



GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

## GEORGIAN COURT UNIVERSITY 2017 MID-CYCLE REPORT

### I. Changes in Faculty

There have been a number of changes in faculty since the last site-visit. At the time of the visit the core faculty consisted of Joseph Springer, PhD (Associate Professor and Program Director), Richard Ponton, PhD (Assistant Professor) and Jessica Burkholder, PhD (Assistant Professor). Dr. Ponton subsequently took over as the Program Director in September, 2016. Dr. Burkholder left the program in May, 2016 and Dr. Ponton left the program in January, 2017, at which time Dr. Springer (now Professor) took over again as the Program Director. In order to fill Dr. Burkholder's position, Sherritta Hughes was brought in starting in the Fall, 2016 semester with the title of Instructor. Dr. Hughes was ABD at that time, and completed her PhD in March, 2017. Lori Nixon, PhD was brought in as a Visiting Assistant Professor. A search for two tenure-track faculty commenced during the Spring semester of 2017. Dr. Hughes was one of the hires, coming on as an Assistant Professor. We were unable to fill the second position at that time. Dr. Nixon has been continued for the 2017-2018 academic year as a Visiting Assistant Professor. A search will be continued this year for a second tenure-track faculty member for the 2018-2019 academic year. The CV's for Drs. Hughes and Nixon are included in Appendix A. The changeover of two of our three core-faculty was a challenge for our program. Students develop relationships with professors in the classroom and as co-researchers, and the departures of Drs. Burkholder and Ponton impacted our students both emotionally and in terms of collaborative research they had been working on with these faculty members. On the other hand, the make-up of our core-faculty has become more diverse, as Dr. Hughes and Dr. Nixon are both African-American women. Dr. Hughes will be continuing her research in the area of her dissertation, which was on wellness in the African-American community. The graduate program teaching assignments for all core faculty during the 2016-2017 are listed below:

#### Dr. Springer

Fall, 2016

CMH 5301 Clinical Mental Health Counseling Interventions

CMH 5800 Practicum in Counseling

Spring, 2017

CMH 5302 Appraisal of the Individual

CMH 5601 Psychopharmacology

CMH 5605 Integrative Seminar in Counseling

CMH 5802 Internship in Counseling I

Fall, 2017

CMH 5301 Mental Health Counseling and Interviewing

CMH 5800 Practicum in Counseling

Dr. Hughes

Fall, 2016

CMH 5100 Introduction to Counseling Skills

CMH 5101 Advanced Psychopathology & Diagnosis

CMH 5303 Techniques of Group Counseling

Spring, 2017

CMH 5200 Multicultural Issues in Counseling

CMH 5400 Lifespan Development

Summer, 2017

CMH 5804 Internship in Counseling II

SPS 5405 Advanced Counseling with Children & Adolescents (specifically for CMHC students)

Fall 2017

CMH 5100 Intro to Counseling Skills

CMH 5101 Advanced Psychopathology and Diagnosis

CMH 5303 Techniques of Group Counseling

CMH 5500 Organizational and Career Development

Dr. Nixon

Fall 2016

CMH 5600 The Counseling Profession

CMH 5300 Techniques of Marriage and Family Counseling

Spring 2017

CMH 5300 Counseling Theories

Fall 2017

CMH 5304 Techniques of Marriage and Family Counseling

CMH 5357 Seminar in Addiction Treatment and Prevention

CMH 5600 The Counseling Profession

CMH 6000 Proseminar

In addition to the core-faculty, Alfred Mancuso, PsyD teaches CMH 5700 Applied Research Methods. Dr. Mancuso was teaching this course in the program at the time of the site-visit. Paula Alexander, MA, LAC, LCADC taught CMH 5356 Treatment of Addictive Disorders during this past year.

FTE Data obtained from the Office of Institutional Effectiveness:

Fall 2016

	Head Count	FTE
Full	30	30
Part	18	11.7
<b>Total</b>	<b>48</b>	<b>41.7</b>

Spring, 2017

	Head Count	FTE
Full	27	27
Part	13	8
<b>Total</b>	<b>40</b>	<b>35</b>

Our FTE to faculty ratio was calculated using the following:

3 core CMH faculty

2 adjuncts teach 1 course each during the year. Since the typical course-load at GCU is 4 courses per semester, this was calculated as  $.125 + .125 = .25$

Students meet with the Practicum/Internship Coordinator for triadic supervision during the Practicum semester *and* Internship I semester. During the past year, our Practicum/Internship Coordinator was providing triadic supervision for 6 hours/ per week. This was calculated as .5 faculty. As such, the total faculty was calculated as  $3 + .25 + .5 = 3.75$ .

FTE Student to Faculty Ratio Fall, 2016 =  $41.7 \div 3.75 = 11.12$

FTE Student to Faculty Ratio Spring, 2017 =  $35 \div 3.75 = 9.33$

## **II. Changes in Curriculum**

The only change regarding required courses since the on-site visit is that CMH 5357 Seminar in Addiction Treatment and Prevention can be taken in place of CMH 6000 Proseminar for students interested in qualifying for LCADC eligibility in addition to LAC eligibility. This course is designed to meet the same standards that are met by CMH 6000. A copy of the syllabus is included in Appendix B.

## **III. Changes in Practicum and Internship**

There have been no changes in clinical instruction for Practicum and Internship since the on-site visit with the exception of a new Practicum Coordinator (Marni Elson-Victor, MA, LPC, LCADC) who joined the program in January, 2017. Ms. Elson-Victor's CV is included in Appendix .

## **IV. Changes in Program Operations**

There have been no significant changes in organizational structure, support services, budget and funding sources since the on-site visit. Student enrollment has remained fairly steady, averaging around 16-18 per incoming class each year. We did experience somewhat of an increase in enrollment starting in Spring, 2017, when we allowed students to enter as matriculated students in mid-year. Although this did not show up significantly on our total enrollees during the Spring semester, it has shown up this Fall as these students are now combined with the incoming Fall, 2017 class. Although we have already committed to accepting matriculated students again in mid-year for this year, we plan to re-visit this policy the following year (Spring, 2019). In the meantime, we may adjust our acceptance numbers for Fall, 2018 down pending the number of Spring 2018 new matriculated students in order to maintain an appropriate faculty-student ratio.

Although the program offered some hybrid courses at the time of the site-visit, the number of hybrid courses has increased. At present, the following courses are offered in hybrid format:

- CMH 5304 Techniques of Marriage and Family Counseling
- CMH 5356 Treatment of Addictive Disorders
- CMH 5357/6000 Seminar in Addiction Treatment & Prevention/Proseminar
- CMH 5500 Organizational Counseling & Career Development
- CMH 5804 Internship in Counseling II

All hybrid courses continue to meet the standards that were in-place prior to any transitions. The CMHC program does not offer any entirely on-line courses at this time.

## **V. Program Assessment and Evaluations**

The following data have been obtained through the Georgian Court University Department of Institutional Effectiveness and student surveys:

Number of Graduates from the CMHC Program (August 2016-May, 2017): 16

Completion Rate Based on Previous Six Year Period (time allotted to graduate): 79%

CCE Licensure Exam Pass Rate: 90%

Post-Graduation Employment Rate: 90%

A Program Assessment Report for the CMHC program was done for the Georgian Court Office of Assessment as part of the Mid-States review process. A copy of this report is included below. Please note that for items 8-19 on the report, the reader can scroll down in each answer box by clicking on the right side of the box.

<G:\Graduate\Assessment Report.2017.pdf>

During the 2016-2017 academic year 19 students took the Counselor Preparation Comprehensive Examination (CPCE). Eighteen passed the exam using a criteria of a score better than one standard deviation below the mean for a pass rate of approximately 95%. The results of GCU students compared to the national means and standard deviations for the CPCE used as an exit exam by content area are shown below:

### **CPCE Results Fall 2016-Spring 2017**

**GCU N = 19**

<b><u>Content Area</u></b>	<b><u>GCU Mean</u></b>	<b><u>Exit Exam National Mean &amp; SD</u></b>
<b>Human Growth &amp; Dev.</b>	<b>11.9</b>	<b>10.39 (2.65)</b>
<b>Social &amp; Cult Div.</b>	<b>10.89</b>	<b>9.88 (2.52)</b>
<b>Counseling &amp; Help. Rel.</b>	<b>12.33</b>	<b>11.4 (2.66)</b>
<b>Group Couns. &amp; Group Work</b>	<b>12.95</b>	<b>11.77 (2.57)</b>
<b>Career Dev.</b>	<b>11.69</b>	<b>10.34 (2.71)</b>
<b>Assess. &amp; Testing</b>	<b>10.91</b>	<b>9.97 (2.81)</b>
<b>Research &amp; Prog. Eval.</b>	<b>12.0</b>	<b>10.55 (3.06)</b>
<b>Prof. Couns. Orient. &amp; Ethical Practice</b>	<b>13.31</b>	<b>11.37 (2.91)</b>
<b>Total Score</b>	<b>95.5</b>	<b>85.67 (16.84)</b>

## **VI. Program Improvement and Innovation**

Students now have the option of taking coursework that can enable them to be eligible for an LCADC in addition to the LAC as discussed above. This involves taking three electives (CMH 5355 Introductions to Addictions Counseling, CMH 5356 Treatment of Addictive Disorders and CMH 5601 Psychopharmacology) in addition to CMH 5357, which was discussed above.

## **Appendix A. CV's of New Faculty & Staff**

Sherritta Hughes, PhD, LPC, ACS  
Lic. #37PC00510000  
256.679.7064  
Sherrittahughes1@yahoo.com  
shughes@georgian.edu

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### ***Education***

The Chicago School of Professional Psychology, Washington D.C. Campus  
Counselor Education & Supervision, PhD (2017)

Monmouth University, West Long Branch, New Jersey 2011 --2013  
Mental Health Counseling Program: Continued Professional Development: 30 CACREP Course Credits

Alabama Agricultural & Mechanical University, Huntsville, Alabama  
Masters of Science Degree in Clinical Psychology 2005

Morgan State University, Baltimore, Maryland  
Bachelors of Science Degree in Psychology 2001

### ***Teaching Experience***

Georgian Court University, Lakewood NJ 2016 – Present

- Assistant Professor-Tenure-Track
- Courses: Interview Skills, Psychopathology, Group Counseling, Advanced Psychopathology, Basic Counseling, Multicultural Counseling, Lifespan Development, Career Counseling

The Chicago School of Professional Psychology, Washington DC 2015 – 2016

- Adjunct Professor
- Courses: Psychology of the Lifespan/Human Growth and Development, Trauma, and Group Counseling

Calhoun Community College, Decatur, Alabama 2010 -- 2011

- Adjunct Professor
- Courses: Psychology of the Lifespan/Human Growth and Development

Monmouth University 2012 -- 2013

- Adjunct Professor
- Courses: Master's level Internship for School Counselors and Behavior Analysis/Management

### ***Professional & Career Experience (Post-graduate degree)***

- Approved Clinical Supervisor: NBCC ACS Credential
- Licensed Professional Counselor: NJ
- American Counseling Association: Active Member (w/AMCD Legislation and Policy/Advocacy Committee)

- Maryland Multicultural Association of Multicultural Counseling & Development: Past President (2016—2017)
- New Jersey Multicultural Counseling Association: President-Elect
- Maryland Counseling Association: Member
- American Counselor Educator and Supervision (ACES): NARACES 2018 Conference Co-Chair
- Professional and Scholarly/National Conference Presentations:
  - American Counselor Education and Supervision (ACES): Cohort Cohesion
  - Chi Sigma Iota Annual Conference: Integrating Social Justice into Supervision
  - American College Counseling Association: Sex, Drugs, and Academics: Treatment Plans From a Multicultural and Developmental Perspective
  - American Adult and Development Association: Wellness in the Workplace
  - Maryland Counseling Association Annual Conference: Work Volition

*Counselor Education, Supervision, & Development, LLC, Est. 2016 – Present (New Jersey)*

- Owner
- Professional workshops for licensed mental health providers and students in mental health related programs
- Supervision for licensure
- Mental health counseling, private sector
- Professional speaker on topics of mental wellness, stress management, and social justice
- Group and individual wellness training (Concentrated in multiculturalism and holistic health)

*Lifelong Learning (Resourceful Presentations): Wellness Educator/Consultant, Est. 2005 – 2013 (Alabama)*

- Owner of business
- Professional speaker on topics of mental wellness, stress management, and social justice
- Group and individual wellness training (Concentrated in multiculturalism and holistic health)
- Dfree.org: Debt relief research (on-going)

*Future Scholars of America: Rutgers University 2014*

- Professional Team Coach
- Coach adolescents on entrepreneurial skill building
- Lead team on day internships at Fortune 500 companies

*Laszlo Center for Hope and Healing 2013*

- Professional Counselor
- Facilitate groups for clients fulfilling legal obligations for Driving under the influence (DUI).

*University of Medicine and Dentistry of New Jersey (UMDNJ) 2011-2013*

- Habilitation Counselor
- Serve patients transitioning from inpatient settings of a psychiatric hospital to the community
- Short term counseling, case management, and facilitating psycho-educational groups and classes were primary responsibilities



#### *Huntsville Hospital 2009-2011*

- Psychiatric Screener
- Conduct psychiatric screening that served as the decision factor of whether a patient would be admitted in the hospital's psychiatric unit, referred to the local mental health center, or back to their mental health service provider.
- Transcribe written psychiatric documents for MD

#### *Mountain Lakes Behavioral Health Center 2008 --2010*

- Primary Therapist
- Conduct individual and group therapy, form individualized treatment plans, and travel to group homes to provide counseling services with clients diagnosed server mental illnesses (SMIs)
- Serve clients with drug addictions and on-going drug related legal obligations, I facilitated the Intensive Outpatient Program (IOP), which is a program to reduce recidivism among this population of clients

#### *Project SERV & Project Rebound 2005 -- 2008*

- Mental Health Counselor
- Alabama federal grant with the Madison County Mental Health Center in Huntsville and Madison County Schools to provide therapeutic services to students directly affected by Hurricane Katrina
- Individual and group therapy in school setting
- Form plans of treatment to involve teachers and families of students
- Lead Crisis Counselor/School Counselor
- Service first and secondary responders directly and indirectly affected by Hurricane Katrina and Rita
- Format plans to connect all persons affected with local resources and help services

# LORI M. NIXON, PhD, LPC, NCC, ACS

732-853-3050/lorimnixon@aol.com

## Education

May 2009- May 2016	<b>Barry University</b> Graduate School 3.9 GPA - <b>PhD</b> in Counseling Graduated May 7, 2016 <b>Dissertation Title “Navigating the Black church: Stories of men on the down low”.</b>	Miami Shores, FL
May 2007- December 2008	<b>Monmouth University</b> Graduate school - <b>Post Master’s</b> Professional counseling program	West Long Branch, NJ
January 2006- May 2007	<b>Monmouth University</b> Graduate School - <b>Master of Arts</b> in Psychological Counseling Maintained a 3.6 GPA	West Long Branch, NJ
October 2006	Inducted into Chi Sigma Iota -Counseling Academic and Professional Honor Society International. Monmouth University’s Mu Upsilon Omega Chapter	
January 2004- December 2005	<b>Monmouth University</b> - <b>Bachelor of Arts</b> in Psychology Program Certificate in Africana Studies Overall GPA 3.5 Dean’s List Graduated Cum Laude	West Long Branch, NJ
Fall 2005-present Fall 2005 Fall 2005	<b>Academic Honors</b> Psi Chi (Psychology National Honor Society) Awarded Program Certificate in Africana Studies Featured in Monmouth University Newspaper for Volunteer work	
Spring 2005	Certificate for successful completion of Senior Thesis	
January 2002- December 2003	<b>Brookdale Community College</b> - <b>Associates of Arts</b> in Psychology Dean’s List	Lincroft, NJ

## Work Experience

August 2016- Present	<b>Georgian Court University-</b>	Lakewood, NJ
	Visiting Assistant Professor of Psychology- Spring, 2017 Adjunct professor, Counseling Graduate Program- Fall, 2016 Teaches undergraduate and graduate psychology and counseling courses. Attends school, department, and faculty meetings.	
March 2015- Present	<b>Intentional Hearts Counseling Services, LLC</b>	Oakhurst, NJ
	Owner- Private Practice Provides individual and group counseling to adolescents, teens, and adults experiencing an array of social, emotional, and behavioral issues. Provides clinical supervision to licensed associate counselors working toward Professional counselor licensure.	
March 2012- August 2016	<b>Ocean Mental Health Services-</b>	Bayville, NJ
	Outpatient Therapist/ Clinical Supervisor Provides clinical supervision to staff. Counsels children/adults/families in an outpatient setting. Provides intake assessments, short term, brief therapy, utilizing postmodern therapeutic techniques.	
July 2011- August 2011	<b>Barry University</b>	Miami Shores, FL
	Adjunct Lecturer Taught Master's level intensive summer course- Introduction to mental health. Developed syllabi, course expectations, grading system. Utilized power point and computer technology to facilitate discussion. Assessed students work and class participation.  Utilized a postmodern theoretical orientation throughout course.	
April 2009- Nov. 2011	<b>Henderson Mental Health Center- Crisis</b>	Lauderdale Lakes, FL
	Crisis Clinician Assessed chronically mentally ill, comorbid, and substance dependent clients in crisis. Diagnosed clients based on the DSM IV. Makes clinical decisions regarding client's mental health status Assesses client for risk. Makes recommendations and refers clients to community agencies for services. Provides short term counseling treatment to clients.	
July 2007- March 2009	<b>Ocean Mental Health Services- Connections</b>	Toms River, NJ
	Therapist/Clinician Individually counseled seriously emotionally disturbed/comorbid youth ages (4-17) within a therapeutic home setting. Communicated regularly with client's DYFS workers. modification and treatment planning	

Worked with therapeutic treatment parents on behavior  
 Attended child study team meetings and regularly communicated  
 with clients school.  
 Received regular supervision from Children's Services Director.

January 2007- April 2007	<b>Catholic Charities- Project Free</b> Master's Level Intern	Asbury Park, NJ
	Responsibilities include holding individual sessions with Poly substance dependent women. Held group sessions to discuss the recovery process and the 12 steps. Discussed parenting issues such as managing better parenting skills, anger management, and DYFS. Received regular supervision by the Director to enhance counseling abilities. Received regular supervision from campus supervisor for an in depth understanding.	

### Services

January 2006- 2008	Counseling Students Association Member	West Long Branch, NJ
January 2008- May 2008	<b>Theraplay- Ocean Mental Health Services</b> Volunteer Play therapist	Toms River, NJ
September 2004- May 2005	<b>Count Basie Achievement Center</b> Youth Facility Dance instructor, tutor, mentor	Red Bank, NJ

### License/ Certifications

February 2014	Approved Clinical Supervisor (ACS)- NBCC Status: Active
September 2011	Licensed Professional Counselor (LPC)- State of NJ Status: Active- License number: 37PC00432100
March 2009	Nationally Certified Counselor National Board of Certified Counselors (NBCC) Status: Active

### Professional Membership/ Scholarly Works

May, 2016	Dissertation: <b>Nixon, L. (2016). "Navigating the Black church: Stories of men on the down low". Proquest.</b>
October, 2011 Nashville, Tenn.	Presenter at Association of Counselor Education and Supervision's 2011 Conference

Current Member, Psi Chi: Psychology Honor Society

**Skills**

MS Word, MS Power point, MS Excel, Apple Keynote, Apple Numbers,  
Apple Pages  
Diagnostic Statistical Manual Fourth and Fifth Edition (DSM V)  
Competent in Solution Focused, Narrative, and Person Centered Therapy  
Certified in Eye movement desensitization reprocessing: EMDR

Professional  
Development

Ophelia DeVore, School of Charm, Manhattan, NYC 2002

Miss New Jersey USA pageant, New Jersey state delegate 2005

# Marni Elson-Victor, LPC, LCADC, SAC, CCS, ACS

732-995-9793~ [melsonvictor@yahoo.com](mailto:melsonvictor@yahoo.com)

**CAREER SUMMARY:** Accomplished Professional Counselor, Addiction Educational Professional, and Clinical Supervisor with over 17 years of success in treatment agencies, educational, and not-for-profit environments. Experiences in the following: addiction, individual and group counseling, educational lectures, sexual abuse and trauma counseling, communication, documentation, and supervisory skills.

**LICENSE/CERTIFICATIONS:** **LPC** – Professional Counselor License # 37PC00473400, **LCADC** – NJ Licensed Alcohol and Drug Counselor # 37LC00161300, **CCS and ACS** (Advanced Clinical Supervisor) – NJ, **SAC** – Substance Awareness Coordinator (Certificate of Eligibility),

**EDUCATION:** **The College of New Jersey:** Counselor Education Program: completion of 24 credits towards LPC (License as a Professional Counselor)- 2012, **Pace University:** Masters of Science Degree in Counseling -1999, Bachelors of Arts Degree in Human Relations -1997

## **EMPLOYMENT:**

**Georgian Court University:** Lakewood, NJ - Field Placement Coordinator 1/2017 – present

- Coordinate practicum/Internship placements for graduate students in Clinical Mental Health Counseling program and Psychology undergraduate students
- Visit field placement sites and cultivate new placements in counseling, psychology, and addiction services.
- Provide on campus supervision to graduate students
- Collaborate in program development, student recruitment, and job placement guidelines.
- Teach undergraduate courses

**Footprints To Recovery:** Hamilton, NJ – Clinical Director 5/2015 to 10/2016

- Oversee Clinical adult Partial Care, Intensive Outpatient, and traditional Outpatient program
- Supervise clinical staff and college interns regularly
- Assist with admissions, crisis intervention, and administrative duties
- Facilitate groups, small caseload, treatment plans, case management, and discharge planning
- EMDR therapy provided to specialized trauma patients

**Licensed Professional Counselor in Private Practice:** Pt. Pleasant, NJ 10/2013-1/2015

- Individual counseling with teens and adults, specializing in addiction and sexual abuse
- Facilitation of support groups for Survivor's of Sexual Abuse

**Jewish Family and Children's Services of Monmouth County:** Asbury Park, NJ -

Director of Addiction Services/LCADC

5/2013 to 5/2015

- Oversee clinical staff for Intensive Outpatient and traditional Outpatient patients
- Hold a caseload of 10, facilitate groups, complete documentation and discharge planning
- Assist with admission and intake process, consultation with outside agencies, assist with fiscal and administrative duties.

**NASW of NJ:** - Workshop Presenter

5/2013 & 6/2014

- Provide a 2 hour workshop on the topic of Substance Abuse and Sexual Abuse

**Unemployed, caring for ill child, completed 24 post graduate credits of Counseling courses at The College of New Jersey:**

9/2011-5/2013

**Seashore Family Services of New Jersey:** Brick, NJ – Clinical Supervisor/Outpatient treatment

1/2011-9/2011

- Supervise clinical staff, provide counseling and case management to adolescent and adult addicted clients
- Oversee the outpatient site, supervisory duties and documentations, agency and community meetings

**Discovery Institute for Addictive Disorders:** Marlboro, NJ -Supervisor in an inpatient Therapeutic Community

10/2001-12/2010

- Supervise clinical staff members; Oversee Phase I of treatment; participate in Supervisor Meetings
- Facilitate Group and individual sessions, case management, family education and sessions, treatment planning, documentation
- Provide Individual and group counseling to survivors of sexual abuse and addiction

**Marlboro Alliance to Prevent Substance Abuse:** Marlboro, NJ - Consulting educational lecturer/presenter

9/2004-6/2005

- Present lectures to students and the PTA's in the local school district
- Provide resource on local community organizations for addiction/abuse population

**Dutchess County Counsel of Alcohol and Chemical Dependence:** Poughkeepsie, NY - SAC in the Poughkeepsie School District 8/2001-10/2001

- Individual/ group counseling with school students
- Educational lectures, classroom and PTA presentations
- Assist with school activities

Current Trainings, Affiliations include: Trained in EMDR, American Counseling Associate (ACA)



## **Appendix B. Syllabus for CMH 5357**

Note: This class is taught simultaneously with CMH 6000.

### **Georgian Court University School of Arts and Sciences Department of Psychology and Counseling**

**Course # and Title: CMH 5357-41: Seminar in Addiction Treatment and Prevention & CMH 6000-41: ProSeminar**

#### **Catalog Course Description:**

##### **CMH 5357-41:**

This course is designed to enhance the ability of the counselor specializing in addictions to utilize research for the development and evaluation of effective and empirically validated approaches to treatment and prevention. The application of physiological, neurological, psychological, and social research to the conceptualization, development, and implementation of treatment and prevention interventions will be emphasized.

##### **CMH 6000-41:**

An intensive examination of the professional literature of counseling and related disciplines as a science and profession. The examination will focus upon recent trends as well as significant theoretical positions and major controversies. A comprehensive literature review on a topic of interest will be developed.

**Pre-requisite:** Introduction to Addictions- CMH 5355 or permission of instructor

**Credits:** 3

**Instructor:** Dr. Lori Nixon- Bethea (PhD, LPC, NCC, ACS)

**Semester** Fall 2017

**Meeting Times:** Thursday 5-7:00-Hybrid

**Room:** Farley Center, 214

**Contact:** 732-987-2655, email preferred: [lnixon@georgian.edu](mailto:lnixon@georgian.edu)

**Office hours:** Mercedes Hall, 200- Monday, 6:30-7:30pm, Tuesday 4-5 pm, Thursday, 4-5 pm:  
**By Appointment only**

**Required Text:** **APA STYLE MANUAL**

#### **COURSE OBJECTIVES:**

As a result of completing this course, the student will meet the following objectives (outlined by the Council for the Accreditation of Counseling and Related Educational Programs as competencies in addiction counseling): Students will:

##### ☐ **I. Knowledge (Research and Evaluation)**

- Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

**J1- Applies relevant research findings to inform the practice of addiction counseling.**

**J2-Develops measurable outcomes for addictions programs, interventions, and treatments.**

**J3- Analyzes and uses data to increase the effectiveness of addiction counseling interventions and programs.**

Method of Instruction: This course is predicated on the assumption that effective communities of learning promote personal and professional development while enhancing content mastery. To that end, this class utilizes methods of guided discussion, student application of readings, student led learning, and lecture .

## Course Schedule

#	Date	Topic	Readings and assignments	Objective	LCADC
1	8/31 MEET	Introduction to course Preliminary discussion of research in counseling		I, J1-J3	
2	9/7	Values in Research	Read Sperry (2008), Slife (2008), Watts (2011).  *Answer discussion question on Blackboard by midnight on 9/7	I, J1-J3	
3	9/14 MEET	Reading, evaluating, and producing literature  Determine symposium team	Read Hunt (2011), Wester & Borders (2014), West et al (2013), Whiston & Li (2011).	I, J1-J3	
4	9/21	<b>Team 1 Post</b>	Prepare a 2-3 page articulation of your topic and subtopics with a bibliography of 5-10 sources. Bring in to class on 9/28		
5	9/28 MEET	<b>Team 2 Post</b>	MEET with Dr. Nixon- Bethea during class to discuss topic and subtopics-  * 2-3 pages about topic and bibliography DUE in class	I,J1,J3	III-9
6	10/5	<b>Team 3 Post</b>		I, J1-J3	I-7
7	10/12 MEET	<b>Team 4 Post</b>	<b>Submit first draft of papers to team</b>  <b>MEET WITH TEAMS DURING CLASS</b>	I, J1-J3	III-1
8	10/19	<b>Team 5 Post</b>		I, J1-J3	III-4, III6

9	10/26 MEET	<b>Team 6 Post</b>	<b>OPTIONAL ROUGH DRAFT OF PAPERS DUE IN CLASS</b>	I, J1-J3	III-5
10	11/2	<b>Team 7 post</b>		I, J1- J3	III-2
11	11/9 MEET	<b>PRESENTATIONS TEAMS 1 &amp; 2</b>  <b>Team 8 posts</b>		I, J1,j2,j3	III-2
12	11/16 MEET	<b>PRESENTATIONS TEAMS 3 &amp;4</b>		I, J1-J3	III-2
	11/23	NO CLASS			
13	11/30 MEET	<b>PRESENTATION TEAM 5</b>		I, J1-J3	V-1-2
14	12/7 MEET	COURSE REVIEW	<b>SEMINAR PAPER DUE</b>		
15	12/14	Final Experience		Online	

### **Course Requirements:**

Each student will read and analyze weekly assigned readings in preparation for participating actively in seminar discussions. In addition, each student will complete an intensive review of the literature in an area related to clinical mental health OR ADD. Topics must be approved by the instructor. The paper will synthesize and analyze a minimum of 10 primary sources and will consist of 15-25 pages. It will follow APA style and format. Each student will also prepare a seminar presentation on a subtopic related to their paper and will present that subtopic and lead a discussion. Students will be encouraged (but not required) to work collaboratively in groups of 2 or 3 on their topic of choice. However, they will write separate papers and will receive separate grades.

### **Research Paper: 100 points**

This paper is the capstone paper of your studies in clinical mental health counseling and addictions. As such it is to demonstrate your knowledge of the area, the ability to synthesize scholarly literature, and your conceptual skills. The paper is to be between 15 and 20 pages, double spaced, 12 pt font, APA style. It is to be a conceptual review of the literature suitable for publication or foundational to future empirical research. The topic is to be approved by the instructor.

### **Symposium Team- 150 points**

A symposium is a group of papers united toward a single topic. Using your individual research you will participate as a team member in one of the following symposia:

Addiction and Social Policy -Team 1

Family and Social Networks- Team 2

Specialized care- Team 3

Prevention- Team 4

Special Populations and multicultural issues- Team 5

On the week assigned to the symposium team, each team will post 1 article in which that team has agreed upon. The article will be posted along with a review of that article and relevance to his/her topic. Students will read and comment on those article in a discussion forum.

You may share resources for your individual papers within your symposium team. (40 points)

Within the team pick partners to read and proofread each other's papers for APA style and format.

While each student will be evaluated individually for her/his paper, the symposium team will receive one grade for the symposium presentation. (100 points). The presentation may take any format (video, role play, interview, class involvement) as long as it incorporates the information of the individual papers in an integrated manner.

Each symposium team will develop 10 multiple choice questions that assess the students' ability to remember, explain, apply or analyze material from the symposium presentations. (10 points)

### **Discussion Forum Participation- 100 points**

Students will read and comment on each of the articles posted by the Symposium teams.

For each article, students will post a question or comment **that reflects critical thought, knowledge of the required reading, and integration.**

Examples of excellence include

"We read in chapter \_\_\_\_ that.....and I read an article that suggested....you said in your comment that ....it seems you agree with the text but not with the article I read...."

"Both you and the authors of the article suggest that...what are the implications of this for ...."

"While I understand that ....as the article explained...I am unclear about...."

Much less exemplary questions might include:

"What did you mean by?"

"I disagree (or agree) about this...because I feel..."

### **Topic and Bibliography- 25 points**

### **Shared Learning in Class- 25 points**

## **Final (50 points)**

### Attendance:

In order to accomplish the requirements of this course you must attend class regularly and consistently. Although you will not be penalized for missing class if you are ill, you must attend at least 80% of the classes to obtain a B in the course. Punctuality is a sign of respect to classmates, it is expected that you are present at the beginning of the assigned class time.

### Electronic Devices:

The use of any electronic equipment is not permitted in class.

### Academic Honesty:

Please see section 7.5.7 in the GCU Student Handbook for a discussion of what academic honesty means, and section 7.5.8 for the procedures to be followed in cases of purported academic dishonesty. Please also be advised that instances of plagiarism will be forwarded to the chair of the Department of Psychology and to the Dean of the School of Sciences and Mathematics, who will maintain a file of such instances. Repeat offences of plagiarism will be taken very seriously and may result in disciplinary procedures as described in the Handbook.

The handbook may be found at

[http://www.georgian.edu/uploadedFiles/student\\_handbook.pdf](http://www.georgian.edu/uploadedFiles/student_handbook.pdf)

### Statement of Reasonable Accommodation:

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Georgian Court University is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. If you need any accommodations, please let your instructor know by the end of the first week of class.

### Technology

For problems with the GCU computer system, contact the 24-hour help desk at 732-987-2222. For specific problems with the course ANGEL site (e.g., an exam crashes while you are taking it), contact the course instructor.

According to GCU policy, all email communications between students and faculty must be conducted using the GCU email system. This means that students must email from their GCU accounts if they are communicating with their professors, and faculty are not supposed to reply to any address other than a GCU account. If you email me from an outside account (e.g., hotmail, verizon, aol), there is no guarantee that I will get your message, and if I notice that it is not a GCU account, I will reply to your GCU account according to GCU policy.

### Ethical Issues

**Both faculty and students of the program are guided in their decision making and demeanor by the American Counseling Associations Code of Ethics. Behavior with is inconsistent with the Ethical Code will be reviewed by the faculty and subject the student to remediation efforts and/or dismissal from the program.**

## Bibliography

- Hunt, B. (2011). Publishing Qualitative Research in Counseling Journals. *Journal of Counseling & Development*, 89, 296-300
- Slife, B. D. (2008). A Primer of the Values Implicit in Counseling Research Methods. *Counseling & Values*, 53, 8-21.
- Sperry, L. (2008). The Place of Values in Counseling Research: An Introduction. *Counseling & Values*, 53, 3-7
- Watts, R. E. (2011). Developing a Conceptual Article for Publication in Counseling Journals. *Journal of Counseling & Development*, 89, 308-312.
- Wester, K. L., Borders, L. D., Boul, S., & Horton, E. (2013). Research Quality: Critique of Quantitative Articles in the Journal of Counseling & Development. *Journal of Counseling & Development*, 91(3), 280-290. doi:10.1002/j.1556-6676.2013.00096.x
- Wester, K. L., & Borders, L. D. (2014). Research Competencies in Counseling: A Delphi Study. *Journal of Counseling & Development*, 92(4), 447-458. doi:10.1002/j.1556-6676.2014.00171.x
- Whiston, S. C., & Peiwei, L. (2011). Meta-Analysis: A Systematic Method for Synthesizing Counseling Research. *Journal of Counseling & Development*, 89(3), 273-281.

NAME \_\_\_\_\_

Rubric for Presentations

Criteria	1	2	3	4	Score
<b>Required Elements</b>	Did not include Visuals, research findings, handout, technology problems distracted	Included some elements or poor quality.	Included most but not all elements or quality was mixed.	Included excellent Visuals, research findings, helpful handout, technology enhanced presentation	/20
<b>Content &amp; Clarity</b>	Presentation was not clear and focused. Included little relevant information on the topic.	Presentation was difficult to follow, unfocused or included limited information on the topic and	Generally addressed the topic well/	A focused and clear presentation of information relevant to the topic presented in a manner to foster interest and learning.	/20
<b>Speaking Skills</b>	Monotone; Speaker seemed uninterested in material	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence or interest with the material	Exceptional confidence with material displayed through poise, clear articulation, eye contact and enthusiasm	/20
<b>Presentation Length</b>	Greatly exceeded or fell short of allotted time	Exceeded or fell short of allotted time	Remained close to the allotted time	Presented within the allotted time	/20



<b>Engagement</b>	Did not engage the class in learning. Used no visual aids or creative means or interactive skills to engage the learners. Handled questions poorly	Minimally engaged the class in learning. Effectiveness was minimized due to technical problems, inadequate response to questions etc.	Engaged the class in learning. Use of visual aids and creativity was effective in conveying info, handled questions well	Included activities which prompted engagement. Exceptional use of visual aids and creativity and interaction. Handled questions well	/20
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Total Points on Presentation: (\_\_\_\_\_/100)

#### Rubric for Research Papers

Criteria	1	2	3	4	Score
<b>Appropriate presentation of pertinent information relevant to the selected topic</b>	Not explained or articulated clearly	At times not well articulated or poorly explained	Well- articulated & explained. Appropriate topic consistent with the goal stated in syllabus.	Extremely well-articulated & explained. Appropriate topic consistent with the goal stated in syllabus.	/20
<b>Appropriate presentation of current literature</b>	Poor coverage of current research. Presents literature without analysis	Minimal coverage of current research- Presents and analyzes literature	Moderate coverage of current research- Presents, analyzes, & synthesizes literature	Strong presentation of current lit. Excellent presentation, analysis, and synthesis of related literature	/25

<b>Organization of thought and clarity of ideas</b>	Not explained or articulated or organized in a clear manner. OR missing 2 or more of Watts' components	Generally not well articulated or poorly explained and organized. OR Missing one or more of Watts' components	Generally well-articulated, explained, and organized with all of Watts' suggested 5 components of a conceptual article	Extremely well-articulated, explained, and organized (of publishable quality). All of Watts' components included.	/25
<b>References and Citations including quality of sources</b>	References not scholarly works or <10. Needed citations missing	Appropriate references. Some missing citations	8-10 appropriate references. Citations generally appropriate	>15 references. Appropriate citations	/10
<b>Quality of writing (APA, Grammar, Clarity)</b>	Poorly written, excessive (> 2 per page) errors in APA, grammar, or clarity	Generally not well written, many errors in APA, grammar, or clarity	Generally well written, few errors in APA, grammar, or clarity	Extremely well written, minimal to no errors in APA, grammar, or clarity	/20

Total Points on Paper: ( \_\_\_\_\_/100)