I. CHANGES IN FACULTY
(Standards I.M, N, W-Y and CES Standards I.H)

Please indicate any changes in faculty that have occurred since your last on-site visit. If there are faculty members who are no longer with the program(s), discuss the effect of the change on the teaching assignments, faculty load, etc.

If new faculty members have been hired to fill open or new positions, please submit their names, teaching assignments, and copies of their current vitae. Include a discussion of how the addition affects the program(s). If replacement(s) have not been hired, what is the status of the replacement plans/process?

Since our on-site visit, our program has experienced several changes in faculty.

Dr. William McHenry who was the chief author of our 2014 self-study resigned to take a position of Dean of Graduate Studies. In that position, he was available for input in our monthly CMH faculty meetings. He also was available to teach courses if needed. He resigned from the Graduate Office and moved on to another university. With Dr. McHenry’s departure, Dr. Peter Racheotes, Ed.D., Professor of Counseling and Psychology has taken responsibility for reporting and authoring the Mid-Cycle Report.

Dr. Teri Sartor, Assistant Professor of Counseling and a member of core faculty, resigned July 15, 2017 taking a position at Lamar University. The department advertised nationally for an Assistant/Associate Professor of Counseling. The search resulted in the hiring of Dr. Susan Adams as an Associate Professor effective September 1, 2017. Unexpectedly, Dr. Adams resigned December 2017 effective May 2018. The department advertised nationally for an Assistant Professor of Counseling. The search resulted in the hiring of Dr. Angela Harless effective August 20, 2018. Dr. Harless is designated as core faculty. In fall 2018, Dr. Harless is teaching: COUN 510 Counseling Theories, COUN 512 Career Development and Information, COUN 525 Practicum. For the spring 2019 semester, Dr. Harless is scheduled to teach: PSY 575 Ethics in Counseling and Psychology, COUN 536 Introduction to Trauma Counseling, and COUN 525 Practicum. (See Appendix A for Dr. Harless’ vita)

Please indicate how your program is continuing to meet the requirements of Standard I.M. ~ Core Faculty Credit Delivery.

Please provide an FTE student to faculty ratio for Fall 2017 and Spring 2018 and include the detailed calculations. If the program is taught on multiple campus sites, please calculate FTE for each site and across campus sites.

The core faculty (3) all are assigned three course per semester. If they elect to teach in the summer they teach two classes. Currently, the three core Clinical Mental Health Counseling (CMH) faculty are Dr. Enobong Inyang, Dr. Angela Harless, and Dr. Peter
Racheotes. The changes in faculty have not affected the delivery of the core courses.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Student FTE</th>
<th>Faculty FTE</th>
<th>Students to Faculty</th>
<th>Student to Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>15.75</td>
<td>2</td>
<td>8</td>
<td>8:1</td>
</tr>
</tbody>
</table>

Spring and Summer 2018 FTE calculations are not currently available as the Registrar has not made a submission of Texas Higher Education Coordinating Board reports CBM004 or CBM008 for those semesters, which are needed to perform the official calculations.

The student FTE was calculated by using the certified semester credit hours for the semester (for the classes indicated) that were submitted to the Texas Higher Education Coordinating Board on report CBM004. The method for calculating the FTE is to divide the undergraduate SCH by 15, the masters SCH by 12, and the doctoral by 9 (known as the 15, 12, and 9 method). The FTE for faculty was calculated (for the professors indicated) by taking the aggregate percent of time that the faculty are paid to perform the teaching function as reported on the faculty level information submitted to the Texas Higher Education Coordinating Board CBM008 report. The percent of time was adjusted down to account for classes taught by the professors that were not included in the student FTE calculation.

The following is a table of the required courses, number of credit hours and assigned faculty.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>COUN 510 Counseling Theories</td>
<td>3</td>
<td>Inyang</td>
</tr>
<tr>
<td></td>
<td>COUN 511 Intro Counseling Services</td>
<td>3</td>
<td>Racheotes</td>
</tr>
<tr>
<td></td>
<td>COUN 512 Career Dev &amp; Info</td>
<td>3</td>
<td>Adams</td>
</tr>
<tr>
<td></td>
<td>COUN 516 Pre-Practicum</td>
<td>3</td>
<td>Adams</td>
</tr>
<tr>
<td></td>
<td>COUN 525 Practicum</td>
<td>3</td>
<td>Inyang</td>
</tr>
<tr>
<td></td>
<td>COUN 526 Internship</td>
<td>3</td>
<td>Racheotes</td>
</tr>
<tr>
<td></td>
<td>COUN 541 Counseling the Substance Abuser</td>
<td>3</td>
<td>Inyang</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>COUN 520 Counseling Diverse Populations</td>
<td>3</td>
<td>Inyang</td>
</tr>
<tr>
<td></td>
<td>COUN 525 Practicum</td>
<td>3</td>
<td>Inyang</td>
</tr>
<tr>
<td></td>
<td>COUN 526 Internship</td>
<td>3</td>
<td>Racheotes</td>
</tr>
<tr>
<td></td>
<td>COUN 542 Assessment &amp; Treatment of Addictive Disorders</td>
<td>3</td>
<td>Inyang</td>
</tr>
<tr>
<td></td>
<td>PSY 560 Clinical Assessment</td>
<td>3</td>
<td>Adams</td>
</tr>
<tr>
<td></td>
<td>PSY 575 Ethics in Counseling and Psychology</td>
<td>3</td>
<td>Adams</td>
</tr>
</tbody>
</table>
II. CHANGES IN CURRICULUM  
(Standards II.G.1-8; Program Area Standards; CES Standards II.B-C; CES Section IV)

For each program area accredited, please explain any changes in the curriculum that may have occurred since your last on-site visit. Comment on any required courses dropped, revised significantly, or added to the program. Rationales for the changes should be provided as well as evidence that the curricular Standards continue to be met. For revised or new courses, please include all the relevant syllabi.

Since the last on-site visit, the program has added two substance abuse courses: COUN 542 Assessment and Treatment of Addictive Disorders and COUN 543 Core Functions and Competencies of Addiction Counseling. The three course sequence: COUN 541 Counseling the Substance Abuser: Prevention, Intervention, and Treatment, COUN 542, and COUN 543 provide the 275 hours of specific substance use disorders per federal standards. These courses as well as: COUN 510 Counseling Theories, COUN 525 Practicum and COUN 526 Internship allow students in Texas to apply for the LDCD-Interim Professional License.

COUN 542 Assessment and Treatment of Addictive Disorders  
Prerequisite: COUN 541  
This is an advanced course in addictions treatment with emphasis on the practical application of the knowledge of addictions gained in COUN 541 to develop addictions specific competencies required of an addictions professional. Emphasis is on the 12 core functions of addiction counselors and the competencies model of addiction treatment. COUN 542 is meant to transition prospective addictions counselors or students from the limited scope of the 12 core functions to a more evidence-based competencies model focusing on knowledge, skills and attitudes (KSA). The course is one of the two Practice Dimensions (PD) expected to be mastered by addictions professional. (See Appendix B for COUN 542 syllabus)

COUN 543 Core Functions and Competencies of Addiction Counseling  
Prerequisites: COUN 541, COUN 542.  
This an advanced course in addictions treatment with a focus on the practical application of knowledge, skills, and attitudes components of the competencies model. Together with
COUN 541 & 542 the three courses is a cognate of the depth of addictions specific knowledge, skills, and attitudes required of an addictions professional. COUN 543 is designed to provide additional addictions-specific training hours expected of addiction treatment professionals. It utilizes a more hands-on implementation of the Practice Dimension #2 of TAP 21. (See Appendix C for COUN 543 syllabus)

III. CHANGES IN PRACTICUM AND INTERNSHIP (Standards III. A-G; CES Standards III. A-C)

Please indicate any changes that have occurred in clinical instruction since your last on-site visit. If changes have occurred, please provide evidence of continued compliance with the CACREP Standards listed above. Changes that must be addressed include clock hour requirements, supervisor qualifications and requirements, and any general changes in practicum and internship site placements.

No changes have occurred in clinical instruction, requirements, practices, or documentation since the on-site visit. There has been one addition to our practicum and internship placement sites. After determining all the requirements have been met, our university counseling center is now a placement site, official fall 2018.

IV. CHANGES IN PROGRAM OPERATIONS
(Standards I.J, K, L, N, O, T and V and CES Standards I. D-F)

Describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures that have occurred since your last on-site visit. Discuss the impact of those changes.

No changes have occurred in program operations since the on-site visit.

Please indicate any changes that have occurred in terms of the program’s utilization of technology for instructional purposes and any changes in course delivery methods or options offered.

No changes have occurred with respect to technology and course delivery or instructional methods since the on-site visit.

V. PROGRAM ASSESSMENT AND EVALUATIONS
(Standards I.P, I.AA-DD, and II.A-B and CES Standard I.L)

Please provide a copy of your program’s most recent official report that documents outcomes of the systematic program evaluation and evidence of the report’s dissemination to the program’s constituent groups.

(See Appendix D for the CACREP 2016 Annual Report, Appendix E for CACREP 2016 Vital Statistics Survey, and Appendix F for Assessment of Strengths and Weaknesses)

In addition to information provided above, please indicate when and what the next scheduled program evaluation activities are. Describe the process implemented and how the results are used for program development.
The CE program faculty believes very strongly in the processes involved in both developing and maintaining an actively engaged assessment feedback loop. The assessment process involves collecting meaningful data from key performance indicators, comprehensive exams, NCE licensure exams, and student, supervisor, and Counseling Program Advisory board surveys and feedback.

1. Assessment of Program Mission and Quality of Counselor Preparation:
   a. Annual review of the faculty. In January, the Department Chair conducts a comprehensive evaluation on each faculty member’s performance in teaching, research, and service. The overall results are reviewed. However, teaching is of particular interest when determining faculty teaching assignments as well as necessary mentoring, training, and professional development.
   b. Institutional Effectiveness (IE) Reporting. Each degree program in the university is required to review and report student learning outcomes and program effectiveness. Each fall, program coordinators provide an annual report describing the following: (1) program outcomes based on program goals, (2) outcomes in relation to the previous year’s results, and (3) recommendations for continuous improvement. The program’s outcomes/goals regarding curriculum, admissions, recruitment, retention, degree completion, and employment of candidates are reviewed and approved at the department, college, and university level. The program is provided constructive feedback to program faculty and results are disseminated to the department chair, college dean, and university provost.
   c. Survey of Stakeholders (Alumni and Employers). The faculty regularly seeks stakeholder feedback annually.

The calendar of events below represents future plans for on-going and systematic review of programmatic data at all levels (individual student data, standard-specific data, course outcomes, and programmatic data). These events help with the programs data-driven decisions to improve the program in order to produce competent, reflective practitioners that advocate for their clients and the profession.

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda Items</th>
<th>Type of meeting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Sept. - May</td>
<td>Meet as program to discuss student issues, data, and overall program</td>
<td>1 ½ - 2 hour meeting</td>
<td>Will occur 2 times per month throughout the academic calendar year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Meeting with students about program</td>
<td>1 ½ – 2 hour meeting</td>
<td>Will happen in conjunction with student orientation</td>
</tr>
<tr>
<td>October</td>
<td>Review mission statement and program objectives</td>
<td>1 ½ - 2 hour meeting</td>
<td>Will be a meeting dedicated to these two critical guiding elements to our program</td>
</tr>
</tbody>
</table>
October

Survey site supervisors, former students, and hiring agencies

Will be an assessment instrument used to capture the experiences of our key stakeholders regarding our program

Spring Semester

Institutional Effectiveness Reporting

1 ½ - 2 hour meeting

Will provide program faculty with results & feedback from the report

January

Annual Faculty Performance Review

April

Meet with advisory board

1 ½ - 2 hour meeting

April

Host site supervisor training

2 hours

Will be recorded and placed on website for viewing by site supervisors

VI. PROGRAM IMPROVEMENT AND INNOVATION

The CACREP Standards are not intended to discourage creativity on the part of the program faculty. Please share new approaches undertaken or considered by your program(s) that are designed with program development and improvement in mind.

Based on feedback from students, CPCE results, and NCE results the following program changes are being proposed.

- We will have students become familiar with the use of technology in counseling clients, including rules and regulations for its use in the surrounding states.
- We will have students practice creating and maintaining client records correctly, efficiently, and ethically, particularly with electronic record keeping software.
- We will provide a new course offerings titled “creative arts therapy” based on students’ needs.

VII. Issues and Questions

Please take a moment to identify any issue or questions that you like to see addressed by the CACREP Staff or Board of Directors.

Would it be possible for CACREP to move to online reporting rather than manual submission of CDS and/or USB drives?
Appendix A

Angela McCoy Harless, M.S., Ph.D., L.P.C.
610 Emerald Dr., Ashdown, AR 71822
aharless@uca.edu
(903) 490-2485

Education

<table>
<thead>
<tr>
<th>University of Arkansas</th>
<th>2012-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. Counselor Education</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M-Commerce</td>
<td>2009-2010</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>Henderson State University</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Counselor Education</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M-Texarkana</td>
<td>1998-2004</td>
</tr>
<tr>
<td>M.S. Counseling Psychology-School Counseling</td>
<td></td>
</tr>
<tr>
<td>Southern Arkansas University</td>
<td>1987-1989</td>
</tr>
<tr>
<td>B.M.E. K-12 Music Education</td>
<td></td>
</tr>
<tr>
<td>Texarkana College</td>
<td>1985-1987</td>
</tr>
<tr>
<td>Music/General Coursework</td>
<td></td>
</tr>
</tbody>
</table>

Professional Credentials

| Music Education K-12         | AR    | 1989  |
| Elementary Education         | AR    | 2000  |
| Early Childhood              | AR    | 2000  |
| Guidance & Counseling P-12   | AR    | 2004  |
| School Counselor EC-12       | TX    | 2007  |
| Licensed Associate Counselor | AR    | 2010  |
Experience

Assistant Professor of Counselor Education 2018-Present

Texas A&M University – Texarkana

Teach graduate courses in clinical mental health and school counseling, conduct research, write for peer-reviewed journals, present at professional conferences, assist with advising, and serve as primary advisor for Chi Sigma Iota.

Assistant Professor/Program Coordinator of School Counseling 2015-Present

University of Central Arkansas

Teach graduate courses in school counseling, conduct research, write for peer-reviewed journals, present at professional conferences, assist with advising, provide information to potential candidates, and assist department Chair with internship placements and advising. Create and maintain Blackboard Learning courses and update School Counseling program website. Support faculty in the school counseling program with asynchronous and synchronous online instruction. Supervise tenure-track and adjunct faculty of school counseling program. Conduct annual program reports, facilitate program meetings, and meet with COE program coordinators. Evaluate and revise the school counseling program curriculum and instruction based on required ADE/CACREP standards and student dispositions. Assist with documentation of student key assessments and field experience for accreditation, reviewing student transcripts and licensure requirements. Examine and report student outcomes, program surveys, student portfolios, and student licensure exam scores. Chaired curriculum review and revision for school counseling program and advance field experience survey committee.

CPED Research Assistant 2013-2014

University of Arkansas

Conducted research on the Carnegie Project for the Education Doctorate at the University of Arkansas with Dr. Ed Bengtson, the director of CPED in the Ed. D. program, Educational Leadership, Curriculum and Instruction Department. Attended CPED convening at Rutgers University.

Ph.D. Internship Experience 2012-2014

University of Arkansas

Supervised master level students in clinical counseling and school counseling. Worked with students in the Fulbright College of Advising Center.
Razor COACH 2012-2013

University of Arkansas

Worked with at-risk high school students with college and career readiness. Conducted needs assessments using surveys and the Kuder career exploration program, worked with high school counselors, helped students explore career, college, and lifestyle goals, helped students apply for ACT, colleges, financial aid, and scholarships. Worked with students on academic and professional behaviors.

Licensed School-Based Therapist 2010-2012

Vista Health Services-Texarkana

Conducted counseling with K-8 students in Texarkana, AR school district, conducted intake assessments, developed master treatment plans, consulted with mental health providers, provided referrals to outside agencies, consultation with parents, faculty, school counselors, and administrators, supervised MHPPs, conducted parent education sessions, and developed summer programs. Maintained client records in compliance with federal and state regulations.

K-12 School Counselor/Administrator 2007-2008

McLeod ISD

Counseled individual, small groups, and classrooms on personal, academic, and career issues. Assisted with administrative duties. Directed meetings and communicated with students, parents, faculty, staff and administrators. Coordinated and presented developmental guidance lessons for all grade levels, and created a K-6 Star Student program to coincide with character education lessons. Monitored student progress and course requirements, calculated GPAs to submit to state network, created a master schedule and planned students class schedules. Helped high school students prepare and take the ACT, apply for scholarships, and fill out FAFSA forms. Assisted with administration of state standardized tests and ASVAB.

McGraw-Hill Consultant Per-Diem 2006-2007

Wright Group Consultants

Piloted McGraw-Hill’s K-12 Growing with Mathematics program in my elementary classroom and presented research and teaching strategies for using the components of the program to school districts across the United States.

Elementary Teacher 2002-2007

Ashdown School District

Taught kindergarten and second grade students. Communicated with parents, staff, and administrators on student progress and standardized test. Conducted pre and
post-test assessments to guide instruction using a standards based curriculum and methods from Reading Recovery, while piloting and training other teachers on McGraw-Hills’ *K-5 Growing with Mathematics* program. Incorporated art and music in classroom instruction with support of TRAHC’s *Art Smart* program and training.

**Secondary Art & Music Teacher**

*Ashdown School District*

1996-1998

Taught music appreciation, art, and choir for junior high and high school. Planned programs, designed stage sets and directed musical productions and art shows. Created and directed fund raising events and managed finances for both art and choral music programs.

**Publications & Presentations**


Harless, A. M., & Couture, V. G. (2017). Oh the tangled webs we weave: Ethical dilemmas in counselor education and supervision. Arkansas Association for Counselor Education and Supervision, Conway, AR.

Stoltz, K. B., & Harless, A. M. (2016). Early recollections and career counseling. North
American Society of Adlerian Psychology, Minneapolis, MN.

Harless, A. M. (2016). What Arkansas counselors need and want: Results from a 2015 research study on Arkansas school counselor activities. Arkansas School Counselor Association, Hot Springs, AR.

Harless, A. M. (2014). Are we meeting mental health needs of diverse & impoverished students?


Harless, A. M. (May, 2013). Professional School Counselor Panelists (Guest Speaker). University of Arkansas. Fayetteville, AR.


Harless, A. M. (October, 2012). Razor COACH roundtable discussions. Graduate Summit. Springdale, AR.


Ashdown, AR,

Memphis, AR,

Margaret Daniel Elementary School, Ashdown, AR.

**Graduate Teaching Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trends in School Based Counseling</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Internship – School Counseling</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Foundations in School Counseling</td>
<td>Fall/Spring/Summer 2015-2017</td>
</tr>
<tr>
<td>Intervention Strategies in School Counseling</td>
<td>Fall/Spring/Summer 2015-2017</td>
</tr>
<tr>
<td>Individual and Group Counseling</td>
<td>Spring/Summer 2016</td>
</tr>
<tr>
<td>Counseling Theories</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Lifestyle and Career Development, Co-Instructor</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Counseling and Human Diversity, Co-Instructor</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>Group Counseling (Leader/Facilitator)</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Supervision of Clinical &amp; School Counseling Students</td>
<td>Fall/Spring 2013-2014</td>
</tr>
</tbody>
</table>

**Service**

<table>
<thead>
<tr>
<th>Role</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Coordinator – School Counseling, UCA</td>
<td>2015- Present</td>
</tr>
<tr>
<td>Secretary – AR Association of Counselor Education &amp; Supervision</td>
<td>2016-Present</td>
</tr>
<tr>
<td>Chair – School Counseling Program Curriculum Committee</td>
<td>2016-Present</td>
</tr>
<tr>
<td>Member – CAEP 2 Field Experience Committee</td>
<td>2016-Present</td>
</tr>
<tr>
<td>Member – Student Center Board, UCA</td>
<td>2016-Present</td>
</tr>
<tr>
<td>Chair – Advanced Field Experience Survey Committee</td>
<td>2017-Present</td>
</tr>
<tr>
<td>Committee Member – Tenure-Track Faculty Search Committees</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>
Community service with education, counseling, and consultation for area schools and churches  
2004 - Present

Organizations & Associations

Professional
American Counseling Association
Arkansas Counseling Association
Arkansas School Counseling Association
Arkansas Association of Counselor Education and Supervision
Southern Association of Counselor Education & Supervision
North American Society of Adlerian Psychology
Association of Play Therapy
Music Educators National Conference

Community
Arkansas Advocates for Children & Families
Texarkana Repertory Company
Texarkana Regional Chorale
Texarkana Regional Arts and Humanities Council
Women for the Arts

Research Experience & Interests
School-based Counseling Needs in Public Schools – University of Central Arkansas, Leadership Studies
High School Counselor Career Counseling – University of Central Arkansas, Leadership Studies
Career Counseling and Narrative Therapy and Early Recollections – University of Central Arkansas, Leadership Studies
Carnegie Project on the Education Doctorate – University of Arkansas, Ed.D. Educational Leadership, Curriculum and Instruction
School Counselor Activities – University of Arkansas, Ph.D. Counselor Education

Effectiveness of the ASCA National Model – University of Arkansas, Ph.D. Counselor Education

Principal and School Counselor Perceptions – University of Arkansas, Ph.D. Counselor Education, & University of Central Arkansas, Leadership Studies

Role of the School Counselor – University of Arkansas, Ph.D. Counselor Education

Child and Adolescent Mental Health and Wellness – University of Arkansas, Ph.D. Counselor Education

Holistic Counseling Approaches/Health and Wellness – University of Arkansas, Ph.D. Counselor Education

Creative Arts Therapy, University of Arkansas – University of Arkansas, Ph.D. Counselor Education

**Honors & Awards**

<table>
<thead>
<tr>
<th>Award</th>
<th>Institution/Location</th>
<th>Date</th>
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<tbody>
<tr>
<td>Nominated President-Elect – ArACES</td>
<td></td>
<td>November 2017</td>
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<tr>
<td>Faculty Development Grant – CTE - University of Arkansas $214 ($642)</td>
<td>March 2017</td>
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<tr>
<td>Secretary – Arkansas Counselor Educators and Supervisors (ArACES)</td>
<td>January 2016</td>
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<tr>
<td>Kappa Delta Pi – University of Arkansas</td>
<td>September 2014</td>
<td></td>
</tr>
<tr>
<td>Emerging Leadership Award – Arkansas Counseling Association</td>
<td>June 2014</td>
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<tr>
<td>Graduate Assistantship – Carnegie Project on the Education Doctorate</td>
<td>July 2013</td>
<td></td>
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<tr>
<td>Chi Sigma Iota – University of Arkansas</td>
<td>December 2012</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistantship – Razor COACH</td>
<td>April 2012</td>
<td></td>
</tr>
<tr>
<td>Graduate Academic Award – Texas A&amp;M-Texarkana</td>
<td>May 2003</td>
<td></td>
</tr>
<tr>
<td>Vocal Music Scholarship – Southern Arkansas University</td>
<td>May 1987</td>
<td></td>
</tr>
<tr>
<td>Vocal Music Scholarship – Texarkana College</td>
<td>May 1985</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University, Texarkana
COUN 542: Assessment and Treatment of Addictive Disorders (3 hrs.)

Syllabus: Spring 2018
Faculty: Enobong Inyang, Ph. D, NCC, LPC-S (TX).
Office: UC206
Email: enobong.inyang@tamut.edu
Office hours: Mondays – Thursday 2pm – 6:30 pm; Tuesday 2 pm – 3:30 pm
Class time times & date: Mondays 6:00 – 8: 45 pm
Location of class: UC 251
Credits: 3 Semester hours

Catalog Description:
Course will survey substance and process or behavioral addictions based on the DSM-5 diagnostic criteria. Assessment, diagnosis, prevention and treatment modalities will be the focus.

Course Objectives: The following are the major learning objectives and outcomes selected for this course:
1) Review the scope and prevalence of addictive disorders.
2) Overview the difference between substance related and other addictive disorders based on the DSM-5 criteria and related research
2) Examine major assessment, diagnosis, and treatment approaches for major addictive disorders
3) Overview co-occurring & dual diagnosis disorders related to substance and process addictions.
4) Examine how to apply knowledge of additives disorders to specific case scenarios using the Brief Counseling for Dependence: A Manual for Treating Adults.

Essential Objectives:
#1 Review of factual knowledge (terminology, classifications, methods, trends in addictions field).
#2 Learning fundamental principles, and treatment approaches based on different theories and modalities for treatment of addictions.
#3 Gaining skills specific for addictions treatment for individual, group, and family.

Important Objectives:
#3 Learning to apply course material (to improve thinking, problems solving, and decisions specific to addictions and co-occurring disorders).

**Textbooks & Required Reading:**
Brief Counseling for Marijuana Dependence: A Manual for Treating Adults
SAMHSA

**Recommended Reading:**

Tap 21
***Download, Print Tap 21 fro SAMHAS website & bring to every class

**Course Delivery Method/Format:** This class is face-to-face and students are expected to attend all class sessions as scheduled throughout the semester. This didactic class includes lecture and PowerPoint presentations, narrative presentations, whole class discussions, self-selected inquiries, movies reflection paper, and individual presentations. Blackboard may be utilized for discussions, assignments and exams. Due to the extent of materials in this course, students are strongly encouraged to be self-directed learners/readers of the assigned text and complementary materials. It is highly recommended that you devote a minimum of 5 hours weekly for this course.

**Course Evaluation is based on performance in the following areas:**

- 4 Quizzes 25 points each = 100 points
- Research Paper = 100 points

**Total = 200**

Final Grade is composed of total points:
- A = 90% and above, B = 89%-79%, C= Below 78%

**Research Paper:**
Each student will choose an SUD or process addiction topic of interest and complete a research paper of not more than 12 double-spaced pages and written APA style. A minimum of 12 citations, not older than 10 years old is required.
Topic will be approved by instructor to encourage a robust array of topics. Submit your topic in class for approval by March 26, 2018.

**ATTENDANCE POLICY:**
TAMUT attendance policy for excused absences will apply. It is the student responsibility to access, read and understand the TAMUT attendance policy. Regular and punctual attendance is expected. If you plan to miss class, it is your responsibility to contact the instructor via email; however, your notification does not constitute excused absence. Excused absence means either you are in compliance with the TAMUT policy, or you have approval from the instructor at least 24 hours prior to class time based on extenuating circumstances. Conflict with your work schedule, vacation, and birth day do not rise to extenuating circumstances.

I strongly encourage each student to schedule personal plans so they will not conflict with class schedule.

WEATHER-RELATED AND/EMERGENCY CLOSING AND DELAYS:

Notification of delays or cancellations announcements is made through (a) local media (b) TAMUT telephone system, and (c) university website. It is the responsibility of students to check the status of their classes by calling the TAMUT telephone system or check the TAMUT website.

Entering the classroom after class has begun is disruptive to the learning environment. Three late arrivals of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.

LATE ASSIGNMENT POLICY:

All course assignments are due on the date specified in the course schedule. It is the student responsibility to be aware of all due dates and times.

Late work will not be accepted or awarded credit.

Students are encouraged to start working on their paper assignment ASAP to guard against eventuality.

PROFESSIONALISM POLICY:

Students are expected to attend all classes and are responsible for all course assignments and all materials covered. I do not meet with student for individual lecture for missed class. It is my policy that course grades may be reduced up to 15% for tardiness at beginning of class and after official breaks, unprofessional conduct such as disrespect towards instructor or peers (including online), excessive talking while instruction or demonstrations are occurring, leaving early, ringing of cell phone, computer usage not related to course material, lewd attire, and missed demonstrations. Students are also expected to participate in all class activities, discussions, and demonstrations. I reserve the right to discuss your situation with the program coordinator. Hand written Assignment or part of assignment will not be accepted & will be treated as late assignment.

STUDENT RESPONSIBILITY:

Graduate students accept responsibility to remain current and informed on all university regulations, policies, and procedures of their academic program and of this and all courses.

Several netiquette guidelines are listed below:
**Sentence Capitalization:**
- Typing in all caps is considered screaming.
- Example: **MONDAY WILL BE A LONG DAY!**
- Various studies have concluded that typing in all caps takes longer and is more difficult to read.
- Recipients/readers may think you are overly excited.

**Leaving the subject field blank:**
- Always fill in the subject with a concise statement describing the email.
- Do not use all caps or put in phrases such as Help or Hi there!
- Failure to follow netiquette guidelines when filling in the subject line of an email may result in your correspondence being discarded as spam.

**Colored text and background colors:**
- Use colors sparingly in your emails – whether it is text or fill colors.
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**Return receipt request:**
- Allows you to track when the recipient opens your email – you should use this email feature sparingly.
- Can be very annoying to the recipient of the email.

**Grammar and spelling check:**
- Proofread email for errors
- Capitalize your sentences and use appropriate punctuation.
- Refrain from using multiple!!!!!!! Or????????

**Expectations:**
- The phrase “dido” does not count as an appropriate discussion board submission.
- I expect thoughtful responses that demonstrate your understanding of the question.

**ACADEMIC DISHONESTY:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. TAMUT and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, bribes/favors/threats, and the abuse of resource materials. For a complete listing of the university policy, refer to TAMUT Academic Dishonesty guidelines in the graduate catalog. Bribes/favor/threats are attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions.

**Written Assignments:** All written assignments will comply with APA Publication Manual (6th edition), unless otherwise indicated by the instructor. Students are encouraged to utilize the TAMUT Writing Center for help in all major writing assignments.

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:** The TAMUT policy on this subject will be the authority for this course. A student whose absence is excused under this subsection may not be penalized for that absence and is allowed to take an examination or complete assignments from which the student is excused (within a reasonable time).

A student desiring to be absent from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will follow the university policy and procedures.
**STUDENTS WITH DISABILITIES POLICY:** It is the policy of TAMUT that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to contact the office of Disability Services for appropriate instructions to ensure that they will receive the appropriate and reasonable accommodations. TAMUT adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. All disclosures of disabilities will be kept strictly confidential. NOTE: The instructor cannot unilaterally make accommodation until you register with the Disability Services and I received notification in writing. So, please after registration, ask that your disability status is communicated to be in writing.

**VISITORS IN THE CLASSROOM:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. Students wishing to audit a class must apply to do so through the Registrar's Office and be officially placed on class list.

**Standards Matrix:**

<table>
<thead>
<tr>
<th>Topic(s)/Objective(s)</th>
<th>Activities/Assignments (including field-based activities)</th>
<th>Measurement (including performance-based)</th>
<th>Standards Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of multicultural and pluralistic trends</td>
<td>Evaluation of the application of each theory and modality of addictions to diverse populations</td>
<td>Exam, discussion</td>
<td>CACREP II 5.a-b, II 5.d, CF. 3 and 5 DDP I</td>
</tr>
<tr>
<td>2. Understanding legal &amp; ethical standards, practices, &amp; issues</td>
<td>Introduction of necessity for &amp; proper adherence to legal &amp; ethical standards</td>
<td>Exam; Individual reflection paper, discussion board</td>
<td>CACREP II G. h-j</td>
</tr>
<tr>
<td>3. Understanding of nature of addictions &amp; the pathways to different types of addictions</td>
<td>Learning about different etiologies &amp; development of additions with particular attention to the biopsychosocial &amp; medical models</td>
<td>Exam, discussion board, individual readings,</td>
<td>CACREP II G5.d and f, II 3.a, b</td>
</tr>
<tr>
<td>4. Understanding of the basic pharmacology of addictions &amp; the side effects of chemicals on</td>
<td>Attend class lectures &amp; complete assigned readings to gain an understanding of prime effects /side effects of chemicals &amp; the bioavailability process</td>
<td>Discussion board, class discussion &amp; Exam</td>
<td>CACREP II G1.b</td>
</tr>
<tr>
<td>5. Understanding the history of alcoholism &amp;</td>
<td>Examining the development of</td>
<td>Exam, reflection assignment</td>
<td>CACREP II G1.a</td>
</tr>
</tbody>
</table>
why people consume alcohol & the cost of to individual, family & society.

alcoholism & other drugs & impact of alcohol & drug dependency. Read & reflect on Then There was No Mountain.

6. Examining abuse and addictions to different chemicals, including alcohol, barbiturates, benzodiazepines, cocaine, marijuana, opiates, hallucinogens, steroids, etc.

Examining the abuse & addiction to various drugs and the effects.

Exam, discussion board

CACREP II G 5.a and d;

7. Examining the effect of abuse and addiction to Central Nervous System Stimulants, & scope of the problem

Examining the concepts of abuse & addiction to the CNS, and the implications to the development of dependency

Exam; Presentation of own paper on related topic.

Examining the concepts of abuse & addiction to the CNS, and the implications to the development of dependency

CACREP: School Counseling Program A.3, M.3 & M.4

8. Demonstrating understanding of basic screening/assessment instruments for various addictions

Complete basic screening using MAST, ASI, & examine the SASSI

Exams, complete a demonstration on administration & scoring of MAST & ASI

Professional Knowledge & Skills for Other School Personnel; CACREP III.b,d, e; 8 e and f; 5b, d, and f

9. Understanding the hidden effects of Substance Use Disorder (SUD): children, elderly, homelessness. Examining different intervention modalities & relapse prevention models

Research a selected SUD on different populations

Examine intervention strategies for different addictions

SBEC V (1) CF3

10. Sharing screening assessment data with students on regular basis; obtaining feedback from students

Give feedback of student’s performance on a regular basis; receiving student’s evaluation of course & instructor

Grades earned on all specified course activities; student evaluations

11. Receiving modeling of best professional practices in teaching

Provide for students the best educational experience possible

Student evaluations

12. Using reflection, self-assessment, & interactions with colleagues to promote personal professional development

In-class discussions & presentation of individual theory provide opportunity for self-assessment & reflection, as well as feedback from colleagues

Individual Theory Presentation

Course Info:
The blackboard may be used as an adjunct instructional resource. Please be familiar with the use of blackboard as a pre-condition for enrolling in this course. Study materials are for your benefit. Please print out a copy of the syllabus for an explanation of assignments.

**EXAMINATIONS:** All examinations will be in-class. When online exam is applicable; the online program will automatically stop when the examination time is over. Make sure you submit your exam on time.

**WRITING ASSIGNMENTS:** When online assignments are applicable; the assignments are meant to be brief summarizations not lengthy papers. Please write in well-developed sentences.

**Expectations:**

The curricula for this course will (1) include knowledge of the literature of the field of addictions and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences. It is your responsibility to become familiar with the items in this syllabus as well as changes made by the instructor. There is an abundance of information to be covered within a short time frame; consequently, I encourage you to create a study plan for staying ahead of the material and assignments. While I will bring in supportive information and/or expand on certain portions of the course material to supplement your learning; you should expect, as with most graduate-level coursework, that the extent of your learning will involve self-directed study.

### Tentative Outline of Course Meetings and Activities

*(Please note that the title of this section includes the word “tentative.” As the title implies, the instructor may modify this schedule by providing students with adequate notice of changes.)*

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Required Reading/Assignments Due/Notes</th>
</tr>
</thead>
</table>
| Week 1: 01/22/2018 | Introductions  
Brief Overview of the competencies model  
Brief Counseling for marijuana dependence manual for treating adults | Tap 21  
Lewis Chapter 1   |
| Week 2 | 01/29/2018 | **The Importance of theory in the treatment of addictions** | Tap 21 competencies  
Lewis Chapter 4  
Related sections in Brief Counseling Manual |
|---|---|---|---|
| Week 3 | 02/05/2018 | **Assessment** | Chapters 4  
Sections II & V in Brief Counseling manual |
| Week 4 | 02/12/2018 | **Assessment** | *Lewis Chapter 4*  
*Related sections in Brief Counseling manual* |
| Week 5: | 02/19/2018 | **Motivational Interviewing** | Quiz #1 (chapters 1 over Chapters 1 & 4)  
Chapter 5 Lewis  
*Related sections in Brief Counseling manual* |
| Week 6: | 02/26/2018 | **Cognitive Behavior Therapy** | *Lewis Chapter 6* |
| Week 7: | 03/05/2018 | **Relapse Prevention in treatment of SUD** | *Lewis Chapter 7* |
| Week 8 | 03/12/2018 | **Spring Break** | No Class |
| Week 9 | 03/19/2018 | **Applying Group Theory in treatment of SUID** | Quiz #2 (chapters 5-7)  
*Lewis chapter 8* |
| Week 10 | 03/26/2018 | **Applying Family system to treatment of SUD** | *Lewis Chapters 9* |
| Week 11 | 04/02/2018 | **Solution-Focused Therapy in treatment of SUD** | *Lewis Chapter 10* |
| Week 12 | 04/09/2018 | **Adlerian Therapy in the treatment of SUD** | Quiz #3 (Chapters 8-10)  
*Lewis Chapter 11* |
| Week 13 | 04/16/2018 | **Gestalt Therapy in the treatment of SUD** | *Lewis Chapter 12* |
| Week 14 | 04/23/2018 | **APA style, etc.**  
**Existential Therapy in the treatment of SUD** | *Lewis Chapter 13* |
| Week 15 | | | Research paper due |
Appendix C

Texas A&M University, Texarkana
COUN 543: Core Functions and Competencies of Addiction Counseling

**Prerequisite:** COUN 541 & 542

**Syllabus:** Summer Long 2018

**Faculty:** Enobong Inyang, Ph. D, NCC, LPC-S (TX),

**Email** einyang@tamut.edu

**Office hours:** Tue & Wed 2:00-4:00 pm,
Please email for appointments. Response time 24-72 hours

**Class time times & date:** Online Summer long

**Location of class:** Online

**Credits:** 3 Semester hours

**Catalog Description:**
Advanced course in addictions treatment with emphasis on the practical application of knowledge of addictions to help competencies expected of addictions professional. Emphasis will be placed on the core functions of addiction counselor with a focused on the practice dimension II of the competence model of addiction in TAP 21.

**Objectives:** The following are the major learning objectives and outcomes selected for this course:
1) Demonstrate an understanding of the scope of addictive disorders.
2) Identify the different treatment approaches for Substance Use Disorders & other types of addiction.
3) Demonstrate an understanding of the major assessment, diagnosis, and treatment approaches for major addictive disorders based on the DSM-5 diagnostic criteria,
4) Demonstrate understanding of treatment for co-occurring & dual diagnosis disorders related to substance and process addition.
5) Demonstrate skills to apply the competence model to a specific case scenario.
6) Demonstrate skills to apply the competency model in the assessment, diagnosis, treatment planning, treatment and documentation with SUD clients.

**Essential Objectives:**
#1 Gaining skills for treatment of SUD & co-occurring mental health disorders (terminology, classifications, methods, trends in addiction field).

#2 Learn & apply competencies expected of SUD treatment provider

#3 Gaining skills specific for treatment individual, group, and family related to SUD & co-occurring mental health disorders.

**Important Objectives:**

#3 Learn how to apply knowledge related to addictions to formulate case presentation, treatment planning and clinical documentation.

**Textbooks & Required Reading:**


**Recommended Reading:**


Course Delivery Method/Format: This course is online. Students are expected logon to Blackboard each week and complete weekly assignments as attestation of participation and attendance. Students are expected to respond to weekly assignments on Blackboard as scheduled. Due to the online nature of this course, students are strongly encouraged to become self-directed learners/readers of the assigned texts and complementary materials. It is highly recommended that you devote a minimum of 5 hours a weekly for this course. Do not expect the instructor to send reminders to alert you when to complete assignments.

Method of Evaluation:
Discussion board (5x20 = 100 points)
Case Presentation – 100 points
Treatment Plan – 50 points
Case or clinic note = 50 points
Total Points Possible = 300
270-300 = A; 240-269 = B; 210-239 = C; 180-209 = C
Final grade will be based on the following scale:
A = 90% - 100%
B = 80% - 89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

** Case Presentation, Clinic Notes & Treatment Plan MUST be submitted as email attachments to einyang@tamut.edu on the due date and time indicated in the syllabus.

Assessments

1. Discussion (5x20 = 100 points)
Student are required and expected to participate in online discussions. The topic for discussion will be provided on blackboard for the week the discussion is due. All students should respond to discussion by Thursday of the same week that the discussion is due. In addition, each student will respond to at least two other posts/responses by Sunday at midnight of the same week. ***Respond directly in Blackboard, no file attachments***
Please identify BY NAME the students you are responding to. It is not sufficient to simply say I agree or disagree with Ubiak, give reasons and be civil.

Discussion Rubric

<table>
<thead>
<tr>
<th>Discussion</th>
<th>0-3 points</th>
<th>5 points</th>
<th>7 points</th>
<th>10 points</th>
</tr>
</thead>
</table>


**Discussion Responses (Points are for each response x 2 = 10 points)**

<table>
<thead>
<tr>
<th>Response</th>
<th>0-2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response is not complete, not written in a clear manner, and inconsistent with graduate standards. Student gives no feedback to peer.</td>
<td>Response is missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not consistent with graduate standards.</td>
<td>Response presents most requirements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.</td>
<td>Response presents all elements of the question(s) discussed thoroughly and clearly. Provided thoughtful feedback to peer.</td>
<td>Response is evident of graduate level work with few grammatical/APA errors.</td>
</tr>
</tbody>
</table>

2. Case Presentation, Treatment Plan & Clinic Notes Instructions,

1) Student will either watch an SUD related movie (e.g. When a man loves a woman) and choose one character with SUD & other presenting problems or choose a case scenario that is SUD related with other presenting problems and complete a detailed case presentation, treatment plan & clinic notes. **These are three separate assignments and due as scheduled later in this syllabus.**
Case presentation: 100 points

Student will: Write a psychosocial narrative based on the movie character or chosen client or a chosen case scenarios (age, ethnicity/race, gender, etc.). Refer chapter 13 in Yalisove text for example. Complete a detailed case presentation of this character or client addressing PD 1 & II in Tap 21 & Appendix A in Yalisove text addressing the 8 practice dimensions:

1) Clinical Evaluation
2) Treatment planning (include diagnoses & ICD 10 codes from the DSM-5)
3) Referral
4) Service Coordination
5) Counseling
6) Client, Family & community Education
7) Documentation
8) Professional & ethical Responsibility

Start with addressing the element as a subhead, then identify related the competencies you specifically used for each element above.

For Example:

Clinical Evaluation

a. Screening

**Competency 24** Establish rapport etc.

**Competency 26:** Screen for psychoactive toxicity, intoxication, withdrawal, symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental disorders (specify instrument used and result, e.g. CAGE). Do not indicate that screening result showed client did not have SUD. Doing so means you cannot proceed with treatment.

b. Assessment:

**Competency 33:** Select and use a comprehensive assessment process that is sensitive to age, gender, racial and ethnic culture, and disabilities of client.

I administered ASI to Joe and his score was a 5. (Explain briefly in a couple of sentences what a ASI score of 5 indicates and what did you do?)

**Competency 34:** Analyze and interpret the data to determine treatment recommendation

Joe scored a 5 which indicates a need for treatment (etc.)

Diagnosis

Problem list with DSM-5 & ICD-10 codes for each identified problem

Example:

**Problem 1.** Alcohol Use Disorder (severe) 303.90 (F10. 229)
As evidenced by: (As score of 6 on ASI assessment & meets the DSM -5 criteria for severe alcohol disorder)

**Problem 2:** Dysthymia (300.4 (F34.1)

As evidenced by (Assessment result & instrument used)

**Even though you did not actually see the client, you are able to complete this assignment using fictitious client and you knowledge and use of relevant assessment results.

Proceed with the eight dimensions as shown in the example. Some of the elements of the dimensions may not apply based on your choice of case.

**Treatment Plan (50 points)**

For the same client in your case presentation and the problems identified complete a treatment plan that reflects relevant competencies & psychosocial narratives of the client (Refer to chapter 13 of Yalisove text)

For example:

**Competency 37:** Use relevant assessment information to guide the treatment planning.

Client was administered (name of screening & assessment instrument) and base on the results & collateral information Joe presented with the following problems

Problem 1: Inability to maintain sobriety outside of a structured facility (inpatient treatment, prison, etc.)

As evidenced by: ASI result of 5 which is in the moderate high range

As evidenced by: Recent 3rd DWI

Problem 2: Depression

As evidenced by: Beck’s depression Inventory score of...

Goals & Objectives: Refer to page 77 of handout on Treatment Plan & related sections in the text.

Interventions used (refer to pp.80-84 of the handout posted in blackboard & relevant sections of the text)

**Identify at least 1 SUD problem and 1 mental health disorder & corresponding evidence, goal & objectives for therapy, interventions used.

4. **Clinic Note (50 points)**

Based on the psychosocial narrative write a concise clinic notes using the SOAP format (Exhibit 13.4) for the same client in your case presentation & treatment plan.

Start by identifying the related competencies

**PD VII: Documentation

**Competency 112:** Record progress of client in relation to treatment goals and objectives

**LATE ASSIGNMENT POLICY:**
All discussions & course assignments are due on the date, time and manner specified in the course schedule. **It is the student responsibility to be aware of all due dates and times. Late work will not be accepted or awarded credit.**

**STUDENT RESPONSIBILITY & Expectations:**
Graduate students accept responsibility to remain current and informed on all university regulations, policies, and procedures of their academic program and of this and all courses.
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<th>Measurement (including performance-based)</th>
<th>Standards Alignment CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of substance use and other addiction disorders</td>
<td>Evaluation of the differences &amp; similarities between substance use disorders and process or behavioral addictions.</td>
<td>Online discussion board, text readings.</td>
<td>CACREP II 5.a-b, II 5.d</td>
</tr>
<tr>
<td>2. Understanding legal &amp; ethical standards, practices, &amp; issues related to substance &amp; behavioral addictions treatment</td>
<td>Overview ethical codes &amp; legal standards, including confidentiality of client’s records and privileged communications.</td>
<td>Online discussion board, readings on ethical &amp; legal standards specific to SUD treatment</td>
<td>CACREP II G. h-j</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3. Understanding of nature of addictions from multicultural perspective</td>
<td>Learning about how addiction affect and manifest among diverse populations</td>
<td>Discussion board &amp; assigned readings</td>
<td>CACREP II G5.d and f, II 3.a, b</td>
</tr>
<tr>
<td>4. Understanding of assessment, diagnosis &amp; treatment of co-occurring disorders</td>
<td>Be able to use screening &amp; assessment instrument to guide treatment planning &amp; treatment of co-occurring disorders with addictions</td>
<td>Overview of screening &amp; assessment instruments, competence in choosing appropriate instrument for screening &amp; assessment. Formulation of a case presentation &amp; treatment plan based on a specific case scenario</td>
<td>CACREP II G.1.a CF1</td>
</tr>
<tr>
<td>5. Demonstrating understanding of basic screening/assessment instruments for various addictions</td>
<td>Identify different type of screening &amp; assessment instrument, administer &amp; interpret an addiction assessment and screening from a list of instruments</td>
<td>Demonstration skill &amp; competence in the selection &amp; administration &amp; interpretation of a specific instrument</td>
<td>CACREP II1.b,d, e; 8 e and f; 5b, d, and f</td>
</tr>
<tr>
<td>6. Apply screening and assessment result to a case scenario</td>
<td>Apply screening and assessment result to a case conceptualization &amp; treatment plan. &amp; instructor</td>
<td>Grades earned on all specified course activities; student evaluations</td>
<td></td>
</tr>
</tbody>
</table>
7. Receiving modeling of best professional practices in teaching  
Provide for students the best educational experience possible  
Student evaluations  
CACREP

**State Standards:**
http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

Web address for specialty organization standards:
http://www.counseling.org/cacrep/2001standards700.htm

*Educator Preparation Services* site for *Conceptual Framework*:
http://www.TAMUT.edu/~edu_edprep/

The blackboard will be used as the main portal for this course. Email may be used for additional instruction and materials. It may be a good idea & your responsibility to access this material earlier on, to avoid last minute problems.

Contact IT helpdesk for help with all access issues & problems – via telephone and email and copy me the email.

**I cannot help you with access problems, so contact IT FIRST if you experience any problem.**

**EXAMINATIONS:** There will be no examination in this course.

**WRITING ASSIGNMENTS:** When online assignments are applicable; the assignments are meant to be brief summarizations not lengthy papers. Please write in well-developed sentences.

**Expectations:**

The curricula for this course will (1) include knowledge of the literature of the field of addictions and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences. Students are expected to complete all assigned readings and discussion board post WEEKLY as scheduled. **Note that you won’t be able to start any assignment after the due date and time.**

**Tentative Course Outline & Activities**
(Please note that the title of this section includes the word “tentative.” As the title implies, the instructor may modify this schedule by providing students with adequate notice of changes.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading/Assignments Due/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>06/04/2018</td>
<td>Overview of the basic theory &amp; principles of Substance Use Disorders Counseling. Professional Readiness</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 2</td>
<td>06/11/2018</td>
<td>Overview of PD 1. Clinical Evaluation Screening, Assessment &amp; Crisis Intervention</td>
</tr>
<tr>
<td>Week 3</td>
<td>06/18/2018</td>
<td>SUD treatment: Applying the Principles of Building Sessions Goals &amp; Strategies (BSGS) Treatment Planning</td>
</tr>
<tr>
<td>Week 4</td>
<td>06/25/2018</td>
<td>SUD Treatment: Referral Beyond First Session: The beginning Phase of Treatment &amp; Middle Phase</td>
</tr>
<tr>
<td>Week 5</td>
<td>07/02/2018</td>
<td>Moving towards termination Group Counseling</td>
</tr>
<tr>
<td>Week 6</td>
<td>07/09/2018</td>
<td>Treatment of clients with SUDs &amp; Mental disorders</td>
</tr>
<tr>
<td>Week 7</td>
<td>Working with significant others of SUD clients</td>
<td>Chapter 11 in Yalisove Tap 21 (pp. 117-119; 133-137). Case Presentation Due @ midnight 7/22/2018</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 8</td>
<td>Treatment Plans Revisited &amp; Clinical Writing</td>
<td>Chapter 13 in Yalisove <strong>The Treatment Plan article posted in blackboard</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td>Treatment Plan &amp; Clinic note <strong>Instructions on blackboard</strong></td>
<td>Treatment plan &amp; clinic notes DUE at Midnight 7/30/2018 Submit as email word document attachments. These are two separate assignments Do not upload on blackboard</td>
</tr>
<tr>
<td>Week 10</td>
<td>Course Evaluation</td>
<td>Course Evaluation</td>
</tr>
</tbody>
</table>

**NOTES**
Appendix D
2016 Annual CACREP Report

Current site supervisors and employers of our graduates completed our annual survey at the beginning of the spring semester of 2016. They were asked to evaluate our clinical mental health graduate students and graduates knowledge in the areas of Professional and Ethical Behavior, Cultural Competence, Human Growth and Development, Career Development and Guidance, Helping Relationships, Group Counseling, Assessment, Research and Program Evaluation, and Substance Abuse and Addictions. Below are their responses:

<table>
<thead>
<tr>
<th>Areas Surveyed</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and Ethical Behavior</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Human Growth and Developmental Concerns</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Career Development and Guidance</td>
<td></td>
<td></td>
<td>6</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Helping Relationships</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
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<tr>
<td>Group Counseling</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assessment</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
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<tr>
<td>Research and Program Evaluation</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Substance Use and Addictions</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
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</tbody>
</table>

Counselor Preparation Comprehensive Exam Results
(Fall 2014 to Spring 2016)

<table>
<thead>
<tr>
<th>Exams Given</th>
<th>Section</th>
<th>High</th>
<th>Low</th>
<th>Average</th>
<th>National Exams Given</th>
<th>National High</th>
<th>National Low</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>C1</td>
<td>15</td>
<td>8</td>
<td>11.3</td>
<td>2,332</td>
<td>16.25</td>
<td>2</td>
<td>10.73</td>
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<tr>
<td>16</td>
<td>C2</td>
<td>14</td>
<td>5</td>
<td>9.97</td>
<td>2,332</td>
<td>16</td>
<td>3</td>
<td>10.39</td>
</tr>
<tr>
<td>16</td>
<td>C3</td>
<td>15</td>
<td>9</td>
<td>11.65</td>
<td>2,332</td>
<td>17.5</td>
<td>3</td>
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<td>16</td>
<td>C4</td>
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<td>2.25</td>
<td>11.15</td>
</tr>
<tr>
<td>16</td>
<td>C8</td>
<td>17</td>
<td>7</td>
<td>13</td>
<td>2,332</td>
<td>17.5</td>
<td>2</td>
<td>12.08</td>
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<tr>
<td>Total Score</td>
<td></td>
<td>115</td>
<td>78</td>
<td>88.47</td>
<td>134</td>
<td>20.25</td>
<td></td>
<td>87.06</td>
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</table>

The vast majority of the A&M-Texarkana averages are higher than those indicated in the national data. The data from the CPCE is evaluated after every administration to
determine what areas we need to improve our instruction and assessment. As a program, we continue to monitor and work to improve the areas in which our students scored below the national average. Despite the national averages not being much higher than the institution averages C2, C3, C6, C7, we have exceeded the overall national average. Because courses are not taught every semester we feel the improvements may be related to reflecting on material taught in previous course work during our class instruction as well as enhancing the courses included in the eight CACREP content areas.

**Graduate Student Completion and Success**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Graduates</th>
<th>Pass NCE 1st Admin</th>
<th>Not Taken NCE</th>
<th>Employed</th>
<th>Not Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>18</td>
<td>16</td>
<td>2</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>100%</td>
<td>89%</td>
<td>11%</td>
<td>88%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**The Academic Unit**

Core Counseling Faculty:
Teri Ann Sartor, PhD, LPC, LPC-S, NCC, CHST
Enobong Inyang, PhD, LPC, LPC-S, NCC
Peter Racheotes, EdD

Non-Core Counseling Faculty:
Tommie Hughes, PhD, Psychologist

Professional Memberships of Core and Non-Core Faculty:
Dr. Teri Ann Sartor
- Texas Counseling Association:
  - Texas Association of Marriage and Family Counselors (TAMFC)
  - Texas Association of Counselor Education and Supervision (TACES)
  - Texas Association of Humanistic Education and Development (TAHEAD)

American Counseling Association:
  - Association of Counselor Education and Supervision (ACES)
  - American Humanistic Counseling (AHC)
  - International Association of Marriage and Family Counselors (IAMFC)

Chi Sigma Iota (Founding and Current CFA for the Delta Gamma Sigma Chapter)

Dr. Enobong Inyang
- Texas Counseling Association:
  - Texas Mental Health Counselors Association (TMHCA)
  - Texas Association of Counselor Education and Supervision (TACES)
  - Texas Multicultural Counseling

American Counseling Association:
  - Association of Counselor Education and Supervision (ACES)
  - American Mental Health Counseling Association (AMHCA)
  - Association of Treatment for Sexual Abusers

Chi Sigma Iota (current CFA for the Delta Gamma Sigma Chapter)

Professional Service of Core and Non-Core Counseling Faculty:
Dr. Teri Ann Sartor
Public Policy Committee, Co-Chair. Texas Counseling Association, July 2016 to current.

Responsibilities include: attending the June Advocacy Institute and becoming Advocacy Trainers; Designing and presenting Advocacy trainings at the 2016 Professional Growth Conference; Coordinate outreach to TCA Divisions to assess public policy priorities and position papers (Research Committee); Providing Advocacy Trainings to Chapter meetings; Creating resource materials regarding virtual advocacy; and Assisting TCA staff in evaluating proposed legislation and writing bill summaries during the 2017 Legislative Session.

Texas Association of Marriage and Family Counseling, Senator, June 2015 to current (term ends in June 2018).

Responsibilities include: Serving on the executive board of TAMFC, attending all TCA Senate meetings, voting on governance and issues on behalf of TAMFC, and keeping the TAMFC division abreast of current issues which affect professional counselors who work with individuals, couples, and families.

Texas Counseling Association, Program Reviewer for the 60th Annual Professional Growth Conference (2016).


Responsibilities include participating in reviewing programs submitted for all conferences hosted by TCA and/or its subdivisions.

Texas Association of Marriage and Family Counseling, Legislative Liaison, May 2014 to June 2015.

Responsibilities include: Serving on the executive board of TAMFC, coordinating all legislative initiatives and outreach for TAMFC, coordinating travel for members of TAMFC to Advocate for professional counselors at the Texas State Capital, and keeping the TAMFC division abreast of current legislation which could potentially affect professional counselors who work with individuals, couples, and families.


For advocacy days, I coordinated transportation for graduate students of A&M-Texarkana, alumni, community, and school counselors to go to the Texas State Capital on all three advocacy days to advocate for the counseling professions. Through this effort several universities joined together (TAMUT, University North Texas at Dallas, and Texas A&M University-Commerce) to promote advocacy. This provided opportunities to mentor graduate students and professionals on the importance of advocating for our profession and the clients who receive counseling services. Through this initiative, key legislative items were discussed with senators and representatives in efforts to enhance mental health services in both school and community settings along with increasing mental health providers across the state of Texas. An application was submitted in February of 2015 to the Council for Accreditation of Counseling & Related Educational Programs (CACREP) to be trained as CACREP site
I am currently awaiting a training date.

Texas Association of Marriage and Family Counseling, Bylaws Committee, November 2014 to April 2015.
Texas Counseling Association, Program Reviewer for the 58th Annual Professional Growth Conference (2014).
Texas Association of Marriage and Family Counseling, Board Member-at-Large, May 2013 to May 2014.

Dr. Enobong Inyang:
Texas Counseling Association, Program Reviewer for the 60th Annual Professional Growth Conference (2016).
Texas Mental Health Counseling Association, Board Member-at-Large, July 2016 to June 2017.
Texas Counseling Association, Program Reviewer for the 58th Annual Professional Growth Conference (2014).

Scholarship Activities of Counseling and Contributing Faculty Members:
Dr. Teri Ann Sartor

Peer-Reviewed Publications:


**Peer-Reviewed Presentations:**


**Invited Presentations:**

Sartor, T. A. (2016). The counselor’s perspective: Emotional triggers, suicide and developmentally appropriate practices for discipline. Mid-Term Seminar for Spring 2016 Student and Clinical Teachers, Texarkana, TX.

Dr. Enobong Inyang:

Peer-reviewed publications:


Peer-reviewed presentations:


Inyang, E.J. (2016). Sexual Attraction to clients: Let’s start the conversation now before it’s too late. Texas Association for Counselor Education and Supervision Conference, Austin, TX.


Appendix E

2016 CACREP Vital Statistics Survey: Version A
(For Programs Accredited Under the 2009 CACREP Standards)
Created Wednesday, August 31, 2016

Institutional Information
This survey is to be completed only by programs accredited under the 2009 CACREP Standards and needs to be submitted by September 15, 2016.
If you have any questions or need assistance in completing this survey, please contact Tyler Kimbel at 703.535.5990 or tkimbel@cacrep.org.

1.) Name of Your Institution:
Please provide the name of the institution where your program is located.
*Texas A and M-Texarkana*

2.) Institution Type:
Please select the category that describes your institutional control or affiliation.
*Public*

3.) Association for Counselor Education and Supervision Region (ACES) Region:
Please identify the ACES region in which your counseling program is located.
*Southern (SACES)*

ADDICTION COUNSELING
4.) Do you have a CACREP-accredited ADDICTION COUNSELING program?
*No*

CAREER COUNSELING
5.) Do you have a CACREP-accredited CAREER COUNSELING program?
*No*

CL REHAB
6.) Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program that is dually accredited as a MENTAL HEALTH COUNSELING program?
*No*

CMHC
7.) Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?
Please note, this question pertains to programs accredited solely as Clinical Mental Health Counseling programs.
*Yes*

CMHC Cont'd
7.A.) What is the minimum number of credit (semester) hours required for your CLINICAL MENTAL HEALTH COUNSELING degree?
For programs operating on a quarter hour system: Please convert the minimum number of required quarter hours to semester hours by multiplying the number of quarter hours by 2/3 to provide your answer. (Example: If the minimum number of quarter hours required for a degree is 72, then 72 x (2/3) = 48 semester hours.)

60

7.B.) How many students are currently enrolled in your CLINICAL MENTAL HEALTH COUNSELING program?
Please provide a headcount of students currently enrolled in your Clinical Mental Health Counseling program. ("currently enrolled" = students enrolled in your program at the time this survey is being completed)

22

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM/STUDENT OUTCOMES**

Unless a specific time frame is identified, you should respond to the questions below using the most recent data you have available for the program.

7.C.) How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the past year?
Please provide the combined total number of graduates from Summer 2015, Fall 2015, and Spring 2016.

8

7.D.) To the best of your knowledge, what is the completion rate of students from your CLINICAL MENTAL HEALTH COUNSELING program?
To the best of your ability, please use the following information as a guide to report your program's completion rate: A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students' expected time from admission to graduation. If this is the case, your program's completion rate is the average of the full-time student completion rate and the part-time student completion rate.

90

7.E.) To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?
Please use the drop down menu below to choose the licensure [or certification] examination pass rate, to the best of your knowledge, of students from your program. (NOTE: CACREP does not dictate the applicable licensure [or certification] examination for any program area in any state. Please provide the licensure [or certification] examination pass rate for the examination that is currently available for students in this program.)

100%
7.F.) To the best of your knowledge, what is the job placement rate of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment? To the best of your ability, please use the following calculation as a guide to report your program's job placement rate: Numerator: the number of students who, within 180 days of the day they received their master's counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation. Denominator: the number of students who, during the award year, received the master's counseling degree awarded for successfully completing the program and were actively seeking employment. 

100

7.G.) Within your academic unit, do you have a second program accredited as a CLINICAL MENTAL HEALTH COUNSELING program? Please note, this option is for programs that have two or more programs currently accredited as CMHC programs. Only select "Yes" if you have a second CMHC program for which you need to report vital statistics. 

No

MCFC

8.) Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program? 

No

SCHOOL COUNSELING

9.) Do you have a CACREP-accredited SCHOOL COUNSELING program? 

No

SA/CC

10.) Do you have a CACREP-accredited STUDENT AFFAIRS AND COLLEGE COUNSELING program? 

No

Applications and Non CACREP Programs

11.) How many applications for your MASTER'S level CACREP-accredited program(s) did you receive in the past year? Please identify the number of master's program applications you received from June 1, 2015 to May 31, 2016. 

21

12.) Non-CACREP-Accredited Programs: Please check all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP. 

- School Counseling

Masters Students w Disabilities
13.) Are you able to provide information about the number of students with disabilities enrolled in your CACREP-accredited MASTER'S level counseling program(s)?
You will be asked to provide the number of students with disabilities by gender. Only select "Yes" if you have information about students with disabilities by gender.
No

*Masters Student Demographics*

14.) Are you able to provide racial/ethnic background information about students enrolled in your CACREP-accredited MASTER'S level counseling program(s)?
You will be asked to provide the number of students in each racial/ethnic category by gender. Only select "Yes" if you have information about each racial/ethnic category by gender.
Yes

*Masters Student Demographics Cont'd*

14.A.) MASTER'S Student Demographics:
Please provide the headcount of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. (NOTE: nonresident alien is defined as "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.")
*All categories require an answer. If you do not have any students that identify with a particular category, please enter "0".*

14.A.) MASTER'S Student Demographics: | MALE: African American/Black 0
14.A.) MASTER'S Student Demographics: | FEMALE: African American/Black 0
14.A.) MASTER'S Student Demographics: | MALE: American Indian/Native Alaskan 0
14.A.) MASTER'S Student Demographics: | FEMALE: American Indian/Native Alaskan 0
14.A.) MASTER'S Student Demographics: | MALE: Asian American 0
14.A.) MASTER'S Student Demographics: | FEMALE: Asian American 0
14.A.) MASTER'S Student Demographics: | MALE: Caucasian/White 6
14.A.) MASTER'S Student Demographics: | FEMALE: Caucasian/White 13
14.A.) MASTER'S Student Demographics: | MALE: Hispanic/Latino/Spanish American 0
14.A.) MASTER'S Student Demographics: | FEMALE: Hispanic/Latino/Spanish American 1
14.A.) MASTER'S Student Demographics: | MALE: Native Hawaiian/Pacific Islander 0
14.A.) MASTER'S Student Demographics: | FEMALE: Native Hawaiian/Pacific Islander 0
14.A.) MASTER'S Student Demographics: | MALE: Multiracial 0
14.A.) MASTER'S Student Demographics: | FEMALE: Multiracial 0
14.A.) MASTER'S Student Demographics: | MALE: Other/Undisclosed 0
14.A.) MASTER'S Student Demographics: | FEMALE: Other/Undisclosed 0
14.A.) MASTER'S Student Demographics: | MALE: Nonresident Alien 0
14.A.) MASTER'S Student Demographics: | FEMALE: Nonresident Alien 0

14.B.) Alternative Identity: (optional)
If there are students enrolled in your CACREP-accredited master's level program(s) who identify with another gender category (e.g., transgender) or race/ethnicity that does not fit with the categories previously provided, use the text box below to report demographic
information for these students. Please identify one or more alternative/preferred gender categories as well as the headcount of students included in each category you list and their corresponding race/ethnicity.

Note, there is a 500 word limit for responses.

(No response)

DOCTORAL CES Programs

15.) Do you have a CACREP-accredited doctoral degree program in COUNSELOR EDUCATION AND SUPERVISION?

No

Faculty

16.) How many FULL-TIME faculty members do you have in your academic counseling unit? If you have a CES doctoral program, your academic counseling unit is comprised of both your CES doctoral program and your master's level counseling program(s). Please provide only the number of faculty members with full-time appointments in your academic counseling unit. This should be a whole number (i.e., no decimals or fractions).

3

17.) Are you able to provide racial/ethnic background information about FULL-TIME faculty members in your academic counseling unit?

Similar to the student demographic question, you will be asked to provide the number of full-time faculty in each racial/ethnic category by gender. Only select "Yes" if you have information about each racial/ethnic category by gender.

Yes

Faculty Demographics

17.A.) FULL-TIME Faculty Demographics:
Please provide the headcount of full-time faculty members in your academic counseling unit for each category below. (NOTE: nonresident alien is defined as "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.")

*All categories require an answer. If you do not have any full-time faculty that identify with a particular category, please enter "0".

17.A.) FULL-TIME Faculty Demographics: | MALE: African American/Black 1
17.A.) FULL-TIME Faculty Demographics: | FEMALE: African American/Black 0
17.A.) FULL-TIME Faculty Demographics: | MALE: American Indian/Native Alaskan 0
17.A.) FULL-TIME Faculty Demographics: | FEMALE: American Indian/Native Alaskan 0
17.A.) FULL-TIME Faculty Demographics: | MALE: Asian American 0
17.A.) FULL-TIME Faculty Demographics: | FEMALE: Asian American 0
17.A.) FULL-TIME Faculty Demographics: | MALE: Caucasian/White 1
17.A.) FULL-TIME Faculty Demographics: | FEMALE: Caucasian/White 1
17.A.) FULL-TIME Faculty Demographics: | MALE: Hispanic/Latino/Spanish American 0
17.A.) FULL-TIME Faculty Demographics: | FEMALE: Hispanic/Latino/Spanish American 0
17.A.) FULL-TIME Faculty Demographics: | MALE: Native Hawaiian/Pacific Islander 0
17.A.) FULL-TIME Faculty Demographics: | FEMALE: Native Hawaiian/Pacific Islander 0
17.A.) FULL-TIME Faculty Demographics: | MALE: Multiracial 0
17.A.) FULL-TIME Faculty Demographics: | FEMALE: Multiracial 0
17.A.) FULL-TIME Faculty Demographics: | MALE: Other/Undisclosed 0
17.A.) FULL-TIME Faculty Demographics: | FEMALE: Other/Undisclosed 0
17.A.) FULL-TIME Faculty Demographics: | MALE: Nonresident Alien 0
17.A.) FULL-TIME Faculty Demographics: | FEMALE: Nonresident Alien 0

17.B.) Alternative Identity: (optional)
If there are full-time faculty members in your academic counseling unit who identify with another gender category (e.g., transgender) or race/ethnicity that does not fit with the categories previously provided, use the text box below to report demographic information for these faculty members. Please identify one or more alternative/preferred gender categories as well as the headcount of full-time faculty members included in each category you list and their corresponding race/ethnicity.
Note, there is a 500 word limit for responses.
(No response)

Program Questions
18.) This year CACREP sponsored its third "CACREP Advocacy Week" which took place February 22-26, 2016. To the best of your knowledge, please indicate the Advocacy Week activities in which students and/or faculty members from your program(s) participated.
Use these Advocacy Week activity examples as a reference for your response:
*Transformational Advocacy* (ex: viewed Chi Sigma Iota's instructional video on transformational advocacy; engaged in recommended advocacy strategies)
*Social Network Advocacy* (ex: promoted public awareness of counselors by sharing information via social networks and/or posting about current professional issues in online forums)
*Political Advocacy* (ex: wrote to state licensure board, department of education, or appropriate government representative(s) advocating for unified educational standards for counselors and/or licensure portability)
*Program Advocacy* (ex: developed an advocacy project to address a need within your own program and/or raised campus and community awareness about your counseling program) *Professional Advocacy* (ex: created a video about your advocacy efforts on behalf of the profession for the Advocacy Week Video Contest)
• Transformational Advocacy
• Social Network Advocacy
• Political Advocacy
• Program Advocacy

19.) If you have any comments or suggestions related to CACREP Advocacy Week, please share them below.
(No response)
Contact Info/Comments

20.) Please provide a contact email address:
This address will be used if the CACREP office has any questions about the information provided in this survey.
einyang@tamut.edu

21.) Final comments? Please share them below:
Please note, there is a 500 word limit for comments.

*Our Clinical Mental Health Counseling program recently received an 8 year CACREP accreditation extension; it is an honor and responsibility. We are very delighted and will continue to strive to maintain our status as a CACREP program. Our current students feel empowered and prepared to undergo and complete the rigor of a CACREP program.*

**REMINDER: Posting Program/Student Outcomes**
The highlighted heading, “COUNSELING PROGRAM/STUDENT OUTCOMES” was listed under each individual program area on the Vital Statistics Survey. Your responses to the questions below this heading need to be made publically available on your program’s website by September 15, 2016, and a hyperlink to that webpage needs to be sent to cacrep@cacrep.org. This link will be made public on the CACREP website to meet recognition requirements set forth by the Council for Higher Education Accreditation (CHEA). The information to be posted includes the following four data points regarding each of your accredited program areas: (a) number of graduates in the past year, (b) completion rate, (c) licensure or certification examination pass rate, and (d) job placement rate of students/graduates.

If you are a new program completing the Vital Statistics Survey for the first time, you need to publically report these data points in a program outcomes report on your program website. Once this report has been posted, you then need to send a hyperlink to the report via email to cacrep@cacrep.org.

If your program submitted a Vital Statistics Survey last year and you have previously posted program outcomes on the program website, you need to update your program outcomes report to reflect the most current data. If the hyperlink to the outcomes report changes when you update this information, you need to send a copy of the new hyperlink via email to cacrep@cacrep.org.
Appendix F

Assessment of Strengths and Weaknesses

Based on the data we have collected over the last 3½ years, we have found that there is significant evidence to the strength of our curricular design. Students who graduate from our program stand a very high chance of passing the necessary licensure/certification exams (see Table 1).

When considering the outcomes related to projects, assignments, tests, etc. and overall outcomes of individual classes, it also seems clear to us that our students are learning the necessary information and demonstrating the ability to apply such curricular lessons when working with clients.

However, the data also suggested to us a number of areas of our program that were in need of either adjustment or significant changes.

Program Strengths

The program strengths identified through either quantitative or qualitative feedback provided by current students (overall assessment data spreadsheet), former students, site supervisors, faculty, and/or other key stakeholders:

- Our program does an excellent job of preparing students to enter the field of professional counseling with the necessary skills to make an immediate impact.
- Our program supports students academic development, skill acquisition and personal growth
- Our graduates are well-equipped in the areas of ethical practice, counselor identity and counseling skills
- Our school counseling students are now more prepared for the multitude of different roles and activities they face as professionals
- Our clinical mental health counselors are skilled in developing treatment plans, providing effective therapeutic means and assessing outcomes in counseling
- Our program prepares all of our students across the 8 core CACREP areas as well as all of the individual standards within either school counseling or clinical mental health counseling
- Through the efforts of Dr. Hughes and now Dr. Sartor, our program has developed and maintained a number of excellent practicum and internship sites that support the development of our students.
- Across many individual standards, the data suggests that our students develop increased skills as they transit from practicum to internship
- Our program has developed a comprehensive and clear set of admissions standards that allows us to better assess the fit between applicants and our program/field

Program Weaknesses

The program weaknesses identified through either quantitative or qualitative feedback provided by current students, former students, site supervisors, faculty, and/or other key stakeholders:

1. The Clinical Mental Health program needed to include coursework on addictions/substance abuse, crisis counseling and psychopharmacological agents.
2. Because so many of our graduates seek licensure in the state of Arkansas, the program needed to be changed from 48 to 60 SCH. NOTE: In Texas, 48 SCH are required for licensure while in Arkansas 60 hours are necessary.

3. The School Counseling program needed to be more generalized to include other models and ways of being a school counselor than the narrow focus previously being taught.

4. The program needed to have more specific developmental check points for faculty to more routinely and systematically assess students’ potential for success as a counselor.

5. The program needed a clearer way of assessing and quantifying clinical skills.

6. The program needed to focus more on the skills, knowledge and awareness of students regarding career information and career counseling.

7. Due to the significant drop off in outcomes measured by the Human Growth and Development course and the HGD section of the COMPS (CMH Standard C.7), the program needed to add more information and educational opportunities on HGD processes in other courses.

8. Due to the significant drop off in diagnoses and treatment planning (CMH Standard G.1), our program needed to add additional curricular devices to aid in student’s ability to retain their ability to accurately and professional diagnose clients.

**Review with faculty**

Although our program has always held regular meeting to discuss curriculum, student issues, and programmatic changes, upon the collecting of our assessment data, we felt it imperative to begin a formal process of CACREP-specific meetings. In the fall, 2012 semester, the faculty met regularly to discuss, assess and determine changes needed as a result of the data collected.

The 2 hour meetings took place on the following dates/times:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Areas Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13</td>
<td>1-3</td>
<td>Reviewed overall CACREP self-study; Assessed section I</td>
</tr>
<tr>
<td>9/27</td>
<td>1-3</td>
<td>Assessed section II</td>
</tr>
<tr>
<td>10/11</td>
<td>1-3</td>
<td>Assessed section III; Finalized Section I</td>
</tr>
<tr>
<td>10/25</td>
<td>1-3</td>
<td>Finalized Sections II and III; Assessed CMH and School Standards</td>
</tr>
<tr>
<td>11/8</td>
<td>1-3</td>
<td>Program data for both CMH and School</td>
</tr>
<tr>
<td>11/29</td>
<td>1-3</td>
<td>Program data for both CMH and School; Reviewed Program Objectives</td>
</tr>
</tbody>
</table>

It should be noted that throughout this process, the faculty met in sub-groups (e.g., CMH; Practicum/Internship) to analyze and assess the associated data. Additionally, the faculty engaged in meaningful dialogue regarding the program and data we collected via email.

The 2-hour program faculty meetings to discuss student issues and program policies, procedures and changes took place on the following dates/times:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Areas Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>10-11:30</td>
<td>Student issues/concerns; counseling student handbook</td>
</tr>
</tbody>
</table>
Dissemination to Key Stakeholders
This report and the associated data have been disseminated to all key stakeholders related to our program. The following steps were taken to assure the possibility of all stakeholders having both access and the opportunity to provide us with further feedback regarding both the data and our changes to the program.

1. The documentation of the data and the program outcomes document were placed on our program’s website (the document we have shared with our key stakeholders is Appendix D: Comprehensive assessment plan). We used this format to make all of our results and changes both transparent and clear to the public and our key stakeholders. All groups were invited and encouraged to both review and comment on our program outcomes.
2. Students were notified of the information via email, notification on our program’s BlackBoard site, and in classes.
3. Site supervisors and personnel in the position to hire our graduates were notified via email
4. The Counseling Program Advisory Board was notified via email
5. Our University Administration was notified through both email and in-person meetings
6. Former students were notified via email

Because our program views the assessment process as an on-going part of our program, as we embark on new curricular or structural changes to the program, we will update all of our stakeholders.

Review of standards
In reviewing the standards, we are confident that we meet all of the 2009 CACREP standards. We are pleased that the data demonstrates clearly that our students acquire the necessary knowledge and develop the necessary skills to enter the counseling field fully prepared. However, the program faculty has discovered a number of areas that we will be assessing closely to determine if the programmatic changes and considered alterations over the past several years are having an impact on our students and the program (these are noted in the program weaknesses section of this document). This self-study documents our current views, analysis and assessment of our program in regard to the 2009 CACREP Standards.

Re-evaluation of objectives
In the fall, 2012 semester (11/29), the program faculty met to discuss and re-assess the objectives that guide our program. Because we feel that the objectives clearly state our overall goals for both students and our programmatic offerings, no changes were made.

Re-evaluation of Mission Statement
In January, 2013, the program faculty met to discuss and re-assess the program’s Mission Statement. Because we did not feel that our previous mission statement reflected our program’s true mission and ultimate goal, the faculty re-authored the statement to reflect our current guiding vision. After discussion and analysis, we changed our Mission Statement from:  

_The mission of the Counseling Program is to provide quality instruction in counseling to prepare graduate students for employment in counseling, mental health services, school counseling, and related areas. Students receive training in preparation for the licensing exams in the areas of Licensed Professional Counselor and SBEC certification as a School Counselor._

To what we believe is a more reflective statement of our core mission:  

_The Texas A&M University-Texarkana Counseling Program, through high quality instruction and educational opportunities develops talented counselors, life-long learners and leaders in our field. Graduates of our program serve the mental health and educational needs of the diverse residents of Texas, borderer states, throughout the country, and around the world. Graduates are expected to serve as actively engaged agents of change in providing care for diverse populations. Through ethical practice and professional conduct, our graduates are expected to advocate for the field, serve their clients and meet the needs of an ever-changing world._

### Program Changes

Our counseling program has never been stagnant. Throughout the years, we have worked to develop it into a highly regarded program within the state, region and country. In regard to the CACREP accreditation process, we have worked very hard over the last decade to construct a program that meets or exceeds all of the standards associated with full accreditation. To do this, we have met on a regular basis to discuss both our program and the CACRTEP standards. In the last 3 ½ years, we have had the opportunity to finalize all of the necessary elements to a CACREP worthy program.

With the full and unwavering support of our University administrator’s, we have made some substantial changes to the program to enhance our student’s educational experience. The following list denotes those major changes we have agreed to for the benefit of our program’s development.

- In 2012, we hired Dr. Teri Sartor to serve as our third full-time counselor educator and supervisor.
- In 2011, based on the observed need by the program to better assess the aptitude and likelihood of success by applicants to our program, we added an in-person individual interview with the faculty.
- In 2012, based on several factors, our program embarked on the process to change our Clinical Mental Health program from 48 SCH to 60 SCH. Not only does this change meet the accreditation standards of CACREP, but specific to our region, it allows our graduates to meet the necessary educational requirements for BOTH Texas and Arkansas. The need for this change to 60 SCH was suggested by current students, recent graduates as well as local agencies (on the Arkansas side of Texarkana).
• In 2010, the need to better assess and provide clear feedback to students in the prepracticum course was recognized. In an effort to provide a more productive and clear direction of feedback regarding the basic counseling skills sequence, a counseling skills rubric was added to the course (used in the review of taped counseling sessions).

• In 2012, based on the perceived need for improvements in the Career Counseling course, the class was changed from in-person to web-enhanced format. This change allowed for greater infusion of technologies used in career counseling today.

• After a thorough review of our core curriculum as well as our electives, in 2011, two courses (Counseling the Substance Abuser and Crisis Intervention) were brought back into the regular rotation of courses offered. These courses are now both required courses for students in the Clinical Mental Health program.

• In 2011, a New Student Orientation was added to the program.

• In 2010, based on the feedback of site supervisors, current students and recent graduates, Psychopharmacology was added to our list of elective courses. In 2012, this course became a required course for students in the clinical mental health program.

• In 2011, both the School Counseling and Assessment in Counseling courses (both required for students in the School Counseling degree program) were changed to reflect current trends nationally in utilizing the ASCA National Model. Prior to that time students were only taught Texas-specific information.

• In 2011, based on the need to further reach and teach our students in the Research course, the book was changed to………

• In 2012, based on the need to better assess and recognize students’ strengths and weaknesses across the program, the faculty developed and implemented a Counseling Student Performance Evaluation. This document was piloted in two Internship sections in the fall of 2012.

• Currently, the faculty are working on developing a course that covers advanced counseling skills. This class will be taught Summer, 2013.

• Based on feedback from students, the program faculty have worked to modify major assignments to allow student to more specifically target their chosen specialty areas.

• In January of 2013, the faculty met and re-worked the Mission Statement for the counseling program.

• In 2012, the faculty met and discussed and approved the Program Objectives.

• In January 2013, the program met and changed pre-requisites for counseling program courses.

• In 2012, based on feedback from the Counseling Program Advisory Board to work toward writing multiple choice questions more closely aligned with the ways they are on the NCE, the faculty began to review and make changes to their existing exam questions.
The Next Steps

The counseling faculty views the assessment process as an on-going, core and regularly scheduled part of the operation of our program. Therefore, although we are very pleased with our current program and its coverage of CACREP standards, preparation of our students for licensure/certification, and development of professional counselors, we will continue to collect, assess and analyze data to guide our understanding of strengths and weaknesses of our program.

This semester (Spring, 2013) we will be doing the following tasks:

- Submit our self-study for CACREP review
- Continue to collect and analyze data at the individual student level
- Meet with our Counseling Program Advisory Board
- Host another site supervisor training
- Collect and analyze feedback from key stakeholders regarding our overall program assessment

Calendar of Programmatic Assessment Events

The program faculty believes very strongly in the processes involved in both developing and maintaining an actively engaged assessment feedback loop. Because we believe that we have put into place all of the necessary pieces of the assessment plan, collected meaningful data, and analyzed these data for programmatic changes, we want to make sure we stay on track in the future with all of these important activities.

The following calendar of events represents our future plans for on-going and systematic review of programmatic data at all levels (individual student data, standard specific data, course outcomes, and programmatic data). Having had the chance over the last three years to hone and focus our collection and use of data, we understand the major components of the calendar that are necessary as well as how best our program works regarding such meetings and data-driven decision making.

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda items to be covered</th>
<th>Type of meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Meet with program students about program</td>
<td>1 ½ hour – 2 hour meeting</td>
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<tr>
<td>September</td>
<td>Host site supervisors training</td>
<td>2 hours</td>
</tr>
<tr>
<td>October</td>
<td>Review mission statement and program objectives</td>
<td>1 ½ hour – 2 hour meeting</td>
</tr>
<tr>
<td>October</td>
<td>Survey site supervisors, former students and hiring agencies</td>
<td></td>
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<tr>
<td>Month</td>
<td>Event</td>
<td>Duration</td>
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</tr>
<tr>
<td>November</td>
<td>Review of updated data set (see attached excel spreadsheet); discussion of curricular changes</td>
<td>All day retreat</td>
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<tr>
<td>November</td>
<td>Meet with advisory board</td>
<td>1 ½ hour – 2 hour meeting</td>
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<tr>
<td>December</td>
<td>Post assessment outcomes and program changes on web for key stakeholders</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Meet with advisory board</td>
<td>1 ½ hour – 2 hour meeting</td>
</tr>
<tr>
<td>*September-May</td>
<td>Meet as program to discuss student issues, data, and overall program</td>
<td>1 ½ hour – 2 hour meeting</td>
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</tbody>
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