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

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Coordinator of Substance Abuse Counseling Certificate Program

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Director of Rehabilitation Services Program

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Clinical Assistant Professor
Director, Navigate Counseling Clinic

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Director of Doctoral Programs

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Coordinator, Rehabilitation Counseling Certificate

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Professor
Coordinator of Vocational Evaluation Certificate Program

MARK STEBNICKI, Rh.D., CRC, LPC, CCM, DCMHS
Professor
Coordinator of Military and Trauma Certificate Program
Adjunct Faculty

Cheryl Gentile, MS, LPC, LCAS, CRC-MAC, CCS

Kristin Cain, PhD, LPC-A, LCAS

Samantha Coleman, PhD

Robert Morphet, MS

Jennifer J. Wright McDougal, PhD

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I. REHABILITATION: HISTORY AND PURPOSE

The Department of Addictions and Rehabilitation Studies at East Carolina University began in 1967 with a graduate degree in Rehabilitation Counseling. The first students graduated in 1969. 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 and 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 Addictions and 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. William L. Atherton earned a B.A. in Psychology from Clark University, an M.A. in Mental Health Counseling and Behavioral Medicine from Boston University School of Medicine, and a Ph.D. in Rehabilitation Counseling and Administration from East Carolina University. He began working in the counseling field in 2002 and is a Licensed Professional Counselor (LPC), a Licensed Clinical Addictions Specialist (LCAS), and a Certified Clinical Supervisor (CCS). He is Director of the Clinical Counseling program and Coordinator of the Certificate in Substance Abuse Counseling.

Dr. Martha H. Chapin earned a B.A. in Psychology from the University of Arkansas, and an M.A. in Counseling with a focus on Rehabilitation Counseling and Ph.D. in Rehabilitation Counseling from Michigan State University. She began working in the rehabilitation counseling field in 1978 and is a Licensed Professional Counselor (LPC), National Certified Counselor (NCC), a Certified Rehabilitation Counselor (CRC), and a Certified Disability Management
Specialist (CDMS). She is the Director of the Rehabilitation Services program.

**Dr. Celeste Crawford** earned a B.A. in English from Elizabethtown College, an M.S. in Counseling from Shippensburg University, and her Ph.D. in Rehabilitation Counseling and Administration from East Carolina University. She began working in the counseling field in 1990 and is a Licensed Professional Counselor (LPC), Licensed Professional Clinical Supervisor (LP-CS), Licensed Clinical Addictions Specialist Associate (LCAS), and a National Certified Counselor (NCC). She is the Practicum and Internship Coordinator and the Director of the Navigate Counseling Clinic.

**Dr. Lloyd R. Goodwin** earned a B.A. in Psychology and a minor in Social Work, an M.S. in Rehabilitation Counseling, minor in Guidance and Counseling, and a Ph.D. in Counseling, Health, and Rehabilitation from Florida State University. He began working in the counseling field in 1969 and is a Licensed Professional Counselor (LPC), Licensed Clinical Addictions Specialist (LCAS), a Certified Rehabilitation Counselor with a specialty certification in addictions counseling (CRCMAC), and a Certified Clinical Supervisor (CCS).

**Dr. Stephen J. Leierer** earned a B.A. in History from Wheaton College, an M.A. in Exercise Science from the University of Iowa, and a Ph.D. in Counseling Psychology from Florida State. He began working in the counseling field in 1992. He is the Director of the Rehabilitation Counseling and Administration program.

**Dr. Susan G. Sherman** earned a B.S. and M.S. in Rehabilitation Services from Florida State University and her Ph.D. in Rehabilitation Counselor Education from Michigan State University. She began working in the rehabilitation counseling field in 1982 and is a Licensed Professional Counselor (LPC), a Certified Rehabilitation Counselor (CRC), and a Certified Public Manager (CPM). She is the Director of the Rehabilitation and Career Counseling program and Coordinator of the Certificate in Rehabilitation Counseling.

**Dr. Shari M. Sias** earned a B.A. in Counseling and Rehabilitation from Marshall University, a M.Ed. in Clinical Counseling from The Citadel, and a Ph.D. in Counselor Education from The College of William & Mary. She began working in the counseling field in 1986 and is a Licensed Professional Counselor (LPC). She is the Coordinator of the Alcohol and Drug Studies Minor.

**Dr. Steven R. Sligar** earned a B.A. in Sociology from University of West Georgia, a M.Ed. in Vocational Evaluation from Auburn University, and Ed.D. in Adult Education from Northern Illinois University. He began working in the vocational evaluation field in 1972 and is a Certified Vocational Evaluator (CVE) and a Professional Vocational Evaluator (PVE). He is Coordinator of the Certificate in Vocational Evaluation.

**Dr. Mark A. Stebnicki** earned a B.S. in Speech Communications, an M.S. in Rehabilitation Counseling & Rehabilitation Administration, and a Rh.D. in Rehabilitation from Southern Illinois University at Carbondale. He began working in the counseling field in 1981 and is a Licensed Professional Counselor (LPC), a Certified Rehabilitation Counselor (CRC), and a Certified Case Manager (CCM). He is the Coordinator of the Certificate in Military and Trauma Counseling.
**Dr. Paul J. Toriello** earned a B.A. in Psychology from Wright State University, and a M.R.C. in Rehabilitation Counseling with a concentration in Chemical Dependency, and a Rh.D. in Rehabilitation, specializing in Substance Use Disabilities from the Rehabilitation Institute, Southern Illinois University at Carbondale. He began working in the counseling field in 1991 and is a Licensed Clinical Addictions Specialist (LCAS), a Certified Rehabilitation Counselor (CRC), and a Certified Clinical Supervisor (CCS). He is the Chair of the Department of Addictions and Rehabilitation Studies.
III. TECHNICAL STANDARDS

The mission of the Department of Addictions and Rehabilitation Studies (DARS) is to provide students with the knowledge, clinical skills, and leadership tools to become counselor educators, clinical mental health, addictions, and rehabilitation counselors, and rehabilitation service providers in a culturally diverse and global society. The DARS has established the following technical standards for the admission, matriculation, and graduation of students. Students are expected to meet these standards with or without reasonable accommodations. Specifically, students will demonstrate:

1. Ability to develop working alliance with clients and others:
   a. Establish and maintain relationships based on shared objectives and goals.
2. Ability to develop professional relationships:
   a. Establish and maintain collegial professional relationships.
3. Willingness to accept and use instructor/.supervisor feedback:
   a. Complete industry standard methods of instruction/supervision.
   b. Incorporate instructor/supervisory feedback into own views and changes behavior accordingly.
4. Openness to new ideas:
   a. Adoption of innovative ideas, approaches, and/or procedures.
5. Flexibility:
   a. Adaptation to changing demands in the professional environment, with or without direction.
6. Awareness of their own influence on others:
   a. Ability to examine how their words and actions influence others.
   b. Appropriately responds to feedback regarding influence of their words and actions on others.
7. Ability to deal with conflict:
   a. Ability to recognize conflicting points of view.
   b. Ability to examine their own role in a conflict.
   c. Participates in conflict resolution.
   d. Implements agreed upon resolution.
8. Willingness and ability to express feelings effectively and appropriately.
9. Ability to accept personal responsibility:
   a. Ability to account for their own role in problems.
   b. Ability to accept consequences and make appropriate changes.
10. Adherence to relevant University rules, professional ethical codes, and legal standards.
11. Understanding the consequences of criminal behavior on matriculation through a DARS program and/or obtaining professional credentials.
12. Ability to utilize computer technology and University learning platforms when required.

IV. CURRICULUM

The minimum degree requirement for the B.S. in Rehabilitation Services is 120 SEMESTER HOURS of credit. The program requires 40 semester hours of general education curriculum, 5
semester hours of cognate (BIOL 2130, 2131), 48 semester hours in the major, and minor or structured electives to complete requirements for graduation.

Core curriculum content includes: effective interviewing, interpersonal and helping skills; introduction to case management process; information on alcohol and drug abuse; basic knowledge of medical, psychological and social aspects of disability; philosophical and legislative history of rehabilitation services; and an introduction to the organizational structure of rehabilitation systems, the rehabilitation process, and related community resources and services. A field experience (internship) allows students to apply the knowledge learned in the program in a real world setting and to develop contacts and resources in the field for employment assistance. 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:**
ADRE 2000 Survey of Community Resources in Rehabilitation and Health Care (3)
ADRE 2003 Alcohol and Drug Abuse: Health and Social Problems (3)
ADRE 3000 Introduction to Rehabilitation (3)
ADRE 3010 Case Management in Rehabilitation (3)
ADRE 4000 Interviewing Techniques for Health and Rehabilitation Settings (3)
ADRE 4993, 4994, 4995, 4996 Rehabilitation Services Internship (3, 3, 3, 3)
BIOS 1500 Introduction to Biostatistics (3) or another basic statistics course
SOCW 2010 Introduction to Social Work Practice with Special Populations (3)
HLTH 3010 Health Problems I (3)
PSYC 3221 Social Psychology (3)
PSYC 3375 Abnormal Psychology (3)

Choose 3 s.h. from:
ADRE 4400 – Introduction to Vocational Evaluation
PSYC 3325 – Introduction to Psychological Testing

**AND**

3 semester hours (1 course) chosen from:
ADRE 4100 Occupational Analysis and Job Placement (3)
ADRE 4400 Introduction to Vocational Evaluation (3)

Students are encouraged to take the following courses as electives: SPED 2000, HIMA 3000, PSYC 3206, PSYC 3300. ADRE 4793, ADRE 4795, and ADRE 4796 are offered as preparation for working in substance abuse programs. ADRE 4793 and ADRE 4796 are open to students who have completed ADRE 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.
College of Allied Health Sciences
Rehabilitation Services

Please note that this is a recommended sequence. Check catalog for prerequisites. Course availability may vary from semester to semester.

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<th>Spring Semester</th>
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<td>ADRE 2000</td>
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<tr>
<td>PSYC 1000</td>
<td>Humanity/Fine Art</td>
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<tr>
<td>HLTH 1000</td>
<td>MATH 1065</td>
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<tr>
<td>Humanity/Fine Art</td>
<td>Social Science</td>
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<td>15</td>
<td>15</td>
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</tbody>
</table>

| *BIOL 2130, 2131 | ADRE 3000 or PSYC 3221 |
| Humanity/Fine Art | BIOS 1500 or PSYC 2101/MATH 2283/MATH |
| SOCW 2010 | 2228 |
| ENGL 2201 WI | Social Science |
| KINE 1000 | Minor/Elective |
| | GE Choice |
| | |
| 15 | 15 |

| HLTH 3010 or HIMA 3000 | ADRE 3010 WI |
| PSYC 3221 or ADRE 3000 | PSYC 3375 |
| PSYC 3325 (Fall only) or ADRE 4400 (Fall only) | Minor/Elective |
| Minor/Elective | Minor/Elective |
| Minor/Elective | Minor/Elective |
| | |
| 15 | 15 |

| ADRE 4100 or 4400 (Fall only) | ADRE 4994 |
| ADRE 4000 | ADRE 4995 |
| Minor/Elective | ADRE 4996 |
| Minor/Elective | Minor/Elective |
| Minor/Elective | |
| | |
| 15 | 15 |

Total hours completed 120

Rev 7/17
V. 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 reviews the student’s selections, provides guidance, and answers questions about course choices.

**Academic Regulations**

Each student is expected to read carefully the current *East Carolina University Undergraduate 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 Undergraduate School and for meeting the standards and requirements expressed by those regulations. Additionally, students in the Rehabilitation Services 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/PRR/11/30/01](http://www.ecu.edu/PRR/11/30/01).

VI. RELATIONSHIP WITH OTHER DEPARTMENTS

The Department of Addictions and 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 Special Education, Foundations, and Research:** Students interested in working with intellectual 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 (CAHS):** 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.
VII. INTERNSHIP

The purpose of the internship for the Rehabilitation Services major is to provide the senior level student with onsite 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 passed ADRE 3010 and ADRE 4000 with a C or better grade prior to registering for the internship, have consent of the instructor, and have completed most of their coursework. **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 assignments, 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 maintain confidentiality, conform to the organizations rules, regulations, and standards for employees, and follow the Code of Ethics for Professional Rehabilitation Counselors.

Forms that need to be completed prior to beginning an internship and information on criminal background checks can be found under Internship Information at [http://www.ecu.edu/cs-dhs/dars/bsInternship.cfm](http://www.ecu.edu/cs-dhs/dars/bsInternship.cfm). Internship sites may have their own requirements for training, immunizations, drug screens, and criminal background checks. These tasks must be completed and cleared before beginning your internship. Students must 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. 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. Students cannot begin their internship unless a clinical contract is in place.

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 Directory of Field Sites is available on the Department of Addictions and Rehabilitation Studies website under Student Resources. 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. intellectual disabilities, substance abuse, mental health. The rehabilitation counselor's responsibilities include counseling, case coordination and management. The student intern can 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 ECVC are most likely to work in case management or in-house job coaching with the intellectual disability 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, substance abuse counselors, rehabilitation counselors, and pastoral 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 Health - The professional staff includes a psychiatrist, a clinical psychologist, substance abuse counselors, rehabilitation counselors, a registered nurse, social workers, psychological assistants, and a psychological consultant. 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.

VIII. MALPRACTICE INSURANCE

Each student in the Rehabilitation Services program is required to have malpractice insurance prior to the student’s internship. The insurance plan covers the student for a period of one year beginning in August of each year. If payment is required that is not covered by your student fees, notification of the due date will be sent to your ECU email account during the summer. The insurance provides financial protection for real or alleged errors, omissions, or professional judgments made in the performance of the student’s duties. Information about malpractice insurance is available from the department.

IX. REQUIREMENTS FOR GRADUATION

Students are encouraged to keep a record of courses completed to meet requirements for graduation, including general education curriculum, major, and electives. A student must complete four writing intensive courses for graduation – ENGL 1100, ENGL 1200 or ENGL 2201, ADRE 3010, and one class outside the major. The student is responsible for insuring all graduation requirements have been met. A degree evaluation in the DegreeWorks section on PiratePort/Banner can assist you in this process. A student must have an overall GPA of 2.0 and a C (2.0) in all ADRE courses to graduate. Two semesters prior to graduation an Application for Graduation is completed on PiratePort/Banner. Information regarding graduation can be obtained at http://www.ecu.edu/cs-acad/registrar/Graduation-Information.cfm. Each student is responsible
for meeting with Melissa Watterson, Rehabilitation Services Advisor to review his/her degree evaluation two semesters before graduation. During the student’s final semester, the graduating Senior Survey should be completed. It is located on PiratePort/Banner.

X. 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 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 many databases is available to provide bibliographies on subjects specified by the user. Computers are available for student use on the 2nd floor.

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.

XI. STUDENT ORGANIZATIONS

East Carolina University Student Addictions and Rehabilitation Association (SARA): SARA is the student organization of the Department of Addictions and Rehabilitation Studies. The primary function of SARA is to offer students ways to get involved in the community through social and service activities. 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 ECU Student Government Association. The ECU student government organization has also supported student travel to professional meetings. Dr. Steve Leierer is the faculty advisor to the ECUSRA.

XII. PROFESSIONAL ORGANIZATIONS
There are several 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](http://www.counseling.org).

**American Mental Health Counselors Association**

AMHCA is the division for mental health counselors within the America Counseling Association (ACA). Members receive the *Journal of Mental Health Counseling*. Student membership rates are available. See the ACA webpage at [www.counseling.org](http://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/](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](http://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. See the NRA webpage at [www.nationalrehab.org](http://www.nationalrehab.org).

**Rehabilitation Counselors and Educators Association**

The Rehabilitation Counselors and Educators Association is a subdivision of the National Rehabilitation Association. There 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 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.

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.

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/.

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
<table>
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<tr>
<th><strong>Organization</strong></th>
<th><strong>National Level</strong></th>
<th><strong>State Level</strong></th>
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<tr>
<td>American Counseling Association</td>
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<td>American Rehabilitation</td>
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<tr>
<td>Adjustment and Career Counseling</td>
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XIII. 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:

- Survey of Student Opinion of Instruction (Blue; ECU Institutional Research)
- Department and Instructors’ 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 Addictions and Rehabilitation Studies
- Student evaluation on internship sites
- Graduating Senior Survey
- Ten-year SACS review

XIV. 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 rehabilitation counseling professional organizations have adopted the Code of Professional Ethics for Rehabilitation Counselors (https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf). 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, reading the Code of Ethics, and following the Code of Ethics.

XV. EAST CAROLINA UNIVERSITY STUDENT CONDUCT CODE AND POLICIES

All students in the Department of Addictions and 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 2/18