

CACREP MID-CYCLE REPORT
DEPARTMENT OF PROFESSIONAL PROGRAMS IN HUMAN SERVICES
CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM
EAST CENTRAL UNIVERSITY
ADA, OKLAHOMA
2014-2019

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I. CHANGES IN PROGRAM OPERATIONS

Changes in Organizational Structure

There have been significant changes in the organizational structure of East Central University since the program was initially accredited in 2014. Changes have occurred at all levels of administration since that time. At the beginning of the accreditation cycle the President of East Central University was John Hargraves. In 2017 East Central University gained a new President Dr. Katricia Pierson (See Appendix A). Upon her promotion to ECU President, Dr. Pierson hired or promoted individuals at all administrative levels. In 2019, the Provost position was filled by Dr. Brenda Sherbourne with the Graduate Dean position being filled by Dr. Adrianna Lancaster. Changes have occurred at the Departmental level as well. At the beginning of the accreditation cycle, the department was chaired by Dr. Jim Burke. In 2016, Dr. Burke retired and was replaced by Dr. Joy Patton. In 2018, Dr. Regina Robertson became department chair. At present, interim department chair is Dr. Melissa Inglis.

It should also be noted that in 2018, the department which houses the Clinical Rehabilitation and Clinical Mental Health Program changed its name from the Department of Human Resources to the Department of Professional Programs in Human Services. This change was made to better reflect the programs offered by the department and to eliminate confusion with our department and the hiring department on campus which is also called Human Resources.

Changes in Support Services

Support services changes have occurred since the beginning of the accreditation cycle. One change that has occurred was to the Office of Disability Services. This office changed its name to the Office of Testing and Accessibility in 2017 to better reflect the services offered to students. Technology support has improved since 2014. At that time a help desk for technology problems was only available in a limited way. Currently, the University has a dedicated help desk staff that are available by phone and email to students. The University anticipates having a 24 hour help desk in the near future. Library support services have also been improved. The Department of Professional Programs in Human Services has a dedicated library liaison who is available to assist students and faculty with research. In addition, this liaison assists faculty with identifying and purchasing learning materials used by program faculty and students. Writing Lab services which provides services to assist students with writing papers has also been improved. The lab is available on campus for students to visit for assistance; however, they now also provide online services to assist students which makes their services more accessible.

Changes in Budget or Funding Sources

Sources of funding for the CRCMHC Program have not changed since 2014. Funding for the program is provided by the University via funds from the state of Oklahoma. Students continue to receive financial support as a result of the Rehabilitation Services Administration Grant. However, this grant will be ending this year and it is unknown if it will be re-funded in

the future. If the RSA grant is not re-funded that will impact our ability to recruit and retain students who come from low-socioeconomic or rural areas.

While the sources of funds has not changed, there has been a significant reduction in funds from the State of Oklahoma. Since 2015 monies for higher education in the state has been reduced by by 22%. It is only in the 2019 that there has been a modest increase in state funding for higher education; however, the increase merely returns the level of funding for higher education funding back to 2009 funding levels. This reduction in budget has had a significant impact on the Clinical Rehabilitation and Clinical Mental Health Counseling Program. The reduction in funding has affected our ability to market and recruit for our program. Financial support for faculty to attend conferences has been reduced. This has impacted the program's recruitment efforts. The reduction in funding has also affected our ability to create and distribute program promotional materials to attract potential students.

Reduction in funding has affected program course rotation courses. Previously, multiple courses had been offered during the summer session; however, now the program is only able to offer practicum and internship and possibly one other class if it is needed for students to graduate in a timely manner. Courses offered during the Fall and Spring semesters have also been impacted. Some courses that were previously offered both semesters are now only offered in either the Fall or Spring semesters.

Student Enrollment

During the first three years of the accreditation cycle the program saw a steady increase in student enrollment. However, since Fall of 2018, there has been a 16% decrease in student enrollment. However, the decrease in enrollment is not unique to the CRCMHC Program as University enrollment has decreased as well.

CRCMHC Program Enrollment Fall 2015-Fall 2018

Program	Fall 2015	Fall 2016	Fall 2017	Fall 2018
CRCMHC Program Enrollment	54	74	80	67

Source: ECU Office of Institutional Effectiveness

Even with budget reductions, the CRCMHC Program continues to attract quality students. The program continues to meet CACREP Standards 1.C, E, H, K, L, O, T and V and CES 1. D-f.

Changes in the Use of Technology and Course Delivery

There have been developments in the use of technology for course instruction and delivery. At the beginning of the accreditation cycle program courses were offered face to face, online or through Interactive Television (ITV) formats. In 2017, due to outdated hardware, the University discontinued the use of Interactive Television (ITV) for course delivery. As a result, the University acquired a software platform that would allow for synchronous web based (SWB) delivery of courses to replace the use of ITV. The first software that was used was WEBEX. After a year, due to technical difficulties with WEBEX, the University decided that a different platform should be used. Presently, the software platform being used is to provide SWB courses is Zoom. This software provides a way for students to log into face-to face classes and attend synchronously via the internet from a remote location. It should be noted that even with the change in course delivery, per CACREP online program policy, the CRCMHC Program maintains less than 51% of courses being offered in online/SWB format.

The University has also updated Blackboard, the LMS being used for face-to-face, SWB and online courses, which improves the functionality and stability of the software for students. The updating of Blackboard has benefitted our students greatly. Prior to the upgrade, Blackboard experienced instability which impacted students in completing their coursework.

II. FACULTY

Faculty make-up:

Faculty involved in the CACREP Clinical Mental Health and Clinical Rehabilitation Counseling Program has changed since the initial accreditation period. Since the initial accreditation, there have been several retirements: Dr. James Burke, Dr. Janna Byrd, and Dr. Linda Massey and one faculty who left the University for private practice (Dr. Steven Roring) and for another job opportunity (Ms. Angela Price). It is important to note that Dr. Burke, Dr. Byrd, Ms. Price and Dr. Roaring remain as adjunct faculty for the program. Core faculty members that are new since the initial review is Dr. Dwaine Turner, and Dr. Jacquelyn Dalton (See Appendix B).

Program's current core faculty is as follows:

- Jacquelyn Dalton, Ph.D., CRC, NBCC: Dr. Dalton joined the program in January 2019 with primary responsibilities in the CRCMH program. She currently serves as the program's Internship and Practicum Coordinator.
 - She received her PhD in Rehabilitation Psychology from University of Wisconsin – Madison, her Masters of Education in Counseling from Delta State University (CACREP accredited program). She is grandfathered in as core CACREP faculty based on the 2013 CACREP-CORE agreement. Current memberships include: American Counseling Association, American Rehabilitation Counseling Association, Association of Counselor Education and Supervision, National Rehabilitation Counseling Association, National Rehabilitation Association,

National Association of Multicultural Rehabilitation, and Nation Rehabilitation Counselor Educators Association

- Dr. Dalton is a Certified Rehabilitation Counselor and a Nationally Certified Counselor. She is licensed eligible in the State of Oklahoma.
 - She has 11 years teaching experience in graduate clinical counseling, mental health, and rehabilitation programs. In addition, she has numerous articles published in peer-reviewed journals. She has presented at numerous state, regional, and national conferences. She has been a site reviewer for both CORE and CACREP. Attached CV details her qualifications (Appendix B).
- Dwaine Turner, Ph.D., CRC: Dr. Turner joined the program in July 2017 with primary responsibilities in CRCMH program.
 - Dr. Turner received his Ph.D in Rehabilitation Counseling Education with a specialty in Aging Studies from University of Iowa (CACREP/CORE accredited program). He holds a graduate certificate in College Teaching, also from University of Iowa. His master's degree is in Rehabilitation Counseling (Vocational Evaluation/Work Adjustment specialty) from Langston University (CORE accredited). Dr. Turner is grandfathered in as core CACREP faculty based on the 2013 CACREP-CORE agreement.
 - Current memberships include: National Council on Rehabilitation Education
 - Dr. Turner is a Certified Rehabilitation Counselor and is license eligible in the State of Oklahoma.
 - He has over four years teaching experience and has six publications and presentations at local and national conferences. In addition to teaching experience, he has employment history in the state-vocational rehabilitation programs, social security and experience with veterans and counseling with children. Attached CV details his qualifications (Appendix B).
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 - Paige Williams, Ph.D., LPC has been employed at East Central University since 1997. She has taught in and was coordinator of the Clinical Mental Health Counseling Program (not CACREP accredited) for 20 years. For the past 3 years she has served as Co-Coordinator and Coordinator for the CRCMH Program.
 - Dr. Williams earned her doctorate from Purdue University in Counselor Education and a Masters from Purdue in College Student Affairs – both CACREP accredited programs.
 - Current memberships include: American Counseling Association, Association for Specialists in Groups Work, and Oklahoma Counseling Association.
 - Dr. Williams is a Licensed Professional Counselor in the state of Oklahoma
 - Dr. Williams is a former member of the Oklahoma Licensed Professional Counseling Board, Editorial Board member for the Journal for Specialists in Group Work, Program Reviewer for ACA, and former member of Task Force on Counselor Wellness. Recently, she was also appointed as a member of the ACA

Professional Standards Committee. She is also a member of the Oklahoma Medical Reserve Corps Stress Response Team

- Dr. Williams has presented at the state, national and international level. She has 3 publications in professional peer-reviewed journals and a book chapter. See CV details of her qualifications (Appendix B).

Listed below is a table of the program's current non-core faculty members.

Name	Degree/ Major	Professional Memberships	Licenses/ Certifications	Involvement in Program
Dr. James Burke	Ph.D./ Family Relations and Child Development	Academy of Certified Social Workers National Association of Social Workers	LCSW	Adjunct Faculty Professor Emeritus
Dr. Janna Byrd	Ph.D./ Occupational and Adult Education	National Council of Rehabilitation Education Oklahoma Counseling Association Registered Interpreters for the Deaf	CSC, QAST V	Adjunct Faculty Professor Emeritus
Dr. Steven Roring	Ph.D./ Counseling Psychology	American Psychological Association American Counseling Association Association for Behavioral Therapies	LPC	Adjunct Faculty
Ms. Angela Price	M.S.H.R., Rehabilitation Counseling	National Council of Rehabilitation Education Oklahoma Counseling Association National Rehabilitation Counseling Association	LPC CRC	Adjunct Faculty
Dr. Regina Robertson	Ph.D. Adult and Higher Education M.S. Rehabilitation Counseling	National Council on Rehabilitation Education American Counseling Association National Rehabilitation Association Oklahoma Rehabilitation Association	LPC CRC	Adjunct Faculty
Ms. Holli Witherington	M.Ed. School Counseling	American Counseling Association National Council on Rehabilitation Education	LPC LADC CPS	Faculty, teaches addiction courses

Impact of Faculty Changes

There has been limited impact to the program due to faculty changes. ECU has been fortunate to hire qualified, experienced individuals. In addition, although there have been several

faculty changes, the program has been fortunate to have the availability of retired and former faculty to adjunct. Faculty load has not been impacted.

Faculty Ratios

The CRCMHC Program credit hours delivered by core faculty the previous calendar year was a grand total of 837 credit hours. The grand total for non-core program faculty delivery of credit hours for the same period was 528. This analysis was based on a common data set of student to faculty ratio. FTE is determined by (Full-time equivalent students (full-time plus 1/2 part-time) to full-time instructional faculty (full-time plus 1/3 part-time). Per Standard 1. M. for the calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty standard has been met.

The Institutional data reflect the ratio of full time equivalent (FTE) students to FTE faculty should not exceed 10:1. Program faculty ratio for the Fall 2018 semester was calculated as 7:1 ratio (67 students divided by 9 faculty). The total for the Spring 2019 semester was calculated as 9:1 ratio (55 students divided by 6 faculty). As a result our FTE ratio did not exceed the 10:1 ratio per CACREP Standard 1.N.

Program Core Faculty	Sum	Fall	Spring	Grand Total
Dalton, Jacquelyn A			108	108
Robertson, Regina G.	27	42	87	156
Turner, Dwaine T		111	165	276
Williams, Paige Noel		174	123	297
Grand Total	27	327	483	837

Source: ECU Office of Institutional Effectiveness

Program Non-Core Faculty

	Sum	Fall	Spring	Grand Total
Burke, James W.		96	132	228
Inglis, Melissa A.		54		54
Price, Angela K.	81	63		144
Roring, Steven Anthony,, II		45		45
Witherington, Holli R.		57		57
Grand Total	81	315	132	528

Source: ECU Office of Institutional Effectiveness

III. CURRICULUM

Course Changes

The curriculum of the Clinical Rehabilitation and Clinical Mental Health Counseling Program was changed in 2017. This change to curriculum occurred because of changes in the policy of the Oklahoma Behavioral Health Board. Prior to 2017, the State Board accepted our HURES 5123 Grant Writing in Human Services course as meeting the educational requirements for licensure. In 2017, the Board informed us they would no longer approve that course for the educational requirements toward licensure so we were forced to replace that course with another course. Since many of the standards covered in HURES 5123 Grant Writing in Human Services are also covered in HURES 5103 Research the faculty decided to adopt another course in its place that addressed an area not formerly taught in the program which was family counseling. The CRCMHC Program added HURES 5363 Theories of Marriage and Family. This course was approved by the Oklahoma Behavioral Health Board as meeting the requirements for one of the content areas required for licensure. The plan of study for the CRCMHC Program was changed in 2017 to include this course and to delete the HURES 5123 Grant Writing course (See Appendix C).

HURES 5123 Grant Writing course addressed the following CACREP content standards: CACREP Section II-G.7.f; G.8.a; G.8.b;G.8.c; G.8.d; G.8.e; G.8.f.; CACREP Clinical Mental Health Standards-I.1; I.2; I.3; J.1; J.2; J.2 and Clinical Rehabilitation Standards-K.1; K.2; K.3; L.1; L.2; L.3. All CACREP Section II standards, Clinical Mental Health Standards and Clinical Rehabilitation Standards covered in HURES 5123 Grant Writing are covered in HURES 5103 Human Services Research. See course syllabi for both classes (Appendix D).

	HURES 5123 Grant Writing	HURES 5103 Human Services Research
CACREP Section II Standards	G.7.f; G.8.a; G.8.b; G.8.c; G.8.d; G.8.e; G.8.f	G.7.f; G.8.a; G.8.b; G.8.c; G.8.d; G.8.e; G.8.f
Clinical Mental Health CORE Standards	I.1; I.2; I.3; J.1;J.2; J.3	I.1; I.2; I.3; J.1;J.2; J.3
	C.8.2.a; C.8.2.b;C.8.3.a; C.8.3.b; C.8.4.a	C.7.4.a; C.7.4.b; C.8.1.a; C.8.2.a;C.8.2.b; C.8.3.a; C.8.3.b; C.8.4.a
Clinical Rehabilitation Standards	K.1; K.2; K.3; L.1; L.2; L.3	K.1; K.2; K.3; L.1; L.2; L.3

The following standards are covered by the course that was added to the Plan of Study in 2017: HURES 5363 Theories of Marriage and Family. The table below indicates what CACREP, CORE, Clinical Mental Health and Clinical Rehabilitation Standards are addressed in this course. See attached course syllabus (Appendix D):

Clinical Mental Health Counseling Course	Course Description	CACREP Section II Identity Standards	Clinical Mental Health Standards	CORE Standards	Clinical Rehabilitation Standards
HURES 5363 Theories of Marriage and Family	3 hours--Prereq.: Departmental approval. A survey of the major theories, methods, and techniques of marriage and family counseling with an emphasis on legal and ethical issues. Counseling concerns of multi-cultural families and persons with disabilities will also be addressed.	G.2.d; G.3.a; G.3.d; G..5.d; G.5.e	A.2; A.5; B.1; C.8; D.5;	C.3.2.b; C.6.4.a; C.6.5.a; C.6.6.a	E.6, H.3

IV. CLINICAL INSTRUCTION-PRACTICUM AND INTERNSHIP

There have been no changes to clock hour requirements, supervisor qualifications or requirements, nor practicum and internship site placements. The following are the supervision ratios for practicum and internship respectively from 2015 – 2019.

HURES 5943 Internship in Clinical Rehabilitation & Clinical Mental Health Counseling				
Year	Semester	Section	Student Enrollment	Faculty Supervisor
2015	FA	01	8	1
2015	FA	02	8	1
2015	FA	03	10	1
2015	SP	01	9	1
2015	SP	02	7	1
2015	SP	03	6	1
2015	SU	01	6	1
2015	SU	02	4	1
2016	FA	01	8	1
2016	FA	02	7	1
2016	FA	03	7	1
2016	SP	01	4	1
2016	SP	02	5	1
2016	SP	03	6	1
2016	SU	01	1	1
2017	FA	01	15	1
2017	FA	02	11	1
2017	FA	03	10	1
2017	SP	01	8	1
2017	SP	02	8	1
2017	SP	03	5	1
2017	SU	01	3	1
2017	SU	02	1	1
2018	FA	01	8	1
2018	FA	02	8	1
2018	FA	03	5	1
2018	SP	01	9	1
2018	SP	02	9	1
2018	SP	03	7	1
2018	SU	01	2	1
2018	SU	02	2	1
2019	FA	01	5	1
2019	FA	02	4	1
2019	FA	03	4	1
2019	FA	04	1	1
2019	FA	05	1	1
2019	FA	06	1	1
2019	SP	01	7	1
2019	SP	02	7	1
2019	SP	03	7	1
2019	SP	04	6	1
2019	SP	05	6	1
2019	SP	06	6	1
2019	SU	01	1	1
2019	SU	02	1	1
2019	SU	03	1	1
2019	SU	04	1	1
2019	SU	05	1	1

HURES 5553 Practicum in Clinical Rehabilitation & Clinical Mental Health Counseling				
Year	Semester	Section	Student Enrollment	Faculty Supervisor
2015	FA	01	2	1
2015	SP	01	2	1
2015	SP	02	6	1
2015	SU	01	4	1
2015	SU	02	2	1
2016	FA	01	2	1
2016	FA	02	1	1
2016	SP	01	4	1
2016	SP	02	1	1
2016	SU	01	3	1
2016	SU	02	6	1
2017	FA	01	6	1
2017	SP	01	4	1
2017	SP	02	1	1
2017	SU	01	9	1
2018	FA	01	9	1
2018	FA	02	4	1
2018	SP	01	2	1
2018	SP	02	0	1
2018	SU	01	3	1
2018	SU	02	5	1
2019	FA	01	1	1
2019	FA	02	3	1
2019	SP	01	3	1
2019	SP	02	0	1
2019	SU	01	3	1
2019	SU	02	6	1

Source: Office of Instructional Effectiveness

This data indicates that group supervision for practicum and internship have not exceeded 12 students per section from Fall 2015 through Summer 2019, with the exception of one course section (HURES 5943 Internship, Fall 2017) in which there were 15 enrolled students for the section to one faculty member.

Enrollment for these sections has consistently been below 12 prior to and after the Fall 2017 semester. We have made a commitment to more effectively plan for appropriate ratios and this is reflected in the data. None of the sections represent individual and/or triadic supervision provided by program faculty, thus eliminating the requirement for a 6:1 student to faculty ratio.

V. PROGRAM ASSESSMENT AND EVALUATION

The annual Clinical Rehabilitation and Clinical Mental Health Counseling Program Assessment report is attached (See Appendix E). This annual report examines program outcomes and learning outcomes for students in the CRCMHC Program. Specifically, the report examines student self, faculty and supervisor ratings of program students. Rates of passing for formerly the Counselor Preparation Comprehensive Exam (CPCE) and now, the National Counselor Exam (NCE) and the Certified Rehabilitation Counselor Exam (CRC) are reported. The report also documents student's verbal and written performance on program assignments. Finally, the report details learning outcomes and how this information was used to address any required curriculum changes that are required to improve student learning outcomes that were not successfully met. This annual report is posted to the CRCMHC Program webpage so that all program constituents may be apprised of the program outcomes. This document may be found at the following web page <https://www.ecok.edu/academics/colleges-and-schools/school-graduate-studies/ms-human-resources/master-science-human/clinical-rehabilitation-and-clinical-mental-health>.

Data for program evaluation purposes is gathered each semester. Data will be gathered in Fall 2019 and Spring 2020. Forms to evaluate Practicum and Internship students by site supervisors, faculty and students as to their performance will be distributed in Fall 2019 and Spring 2020. Data will also be gathered regarding program students' performance on two course assignments that evaluate written and verbal performance. This data will be gathered in Fall 2019 and Spring 2020. Student performance on the National Counselor Exam will also be gathered in Fall 2019 and Spring 2020. Results of the data gathered will be reported in the program annual assessment report and posted on the CRCMCH Program webpage so that program constituents may be informed. Program assessment results will also be discussed at the annual program Advisory Board Committee meeting. Data gathered will be discussed in at least two program faculty meetings to determine if curriculum changes are required based on the data collected. Faculty will also hold student "Town Hall" sessions once a year to gain feedback from students as to their experience of the CRCMHC Program and to determine student needs.

VI. PROGRAM IMPROVEMENT AND INNOVATION

The program faculty are considering methods in which they can give students a more realistic experience of client management using electronic health records and other software tracking systems used in rehabilitation and mental health setting. The need for this improvement has been initiated by feedback from practicum and internship site supervisors as well as the program Advisory Board. Program faculty are investigating the possible acquisition of Tevera, an electronic health record (EHR) and Practicum/Internship tracker system. Use of the software would allow students to gain experience in using EHR. This software would also allow faculty and students to better track their practicum and internship hours. This software also allows faculty to better assess counseling skills through the use of rubrics that are tied to the CACREP standards.

In addition to improving program students' experience with electronic health records and

and other client electronic management systems, the faculty are also considering ways in which student learning may be enhanced. Increasing student's attendance at both state and national conferences. This will allow students to further develop their professional identity. Faculty have also applied for a grant from the American Counseling Association that if awarded would allow program students to participate in a simulation experience that would increase their awareness and sensitivity to culture. Students will then have an opportunity to be trained as simulation proctors and will enact this simulation with undergraduate classes or community groups.

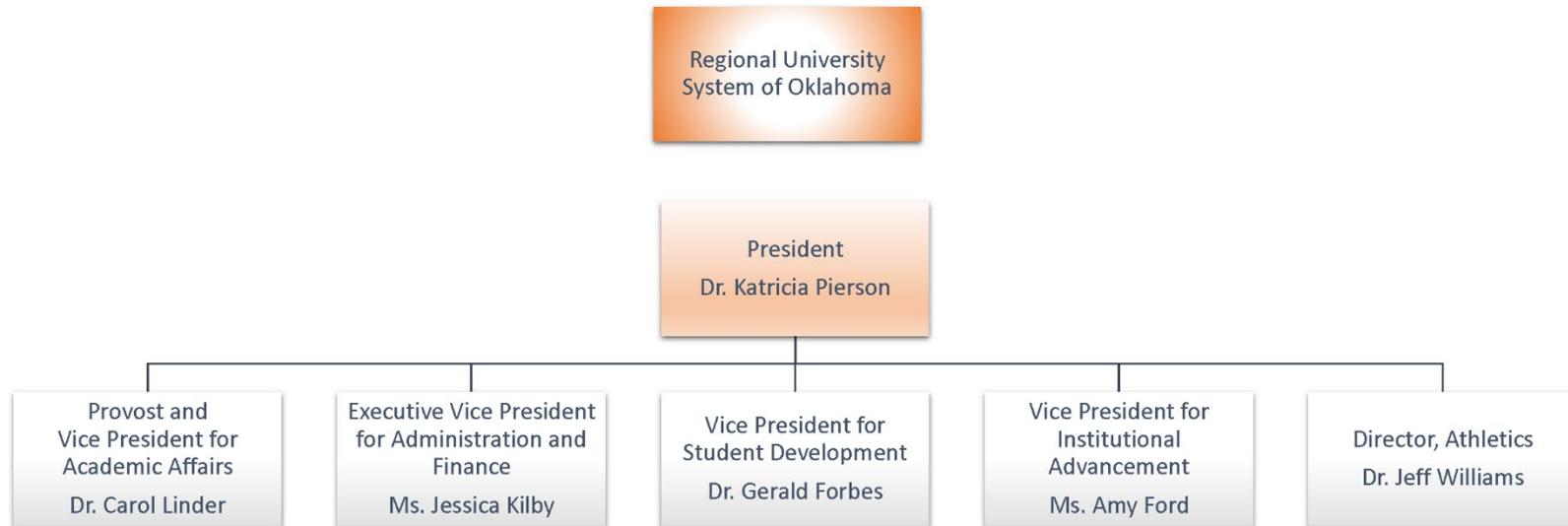
Faculty are examining ways in which we can improve attendance at our new student orientation that is done in the Fall and Spring semesters. Presently, attendance at this orientation has been low. It is imperative that students attend this orientation so that they will be aware of program policies as well as opportunities for scholarships and professional development experiences.

Finally, faculty are identifying means of attracting and retaining quality students. Using improved mentoring and advising methods is one way that has been identified that this may be accomplished. Addressing the needs of our international program students is another area of improvement that is being considered. The program has begun to pair new international program students with current international program students to assist with adjustment to the program and to potentially improve retention and successful program completion of these students.

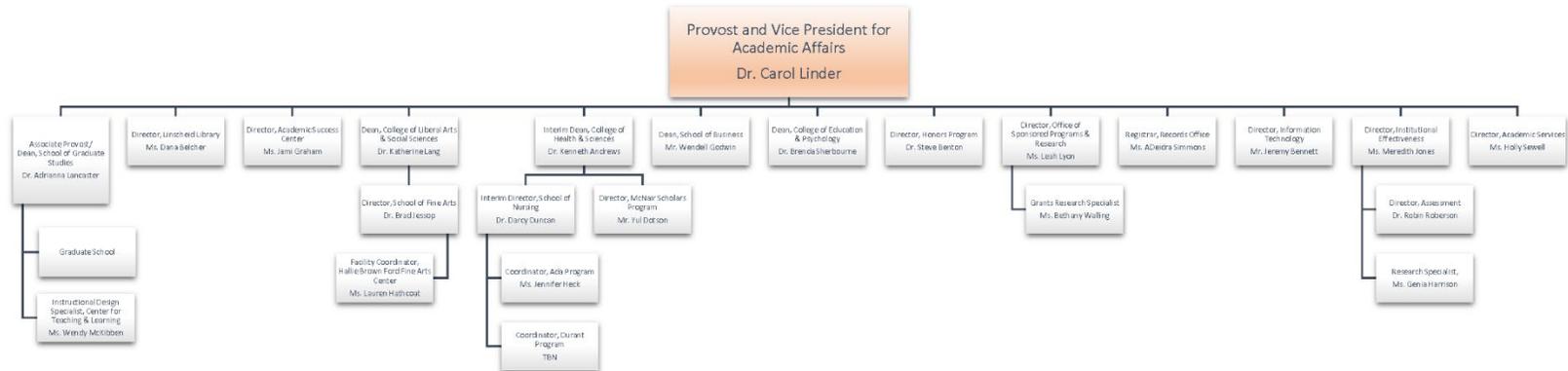
APPENDICES

APPENDIX A
Organizational Structure

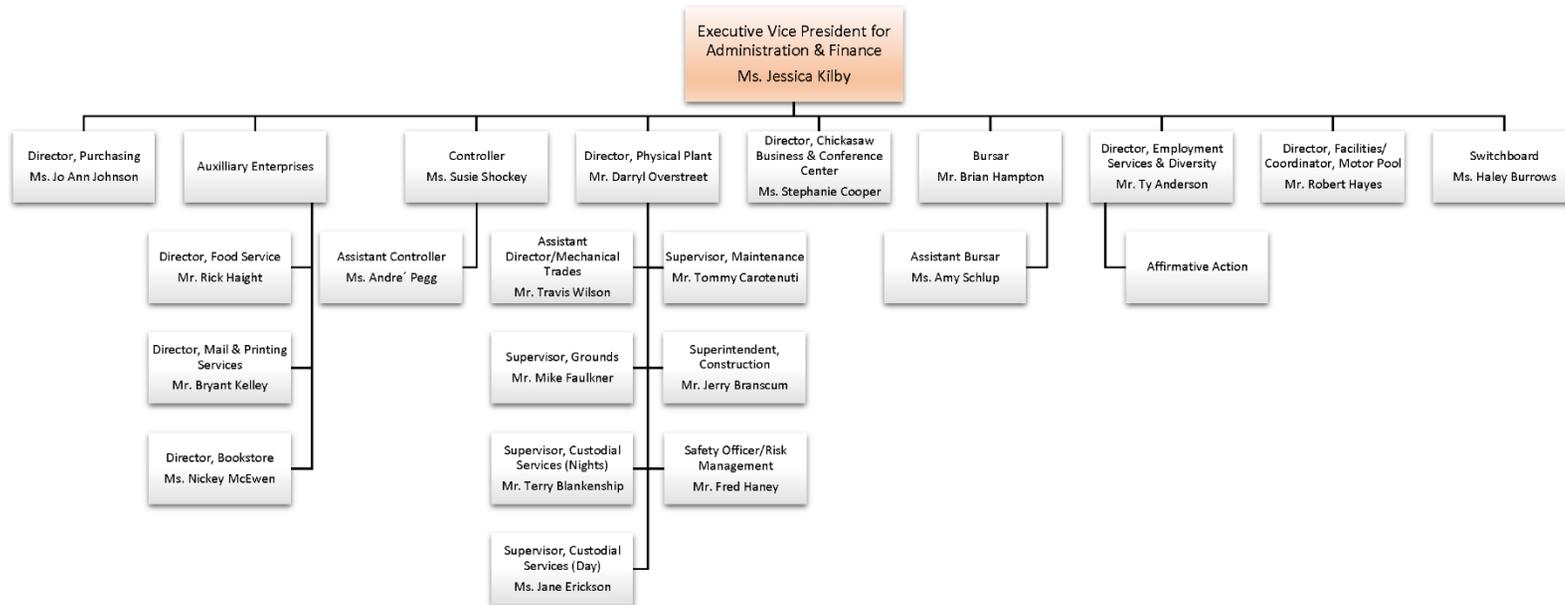
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ADA, OKLAHOMA



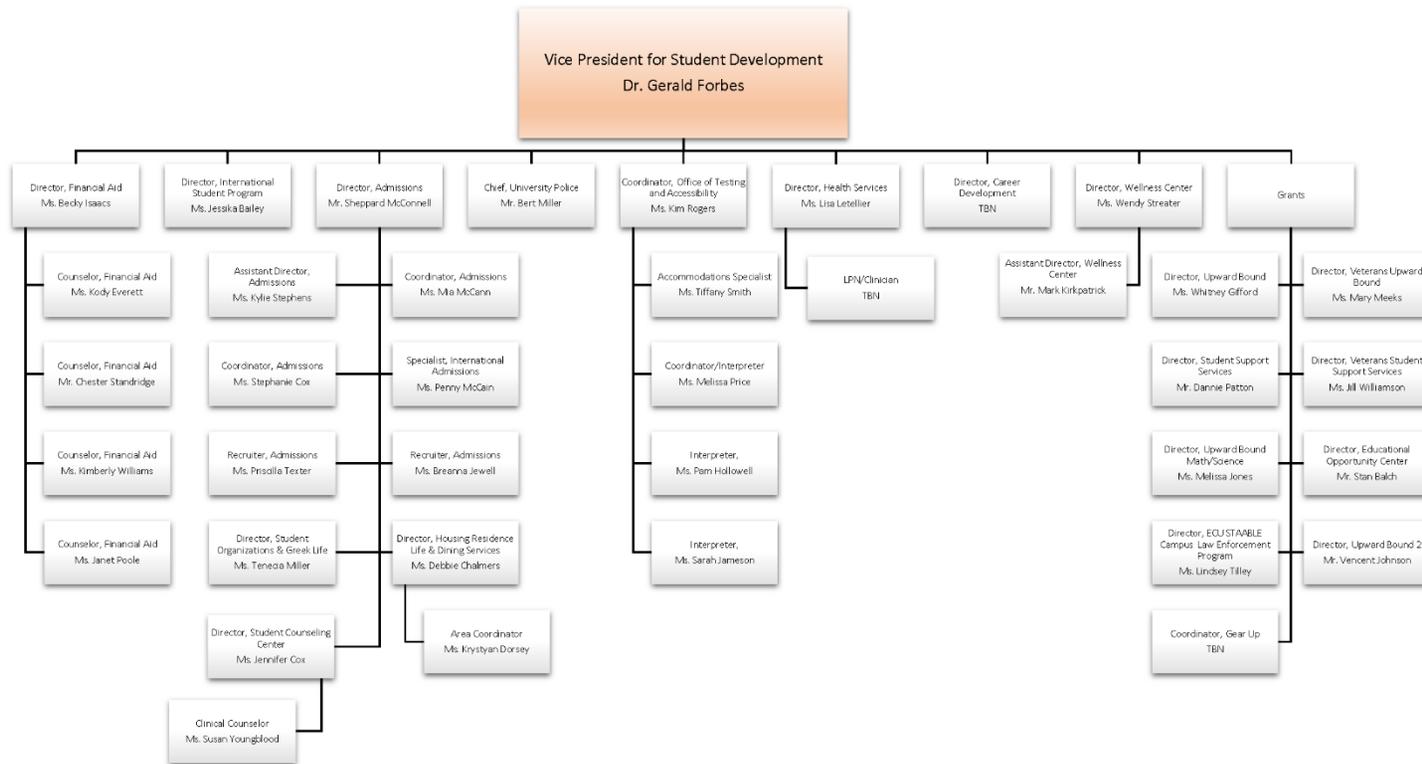
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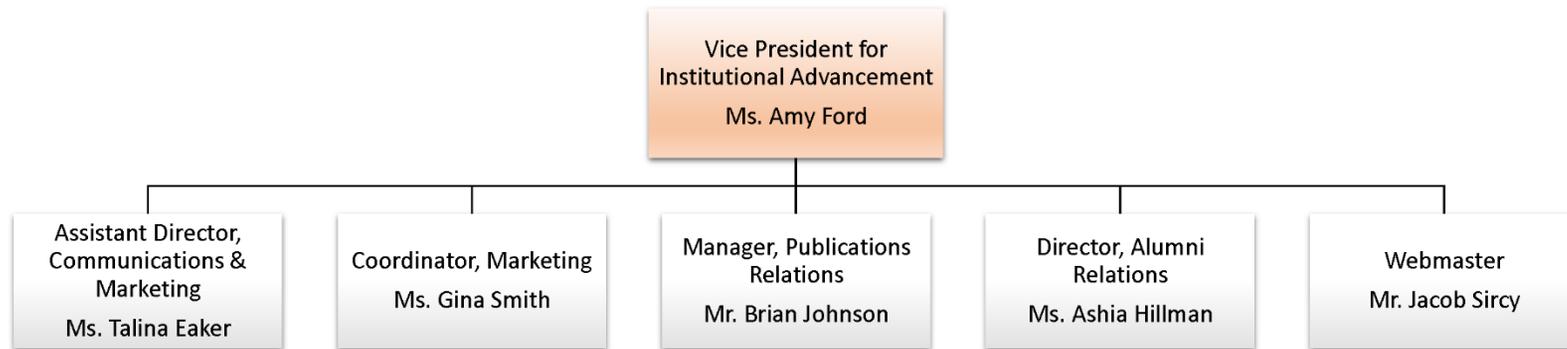
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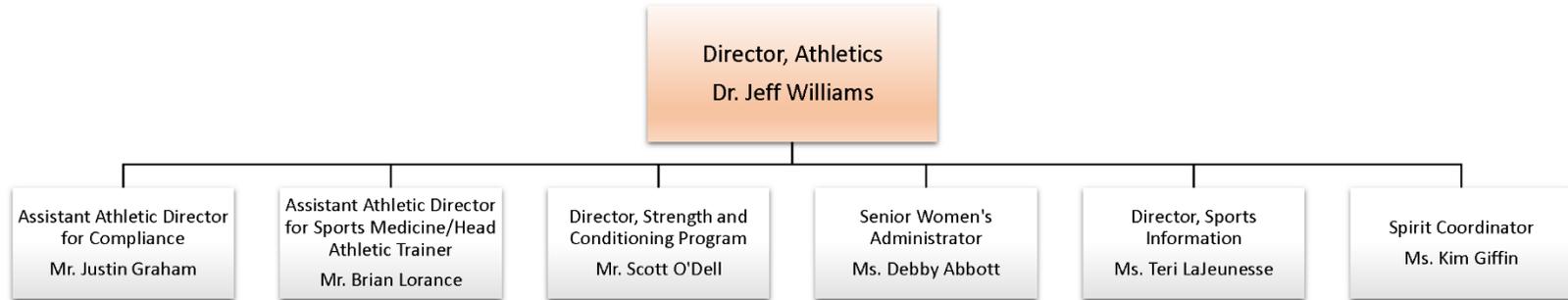
East Central University ADA, OKLAHOMA



East Central University
ADA, OKLAHOMA



East Central University
ADA, OKLAHOMA



APPENDIX B

Faculty Vitas

Jacquelyn A. Dalton, PhD, CRC, NCC

EDUCATION

Ph.D.—Rehabilitation Psychology, August 2007

University of Wisconsin—Madison, *Madison, WI*

M.Ed. — Counseling, May 1996

Delta State University, *Cleveland, MS* (CACREP 60 credit hour program)

B.A.—Psychology, May 1993

Mississippi State University, *Starkville, MS*

LICENSURE / CERTIFICATIONS

Certified Rehabilitation Counselor - (CRC - Certification-#00100566)

Nationally Certified Counselor - (NCC – Certification # 43759)

ACADEMIC/TEACHING

1/2019- present **Assistant Professor**

Practicum & Internship Coordinator

Clinical Rehabilitation and Clinical Mental Health Counseling Program

East Central Oklahoma University

Ada, OK

Interviewing Skills (undergraduate)

Assessment of Psychological, Social, & Relational Aspects of Disability

Human Services Research

Group Counseling Theory & Practice

Case Management Practice

Foundations in Clinical Rehabilitation & Clinical Mental Health Counseling

Practicum

Internship 1, 2, & 3

8/2011-7/2018 **Assistant Professor—Rehabilitation Counseling,**
 Department of Clinical Counseling & Mental Health
 Texas Tech University Health Sciences Center
 Lubbock, TX

Distance Education Essentials for Success
 Writing at the Master’s Level
 Counseling Theories
 Professional Development in Clinical Rehabilitation Counseling
 Psychosocial Aspects of Disability
 Research Methodologies & Statistics
 Group Counseling
 Vocational Assessment
 Multicultural Counseling
 Micro-counseling Skills
 Practicum
 Internship 1, 2, & 3

8/2007—9/2010 **Assistant Professor & Coordinator of Counseling Fieldwork**
 Department of Educational Foundations and Counseling
 Hunter College, City University of New York
 New York City, NY

Counseling Skills
 Psychosocial Aspects of Disability
 Practicum
 Internship I & II
 Research Methods in Counseling
 Independent Study

8/2006-9/2007 **Assistant Professor of Counseling Psychology**
 Department of Counseling Psychology and Guidance Services
 Ball State University
 Muncie, IN

Counseling Theories & Techniques

Multicultural Counseling

Research Methodologies in Counseling & Guidance

Introduction to Community & Mental Health Counseling

Rehabilitation Counseling Practicum

Process & Techniques of Group Counseling

1/2006-5/2006 **Adjunct Faculty, Rehabilitation Counseling,**
 Department of Counselor Education
 Northeastern Illinois University, Chicago, IL

Foundations of Rehabilitation Counseling

7/2005-8/2005 **Associate Lecturer**
 Department of Rehabilitation Psychology and Special Education
 University of Wisconsin—Madison
 Supervisor: Dave Rosenthal, PhD, CRC

Biological, Psychosocial, & Vocational Aspects of Disabilities

8/2002 – 7/2005 **Teaching Assistant and Clinical Supervisor**
 Department of Rehabilitation Psychology and Special Education,
 University of Wisconsin—Madison
 Supervisor(s): Dave Rosenthal, PhD, CRC

Norm Berven, PhD, CRC, LPC

Biological, Psychosocial, & Vocational Aspects of Disabilities

Career Counseling & Job Placement

Rehabilitation Counseling Psychology – Clinical Practice Seminar

Rehabilitation Counseling Psychology – Practicum I & II

Clinical Experience

Rehabilitation Counseling Psychology—Foundations

CLINICAL EXPERIENCE

- 1/2016 – present **Owner, Life Coach, Trainer, and Consultant**
Magnolia Consulting, Life Coaching & Training
Lubbock, TX.
<https://magnoliacct.com>
- 5/2011 – 8/2011 **Child & Family Therapist**
PineBelt Behavioral Health Services, Richton Office,
Hattiesburg, MS
- 9/2010 – 5/2011 **Psychometrist**
Mississippi Department of Rehabilitation Services
Office of Vocational Rehabilitation
Hattiesburg, MS
- 1/2003 – 12/2003 **Home Support Counselor**
Options in Community Living, Inc.
Madison, WI
- 12/1999 – 8/2002 **Outreach Coordinator**
Humphreys County Memorial Hospital—Rural Health Outreach Program
Belzoni, MS
- 9/1999 – 12/1999 **Child Counselor**
Youth Villages--The FAMILIES Therapeutic Foster Home Program
Jackson, MS
- 9/1997 – 6/1999 **Program Director & Clinical Director**
Southern Christian Services for Children and Youth, Inc.

Jackson, MS

9/1996 – 9/1997 **Master's Level Therapist**

Southwest Mississippi Mental Health Complex

McComb, MS

12/1995 – 9/1996 **Family Therapist**

Community Counseling Services

Starkville, MS

1/1993 – 12/1993 **Case Manager, Seriously Mentally Ill (SMI) Adults**

Region 8 MHMR

Hazlehurst, MS

PRACTICA & INTERNSHIP EXPERIENCE

1/2004 – 9/2004 **Psychology Intern**

Basic and Advanced Clinical Practicum Forward Psychology Group, LLC

Madison, WI

Supervisor: Gordon Herz, PhD, LCP; **(600 hours)**

8/1995 – 12/1995 **Psychology Intern**

Mississippi Committee for the Prevention of Child Abuse – Children's
Advocacy Center

Jackson, MS

Supervisor: Lisa Yazdani, PhD **(600 hours)**

1/1995 – 4/1995 **Chemical Dependency Center (CDC) Intern Counselor**

Life Help Mental Health Center—CDC Unit

Greenwood, MS

Supervisor: Buddy Moore, LCDC **(400 hours)**

8/1994 – 12/1994 **Student Counselor**

Delta State University Counseling Lab

Cleveland, MS

Supervisor: Fred Woodall, PhD, LPC **(400 hours)**

1/1994 – 8/1995 **Graduate Assistant**

Delta State University – Division of Behavioral Sciences

Cleveland, MS

Supervisor: Fred Woodall, PhD, LPC

RESEARCH

Pending Publications

Zhao, S., Shu, M., Wu, Y., Shu, L. Chang, Y.L., **Dalton, J.A.**, & Wang, X. (In review). College freshmen's mental health in China: A ten-year trend of family factors' influences

Wang, CC, **Dalton, J.A.**, & Wang, X. (In review). Shall tell versus want to tell: Teenagers' sexual abuse disclosure.

Stuntzner, S., & **Dalton, J. A.** (In press, 2019). Behavioral health service delivery among persons with disabilities. In L. Benuto, J. Singer, & F. Gonzalez (Eds.), *Handbook for cultural factors in behavioral health: A guide for the helping professionals*. Springer Publishing

Stuntzner, S., **Dalton, J.A.**, Umeasiegbu, V., Mercado, F., & MacDonald, A. (January, 2019). Resilience and disability: Consideration and integration of resilience training in undergraduate rehabilitation service program. *Journal of Applied Rehabilitation Counseling*

Stuntzner, S., **Dalton, J.A.**, Hartley, M., Umeasiegbu, V., & MacDonald, A. (In review).

Resilience and Disability: A Training approach throughout the Rehabilitation Counseling Curriculum.

Stuntzner, S., MacDonald, A., & **Dalton, J.A.** (In review). Resilience and job development: Making the connection when counseling persons with disabilities. *Rehabilitation Counselor Educators Journal*

Stuntzner, S., **Dalton, J. A.**, & MacDonald, A. (pending revisions). Applications of forgiveness in rehabilitation counseling: A positive option for change. *Rehabilitation Counselor Educators Journal*

Peer-reviewed publications

Stuntzner, S., **Dalton, J.A.**, & MacDonald, A. (2018, July). Knowledge Share: The therapeutic triad of disability. *Counseling Today* , 61(1), 46-51.

Stuntzner, S., Ricks, S., & **Dalton, J.A.** (2016). Shades of grey in the Ivory Tower: Mentorship of women with disabilities. *Rehabilitation Counselors and Educators Journal*, 8(1), 71-78.

Stuntzner, S. & **Dalton, J.A.** (2015). Forgiveness and disability: Reconsideration of forgiveness as a vital component of the Rehabilitation Counseling Profession. *Journal of Applied Rehabilitation Counseling*, 46(3), 35-43.

Stuntzner, S., & **Dalton, J.A.** (Fall, 2014). Living with a disability: A gateway to practicing forgiveness and compassion. *Annals of Psychotherapy & Integrative Health*

Rahimi, M., Blalock, K.M., Dutta, A., Chan, J.Y., **Dalton, J.**, Chan, F., & Rosenthal, D. (2009) Disparities in vocational rehabilitation services and outcomes for African American clients with traumatic brain injury, *Rehabilitation Counselors' and Educators' Journal*, 3(2), 5-16.

Rosenthal, D.A., **Dalton, J.A.**, & Gervey, R. (2007). Analyzing vocational outcomes of individuals with psychiatric disabilities who received state vocational rehabilitation services: A data mining approach. *International Journal of Social Psychiatry*. 53(4), 357-368.

Book chapters

Miller, S.M., Bakken, S.K. & **Dalton, J.A.** (2009). Psychosocial adaptation to chronic illness and disability: Models and measurement. In F. Chan, E. Cardoso, & J. Chronister (Eds.), *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence-based practitioners in rehabilitation*. New York, NY: Springer.

Grants

Applications, Not Funded:

Increasing and Improving Resiliency and Coping Skills in Female Veterans with Disabilities: A Comparison of Male and Female Veterans with Service Connected Disabilities Following Resiliency Enhancing Intervention. (September 2014). **Principal Investigator.** Laura W. Bush Institute on Women's Health Seed Grant Program. (\$20,000).

Microaggressions to Empowerment: Transitions in Healthcare through Mixed Methods and Community Participatory Research. **Principal Investigator.** TTUHSC- School of Allied Health Sciences 2013 Seed Grant Award Program. (\$7600).

Perceived Healthcare Accessibility: Minorities with Disabilities. **Principal Investigator.** PSC-CUNY Research Award Program. (\$25,000).

Magic Button: Creating Web-Based Accessible Content for Users with Visual Impairments, **Principal Investigator.** NIDRR, Field Initiated Development Grant. (\$595,000).

Research projects in development

Pilot study: Trends and patterns in positive state VR services outcomes from 2000 through 2016.
Examination of RSA-911 datasets with data mining and regression analyses.

Lived Experiences of Rehabilitation Professionals & Rehabilitation Counselor Educators with Disabilities: A qualitative study.

PEER-REVIEWED PRESENTATIONS

Dalton, J.A., Schroeder, D., Umeasiegbu, V., Muller, V., Robertson, S., & Jones, E.A. (2019). *Leading by example: The lived experience of professionals and educators with disabilities.* Concurrent session; National Council on Rehabilitation Education, San Diego, CA.

Dalton, J.A., Nerlich, A.P., & Boland, E. A. (2019). *Athena's daughters: Addressing the needs of women in rehabilitation education & research.* Poster presentation: National Council on Rehabilitation Education, San Diego, CA.

Dalton, J.A. (2018). *Metamorphosis: A necessary adaptation for dynamic progress in rehabilitation counseling.* Poster presentation; NCRE Annual Conference, Anaheim, CA. March 12 – 15, 2018.

Sneed, Z., Schroeder, D., & **Dalton, J.A.** (2017). *Clinical Supervision in Distance Education.* Roundtable presentation; ACES Annual Conference, Chicago, IL.

Dalton, J.A. (2017). *Crosswalking the CRCC & ACA Codes of Ethics Multicultural Ethical Concerns.* Concurrent presentation; NAMRC Annual Training Conference, Dallas, TX.

Dalton, J.A. (2017) *Remember, you are the other person: Connecting with others for Social Justice.* Concurrent Presentation; NAMRC Annual Training Conference, Dallas, TX

Stuntzner, S., **Dalton, J.A.,** & McDonald, A. (2017). *The Therapeutic Triad of Disability: Forgiveness, Self-compassion, and Resilience.* Educational Session at the ACA 2017 Conference & Expo, San Francisco, CA.

Stuntzner, S., MacDonald, A., & Dalton, J. (2017, April). *Resilience and Disability: An Intervention to Promote Positive Coping.* Preconference Learning Institute submission at the American Counseling Association Conference, San Francisco, CA.

Stuntzner, S. & **Dalton, J.A.** (2016). *Compassion & Self-compassion: Conceptualizing them as a Part of Adjustment to Disability.* Poster presentation at NCRE 2016 Spring Conference, Newport Beach, CA.

Dalton, J.A., (2014). *Women with Disabilities on the Horizon: Trends, Topics, and Themes in Counseling and Related Research, Practice and Education.* Educational Session at ACA 2014 Conference & Expo, Honolulu, HI.

Dalton, J.A. & Schroeder, D. (2014). *Transcending Technology: Teaching Skills for the Next Technology Revolution.* Concurrent presentation at NCRE 2014 Spring Conference, Manhattan Beach, CA.

- Schroeder, D.A. & Dalton, J.A. (2014). *Are We Using 20th Century Theory to Serve 21st Century Clients?* Poster presentation at NCRE 2014 Spring Conference, Manhattan Beach, CA.
- Dalton, J.A., Spears, E., Schroeder, D., & Rieber, B. (2013, September). *Return to Life: New Perspectives and Paradigm Shifts in Rehabilitation Recovery Models; Part 1: A New Model of Rehabilitation Recovery.* Concurrent presentation at the 2013 Texas Society of Allied Health Professionals Training Conference, San Marcos, TX.
- Dalton, J.A., Spears, E., Schroeder, D., & Rieber, B. (2013, September). *Return to Life: New Perspectives and Paradigm Shifts in Rehabilitation Recovery Models; Part 2: Integrating Rehabilitation Counseling into the Matrix of Rehabilitation Recovery.* Concurrent presentation at the 2013 Texas Society of Allied Health Professionals Training Conference, San Marcos, TX. September 26, 2013.
- Dalton, J.A., Stuntzner, S., & Ricks, S. (2013) *Shades of Grey in the Ivory Towers: Mentorship and Women with Disabilities.* Poster presented at the 2013 NAMRC 20th Annual Training Conference, New Orleans, LA.
- Dalton, J.A. & Stuntzner, S. (2013). *Balancing Compassion with Advocacy: Changing the Societal Paradigm of Westernized Thinking.* Poster presented at the 2013 NCRE Spring Conference, San Francisco, CA.
- Stuntzner, S. & Dalton, J. A. (2013). *Inclusion of Forgiveness as a Necessary Component of Resiliency: Incorporating Forgiveness & Resiliency into the Rehabilitation Curriculum.* Poster presentation at the 2013 NCRE Spring Conference, San Francisco, CA.
- Stuntzner, S.M. & Dalton, J.A. (2012, October). *A Recruitment & Training Model for Academia: Considerations for New Professionals.* Poster presented at the 2012 NCRE/RSA/CSAVR Fall Conference. Arlington, VA.
- Schroeder, D.A. & Dalton, J.A. (2012, September). *The Family Medical Home: Creating True Health Allies.* Conference presentation, Texas Society for Allied Health Professionals Annual Conference, San Antonio, TX.
- Stuntzner, S.M. & Dalton, J.A. (2011, October). *PSR & Employment Outcomes: An Inside View of the Vocational Rehabilitation System.* Poster presentation at the 2011 NCRE/RSA/CSAVR Fall Conference. Arlington, VA.
- Stuntzner, S.M. & Dalton, J.A. (2011, October). *Training in Technology for Counseling Professionals: Are They Trained Well Enough?* Poster presentation at the 2011 NCRE/RSA/CSAVR Fall Conference. Arlington, VA.
- Dalton, J.A. (2009, October). *26: Services leading to employment success for Deaf & Hard-of-hearing (DHOH) VR consumers.* Poster presentation at the 2009 NCRE/RSA/CSAVR Fall Conference. Arlington, VA.

- Dalton, J.A.** (2009, September). Questions from the Data Mine: Factors contributing to successful VR outcomes for Deaf or Hard of hearing (DHOH) consumers. Content presentation at the 2009 National Rehabilitation Association Training Conference, Louisville, KY.
- Dalton, J.A.** & Cardoso, E. (2008, February). New Dimensions in Rehabilitation Outcomes Research. Content presentation at the 2008 Spring conference for the National Council on Rehabilitation Education, San Antonio, CA.
- Dalton, J.A.** (2006, October). Falling on Deaf ears: Understanding the diversity of the Deaf and hard-of-hearing (DHOH) consumer population and the implications for successful vocational rehabilitation outcomes. Content presentation at the 2006 National Rehabilitation Counseling Association Professional Development Symposium, Albuquerque, NM.
- Dalton, J.A.** & Catalano, D. (2006, February). Strategies for maximizing learning in the classroom: Active learning theory and the rehabilitation counseling curriculum. Content presentation at the 2006, Spring conference for the National Council on Rehabilitation Education, San Diego, CA.
- Dalton, J.A.** (2005, February). Accommodations for professionals with disabilities in assessment: Are we missing the mark? Poster presented at the 2005 conference for the National Council on Rehabilitation Education, Tucson, AZ.
- Stuntzner, S.M. & **Dalton, J.A.** (2005, February). Rehabilitation counselor training: Providing Rehabilitation counseling professionals with adequate knowledge and skills to address the needs of Deaf and Hard-of-Hearing adults. Poster presented at the 2005 conference for the National Council on Rehabilitation Education, Tucson, AZ.
- Dalton, J.A.** (2002, March). Youth in Action: Developing a Peer Health Advisors Program in Your Community. Unity 2002 Conference--Center for Sustainable Health Outreach, Biloxi, MS.
- Dalton, J.A.** (1995, April). Cultural Diversity: What's All the Fuss About? Why Attention to Diversity and Culture is an Integral Factor in Developing Helping Relationships. Delta State University Spring Conference for the Helping Professions, Cleveland, MS

GUEST LECTURES, WORKSHOPS, NONCREDIT CLASSES

- Dalton, J.A.** (2016). Grief & Loss as it Relates to Disability & Adjustment. Guest Speaker – Speech Language Pathology Seminar with Dr. Tori Gustafson, Texas Tech University Health Sciences Center, School of Allied Health Sciences, Lubbock, TX. June 10, 2016.
- Dalton, J.A.** (2015). Grief & Loss: A Process to Consider with Deaf and Hard of Hearing Consumers. Guest Speaker – Speech Language Pathology Seminar with Dr. Tori Gustafson, Texas Tech University Health Sciences Center, School of Allied Health Sciences, Lubbock, TX. July 10, 2015.

- Dalton, J.A.** & Schroeder, D.A. (2014). Control, creativity, & captivation: Personalizing the Hub to convey your message. Faculty Development Training Presentation, Texas Tech University Health Sciences Center, School of Allied Health Sciences. Lubbock, TX. February 28, 2014.
- Dalton, J.A.** (2013). The Healing Power of Companion Animals. Education Presentation, TTUHSC Stroke & Aphasia Recovery (STAR) Program.
- Dalton, J.A.,** Schroeder, D.A., & Finger, C. (2012). Q&A Session to Sakai Migration. Faculty Development Training Presentation, Texas Tech University Health Sciences Center, School of Allied Health Sciences. Lubbock, TX. July 20, 2012.
- Dalton, J.A.,** Schroeder, D.A., & Finger, C. (2012). Q&A Session to Sakai Migration. Faculty Development Presentation, Texas Tech University Health Sciences Center, School of Allied Health Sciences. Lubbock, TX. July 19, 2012.
- Dalton, J.A.** (2006). Diversity of Deaf and Hard-of-Hearing VR Consumers. Content presentation at the 2006 Indiana Rehabilitation Association Annual Meeting & Conference, Indianapolis, IN. November 30, 2006.

PROFESSIONAL INVOLVEMENT

- American Counseling Association (ACA)
- American Rehabilitation Counseling Association (ARCA)
- Association of Counselor Education & Supervision (ACES)
- National Rehabilitation Counseling Association (NRCA)
- National Rehabilitation Association (NRA)
- National Association of Multicultural Rehabilitation Concerns (NAMRC)
- Rehabilitation Counselor Educators Association (RCEA)
- Texas Counseling Association (TCA)
- Texas Rehabilitation Counselor Educators Association (TRCEA)
- Texas Association of Counselor Educators (TACEs)
- International Association of Assistance Dog Partners (IAADP)

ADVISORY BOARDS, COMMITTEES, & SERVICE

Faculty Advisor, Texas Tech University Chapter of Canine Companions for Independence, 2017 – 2018 (www.cci.org)

Elected Faculty Senate Representative, Texas Tech University Health Sciences Center, School of Health Professions, 2017 – 2018

Educational & Training Consultant, The Burkhart Center for Autism Education & Research, Texas Tech University, 2013 – 2015

TEDxTTU 2014, Independent Conference, Speaker Review Committee, 2014.

CORE self-study, MRC Program, TTUHSC, September 2013 – January 2016

Program Development Committee, MRC Program, TTUHSC, August 2011-September 2016

MRC Advisory Board, MRC Program, TTUHSC, August 2011 – September 2017

Curriculum Development Committee, MRC Program, TTUHSC, August 2011-January 2017

Admissions Selection Committee, MRC Program, TTUHSC, August 2011-2018

Multicultural Programming Committee, Department of Counseling Psychology & Guidance Services, Ball State University. Academic year 2006-2007.

Master's Program Admissions Committee, Department of Counseling Psychology & Guidance Services, Ball State University. Academic year 2006-2007.

CACREP self-study, Counseling Programs, Dept. of Educational Foundations & Counseling Programs, Hunter College, September 2007 – June 2010.

Department Representative for Fieldwork Activities, NCATE site visit & review, 2007 - 2009; Revision of Counseling Program Student Handbook for NCATE site visit review in coordination with School of Education Associate Dean Carla Asher

Elected Faculty Delegate Association, Department Representative, Hunter College, September 2009—September 2010.

Faculty Delegate Association, Hunter College, Substitute Representative. Academic year 2007-2008.

Professional Service:

Professional Organization Service:

Board of Directors, National Rehabilitation Counselors Association, 2018 – present

Board of Directors, Texas Rehabilitation Counselor Educators Association, 2017 – 2019

NCRE, Spring Conference Program Selection Committee, Spring 2016, 2015, 2013, 2012, 2010, & 2009

Membership Chair & Faculty Liaison, Board of Directors, New York State Rehabilitation Counseling Association, September 2008 – June 2010

Clinical Rehabilitation Counseling Programs, Site Reviewer, Council on Rehabilitation Education (CORE)/Council for Accreditation of Counseling & Related Educational Programs (CACREP), 2014 – 2017

Graduate Programs Site Reviewer, Council on Rehabilitation Education (CORE), graduate programs. 2012 – 2017

Editorial Service:

Member, Editorial Consultants Board, Journal of Professional Counseling, 2017 – present

Ad Hoc Reviewer, Rehabilitation Research, Policy, & Education, 2013 – present

Member, Editorial Board, Journal of Applied Rehabilitation Counseling, 2014 - present

Other Professional Service:

*Project Women: Empowering Women in Rehabilitation Professions/The Athena Collective
Founder & Board of Directors member, 2015 – present*

U.S. Department of Education, Rehabilitation Research and Training Center on Disability Statistics and Demographics (RRTC), Research Consultant, Hunter College, August 2008 – June 2010

Community Service:

Lubbock IMPACT Free Clinic, Counseling & Coaching Services Volunteer, TTUHSC Student Clinic, 2017 – 2018

Montford Psychiatric Correctional Facility, Psychiatric Services Volunteer, Diagnosis & Evaluation, 2016 – 2018

South Plains Wildlife Rehabilitation Center, Inc., Volunteer, 2014 – 2018

Lubbock Emergency Animal Partnership (LEAP), Co-Founder and Advisory Board member, 2013-present.

South Plains Society for the Prevention of Cruelty to Animals (SPSPCA), Volunteer foster, 2013 – 2014.

Adult Children Caring for Elderly Parents Together (ACCEPT). Member & advisor. 2011- present

The ProBoneO Program (PBOP). Volunteer, 2010-2015.

HONORS / SCHOLARSHIPS

2017-present *Alpha Eta Society*, Texas Tech University Chapter, faculty member

2017 Outstanding Faculty Award, Texas Tech University Health Sciences Center

2014 Outstanding Faculty Award, Texas Tech University Health Sciences Center

2008 Presidential Travel Award, Hunter College, CUNY

2005 Jesse Ridley Scholarship, University of Wisconsin-Madison

2002-2006 Gallaudet University Alumni Association Graduate Fellowship

1996 Ann Mohead Whittle Award for Outstanding Graduate Student, Delta State University

1994-present *Chi Sigma Iota*, Delta Sigma Upsilon Chapter, Counseling Academic and Professional Honor Society International

SPECIALTY TRAINING

Frontiers in Telemedicine Telehealth Training Course, May 2017

Certificate of Completion, Frontiers in Telemedicine

Texas Tech University Health Sciences Center

Completion of training to utilize inherent technology, engage in and to provide telehealth services to consumers and patients.

TeamSTEPPS Master Trainer, July 2016

Texas Tech University Health Sciences Center

Office of Interprofessional Education

As a master trainer, I provide training to others who wish to teach and promote the TeamSTEPPS philosophy and approach to team communication in the delivery of health and wellness services.

Developed by Agency for Healthcare Quality and Research.

<https://www.ahrq.gov/teamstepps/about-teamstepps/index.html>

Community Health Advisor Network Trainer-Advanced, March 2000

University of Southern Mississippi

Center for Sustainable Health Outreach

As a CHAN-A, I can develop community health advisors through training trainers, developing community projects, and providing consultation & evaluation. CHAN provides community level training, support, and tools to individuals and groups who wish to provide advocacy and education to their own communities by addressing health and social issues most impacting them. CHAN was created through a partnership with the Robert Wood Johnston Foundation.

VITAE
DWAINE TURNER Ph.D.,CRC

2681 Jefferson Street Apt. 502
Norman, Oklahoma 73072
Cell 405-201-6225
Dturner@ecok.edu
Dwaine37@gmail.com

Education

Ph.D. in Rehabilitation Counseling Education with a specialty in Aging Studies, University of Iowa, Iowa City, August 2015. CACREP accredited Doctoral Program.

Graduate Certificate in College Teaching Awarded (Social Sciences) December 18, 2009.

M.S. in Rehabilitation Counseling, VEWA Track, Langston University, Oklahoma City, 2007. CORE accredited Master's program.

B.S. in Gerontology, Langston University, Langston, Oklahoma, 1995.

Licensures and Certifications

07- 25-2018 Independent Applying the QM Rubric (APPQMR): (Statewide Systems)

2011–2012 University of Iowa Interdisciplinary Graduate Fellowship in Aging Fellowship

Commission on Rehabilitation Counseling Certification member since 2007 #00105272

Honors and Awards

Clean Sweep Street Outreach Ministry Coordinator at New Covenant Church, Brunswick, Ga. 31520

Mentor for young men at New Covenant Church, Brunswick, Ga. 31520

Rehabilitation Services Administration Scholar

National Scholars Honor Society

Rho Upsilon Chapter of Chi Sigma Iota, Treasurer

Citation of Congratulations from Oklahoma House of Representatives of 99th District, Anastasia Pittman

RESEARCH

Fleming, A., Philips, B., Manninen-Luse, Irizarry, L.O, Hylton, T., Turner, D., Santos, L., & Mercado-Cruz, R., (2011). Professional Identity, Professional Associations, and

Recruitment: Perspectives of Current Doctoral Students and Recent Graduates of Rehabilitation Programs. *Rehabilitation Education*, 25, 63–72.

Phillips, B.N., Fleming, A.R., Manninen-Luse, M., Irizarry, L.O., Hylton, T., Turner, D., Santos, L., & Mercado-Cruz, R., (2013). A Comparative Study of Issues Facing Rehabilitation Counseling: Perspective of Doctoral Students and Recent Graduates. *Rehabilitation Counselors & Educators Journal*, 5, 51–60.

The relationship between race-related stress and the career planning and confidence for African-American College Students. Turner, Dwaine Tito. The University of Iowa, *ProQuest Dissertations Publishing*, 2015. 3726862.

Turner, D. (2019). The Relationship between Race Related Stress and Career Planning and Confidence for African American College Students. *Xlibris Publishing*.
Bloomington, Ind.
ISBN: 978-1-7960-3151-5

Presentations

Refereed Presentations

Summer Research Opportunities Program 2014, Iowa City, June, 20, 2014, Guest Speaker, Research Experiences and Dissertation Topic.

NCRE Spring Conference 2010 Los Angeles, April, 7–9, 2010, Big 3 Presentation, Professional Issues in Rehabilitation Counseling as Perceived by Future Leaders of the Profession

NCRE Spring Conference 2012 San Francisco Friday, April, 11–13, 2012, Best Practices in Meeting the Need of Multicultural Competencies CORE Standards

TEACHING

Session	Course Title	Enrollees	Instructor Type
Spring 2019	Internship- Hum-Ser. Counseling	1	Faculty
Spring 2019	Fundamentals of Counseling	17	Faculty
Spring 2019	Career and Lifestyle Development	32	Faculty
Spring 2019	Introduction to Aging	19	Faculty
Spring 2019	Human Services Administration and Supervision	19	Faculty
Spring 2019	Practicum in Clinical Rehabilitation and Clinical Mental Health Counseling	4	Faculty
Fall 2018	Internship-Hum-Ser. Counseling	2	Faculty
Fall 2018	Medical Aspects of Disability	24	Faculty

Fall 2018	Appraisal and Assessment of Individual, Groups, and Family	12	Faculty
Fall 2018	Vocational Testing and Evaluations	42	Faculty
Fall 2018	Fundamentals of Counseling	31	Faculty
Summer 2018	Internship- Hum Ser. Counseling	3	Faculty
Spring 2018	Fundamentals of Counseling	35	Faculty
Spring 2018	Group Counseling Theory and Practice	17	Faculty
Spring 2018	Counseling Theories	11	Faculty
Spring 2018	Gerontological Program and Management	6	Faculty
Spring 2018	Internship- Hum Ser. Counseling	5	Faculty
Fall 2017	Counseling Theories	17	Faculty
Fall 2017	Medical Aspects of Disability	17	Faculty
Fall 2017	Fundamentals of Counseling	24	Faculty
Fall 2017	Interviewing Techniques	25	Faculty
Fall 2008	Practicum College Teaching	12	TA
Summer 2009	Intro to Counseling & Counseling Profession	9	TA
Fall 2010	Pre-practicum in Rehabilitation & Mental Health Counseling	15	TA
Spring 2011	Practicum in Rehabilitation & Mental Health Counseling	6	TA
Spring 2012	Helping Skills in Student Affairs	13	TA
Fall 2012	Making a Vocational-Educational Choice	24	Main Instructor
Spring 2013	Making a Vocational-Educational Choice	24	Main Instructor
Fall 2013	Making a Vocational-Educational Choice	24	Main Instructor
Spring 2014	Making a Vocational-Educational Choice	25	Main Instructor

Current Research

My line of research addresses the perceived effects of race-related stress on career planning for African American college students, encompassing individual, institutional, and cultural racism. The data from my research indicates how career counselors need to recognize how race-related stress and racism affects African-Americans' career development experiences and vocational choices that may or may not require a college education to obtain employment in their field of choice.

Research Interests

My research interest focuses on the career effects on Gerontological issues in Rehabilitation Counseling in the form of career counseling. Due to the growing population of seniors who will continue to work beyond retirement age. The demand to provide such counseling to seniors who may require some career development to pursue a new vocational occupation steadily increases. Also, end-of-life issues in regards to employment opportunities, volunteerism, long-term care, and substance abuse treatment for the senior community and the influence the baby boomers have on current treatment modalities. Multi-cultural issues in the counseling profession are my secondary research interests.

Employment History

East Central University, Ada, Oklahoma

Assistant Professor

8/17- Present

- Teach courses in Clinical Rehabilitation Counseling and Clinical Mental Health Counseling courses.

Georgia Vocational Rehabilitation Agency, Brunswick / Savannah, Ga.

Workforce Incentive Navigator

8/16 – 06/17

- Assist SSI beneficiaries' transition to substantial employment with competitive wages towards financial independence while reducing their dependence on federal programs.

Four Oaks, Cedar Rapids, IA.

Night Shift Leader

7/12 – 3/16

- Over saw 28 employees to ensure a safe environment for staff and clientele of treatment and residential facility for kids and teens. Coordinated the activities of their assigned

shift; provided direct care services to clientele; provided operational leadership on assigned shift; assured behavior management; assured that documentation and logging is complete and accurate; provided skill groups for clientele.

University of Iowa, Iowa City, IA

Graduate Teaching Assistant, Primary instructor for Making a Vocational Educational Choice

8/12– 05/14

- The course consists of the vocational decision-making process, self-evaluation, and exploration of the world of work for students who are uncertain about their educational and vocational goals.

Counseling Solutions and Interventions, Oklahoma City, OK.

Training Coordinator

7/12 – 05/2015

- Created and provided training for employees to maintain compliance with Oklahoma Health Care Authority when providing services to clients from contracted agencies.

Veterans Benefits Administration, Davenport, IA.

Rehabilitation Counselor

7/09– 10/10

- Worked with Veteran population with service-connected disabilities to support re-entrance in the workforce through vocational rehabilitation and employment services and independent living services.

Counseling Solutions and Interventions, Oklahoma City, Ok.

Behavior Counselor

8/07– 8/08

- Provided mentoring and counseling services to children aged 6–16.

Oklahoma Department of Human Services Department of Developmental Disabilities Residential Services Social Services, Oklahoma City, OK.

Residential Specialist II

10/01– 8/08

Recruited, developed and monitored agency companion and specialized foster care homes for developmentally disabled children and adults.

VITA

PAIGE N. WILLIAMS

Education

Ph.D.	1998	Counselor Education (CACREP Program)	Purdue University
M.S.	1991	College Student Personnel (CACREP Program)	Purdue University
B.A.	1988	Psychology	Purdue University

Professional Experience

- 1/97-Present Professor, Department of Professional Programs in Human Services
East Central University, Ada, OK
Teach courses in counseling theories, group counseling, counseling ethics, counseling intervention, marriage and family counseling, diagnosis, practicum and internship.
- 1/2017-Present Coordinator—Clinical Rehabilitation and Clinical Mental Health Counseling Program
Coordinate a CACREP accredited program.
Perform CACREP Liaison duties
Ensure program meets CACREP standards
Responsible for student advisement, recruitment and retention
- 2007-2017 Coordinator, Graduate Clinical Mental Health Counselor Program
Responsible for recruitment and retention of graduate counseling students in the MSHR Graduate Counselor Program.
Responsible for advisement with students and coordination with outreach site advisors regarding program admission standards and requirements.

Clinical Experience

- 2002-2008, 2017-2918 Oklahoma Families First—Contract Clinician
Ada, Oklahoma
Provided outpatient counseling treatment to clients with depression, grief, schizoaffective disorder and trauma.

Professional Organization Memberships

- American Counseling Association
Oklahoma Counseling Association
Oklahoma Association of Counselor Education and Supervision
Association for Specialists in Group Work

Community Organizations

- Reach to Recovery Volunteer 2010 to present
Oklahoma Medical Reserve Corp. Stress Response Team
Ada Rotary

Articles in Professional Journals and Books

- Williams, P. (2009). Step-parenting twins. *Twins Magazine* (March/April edition).

- Cummins, P., Massey, L. & Jones, A. (2007). Keeping ourselves well: Strategies for promoting and maintaining counselor wellness. *Journal of Humanistic Counseling, Education and Development*, 46, 35-47.
- Cummins, P. Violence in the Workplace: Preventing and Managing the Effects of Critical Incidence Stress in the Workplace. In Daya Sanhu (Ed.) *Counseling Employees: A Multifaceted Approach*. (2002). American Counseling Association: Alexandria, VA.
- Cummins, P. (1996). Preparing clients with eating disorders for group counseling: A multimedia approach. *Journal for Specialists in Group Work*, 4-10.
- Rice, Kenneth G, Cummins, Paige N. (1996). Late adolescent and parent perceptions of attachment: An exploratory study of personal and social well-being. *Journal of Counseling & Development*, 75(1), 50-57.

Counseling Licenses and Certifications

Licensed Professional Counselor, LPC, License # 3135
 Basic Critical Incident Stress Debriefing Certification
 Certified Oklahoma Medical Reserve Corp. Mental Health Professional
 Certified Trauma Professional

Awards

Teaching Excellence Award Nominee 2002, 2008, 2018
 CASA Volunteer Award, July 2005

Board of Directors

Licensed Professional Counselor Advisory Board

Vice Chair, 2011-2013
 Member 2010

Family Crisis Center

President, 2003-2004
 Member, 2001-2003, 2004-2007

Court Appointed Special Advocate (CASA).

Vice President, 2008
 Member, 2007-2010

University Committee Assignments

Graduate Committee, Chair 2010, Vice Chair 2015, 2018
 CACREP Accreditation Committee, Vice Chair, 2015-Present
 VPAA Search Committee
 CRCMHC Program Admissions, Chair
 Tenure Review Committees
 Search Committee for Counselor Faculty

Professional Committee Assignments

Professional Standards Committee, American Counseling Association Member, 2019--present

Taskforce

Taskforce on Counselor Wellness, American Counseling Association, Member 2004-2007.

Reviewing

Program reviewer for the American Counseling Association 2016-present
 Full member reviewer for the Journal for Specialists in Group Work, 2011-present
 Ad hoc reviewer for the Journal for Specialists in Group Work, 2000-2010.
 Book reviewer for Pearson Education, 2005
 Focus group member 2018

Presentations

Treating Self-injury and Co-Occurring Disorders
 American Counseling Association and Australian Counseling Association
 Asia Pacific Rim Confederation of Counseling Conference
 Hilton Hotel
 Brisbane, Australia
 September 28, 2019
 Abstract accepted.

Self-Injury and Co-Occurring Disorders
 Focus Mental Health Services Shawnee, OK
 August 25, 2017

Self-Injury and Co-Occurring Disorders
 Excel Mental Health Pauls Valley, OK
 April 14, 2017

Panel Presentation
 Discussion University Professors on Counseling Supervision
 Francis Tuttle Technology Center, Oklahoma City, OK.
 June 5, 2015

Treating Self-Injurious Behavior
 East Central University, Brandon Whitten Institute
 Recovery Conference
 September 5, 2013

Understanding and Treating Eating Disorders and Self-Injurious Behavior
 East Central University, Brandon Whitten Institute
 April 12, 2013

LPC Regulations and Updates
 Oklahoma Counseling Association Mid-Winter Conference
 February 22, 2013

LPC Regulations and Updates
 Oklahoma Counseling Association Mid-Winter Conference
 March 2, 2012

LPC Regulations and Updates
Oklahoma Counseling Association Mid-Winter Conference
February 4, 2011

Group Counseling Workshop
Chickasaw Nation Behavioral Health
April 14, 21 2011

Ethical Decision Making
Jetty Counseling Center
March 14, 2010

LPC Regulations and Updates
Oklahoma Counseling Association Mid-Winter Conference
February 10, 2010

Ethics of Working with Children and Families
Jetty Counseling Center
March 28, 2009

Ethics Workshop
Oklahoma Families First Continuing Education Conference
Norman Holiday Inn, Norman, OK
August 21, 2008

Ethics and Eating Disorders
Jetty Counseling Center
Wynnewood, OK
March 7, 2008

Maintaining Counselor Wellness--Lessons from the ACA Taskforce on Counselor Wellness and
Impairment
American Counseling Association (ACA) National Conference 2008
Honolulu, HI
Accepted for presentation

Healthy Relationships 101: What Every College Student Should Know
CIRCAW Presentation to UNIV 1001
East Central University
September 14, 2007

Ethics, Counselor Wellness and Eating Disorders
Jetty Counseling Center
Wynnewood, OK
March 30-31, 2007

APPENDIX C

Previous and Current Program Plans of Study



Student ID # _____

**CLINICAL REHABILITATION and CLINICAL
MENTAL HEALTH COUNSELING 0894
PROGRAM OF STUDY CHECKSHEET
2016-2017**

**Semester Taken
Or Plan to Take
With Grade**

I. RESEARCH (6 hours)

_____	HURES	5103	Human Services Research (Must be taken in the first 12 hours.)
_____	HURES	5123	Grant Writing in Human Services (Needs to be taken after HURES 5103)

II. SPECIALIZATION (54 hours)

_____	H/P/E	5443	Advanced Group Counseling
_____	HURES	5043	Human Services Administration and Supervision
_____	HURES	5053	Community Service Theory and Practice
_____	HURES	5073	Assessment of Psychological, Social, and Relational Aspects of Disability
_____	HURES	5163	Appraisal and Assessment of Individual, Groups, & Families
_____	HURES	5213	Diagnosis and Treatment of Psychiatric & Co-occurring Disorders
_____	HURES	5243	Clinical Rehabilitation & Clinical Mental Health Foundations
_____	HURES	5253	Legal and Ethical Aspects of Case Management
_____	HURES	5463	Medical Aspects of Disability
_____	HURES	5473	Framework for Job Placement Development
_____	HURES	R5553	Practicum in Clinical Rehabilitation & Clinical Mental Health Counseling (Rehabilitation Students Only)
_____	HURES	5603	Human Growth & Development: A Multicultural Approach
_____	HURES	5613	Counseling Theories
_____	HURES	5623	Counseling Intervention
_____	HURES	5633	Career and Life-Style Development
_____	HURES	5943	Internship in Clinical Rehabilitation & Clinical Mental Health Counseling
_____	HURES	5943	Internship in Clinical Rehabilitation & Clinical Mental Health Counseling
_____	HURES	5943	Internship in Clinical Rehabilitation & Clinical Mental Health Counseling

Student Signature

Date

Advisor's Signature

Date



Student ID # _____

**CLINICAL REHABILITATION and CLINICAL
MENTAL HEALTH COUNSELING 0894**
60 HOURS
PROGRAM OF STUDY CHECKSHEET
2018-2019

Semester & Grade**I. RESEARCH (3 hours)**

_____ HURES 5103 Human Services Research (Must be taken in the first 12 hours)

II. SPECIALIZATION (57 hours)

_____ HURES 5043 Human Services Administration and Supervision
 _____ HURES 5053 Community Service Theory and Practice
 _____ HURES 5073 Assessment of Psychological, Social, and Relational Aspects of
 Disability
 _____ HURES 5163 Appraisal and Assessment of Individual, Groups, & Families
 _____ HURES 5213 Diagnosis and Treatment of Psychiatric & Co-occurring Disorders
 _____ HURES 5243 Clinical Rehabilitation & Clinical Mental Health Foundations
 _____ HURES 5253 Legal and Ethical Aspects of Case Management
 _____ HURES 5363 Theories of Marriage and Family Counseling
 _____ HURES 5463 Medical Aspects of Disability
 _____ HURES 5473 Framework for Job Placement Development
 _____ HURES 5603 Human Growth & Development, A Multicultural Approach
 _____ HURES 5613 Counseling Theories
 _____ HURES 5623 Counseling Intervention
 _____ HURES 5633 Career and Life-Style Development
 _____ HURES 5713 Group Counseling Theory and Practice
 _____ HURES 5943 Internship in Clinical Rehabilitation & Clinical Mental Health
 Counseling
 _____ HURES 5943 Internship in Clinical Rehabilitation & Clinical Mental Health
 Counseling
 _____ HURES 5943 Internship in Clinical Rehabilitation & Clinical Mental Health
 Counseling
 _____ HURES R5553 Practicum in Clinical Rehabilitation & Clinical Mental Health
 Counseling (Rehabilitation Students Only)

Student Signature

Date

Advisor's Signature

Date

l:\grad forms\mshr\2018-2019\mshr 0894 & rotation 18-19.doc

Form Revised: 9/6/2018

APPENDIX D

Syllabi for Course addressing CACREP Standards for Deleted Course and Added Course

East Central University
 Department of Human Resources
 Fall 2018
 HURES 5103-01 – Human Services Research
 Wednesdays 4:25 – 6:00 PM
 Horace Mann 225

Melissa Inglis, Ph.D.

Office Phone: (580) 559-5382

Office Location: Horace Mann 221 B

***Email:** minglis@ecok.edu

Office Hours: Mondays 11am-12pm; Tuesdays 9am-12pm; Wednesdays 11am-4pm; Thursdays 11am-12pm; other times available by appointment

*Email is the preferred method of contact

Course Description & Prerequisites: Development of skills in reading, interpreting, and using research. Evaluation of research for practice application will be required to prepare a research proposal consistent with current social science research methodology to include a research question or hypothesis.

Course Credit: 3 hours

Required Text: Babbie, E. (2017). *The Basics of Social Science Research* (7th ed.). Boston: Cengage Learning. ISBN: 978-305-50307-6

CONTENT AREAS:

1. Describe the scientific approach to research and the methods of conducting research.
2. Understand the ethics of research, particularly research involving human subjects.
3. Demonstrate the use of research to support an evidence-based practice; and ethical cultural strategies and reporting the results of research and/or program evaluation studies.
4. Demonstrate the ability to formulate specific aims of a program using a working hypothesis.
5. Demonstrate critical thinking skills in identifying a problem/need and assessment and evaluation of specific populations.
6. Understand research methods such as qualitative, quantitative, single-case designs, survey research, experimental design, unobtrusive and outcome-based research.
7. Critique research methods and findings in professional journals.
8. Develop strategies and tools for data collection and analysis and reporting.
9. Develop the ability to write a research paper, including research questions, a literature review, methodology section, results and discussion sections.
10. Understand the concept of statistical inference and know how to generalize to the larger populations. Be able to accomplish fundamental statistical calculations and analysis.

KNOWLEDGE AND SKILLS OUTCOMES:

1. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (CACREP Section II.G.7.f)
2. The importance of research in advancing the counseling profession (CACREP Section II.G.8.a)
3. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research (CACREP Section II.G.8.b)
4. Statistical methods used in conducting research and program evaluation (CACREP Section II.G.8., CORE C.8.1.a, CORE 7.4.a)

5. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications (CACREP Section II. G. 8.d)
6. The use of research to inform evidence-based practice (CACREP Section II.G.8.e)
7. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CMHC.I.1, CRC.K.1).
8. Critically evaluate research relevant to the practice of rehabilitation and clinical mental health counseling (CMHC.I.1, CRC.K.1)
9. Knows models and methods of program evaluation and rehabilitation and clinical mental health programs (CMHC.I.2, CRC.K.3)
10. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation and clinical mental health counseling (CMHC.I.3, CRC.K.3)
11. Develops measurable outcomes for rehabilitation and clinical mental health counseling programs, interventions, and treatments (CMHC.J.2, CRC.K.2)
12. Analyzes and uses data to increase effectiveness of rehabilitation and clinical mental health counseling intervention and programs (CMHC.J.3, CRC.L.3)
13. Interpret quantitative and qualitative research articles in rehabilitation and related fields (CORE.C.8.2.a)
14. Apply research literature to practice (i.e. to choose appropriate interventions, to plan assessments – CORE C.8.2.b)
15. Develop and implement meaning program evaluation (CORE C.8.3.a)
16. Provide a rationale for the importance of research activities and the improvement of rehabilitation services (CORE C.8.3.b)
17. Apply knowledge of ethical, legal and cultural issues in research and evaluation to rehabilitation counseling practice (CORE C.8.4.a)
18. Apply relevant research findings to inform the practice of clinical mental health and rehabilitation counseling (CMHC.J.1, CRC.L.1)
19. Comprehend the validity, reliability, and appropriateness of assessment instruments (CORE C.7.4.b)
20. Apply knowledge of ethical, legal and cultural issues in research and evaluation to rehabilitation counseling practice (CORE C.8.4.a)

Course Format: This class is lecture based, but requires students to complete the readings prior to lectures. Additionally, students are expected to participate in class discussion. Students will take 2 exams and 10 quizzes on Blackboard during the semester. Students will display their knowledge of research methods through preparing a research proposal.

Exams: Two exams will be given online via Blackboard – each will contain 50 multiple-choice questions. Students will have 120 minutes to take each exam; because it is online no study guide will be given.

- Midterm Exam: Chapters 1-7
- Final Exam: Chapters 8-15

Quizzes: Ten quizzes will be given via Blackboard. Quizzes will cover assigned readings (see tentative schedule for assigned readings). Quizzes will be available from the beginning of the semester until the due date (Sundays at 11:59pm as specified on the syllabus schedule). Each quiz contains 10 multiple choice or true/false questions. Once a quiz is started students have 30 minutes to complete the quiz and must do so without interruption. Students have three attempts to take each quiz; the highest score will be recorded.

In-Class Discussions: Students are required to participate in 10 in-class discussions throughout the semester. Each discussion is worth 10 points. Students will break into small groups (with approximately 10 students enrolled we will either break into 2 groups or just have a large group discussion). Students must engage in meaningful discussions during these discussions. Prompts for discussion will be given at the beginning of each discussion. Students with excused absences during class periods with group discussions will have the opportunity to make up discussions by typing a half page to one page response (double spaced) to the discussion prompt to be turned in within 1 week of missing the assigned discussion. Students are responsible for contacting the professor via e-mail to obtain the prompt.

Proposal Assignments: In order to stay on task with the research proposal and get feedback before turning in a final draft, students will submit 4 assignments, which are essentially sections of the research proposal. These assignments are graded separately from the proposal. You will get feedback on each of the 4 assignments you turn in, and your final proposal should reflect any corrections or feedback given by the professor and other students during the group discussions. Each assignment will likely be expanded upon for the final proposal. See the tentative class schedule for due dates of each assignment. Listed below are the topics to be covered in each assignment. The page number count is simply a suggestion. Assignments will be discussed in detail during class within lectures. Turn assignments in via Blackboard.

Assignment 1: Description of the problem and literature review (4+ pages)

Assignment 2: Methods: research questions, and measurement/conceptualizations (2+ pages)

Assignment 3: Methods: sampling procedure and data collection (2+ pages)

Assignment 4: Draft of survey and interview instruments (2+ pages)

Journal Article Review: Students are required to write a journal article review in APA style. Journal articles should be selected with attention to the quality of research in the article. Journal articles should be selected from peer reviewed journals. The library instruction day on August 29th will assist students in this process. Further instructions on how to write the review will be given during class and on Blackboard (see the Journal Article Review submission link). Journal article reviews will assist students in the understanding of how to complete the full literature review section for the research proposal.

Research Proposal: Students are required to select a topic and design an original research study proposal. Proposals should be 10-12 pages in length (not including the cover page, table of contents, reference pages, or appendices). Students may choose their own topic for the proposal or choose from the list of topics on the next page (page 4). See the research proposal guidelines handout on Blackboard (located on the link titled Proposal Guidelines and Information) for a specific timeline and criteria for research proposals. **PLEASE NOTE students are not carrying out the research—this is a proposal for how research would be conducted by the student. Students will not have contact with any subjects, will not actually carry out interviews, and will not distribute surveys. Students will not distribute or contact anyone outside of this course to conduct any research. All proposal materials are for learning purposes in the course.**

General Suggested Research Proposal Topics (students must refine these topics to their own interests and suitability for a research question):

Domestic Violence
 Rehabilitation/Treatment for Sex Offenders
 Reentry Issues for Formerly Incarcerated Individuals
 Challenges/Obstacles in Adoption
 Impact of Social Media
 Aging Issues
 Voting Behavior
 Online Dating Behaviors
 Income Disparity
 Homelessness
 Divorce and Marriage
 Teenage Suicide
 Suicide in Rural Areas
 Evaluation Study of a Chosen Program
 Efficacy of a Human Resource Program/Practice (such as employee retention)

GRADING PROCEDURES:

The final grade will be based on the following activities as outlined below:

Test #1 (mid-term exam).....	200 points
Test #2 (final exam).....	200 points
Chapter Quizzes.....	100 points
In-Class Discussions.....	100 points
Human Subjects Training Assignment.....	50 points
Journal Article Review.....	50 points
Research Proposal Assignments	100 points
<u>Research Proposal</u>	<u>200 points</u>
TOTAL POINTS:	1,000 points

GRADING SCALE:

A = 900 – 1,000 points (90%)
 B = 800 – 899 points (80%)
 C = 700 – 799 points (70%)
 D = 600 – 699 points (60%)
 F = 0 – 599 points (59% and below)

Tentative Schedule (the professor reserves the right to make changes to this schedule):

Wednesday, August 22	Introduction to Course Chapter 1
Sunday, August 26	Quiz 1 (Chapter 2) Due on Blackboard by 11:59pm
Wednesday, August 29 **MEETING IN LIBRARY INSTRUCTION ROOM	Library Instruction Discussion 1
Sunday, September 2	Quiz 2 (Chapter 3) Due on Blackboard by 11:59pm Human Subjects Training Assignment Due on Blackboard at 11:59pm
Wednesday, September 5	Chapters 2 & 3 Discussion 2
Sunday, September 9	Quiz 3 (Chapter 4) Due on Blackboard by 11:59pm Journal Article Review Due on Blackboard by 11:59pm
Wednesday, September 12	Chapters 4 & 15 Discussion 3
Sunday, September 16	Quiz 4 (Chapter 5) Due on Blackboard by 11:59pm
Wednesday, September 19	Chapters 5 & 6 Discussion 4
Sunday, September 23	Quiz 5 (Chapter 6) Due on Blackboard by 11:59pm Proposal Assignment 1 Due by 11:59pm
Wednesday, September 26	Chapter 7 Discussion 5
Wednesday, October 3	Midterm Exam (Chapters 1-7)
Wednesday, October 10	Chapter 8
Wednesday, October 17	Chapter 9 Discussion 6
Sunday, October 21	Quiz 6 (Chapter 8) Due on Blackboard by 11:59pm Proposal Assignment 2 Due by 11:59pm
Wednesday, October 24	Chapter 10 Discussion 7
Sunday, October 28	Quiz 7 (Chapter 9) Due on Blackboard by 11:59pm Proposal Assignment 3 Due by 11:59pm
Wednesday, October 31	Chapter 11 Discussion 8

Sunday, November 4	Quiz 8 (Chapter 11) Due on Blackboard by 11:59pm
Wednesday, November 7	Chapters 12 Discussion 9 Proposal Assignment 4 Due by 11:59pm
Sunday, November 11	Quiz 9 (Chapter 12) Due on Blackboard by 11:59pm
Wednesday, November 14	Chapters 13 Discussion 10
Sunday, November 18	Quiz 10 (Chapter 14) Due on Blackboard by 11:59pm RESEARCH PROPOSAL DUE on Blackboard by 11:59pm
Wednesday, November 21 Thanksgiving Break	Thanksgiving Break
Wednesday, November 28	Chapter 14
Final Exam: Available December 2 - December 9	Final Exam (Chapters 8-14)

E-mail Etiquette: When e-mailing the professor use proper grammar, check your spelling, and use no emoticons, emojis, or other informal signs. In the subject line of the e-mail type the course name and/or number. End the e-mail with your name (particularly if you e-mail from a non-ECU e-mail address, which is discourage because the e-mail will likely go to quarantine).

Financial Aid Statement: Students who are receiving any form of financial aid should check with the financial aid office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. **Students who fail to attend or participate after the drop date are also subject to this policy.**

Withdrawal: If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar's office by **12/3/18**. This is the last day to receive a guaranteed W for the course. Failure to do so will result in your receiving a performance grade, usually an "F." If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (withdraw) in each class dropped. The last day to drop a full semester course with a 100% refund: **8/31/18**. **For other important dates and deadlines:**

https://www.ecok.edu/sites/default/files/website_files/Office_of_Admissions/Course_Schedule_Documents/FA18%20Dates%20%26%20Deadlines.pdf

Academic Dishonesty: Scholastic dishonesty is a violation of the code of student conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the ECU code of student conduct published in the ECU catalog. For a full explanation of academic integrity: <https://www.ecok.edu/policies-and-handbooks/ecu-student-code-conduct>

Plagiarism Statement: Plagiarism is the act of taking another's ideas, words, writings, or research findings and not giving them credit through quotations or citations. Even when we are paraphrasing another's ideas, we must give them credit. To do otherwise is to allow the reader to think these ideas and words are your own when they are not. This act is considered theft of intellectual property. Plagiarism can be defined as the act of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author. Student assignments are subject to turnitin.com if plagiarism is suspected.

Writing Across the Curriculum Statement: In keeping with the University's emphasis on writing proficiency, all student-produced writing is expected to reflect clear content, coherent and organized structure, and adherence to the stylistic and mechanical standards articulated by the professor.

Special Needs: ADA statement – East Central University is committed to providing access to the University for all students. Under University policy, federal and state laws, students with disabilities are entitled to reasonable accommodations to help insure that the student has an equal opportunity to perform in class. If any member of this class feels that he/she has a disability and is in need of special academic accommodations, you must report to the ECU Student Support Services, Room 155 Administration Building, as soon as possible. Reasonable accommodations can only be arranged after Student Support Services has verified and assessed your situation. Contact the Academic Affairs Office at 580-310-5204 if any assistance is needed in this process.

Using the Blackboard System: Blackboard will be used for this class. For those of you who are not familiar with the Blackboard system, Blackboard is a Web based, course delivery system. It provides private space on a web server that is used for members of a course. No one else has access to the "space" except for those who are registered for the course. The space that is set aside for our class includes: space to post documents, a bulletin board to post comments, a place to post grades, a section for links to outside resources, and several other similar features.

Computer, Internet, and Word Processing Software Access: Students will need to have regular Internet access to participate in this course, which you have at the many student accessible computer labs on campus. You do not need extensive experience with computers or the Internet. Students need to have a basic familiarity with web browsing, personal computers, and the Internet. Each student will need to have access to word processing software. I ask that you submit documents in the following format: Microsoft Word. If you do not have access to Microsoft Word on a personal computer, it is available in university computer labs.

Note: Lack of access to a computer, illness, and work related issues will not excuse you from completing the work and assignments by the due date. You are expected to always have access to a computer and the internet to complete the assigned work. If your computer/internet fails you should have a backup plan i.e. a university lab or local public library to complete your work.

For assistance in technology related issues please contact the ECU Help Desk: (580) 559-5884 or helpdesk@ecok.edu

Policies and Expectations:

Attendance: Attendance is necessary for success in this course. Students will be deducted 5 points from the final point accumulation for each unexcused absence beyond 2 absences. Additionally, checking your ECU e-mail is crucial to success in this course.

Late Assignments: Late assignments will not be accepted. All due dates are listed on the syllabus course schedule and Blackboard so plan ahead to have all coursework submitted on time.

General Class Expectations: Assigned readings should be completed prior to attending class; this ensures optimal retention of the material being discussed during class. Students are expected to engage in discussions during class.

EAST CENTRAL UNIVERSITY
Department of Human Resources

HURES 5363

Theories of Marriage & Family Counseling

Tuesday: 4:25-6:00 pm

Instructor: Dr. James Burke

(580) 559-5707

jaburke@ecok.edu

Horace Mann 219 F

Course

Description: A survey of the major theories, methods, and techniques of marriage and family counseling with an emphasis on legal and ethical issues. Counseling concerns of multi-cultural families and persons with disabilities will also be addressed. The application of family systems theory to family therapy is a foundation of this course. The major theories marriage and family therapy will be covered. This may include, but is not limited to experiential, process, behavioral, cognitive, family systems, family of origin, structural, strategic, narrative, and feminist theories. The student will consider the nature of what scientist-practitioners know and how we know it, shift from linear causality and the medical model to circular causality and an eco-systemic model. Problems will be viewed as relational and serving a purpose in any given system

Texts:

Required:

Goldenberg, H.; Stanton, M. & Goldenberg, I. (2017) *Family Therapy: An Overview*, Pacific Grove, CA: Thomson Brooks/Cole

McGoldrick, M. (2008). *Genograms: Assessment and Intervention*. (3rd Edition) New York: W.W. Norton & Co.

Course

Structure: This course is a “blended course” using a combination of in-classroom sessions and web-based instructions. Throughout the course, you will complete online quizzes and discussion questions related to the appropriate chapter’s course topic and submit assignments as outlined in the syllabus.

Course

Objectives: The student will be able to:

- Understand and discuss the primary theories of marital and family therapy across the life span
- Be familiar with assessment procedures in marital and family therapy
- Apply the tenets of general, cybernetic, and family systems theory

- Understand and identify circular causality and relational symptom exchange
- Identify effective treatments in marital and family therapy
- Develop an awareness of ethical principles relevant to therapy
- Understand the link between theory and practice

Knowledge and skill outcomes:

This course will provide students with both a theoretical and practical knowledge of the field of marriage and family therapy in multicultural contexts, provide an understanding of the counseling process in a multicultural society.

Standards: CACREP Section II Identity Standards:

G.2.d individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies

G.3.a theories of individual and family development and transitions across the lifespan;

G.3.d theories and models of individual, cultural, couple, family, and community resilience

G.5. d counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling

G.5.e a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

Clinical Mental Health Standards

A.2 Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling

A.5 Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision

B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling

C.8 Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

D.5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling

CORE Standards

C.3.2.b recognize the influence of family as individuals with disabilities grow and learn.

C.6.4.a apply an understanding of family systems and the impact of the family on the rehabilitation process

C.6.5.a use counseling techniques to support the individual's family/significant others, including advocates

C.6.6.a apply ethical and legal issues to the group counseling process and work with families

Clinical Rehabilitation Standards

E.6 Recognizes the importance of family, social networks, and community in the provision of services for and treatment of people with disabilities

H.3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for people with disabilities. **As it applies to Family counseling theories/interventions

Course

Expectations: The student is expected to:

- Read scheduled assignments prior to the appropriate class session in order to contribute to meaningful class discussion
- Attend and participate in discussions and assignments in each class
- Complete 10 quizzes throughout the semester
- Complete 2 examinations covering material from readings, classroom discussions, lectures, and assignments
- Complete a 10-page family counseling theory paper following the guidelines provided by the professor

FALL 2017

Office Hours: M -W 10:00-12:00 pm

T 1:30-4:00

*additional times available by appointment

Grading: Grades will be based on the following scale

A	=	1000-900	points
B	=	899-800	points
C	=	799-700	points
D	=	699-600	points

F = 599 below

Quizzes	100 points
First Exam	100 points
Second Exam	100 points
Family Framework	100 points
Case Studies	250 points
Family Genogram	100 points
Discussions	250 points

Research Component

Students are required to demonstrate competency in the access, understanding, and application of counseling-related research. Specifically, counseling-related research will be used in the completion of a comprehensive research paper and development of a workshop proposal.

Diversity Component

Students will examine how multiculturalism, diversity and disability affect the delivery of counseling and crisis intervention services to mental health clients.

Technology Component

Students will use word processing programs and the World Wide Web to complete assignments for the course. In addition, regular use of Blackboard will also be required.

Ethics Component

Students will discuss application of the American Counseling Association Code of Ethics (2005) to counseling practice and crisis intervention.

Critical Thinking Component

Students are required to demonstrate competency in the access, understanding, and application of counseling-related research and are expected to demonstrate the application of critical thinking skills through the usage of Bloom's Taxonomy (Analyze, Evaluate, Create).

Student Resources:

ECU Help Desk 580-559-5884 helpdesk@ecok.edu

ECU DATES AND DEADLINES: <https://www.ecok.edu/academic-affairs-programs/records/dates-and-deadlines>

ACADEMIC INTEGRITY

(<http://www.ecok.edu/siteContent/1/documents/oldweb/academicaffairs/docs/AcademicIntegrityPolicy.pdf>)

ALL PAPERS SUBMITTED THAT REQUIRE CITATION WILL BE PUT THROUGH SAFE ASSIGN TO DETERMINE IF THERE HAS BEEN PLAGUIRISM.

COMPUTER REQUIREMENTS:

Students must use the tutorial to download the proper version of Java and to configure the web browser to be able to access and use Blackboard. In addition, students must download a Power Point viewer to be able to view the Power Point material, IF YOU DO NOT HAVE POWER POINT INSTALLED ON YOUR COMPUTER. This viewer may be downloaded from <http://office.microsoft.com/en-us/downloads/CD010798701033.aspx>

In addition, you will need to download the most updated version of Quicktime at <http://www.apple.com/quicktime/download/> for Windows 7 or

http://www.oldapps.com/quicktime_player.php?system=windows_8 for Windows 8.

You will also need to download Adobe Reader <http://get.adobe.com/reader/otherversions/>

And Windows Media Player <http://windows.microsoft.com/en-us/windows7/windows-media-player-12>

You will need access to a fairly fast internet connection, in addition, to access to a computer that will allow you to access Youtube without a firewall. Some work computers will not allow access to such a site.

Students who have difficulty with their web browser, Java or assignment attachment should contact the **ECU Help Desk 580-559-5884**

ECU DATES AND DEADLINES: **Important Dates and Deadlines:**

<https://www.ecok.edu/academic-affairs-programs/records/dates-and-deadlines>

English

Proficiency: In keeping with the University's emphasis on writing proficiency, all writing assignments (including essay portions of exams) will be expected to reflect clear content, coherent and organized structure, and adhere to the stylistic and mechanical standards articulated by the professor.

Electronic

Devices Cell phones can distract you and fellow students in the classroom. Therefore, if you want to stay in the course, turn your off your phone, before the beginning of class.

Students are prohibited from sending and receiving text messages during class. Use of text messaging during an exam or quiz will result in an immediate “F” for the assignment.

Many electronic devices have image, video, and/or audio recording capabilities. Use of any device to take, store, and retrieve digital information during class, quiz, or exam will result in an immediate “F” for that class period’s assignments, quiz, and/or exam. If a student uses an electronic device in any manner during an exam/quiz, the action will result in an immediate “F” for the exam/quiz. For additional details on cheating, students should read the *ECU Policy on Academic Integrity*.

In rare instances, a student (especially graduate students) may be in an emergency on-call situation for their employment. The student should inform the instructor prior to the start of the class and turn the pager/phone to silent or vibrate mode. The student should do everything possible to avoid disrupting the class including, moving away from the classroom door prior to responding to the pager. Remember that your voice can travel in a quiet hallway.

ADA
Statement: East Central University is committed to providing equal access to University programs and services for all students. Under University policy and federal and state laws, students with disabilities are entitled to reasonable accommodations to ensure that the student has an equal opportunity to perform in class. If any member of the class has such a disability and needs special academic accommodations, please report to Student Support Services, Room 155 Administration Building, as soon as possible. Reasonable accommodations may be made after Student Support Services has verified and assessed your situation. Contact the Academic Affairs Office if any assistance is needed in this process.

Library
Resource
for this
course. The East Central University library has online and on-campus resources

You may use the following URL to learn about ECU library resources.

<http://library.ecok.edu>

Academic
Integrity

Statement: The University does not condone cheating or plagiarism. All cases of cheating and plagiarism are inexcusable. The penalties imposed by an individual professor or the University may range from a failing grade on a particular assignment or examination, dismissal from class, or expulsion from the University. For more information on the class policy on academic integrity, review the following hyperlink.

<https://www.ecok.edu/sites/default/files/siteContent/administration/academic-affairs/documents/AcademicIntegrityPolicy.pdf>

Hardware &

Software: The following are hardware and software recommendations for those planning to take an online course:

- Pentium 2 or higher processor
- 500 mg free hard drive space
- CD ROM 24X or higher
- 56.6 K modem or high speed internet access
- Sound card with speakers or other audio output
- Video card that supports 256 colors or higher
- Windows 98/ME/2000/XP/7/Vista
- Color monitor
- Real Player and Quick Time installed on computer
- Information regarding necessary browsers can be obtained from the following web site:
- https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11
- Download (free) of latest version of Adobe Acrobat Reader (10.0)
- <http://www.adobe.com/products/reader.html>

ECU Dates and Deadlines for Fall 2017

<https://www.ecok.edu/sites/default/files/siteContent/administration/academic-affairs-programs/records/documents/FA17%20Dates%20%26%20Deadlines.pdf>

ECU Helpdesk:

Danley Hall, Room 102
(580) 559-5884
<http://www.ecok.edu/it>
helpdesk@ecok.edu

HURES 5363 Theories of Marriage & Family Counseling

Topic/Chapter	Assignments		Discussion Due
Chapter 1 Adopting a Family Relationship Framework	Discussion Question Case Study –A Big Move Self-Inventory: Think Like a Clinician Quiz	DQ-G.5.e C.6.4.a CS-G.3.d	8-25-19
Chapter 2 Family Development: Continuity and Change	Discussion Question Case Study – Divorce and Single Self-Inventory: Think Like a Clinician Practice Activity Quiz	DQ-G.3.a CS-C.6.5.a	9-1-19
Chapter 3 Diversity in Family Functioning	Discussion Question Case Study –Discrimination Self-Inventory: Think Like a Clinician Practice Activity Quiz	DQ-D.5 G.2.d H.3 CS- D.5 H.3	9-8-19
Chapter 4 Systems Theory and Systemic Thinking	Discussion Question Case Study –Two Immigrant Families Self-Inventory: Think Like a Clinician Practice Activity Quiz	DQ-C.8 G.3.a CS-E.6 A.2	9-15-19
Chapter 5 Origins and Growth of Family Therapy	Discussion Question Case Study – Mental Illness in Families Self-Inventory: Think Like a Clinician Quiz	DQ-A.2 A.5 CS-A.2 A.5, C.6.6	9-22-19
Chapter 6 Professional Issues and Ethical Practices	Discussion Question Case Study- Claims and Confidences Self-Inventory: Think Like a Clinician Quiz	DQ- B.1, A.2 G.5 CS-B.1, A.2 G.5, C.6.6	9-29-19
Chapter 7 Psychodynamic Models	Discussion Question Case Study –Who’s to Blame Self-Inventory: Think Like a Clinician Quiz	DQ- G.5, G.3.a CS- G.3.a, G.2.d	10-6-19

Chapter 8 Transgenerational Models	Discussion Question Case Study –Couples Retreat Self-Inventory: Think Like a Clinician Quiz	DQ- G.3.a C.3.2.b CS- G.3.a C.3.2.b	10-13-19
Chapter 9 Experiential Models	Discussion Question Case Study –The Grumble Family Self-Inventory: Think Like a Clinician Quiz	DQ- C.6.5.a DQ- A.5, G.2.d CS-A.5,G.2.d	10-20-19
Chapter 10 The Structural Model	Discussion Question Case Study –Family Dynamics Self-Inventory: Think Like a Clinician Quiz	DQ- G.5.d, E.6, C.6.5.a, CS-C.3.2. b, G.3.d	10-27-19
Chapter 11 Strategic Models	Discussion Question Case Study-Teen Conflicts Self-Inventory: Think Like a Clinician Quiz	DQ- G.5.e G.3.d CS-C.6.4. a D.5	11-3-19
Chapter 12 Behavioral and Cognitive- Behavioral Models	Discussion Question Case Study- Behavioral Change Self-Inventory: Think Like a Clinician Quiz	DQ-G.3.d, C.8 CS-G.3.d, C.8	11-10-19
Chapter 13 Social Construction Models I: Solution-Focused Therapy and Collaborative Therapy	Discussion Question Case Study- Financial Woes Self-Inventory: Think Like a Clinician Quiz	DQ- G.5.e G.2.d, C.6.5.a CS-G.5.e G.2.d, C.6.5.a	11-17-19
Chapter 14 Social Construction Models II: Narrative Therapy	Discussion Question Case Study- William Self-Inventory: Think Like a Clinician Quiz	DQ- G.2.d, G.3.d, H.3 CS- G.2.d, G.3.d, H.3	11-24-19
Chapter 15 Population-Based Family Treatments	Discussion Question Case Study- RE Program Self-Inventory: Think Like a Clinician Quiz	DQ- G.5, A.5, C.8 CS- G.5, A.5, C.8	12-1-19
Chapter 16 Evidence-Based Family Therapy	Discussion Question Case Study-Clients Questionnaires Self-Inventory: Think Like a Clinician Quiz	DQ- G.5.e, A.5 CS- G.5.e, A.5, C.8	12-8-19
Chapter 17 Comparative View of Family Theories and Therapies	Discussion Question Case Study-Mona, the Eclectic Therapist Practice Activity Quiz	DQ- G.5, B.1, G.2.d, H.3 CS- G.5, B.1, G.2.d, H.3	12-8-19

HURES 5363 Theories of Marriage & Family Counseling Assignment Two- Family Genogram

Create your own family genogram, using appropriate symbols. Discuss the patterns and processes you noticed that have spanned generations in your families. Additionally discuss how this information would be useful in a therapeutic setting and developing insight. Much of this is discussed in Chapter Eight. Below are two videos instructions on how to complete a genogram. There are other websites and tools available to learn how to do a genogram. There is a companion textbook available for purchase at the book store or online. It is very useful but not necessary to complete this assignment.

McGoldrick, M. (2008). *Genograms: Assessment and Intervention*. (3rd Edition) New York: W.W. Norton & Co

<http://www.youtube.com/watch?v=tRx7J1q6FE4>

<http://www.youtube.com/watch?v=nGXEnLrR3EY>

Creating the genogram instructions:

Genogram Instructions – Marriage and Family

1. Must include all members from YOUR grandparents down. (Grandparents, aunts, uncles, cousins, children, grandchildren, etc.)
2. You will need to collect information from other family members.
3. Must identify yourself in a special way.
4. Must include first names and identifying years (birth, death, marriage, separation, divorce, abortion, miscarriage, etc.)

5. Must include tracking of family dynamics ... i.e. special closeness, distance, hostility, cut-offs, etc,
6. Must include alcohol/drug issues, and physical or mental health issues.
7. Should consider tracking things in your family that are important to only your family (i.e. education, religion, traveling, race/ethnicity if family is multicultural, etc.)
8. You may use a computer program (word, publisher, or another program) to draw your genogram, <https://www.genopro.com/> is an excellent program. You may also hand draw it – if you hand draw it, it must be VERY NEAT. You must use rulers and other tools to make sure it looks great.
9. It must have a key.
10. You must save it as a word, jpg, or pdf document for submission.
11. If you have questions, you should ask them rather than guess.

Written assignments should adhere to the following formatting guidelines: typewritten, using a 12-point font (TIMES NEW ROMAN ONLY); double-spaced (including double-space between paragraphs); have 1-inch margins (unjustified right margin); short descriptive topical headings and sub-headings, as needed, and pages numbered in the upper right corner of the page. The text of your assignment should be continuous (not starting a new page for each sentence stem).

Minimum length of your assignment is 4-5 pages (not including the cover page or reference page). Your cover page should include your name and ECU ID#, title of the assignment, name of course and date of submission, all centered.

APPENDIX E
CRCMHC Program Assessment Report



CLINICAL REHABILITATION & CLINICAL
MENTAL HEALTH COUNSELING - MSHR

Cycles included in this report:
Jul 1, 2018 to Jun 30, 2019

Program Name: CLINICAL REHABILITATION & CLINICAL MENTAL HEALTH COUNSELING - MSHR

Reporting Cycle: Jul 1, 2018 to Jun 30, 2019

University Mission Statement

East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

College/School Mission Statement

The College of Liberal Arts and Social Sciences supports the University's mission in numerous ways:

- Develops student's communication, analytic, and information-gathering skills by fostering positive, student-centered learning experiences;
- Promotes the use and appreciation of creative arts and skills;
- Prepares students to be informed, responsible citizens;
- Maintains a respect for all peoples and cultures, both historical and contemporary;
- Prepares students to be catalysts for change, thus contributing to the creation of a just and humane society;
- Encourages students to embrace non-traditional and experiential learning opportunities outside the traditional classroom;
- Provides outstanding academic programs and experiences which enhance cultural development opportunities and leadership throughout the University's service area; and
- Supports activities that contribute to intellectual growth and lifelong learning in the community.

To attain these goals, CLASS works to promote knowledge, to encourage academic and intellectual inquiry, to create a culture of success by emphasizing quality teaching, service learning, rigorous scholarship, creative artistry, and civic involvement, both public and professional.

Program Mission Statement

The mission of the East Central University Master of Science in Human Resources is to provide a graduate program in Master of Science in Human Resources with options in Counselor, Criminal Justice, Human Resources, and Rehabilitation, designed to provide the student with the theory, knowledge, and skills necessary for employment in a variety of public and private settings.

The mission of the Clinical Rehabilitation and Clinical Mental Health Counseling program (CRCMHC) at East Central University prepares entry-level professionals with the training and skills necessary to provide quality and ethically sound counseling services to diverse populations including individuals with disabilities. The program design will meet the personnel needs of both public and private rehabilitation and mental health agencies by providing graduates who have demonstrated through academic achievement, the required skills, knowledge, and attitudes to become professionals in the field. The program incorporates the strengths-based model with a holistic approach of the individual while recognizing the interrelationship among the physical, social, emotional and environmental aspects of well-being.

Program Goal(s)

The Masters Degree in Human Resources is designed to provide the student with the theory, knowledge, and skills necessary for employment in a variety of public and private settings. The degree offers options in rehabilitation and mental health counseling, criminal justice, and administration. The program objectives are as follows: 1. To contribute to the career development of persons currently employed in both the public and private sector. 2. To prepare pre-service professionals to enter the fields of rehabilitation and mental health counseling, administration, rehabilitation counseling and criminal justice. 3. To provide practicum and internship experiences common to the students' career choice. 4. To develop the interpersonal, consultation, and coordination skills required for program development, management, and evaluation. 5. To provide specific specialized experiences related to the students' present or desired career objective.

Assessment Across Program Statement

Students in the Clinical Rehabilitation and Clinical Mental Health Counseling program are assessed across the program beginning with the Research (HURES 5103) course which they complete early in the program. Students are assessed using the scores from their research proposal assignment which assess critical thinking skills. During the middle of the program, students are assessed during the Clinical Rehabilitation and Clinical Mental Health Counseling course (HURES 5243) and Psychological and Assessment of Psychological, Social and Relational Aspects of Disability (HURES 5073) courses. Students are assessed in the HURES 5243 Clinical Rehabilitation and Clinical Mental Health Counseling course using the advocacy project presentation scores which assesses their verbal skills. In the Psychological, Social and Relational Aspects of Disability course students are assessed using the research paper assignment which assesses their writing communication skills. Throughout the students' practicum and internship field experiences, they are assessed using the Faculty Supervisor, Site Supervisor, and Student Practicum and Internship Surveys. In addition, students are required to take the National Counselor Exam (NCE), a national exam, near the conclusion of the program curriculum to help assess and evaluate learning across the program.

External Instrument Availability

Yes, the students are provided the opportunity to complete the National Counselor Exam (NCE) during their internship semester. This exam is arranged by faculty, proctored by the Student Success Center, and paid for by students. This exam is used by the Oklahoma Behavioral Health Board for the Licensed Professional Counselors.

Student Learning Outcome

Students will identify with the human services profession and have a working knowledge of the history, concept areas and practice skills required for professionals in the rehabilitation and mental health counseling field.

Criterion

The outcome reported from practicum student evaluations by practicum faculty and practicum site supervisors

Instrument/Measurement

Practicum Site Supervisor Evaluation scale and comments items (1, 2, 5, 10-13, 16) (refer to attached evaluation form)

Files:

Practicum%20Site%20Supervisor%20Evaluation

Population

Practicum students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

**ECU Clinical Rehabilitation and Clinical Mental Health Program
Practicum Site Supervisor Evaluation Form**

Evaluation Item	2014-2015 N=21	2015-2016 N=15	2016-2017 N=21	2017-2018 N=17	2018-2019 N=20	Average Total
#1	4.67	4.56	4.48	4.35	4.68	4.54
#2	4.65	4.31	4.48	4.29	4.50	4.45
#5	4.60	4.38	4.33	4.47	4.25	4.41
#10	4.65	4.56	4.57	4.53	4.62	4.59
#11	4.70	4.56	4.57	4.53	4.56	4.58
#12	4.55	4.50	4.52	4.76	4.43	4.55
#13	4.45	4.44	4.48	4.59	4.62	4.52
#16	4.65	4.63	4.62	4.53	4.75	4.64
Average	4.62	4.49	4.50	4.50	4.55	4.53

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5 (Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization, (5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant.

Analysis

- Criteria met.
- The overall mean (4.55) which indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- The overall mean had a decrease over the previous year's data.
- It should be noted that an additional chart has been created to align with the university's assessment period. When this assessment was requested by CACREP and CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available. This creation resulted in the data being one semester differing between the reports.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Practicum Faculty Supervisor Evaluation scale and comments items (1, 2, 5, 10-13, 16) (refer to attached evaluation form)

Population

Practicum students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

Data Table (Results)

**ECU Clinical Rehabilitation and Clinical Mental Health Program
Practicum Faculty Supervisor Evaluation Form**

Evaluation Item	2014-2015 N=21	2015-2016 N=15	2016-2017 N=21	2017-2018 N=17	2018-2019 N=20	Average Total
#1	4.85	4.67	4.35	4.50	4.63	4.60
#2	4.65	4.47	4.15	3.86	4.75	4.38
#5	4.60	4.47	4.40	4.07	4.56	4.42
#10	4.65	4.53	4.65	4.21	4.90	4.61
#11	5.00	4.40	4.65	4.29	4.93	4.65
#12	4.75	4.40	4.45	4.64	4.81	4.61
#13	4.55	4.60	4.65	4.71	4.63	4.63
#16	4.60	4.86	4.60	4.67	4.69	4.68
Average	4.71	4.55	4.48	4.36	4.73	4.56

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5 (Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization, (5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant

Analysis

- Criteria met.
- The overall mean (4.56) which indicates students have an above average rating in the core body of knowledge pertaining to professional identity

Criterion

- Items that have had a decrease in the means from last year are #2, #5, #10 and #11.
- In comparison of data, site supervisor and faculty supervisor have similar perceptions in the student's knowledge, with the site supervisors (18) having a slightly higher average.
- It should be noted that an additional chart has been created to align with the university's assessment period
When this assessment was requested by CACREP and CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available. This creation resulted in the data being one semester differing between the reports.
- Analysis indicates that the standard has been consistently met over the five-year review period
The outcome reported from internship evaluations of internship students from internship site supervisors, faculty supervisors and employers.

Instrument/Measurement

Internship Site Supervisor Evaluation scale and comments items (1, 3, 4, 5, 9, 10, 12, 13) (refer to attached evaluation form)

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

**ECU Clinical Rehabilitation and
Clinical Mental Health Counseling Program
Internship Site Supervisor Evaluation Form**

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=15	2017-2018 N=27	2018-2019 N=16	Average Total
#1	4.42	3.82	4.37	4.13	4.20	4.20
#3	4.33	3.95	4.42	4.13	4.20	4.26
#4	4.25	4.00	4.32	4.07	4.24	4.18
#5	3.75	3.73	3.84	3.67	4.11	3.82
#9	4.50	4.24	4.68	4.33	4.52	4.45
#10	4.10	4.00	4.26	4.20	4.24	4.16
#12	4.50	4.32	4.58	4.00	4.41	4.36
#13	4.33	3.95	4.37	4.07	4.33	4.21
Average	4.27	3.97	4.35	4.07	4.28	4.18

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5(Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization,(5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant

Analysis

- Criteria met.
- The overall mean (4.18) which indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- There was an increase in the mean this year bringing this result closer to what it has been in other years. There was also a larger group of interns this period which may have allowed more accurate assessment of this domain.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Internship Faculty Supervisor Evaluation scale and comments items (1, 3, 4, 5, 9, 10, 12, 13)

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Program Internship Faculty Supervisor Evaluation Form

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=15	2017-2018 N=27	2018-2019 N=16	Average Total
#1	4.36	4.50	4.36	4.70	4.66	4.52
#3	4.23	4.67	4.36	4.70	4.46	4.48
#4	4.23	4.72	4.43	4.75	4.00	4.23
#5	4.00	4.39	3.93	4.00	4.06	4.08
#9	4.50	4.24	4.68	4.33	4.00	4.35
#10	4.10	4.00	4.26	4.20	4.00	4.11
#12	4.50	4.32	4.58	4.00	3.26	4.13
#13	4.33	3.95	4.37	4.07	4.40	4.22
Average	4.27	3.97	4.35	4.07	4.10	4.15

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5(Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization,(5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant

Analysis

- Criteria met.
- The overall mean (4.15) which indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- There was a slight decrease from the previous year. On average the faculty rated the student lower than internship site supervisors did by (.18)
- It should be noted that an additional chart has been created to align with the university's assessment period. When this assessment was requested by CACREP and CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available. This creation resulted in the data being one semester differing between the reports.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Internship Students Evaluation items (1, 3, 4, 5, 9, 10, 12, 13) (refer to attached evaluation form)

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

Instrument/Measurement

Employer Evaluation Items (2, 3, 8) (refer to attached evaluation form)

Population

Program graduates who are employed (employees).

Standard

Rate of program with a score of 3 or higher on a scale ranging from 1 - 5.

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling Employer
Assessment Survey**

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=15	2017-2018 N=27	2018-2019 N=7	Average Total
#2	3.29	3.36	3.36	4.36	3.25	3.51
#3	3.71	3.75	3.75	3.75	4.17	3.83
#8	3.86	3.88	3.88	3.88	4.00	3.90
Average	3.62	3.84	3.84	3.84	3.80	3.70

Responses are scaled from 1 (much less prepared), 2 (less prepared), 3 (about equivalent), 4 (better prepared), and 5 (much better prepared). The following knowledge and skills items were rated: (2) prepared to apply agency policies and procedures, (3) prepared to maintain appropriate professional boundaries, ethical & professional decisions, (8) prepared to effectively interact with the staff, supervisor, and community

Analysis

- Criteria met.
- The overall mean (3.80) indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- It should be noted that we had a low return rate of the employer surveys. Despite being sent out multiple times the response rate remained low.
- Analysis indicates that the standard has been consistently met over a three-year review period.

**ECU Clinical Rehabilitation and Clinical Mental Health
Program Site Supervisor Evaluation (SAAPS) (old form)**

Evaluation Item	2012-2013 N=22	2013-2014 N=16	Average Total
#3	3.12	4.00	3.55
#8	3.58	4.00	3.79
#9	2.95	3.86	3.78
#10	3.47	3.57	3.60
#11	3.42	4.00	3.94
#12	3.12	4.00	3.57
#13	3.68	4.00	3.97
#15	3.58	4.00	3.95
#18	3.53	4.00	3.95
#22	3.47	4.00	3.95
#23	3.21	3.86	3.81
#24	3.32	3.86	3.82
#27	3.32	3.86	3.83
#38	3.53	3.57	3.61
#40	3.21	3.57	3.61
#44	3.05	3.14	3.22
#40	2.89	3.57	3.55
#50	3.68	4.00	3.97
#56	3.63	4.00	3.96
#58	3.79	4.00	3.98
#60	3.26	4.00	3.93
#61	3.00	4.00	3.90
Average	3.26	3.84	3.60

Responses are scaled from 1 (Unable to rate), 2 (No/unable), 3 (w/assistance from supervisor), 4 (Yes/able) with 3 being the average. The following items were rated: relate assessment results to occupational groups, &/or specific areas (3), interpret reports furnishing pertinent data & relate such data to the needs of the client (8), review client case abstracts & indicated appropriate specialized interventions (9), translate psychological & psychiatric theories into work related TX plans (10), utilize medical & psychological information & consults in counseling & planning w/clients about self-care evaluation etc. (11), use lay terminology in accurately interpreting various types of test scores (12), plan an effective intake interview (13), use a systematic problem-solving approach in counseling w/clients (15), id client functional capacity levels in communication skills (18), select appropriate alternative counseling strategies in assisting clients to achieve goals (22), initiate constructive individual & group counseling sessions w/clients (23), demonstrate knowledge of forces & possible causes of mental & emotional conditions affecting social adjustment (24), id & describe ranges & variations of human behavior (27), id education & training requirements for specific occupations (38), use experiential career exploration methods(40), describe theories & principles concerning work & career development (44), define measurement terms used in psychological testing (49), describe the characteristics of intellectually limited clients (50), demonstrate knowledge of the effects of disease or injury on body structure, functions, behaviors & personality (56), demonstrate an understanding of medical data regarding clients (58), identify unethical practices (60), name professional organizations & journals relevant to counselor's job (61)

Analysis

- Criteria met.
- Data indicates students have above average ability (3.60) to integrate knowledge with practice skills.
- There was an increase in the mean from the previous year from 3.88 to 4.03.
- It should be noted that the SAAPS survey was a previously utilized assessment tool that was heavily assessing rehabilitation only. The new supervisor assessment survey was implemented to provide a more accurate assessment of both clinical rehabilitation and clinical mental health counseling skills. The SAAPS was discontinued in 2014-2015. However, when the assessment was utilized, it showed to measure this outcome.
- Analysis indicates that the standard has been consistently met over the five-year review period

Instrument/Measurement

Internship Faculty Supervisor Evaluation form Items (2, 5, 6, 7, 8, 9, 11) (refer to attached evaluation form)

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 - 5.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Program Faculty Assessment Survey

Evaluation Item	2014-2015 N=22	2015-2016 N=18	2016-2017 N=12	2017-2018 N=27	2018-2019 N=16	Average Total
#2	4.09	4.56	4.36	4.40	4.46	4.37
#5	4.45	4.39	3.93	4.00	4.06	4.16
#6	4.50	4.28	4.21	4.30	4.00	4.25
#7	3.95	3.83	3.50	3.75	3.40	3.68
#8	4.59	4.22	4.00	4.30	3.93	4.20
#9	4.41	4.94	4.94	4.50	4.00	4.40
#11	4.23	4.23	4.36	4.85	4.40	4.41
Average	4.28	4.15	4.45	4.12	4.03	4.20

Responses are scaled from 1 (Far Below Average), 2 (Below Average), 3 (Average), 4 (Above Average), and 5 (Far Above Average). The following knowledge and skills items were rated: (2) policies and procedure, (5) Application of counseling theory to treatment outcomes, (6) conduct biopsychosocial or initial assessments, (7) Accurately diagnose clients, (8) write and prepare effective documentation &/or treatment plans (9) client advocacy, (11) Interview and communicate with clients

Analysis

- Criteria met.
- Data indicates students have above average ability (4.20) to integrate knowledge with practice skills.
- There was a increase in the mean from the previous year, with an notable increase in most means being assessed in all evaluation items.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Internship Students Evaluation Items (2, 5, 6, 7, 8, 9, 11) (refer to attached evaluation form)

Internship Assessment Student Survey-1

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling Program
Student Assessment Survey**

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=12	2017-2018 N=27	2018-2019 N=16	Average Total
#2	4.09	4.32	3.73	4.00	4.12	4.05
#5	4.45	4.16	3.43	3.50	3.75	3.85
#6	4.50	4.44	3.93	4.07	4.00	4.18
#7	3.95	4.00	3.46	3.57	3.50	3.69
#8	4.59	4.26	3.67	3.79	4.00	4.06
#9	4.41	4.58	4.23	4.18	4.25	4.33
#11	4.23	4.58	4.10	4.10	4.50	4.30
Average	4.28	4.38	3.79	4.07	4.01	4.10

Responses are scaled from 1 (Far Below Average), 2 (Below Average), 3 (Average), 4 (Above Average), and 5 (Far Above Average). The following knowledge and skills items were rated: (2) policies and procedure, (5) Application of counseling theory to treatment outcomes, (6) conduct biopsychosocial or initial assessments, (7) Accurately diagnose clients, (8) write and prepare effective documentation &/or treatment plans(9) client advocacy, (11) Interview and communicate with clients

Analysis

- Criteria met.
- Data indicates students have above average ability (4.01) to integrate knowledge with practice skills.
- It should be noted that the site supervisor, and the student's perceptions of their ability to integrate knowledge and skills were similar with the faculty being higher, but not significant.
- Analysis indicates that the standard has been consistently met over a three-year review period.

Instrument/Measurement

Employer Evaluation items (1, 2, 4, 5, 6, 7) (refer to attached evaluation form)

Files:

Employer%20Evaluation-1

Population

Employers who employ program graduates.

Standard

Rate of program with a score of 3 or higher on a scale ranging from 1 - 5..

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling
Employer Assessment Survey**

Evaluation Item	2014-2015 N=12	2015-2016 N=7	2016-2017 N=8	2017-2018 N=10	2018-2019 N=7	Average Total
#1	4.09	4.29	4.25	3.90	3.42	3.99
#2	4.45	3.29	3.38	3.40	3.88	3.68
#4	4.50	3.86	3.75	2.83	3.04	3.59
#5	3.95	3.86	3.88	3.00	3.00	3.53
#6	4.59	4.14	4.13	4.40	4.40	4.33
#7	4.41	4.00	4.00	4.00	4.00	4.08
Average	4.28	3.90	3.98	3.58	3.69	3.88

Responses are scaled from 1 (much less prepared), 2 (less prepared) 3 (about equivalent), 4 (better prepared), and 5 (much better prepared). The following knowledge and skills items were rated: (1) prepared w/knowledge of roles and functions of the profession (2) prepared to apply agency policies and procedures, (4) prepared/skills to appropriately apply theory and accurately diagnosis clients when determining treatment outcomes, (5) prepared to conduct and prepare assessments (biopsychosocial, intake, and/or treatment plans) & effective documentation, (6) prepared to effectively advocate for clients, (7) prepared to effectively respond & communicate w/clients from various multicultural &/or discriminatory issues

Analysis

- Criterion met.
- The overall mean (3.88) indicates students have an above average in the core body of knowledge pertaining to professional practice.
- There is a slight decrease from the previous year of 3.58, and the response rate included two additional response from the previous year.
- It should be noted that item #4 regarding application of theory and diagnosis did not meet criterion of being greater than 3 and should be addressed.
- There was a low return rate of the employer surveys. They were sent out three times but only 27% responding.
- Analysis indicates that the standard has been consistently met over a three-year review period.

Student Learning Outcome

Students will demonstrate knowledge and practice skills of program standards through learning activities and assessments both verbal and written.

Criterion

The outcome scores reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment (HURES 5243), and research proposal assignment from Human Services Research (HURES 5103), and research paper from Assessment of Psychological, Sociological and Relational Aspects of Disability (HURES 5073).

Instrument/Measurement

The outcome reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment from HURES 5243.

Population

Program students enrolled in HURES 5243

Standard

Students will score a minimum of 3 on a scale of 1-5 on the verbal communication section of assignment.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Interview Assignment

Year	Number of Students	Mean Score
2014-2015	16	40
2015-2016	18	48.51
2016-2017	50	46.09

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Advocacy Project

Year	Number of Students	Mean Score
2017-2018	27	44.50
2018-2019	15	43.00

Responses are scaled from 1 (0-10 – far below average), 2 (11-20 – below average) 3 (21-30 – average), 4 (31-40 – above average), and 5(41-50 – far above average)

Analysis

- Criteria met.
- Data indicates students have above average ability (5) to utilize verbal communication skills.
- Analysis indicates that the standard has been consistently met over the five-year review period.
- It should be noted that for the academic year 2017-2018, a new assignment was used to assess the verbal ability of students while written skills were assessed using a research paper completed in Assessment of Psychological, Sociological and Relational Aspects of Disability (HURES 5073) reported elsewhere.. This new assignment requires students to complete a graded verbal presentation of their advocacy project.

Instrument/Measurement

The outcome reported from Human Services Research assignment from HURES 5103.

Population

Program students enrolled in HURES 5103

Standard

Students will score a minimum of 3 on a scale of 1-5 on the written communication section of assignment.

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling
Research Proposal Assignment**

Year	Number of Students	Mean Score
2014-2015	27	3.29
2015-2016	22	4.05
2016-2017	36	4.45
2017-2018	17	44.71
2018-2019	21	4.33

Ratings are scaled: 5=Exemplary; 4=Advanced; 3= Proficient; 2=Developing 1=Insufficient

Analysis

- Criteria met.
- Data indicates students did exceed the standard of “proficient” on the written communication section of the assignment.
- The mean was a slight increase from previous year. This data only represents the CRCMH students this year versus the entire graduate population from previous years. CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

The outcome reported from Assessment of Psychological, Sociological and Relational Aspects of Disability (HURES 5073) research paper assignment.

Population

Program students enrolled in HURES 5073

Standard

Students will score a minimum of 3 on a scale of 1-5 on the written communication section of assignment assessing for contents areas, ethics and legal aspects, multi-cultural issues, critical thinking skills.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Case Analysis Assignments

Year	Number of Students	Mean Score
Summer 2014	7	4.71
2015-2016	19	4.37
2016-2017	15	4.73

Ratings are scaled: 5=Exemplary; 4=Advanced; 3= Proficient; 2=Developing 1=Insufficient

Research Paper Assignment

Year	Number of Students	Mean Score
2017-2018	23	4.39
2018-2019	15	4.33

Analysis

- Criterion was met for this year.
- Data shows that students exceeded the standard of "proficient" for the written assignment.
- It should be noted that in 2017-2018 a written assignment from another course was used to assesses this standard. Due to inconsistent use of the previous assignment, it was determined that using an assignment from a new course would better measure this standard. Thus, five year comparisons may not be made on this standard. A research paper from HURES 5073 is now used to measure this standard.

Criterion

The outcome reported from Counselor Preparation Comprehensive Examination (CPCE), Certified Rehabilitation Counselor Exam (CRC) and Graduate CRCMHC Survey

Instrument/Measurement

Counselor Preparation Comprehensive Examination (CPCE)

Population

Internship students

Standard

Students completing the Counselor Preparation Comprehensive Examination- Counseling Program must score higher than negative 1 Standard Deviation (1 SD above and below the national mean).

**Clinical Rehabilitation and Clinical Mental Health Counseling Program
National Counselor Preparation Examination**

Year	National Descriptive Statistics				ECU Descriptive Statistics			
	Mean	Std De	Max Scor	Min.	Mean	STD	Max Scor	Min Score
2014-15	86.11	14.41	121	51	67.11	14.23	100	52
2015-16	83.86	15.97	121	32	59.14	13.26	83	46
2016-17	91.21	15.72	121	51	78.83	12.34	99	57
2017-18	87.87	16.65	123	43	78.50	13.56	111	57

2017 - 21 students; 2016 - 16 students; 2015 - 12 students; 2014 - 16 students

**Clinical Rehabilitation and Clinical Mental Health Counseling Program
National Counselor Exam**

National Descriptive Statistics

**Mean Std
Dev.**

2018-19 104.87 17.34

National Passing Rate 86%

2018 – 12 students

ECU Descriptive Statistics

**Mean Std
Dev**

91.42 18.74

Passing rate for ECU 83%

Analysis

- Criterion was met.
- Data reflect that overall students fell within one standard deviation above or below of the national mean for the NCE. However, CRCMHC Program students scored lower than the than the national mean in several of the tested content areas. It should be noted that the passing rate for ECU students taking the NCE was similar to the national passing rate.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Certified Rehabilitation Counselor Exam (CRC) and Graduate CRCMHC Survey items (5, 6)

Population

Internship Students (self-report)

Standard

The pass rate of the CRC exam will be 50% or higher as identified within the Graduate CRCMHC Survey.

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling
Graduates reporting CRC Certifications**

Year	Number of Students	Pass	Fail	Pass Average
2014-2015	21	7	14	33%
2015-2016	17	9	8	53%
2016-2017	17	9	8	53%
2017-2018	14	7	7	50%
2018-2019	10	7	3	70%

Analysis

- Criteria met.
- The data retrieved from self-report and the CRCMHC survey indicates that the pass rates for the graduates from the 2017-2018 academic year is 50%, which met the standard criteria. However, this criterion was only minimally met and should be addressed.
- The graduates that self-reported failing the CRC exam indicated weaknesses in areas of disability management, vocational consultation, medical diagnosis, mental health counseling, appraisal and assessment, and research.
- Analysis indicates that the standard has not been consistently met over the five-year review period. Only three of the five years met the standard.

Student Information for this Academic Year

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	
Program census for Fall	68
Program census for Spring	55
Total number of Summer/Fall Program graduates	8
Total number of Spring graduates	14
Mean major GPA of Summer/Fall graduates	3.80
Mean major GPA of Spring graduates	3.80

Data from ECU Office of Instructional Effectiveness

Interpretation of Student Information for this Academic Year

The program showed attrition of 13 students between the fall and spring semesters. The program had a total of 22 graduates this academic year which was the same as the number graduated the previous academic year. The graduates average GPA for graduates from both semesters was 3.80 which fall above an average mean of 3.0.

Summary Table of Student Learning Outcomes/Criteria

Summary Table of Student Learning Outcomes/Criteria			
Student Learning Outcomes	Criteria	Met	Not Met
Student will identify with the human services profession and have a working knowledge of the history, concept areas and practice skills required for professionals in the rehabilitation and mental health counseling field.	The outcome reported from practicum evaluations from practicum faculty and practicum site supervisors	X	
	The outcome reported from internship evaluations from internship site supervisors, faculty supervisors and employers.	X	
Students will demonstrate the ability to integrate knowledge with practice skills in the field with clients who represent the ethnic and demographic diversity of their	The outcome reported from Internship Evaluations from internship site and faculty supervisors, students, and employers.	X	
	Accreditation did not require us to have a second criteria for SLO 2		X
Students will demonstrate knowledge and practice skills of program area standards through learning activities and assessments both verbal and written.	The outcome reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment (HURES 5243), and research proposal assignment from Human Services Research (HURES 5103) and the research paper assignment (HURES 5073).	X	
	The outcome reported from the Counselor Preparation Comprehensive Examination (CPCE), Certified Rehabilitation Counselor Exam (CRC) and Graduate CRCMHC Survey	X	

Faculty Meeting

March 29, 2019 Jacque Dalton, Dwaine Turner and Paige Williams—Advisory Board
 June 4, 2019—Jacque Dalton, Dwaine Turner and Paige Williams

Sharing with Stakeholders

The Program's stakeholders include students, alumni, faculty, employers, and the advisory committees. Each of these stakeholder's role is integrally important to the success of the all the program options. Stakeholders influence achievement of the Program's goals, which ultimately lead to student growth and learning as individuals, future professionals. The role of stakeholders is collaborative in order to collectively provide a for a quality academic experience for CRCMHC students.

How and when assessment results are shared:

- Student forums
- Program Website
- Program review
- Faculty meetings
- Professional organizations
- Advisory board meetings

Summary of Actions Related to Assessment Data

Current Changes:

Dr. Jacque Dalton, Ph.D, CRC was hired as a core faculty in the CRCMHC Program.

Implementation of Synchronous and Asynchronous delivery methods was moved to Zoom.

Continued updating of online curriculum to meet Quality Matters Standards

Maintain a continuous and systematic assessment process to ensure program standards continue to meet CORE and CACREP standards.

Continued development of grading rubrics for assignments that accurately measure competency levels.

Administration of the NCE was approved and is now used for assessment..

Incorporated practice quizzes into the Practicum and Internship courses to address weaknesses outlined in CPCE and CRC results.

Maintained CORE Accreditation

Maintained current RSA long-term training grant through the end of the Fall.

Continued regular faculty meetings to address all current and future changes within the program.

Developed blended, SWB, and alternate time and day format courses to better meet the needs of Program students.

Continued faculty presence at the McAlester site to encourage Program enrollment and increase accessibility to students.

Continued to make catalog changes to reflect alignment with Program policy.

Revised student manual to better reflect Program policies and procedures.

Added new members to advisory board to increase the diversity of the board...

Updated curriculum to align with Clinical Rehabilitation and Clinical Mental Health Counseling Standards.

Maintained dual (CACREP-CORE) accreditation.

Maintained RSA grant funding.

Continued to collect employer survey data to assess their perceptions and evaluation of major aspects of the program.

Updated evaluation forms to reflect a consistent measure of data for analysis.

Updated evaluate assessment process and implement new assessment report.

Initiated the data collection of data from assignments from the Psychological, Social and Relational Aspects of Disability and CRCMHC Foundations courses that better reflect student learning outcomes.

Eliminated Legal and Ethical Aspects assignment from assessment due to inconsistency in data measurement.

Aligned all assessment charts to reflect the use of a rating scale of 1-5 measurement.

Actions:

Continue to reevaluate the core and non-core faculty load.

Communicate with CACREP via status report regarding the need to offer program courses via SWB methods.

Review student retention efforts and identify ways to increase the retention of program students.

Increase student recruitment activities to reach potential program students.

Evaluate data from Psychological, Social and Relational Aspects of Disability and CRCMHC

Foundations courses to determine if these new measures better assess SLOs.

Evaluate NCE results to determine curricular weaknesses and make curricular changes to address these areas.

Maintain dual (CACREP-CORE) accreditation.

Maintain RSA grant funding through the last year of the grant.

CRCMHC faculty will examine assessment data to determine what curricular content areas could be strengthened to improve CRCMHC students passing rates on the CRC exam.

Current Actions and/or Changes

- CHANGE: program admission MAT policy to only be administered to applicants with a GPA of below 3.0
- Program faculty will identify curricular content areas that students are performing below standards on and identify ways to strengthen these curricular content areas.
- Program faculty will increase student retention through mentoring and individual contact with students.