStop can assist you in this process. A student must have an overall GPA of 2.0 and a C in all REHB courses in order to graduate. Two semesters prior to graduation, an Application for Graduation and a Senior Summary must be provided to the Registrar's Office. Applications for graduation are given out during the Pre-Internship meeting, can be obtained from your Advisor, the Department Administrative Assistant, or online. Each student is responsible for meeting with his or her advisor to complete the Senior Summary form for the Registrar's Office. The student should come to this meeting with a list of all

remaining courses required for graduation. After the Senior Summary has been completed the student should thoroughly review it to insure all graduation requirements will be met prior to graduation as the student is ultimately responsible for meeting graduation requirements. If the student makes any changes on the Senior Summary after it is submitted to the Registrar's Office they must notify their Advisor or the Director of the Undergraduate Rehabilitation Services program immediately so that the Registrar's office can be notified of these changes. Omission of this step could result in a delay in graduation.

During the student's final semester, the graduating Senior Survey should be completed. It is located on OneStop.

IX. RESEARCH FACILITIES

Students are expected to keep abreast of current research, service delivery issues and legislative trends in the field. Research papers and abstracts are incorporated in course content. Students who become members of the professional organizations will receive subscriptions to some of the current journals. Additional professional and research journals are available through the ECU library system.

Laupus Library serves as the primary information center for the university's instructional, research, and patient care programs in 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 databases is available to provide bibliographies on subjects specified by the user. Computers are available for student use on the 2nd floor.

The J. Y. Joyner Library is located near the center of the main campus. The building seats 1,800 students and has 1,000,000 volumes. With open stacks, the collection is readily accessible to the user; a qualified staff is available for anyone requiring assistance. The library collection contains approximately 520,000 bound volumes; 865,000 pieces of micro text; 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.

X. STUDENT ORGANIZATIONS

East Carolina University Student Rehabilitation Association (ECUSRA): ECUSRA is the student organization of the Department of Rehabilitation Studies. The primary function of ECUSRA is that of scheduling activities, both academic and social. Officers for the association are elected once a year, and they consist of president, vice president, secretary-treasurer and graduate representative to the Graduate Student Council Association and undergraduate representative to the Undergraduate Student Council Association. The student organization is recognized by the

President, ECU Student Government Association. Participation in such events as homecoming parade and homecoming queen is encouraged. The ECU student government organization has also supported student travel to professional meetings. Dr. Nathalie Mizelle is the faculty advisor to the ECUSRA.

XI. PROFESSIONAL ORGANIZATIONS

There are a number of professional organizations that represent the different professions within the rehabilitation field. Students will also be made aware of various professional conferences put on by these or other organizations. Departmental procedure 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

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

American Mental Health Counselors Association

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 is the division for rehabilitation counselors within the American Counseling Association that represents the special areas of rehabilitation counseling. Members receive the *Rehabilitation Counseling Bulletin* and the *ARCA Newsletter*. Special student rates are available. See the ARCA webpage at <http://www.arcaweb.org/>.

International Association of Addictions and Offender Counselors

AAOC 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.

NATIONAL REHABILITATION ASSOCIATION

The National Rehabilitation Association (NRA) is a private, non-profit organization whose purpose is to advance the rehabilitation of all people with disabilities. The association has a membership of more than 18,000 individuals, which includes people 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 *Contemporary Rehab.* Student rates are available. Dr. Alston and Dr. Toriello are currently co-editors of the *Journal of Rehabilitation*. See the NRA webpage at www.nationalrehab.org.

Rehabilitation Counselors and Educators Association

The Rehabilitation Counselors and Educators Association is a subdivision of the National Rehabilitation Association. Their purpose is to advance the role and function of rehabilitation counseling in the rehabilitation of all persons with disabilities. Members receive *The Rehabilitation Counselors and Educators Journal*. See the website at <http://www.rehabcea.org/>.

Vocational Evaluation and Work Adjustment Association

The Vocational Evaluation and Work Adjustment Association (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 website at <http://www.nationalrehab.org/vewaa/index.html>.

National Rehabilitation Counseling Association

The National Rehabilitation Counseling Association is concerned with advancing the role and function of rehabilitation counseling in the rehabilitation of all people with physical, mental, or other disabilities. One of the primary goals of the NRCA is to better understand the nature of people with disabilities, their needs, problems and solutions. 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* and *NRCA News*. Student rates are available. See the website at <http://NRCA-Net.org>.

VOCATIONAL EVALUATION AND CAREER ASSESSMENT PROFESSIONALS

The VECAP organization 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 website at <http://www.vecap.org/>.

PROFESSIONAL ASSOCIATION OF REHABILITATION COUNSELORS

The Professional Association of Rehabilitation Counselors (PARC) was founded in 1993 by Dr.

Lloyd Goodwin at ECU. PARC has six specialty divisions and additional special interest groups for the main areas of rehabilitation counseling practice including substance abuse counseling, vocational evaluation, clinical psychiatric/mental health counseling, and rehabilitation education. PARC was founded as an umbrella professional association to unite all the fragmented specialty areas of rehabilitation counseling practice under one professional association. Members receive a Newsletter including job openings and research abstracts. Student rates are available. See the website at www.NationalPARC.org.

Belonging to a professional organization provides the student insight into current trends in the field and better understanding of the roles of the rehabilitation practitioner. The undergraduate program advises all students in the major to join at least one professional organization. In addition to national and state publications, NCRCA/VEWAA and PARC offer statewide training conferences in eastern North Carolina that students are encouraged to attend. Registration fees are reduced for students.

PROFESSIONAL ORGANIZATIONS CHART

<u>Organization</u>	<u>National Level</u>	<u>State Level</u>
American Counseling Association	ACA	NCACA
American Rehabilitation Counseling Association	ARCA	None
Mental Health Counseling	AMHCA	NCLPC
National Rehabilitation Association	NRA	NCRA
National Rehabilitation Counseling Association	NRCA	NCRCA
Rehabilitation Counselors (no specialty)	ARCA, RCEA, & PARC	NCPARC
Substance Abuse Counseling	IAAOC & PARC	NCLPC & NCPARC
Vocational Evaluation and Work Adjustment Association	VEWAA	NCVEWAA
Vocational Evaluation Work Adjustment and Career Counseling	VECAP	None

XII. PROGRAM EVALUATION

Several methods of program evaluation are used. Students are encouraged to participate whenever possible assisting the department in correcting problem areas and updating the program. Specific evaluations are as follows:

- Student opinion of instruction survey (ECU Institutional Research)
- Instructor's questionnaire
- ECU administrative staff evaluation (ECU Institutional Research)
- Departmental meetings with full-time staff, adjunct staff, undergraduate and graduate students
- Reports from field supervisors of interns
- Advisory Committee for the Department of Rehabilitation Studies
- Student evaluation on internship sites
- Graduating Senior Survey
- Ten-year SACS review

XIII. CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS

In the practice of any role in the rehabilitation process, the service provider is expected to demonstrate adherence to the ethical standards of the profession. The Commission on Rehabilitation Counselor Certification and all of the professional organizations have adopted the Code of Professional Ethics for Rehabilitation Counselors (http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php). Both undergraduate and graduate courses will address the Code of Ethics in more detail to assure the student understands the ethical responsibilities of the profession. Students are responsible for visiting this website and reading the Code of Ethics.

XIV. EAST CAROLINA UNIVERSITY STUDENT CONDUCT CODE AND POLICIES

All students in the Department of Rehabilitation Studies are expected to read and follow the East Carolina University Student Code of Conduct and Policies which can be found at <http://www.ecu.edu/PRR/11/30/01>.

Revised 12/11