



North Carolina Central University

"Communicating to Succeed"

"Preparing Educators for Diverse Cultural Contexts for the 21st Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

www.nccucounseling.com

Syllabus

CON 5362 – OL1 ADVANCED ASSESSMENT Spring 2019

Instructor:	Chadwick Royal, Ph.D., LPCS
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Office Hours (campus):	Tues. 10am-12pm; 1pm-3pm
Office Hours (virtual):	Mon., Wed., & Thurs. 10am-12pm

On Mondays, Wednesdays, and Thursdays, please feel free to call me at my office telephone number. On Tuesdays, you are welcome to call or stop by the office.

If you would like to schedule an appointment for time during office hours, please visit: <http://croyal.appointy.com/>

Required Text and Materials:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Edition). Washington, DC: Author.

Association for Advanced Training in the Behavioral Sciences. (2019). *National Clinical Mental Health Counselor Exam Licensing Prep (NCMHCE)*. Ventura, CA: Author. ISBN: 978-1-941273-17-3

Course Description:

This class is an extension of assessment, evaluation, and analysis in counseling and provides an examination of advanced assessment skills. Experience in conducting the clinical formulation interview and treatment planning will be provided.

Course Prerequisites:

All phase 1 counseling courses, and Assessment, Evaluation, and Analysis in Counseling (CON 5361).

Foliotek Statement:

Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. .

LEARNING OUTCOMES

Counselor Education Program Objectives

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations;
4. Utilize cultural competence in practice;
5. Act with expertise in individual, group and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
6. Develop leadership ability and advocate to meet client needs and to remove individual and systematic barriers to development;
7. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
8. Utilize appropriate assessment tools and procedures;
9. Consult with others concerning the developmental needs of culturally diverse clients;
10. Integrate research data into evidence-based practice.

Advanced Assessment Learning Outcomes

The Student Learning Outcomes for Advanced Assessment are based on the Clinical Mental Health CACREP Standards (CACREP, 2016) as shown in the table below:

CACREP STANDARDS (2016)	STUDENT OUTCOME	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling.	Students will demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Readings, videos	Quizzes, case studies, exams, Cultural Formulation Interview
5.C.2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Students will understand, identify, and apply the principles and models of assessment, case conceptualization, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	Readings, videos, case studies	Case Studies, exams
5.C.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	Students will understand, identify, and apply the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).	Reading, videos, case studies	Case studies, exams

COURSE POLICIES AND EXPECTATIONS

1. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919/530-7676).
7. Do not email your work to the instructor unless specifically asked to do so by the instructor. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; email submissions will not be accepted.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not impact your coursework or assignments.
10. No extra credit opportunities are provided. The grade a student receives is the grade a student earns.

COURSE REQUIREMENTS AND ASSIGNMENTS

Each week, you will find a “Unit” folder under the "Course Content" link within the course Blackboard site. You will be expected to complete all tasks within each unit folder. These tasks *may* include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. The tasks need to be completed by 11:59pm on the day it is due. For most, if not all, unit folders, you will have an entire week to access the content in the folder. Once a due date ends for a unit folder, and the link for it disappears, it will not be made available again. Each unit folder is treated as an equal to an in-class experience. If you miss the access to a unit folder, you need to think of it as missing a class on campus. You will need to check with a classmate to see what was missed. Content within a UNIT folder cannot be made up once a due date ends.

1. **Quizzes** (100 points)

There will be quizzes in *nearly* every UNIT. These quizzes will assess your basic knowledge of the AATBS material. Each quiz could possibly contain multiple choice questions, fill-in-the-black, true-false, or essay.

Distance education classes require a fair amount of self-discipline. It will be your responsibility to remember to take your quizzes. Once the due date ends for a quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a quiz, you will be given a zero.

Each quiz will be automatically scored. However, I will not provide you with the correct answers until after the deadline.

2. **Case Studies** (300 points)

There will be multiple case study analyses due in *nearly* every UNIT. Every case study must be completed. Please spend the appropriate amount of time analyzing each case presented. This is a crucial part of your diagnostic training.

For each case presented, you will need to write a minimum of one full page (single-spaced text, 12pt font) of analysis. Please note that if you do not provide enough effort on the case studies, you will not receive full credit. There must be a full page for each case study. The accuracy of your diagnosis will be a factor in grading.

In addition, please use correct spelling and grammar. Do not use any informal spelling, grammar, or language. Do not use a “conversational” tone or style of writing. Use a formal, clinical, and professional tone in your writing.

In your analysis of each case, please provide the following information:

- The diagnosis you would provide for this client. It needs to be a full diagnosis, complete with any and all descriptors/specifiers.
- Your rationale for assigning this diagnosis. Describe (in DETAIL) what symptoms are indicated in the case study that match the criteria needed for the

given diagnosis. Make your case, provide a clear rationale for how your diagnosis fits the client.

- Give an example of at least one differential diagnosis and explain why your chosen diagnosis is correct over any others. Spend some time analyzing the differential diagnosis/diagnoses and thoroughly explain why you think it isn't this diagnosis.

3. **Cultural Formulation Interview Assignment** (75 points)

The Interview -- please audio-record the entire interview (Steps 1 & 2):

STEP 1:

Conduct a Cultural Formulation Interview (CFI) with a sample subject (pages 752-755 of the DSM-5).

STEP 2:

After you complete the CFI, ask the following *follow-up interview questions* to your sample subject: These questions can be recorded with the CFI on your audio recording.

Follow-up CFI Questions

1. Overall, how did you feel answering these questions about your perspective?
2. How did the questions affect what you talked about?
3. How did the questions affect your relationship with me as an interviewer?
4. How did the questions affect what you think or feel about mental health care?
5. What was most helpful about the questions I asked? Least helpful?
6. Are there any particular questions that you think should be changed or removed, perhaps because they are unclear? Are there any additional questions that were not asked during the interview, but should be included?
7. How do you think the questions would affect your care if you were a mental health client?

The Write-up

- As mentioned above, you will need to digitally record (audio only) the entire interview and follow-up questions and submit a copy of the recording in Blackboard.
- Transcribe the Cultural Formulation Interview (aka, step 1) and upload it to Blackboard (CON 5361).
- Transcribe your follow-up interview questions (aka, step 2) in a separate document and upload it to Blackboard.
- Next complete the following questions on your own experiences using the CFI. Upload this as an additional separate document:

1. Overall, how would you describe your experience using the CFI questions?
2. How did the inclusion of the CFI affect the content and the quality of the information you obtained?
3. What impact did using the CFI questions have on your relationship with your participant?
4. How do you think the CFI would affect differential diagnosis and an eventual working diagnosis?
5. How would the CFI affect treatment planning?
6. What was most helpful about the inclusion of the CFI in the clinical evaluation? Least helpful?
7. Which of the CFI questions were most helpful, i.e. for diagnosis, treatment, rapport, etc.? Why?
8. Which were least useful? Why?
9. What would the challenges be to incorporate the CFI questions into your routine clinical practice?
10. How would you recommend incorporating the CFI into routine clinical practice?

In the end, you should upload one audio recording and three word-processing documents.

Your task is to increase your interviewing skills and learn the impact of culture in making an accurate diagnosis and appropriate treatment planning. You will also be examining your own use of the CFI and its appropriateness for clinical practice. These files and documents must be uploaded into Blackboard by 11:59 pm on the day they are due.

4. Mid-term and Final Exams (100 points each = 200 points total)

Two exams will be given via blackboard: a mid-term and a final exam. The exams could consist of multiple choice, true/false, fill-in the blank, short answer, and essay. The final will not be a comprehensive exam.

COURSE SCHEDULE

(Subject to modification by instructor)

Date	Topics	Readings	Assignments Due (all due by 11:59pm)
Jan. 7	Classes begin		
Jan. 11	Orientation to course	<ul style="list-style-type: none"> • Syllabus • All elements visible on website 	"Getting Started" folder
Jan. 15	<ul style="list-style-type: none"> • Personality Disorders • Precipitating Factors in Assessment (AATBS) • Overview of Assessment (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 645-684 • AATBS: Assessment and Diagnosis (Vol.1), sections 1 and 2 (pp. 1- 38) 	UNIT 1
Jan. 22	<ul style="list-style-type: none"> • Alternative DSM-5 Model for Personality Disorders • Issues and Areas Explored in Assessment (AATBS) 	<ul style="list-style-type: none"> • DSM-5:761-781 • AATBS: Assessment and Diagnosis (Vol. 1), section 3 (pp. 39-76) 	UNIT 2
Jan. 29	<ul style="list-style-type: none"> • Neurodevelopment Disorders • Mental Status Exam (AATBS) • Assessment Instruments (AATBS) • Legal Issues in Testing (AAATBS) • Organizing Assessment Data and Formulating the Problem (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 31-86 • AATBS: Assessment and Diagnosis (Vol. 1), sections 4, 5, 6, and 7 (pp. 77-103) 	UNIT 3
Feb. 5	<ul style="list-style-type: none"> • Schizophrenia • Bipolar and Related Disorders • DSM (AATBS) • DSM-5 Mental Disorders and Conditions (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 87-122; 123-154 • AATBS: Assessment and Diagnosis (Vol. 1), sections 8 and 9 (pp. 104-133) 	UNIT 4
Feb. 12	<ul style="list-style-type: none"> • Depressive Disorders • Anxiety 	<ul style="list-style-type: none"> • DSM-5: 155-188; 189-234 	UNIT 5
Feb. 19	<ul style="list-style-type: none"> • Obsessive–Compulsive Disorder (OCD) • Trauma and Stress Related Disorders 	<ul style="list-style-type: none"> • DSM-5: 235-264; 265-290 	UNIT 6

Feb. 26	<ul style="list-style-type: none"> • Dissociative Disorders • Engaging the Client (AATBS) • Goal Setting and Contracting (AATBS) • The Therapeutic Relationship (AATBS) • Confidentiality, Informed Consent, Competence, Multiple Relationships (AATBS) • Obtaining Information from Collaborative Sources (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 291-308; • AATBS: Counseling and Psychotherapy (Vol.2), sections 1, 2, 3, 4, and 5 (pp. 1-36) 	UNIT 7
March 5 <i>(Deadline to withdraw is March ___)</i>	<ul style="list-style-type: none"> • Somatic Symptoms and Related Disorders • Feeding and Eating Disorder 	<ul style="list-style-type: none"> • DSM-5: 309; 328; 329-354 	UNIT 8 Midterm due
March 19 <i>(Spring Break is March 11-15)</i>	<ul style="list-style-type: none"> • Treatment Planning 	<ul style="list-style-type: none"> • Cultural Formulation Interview (DSM) 	UNIT 9 Cultural Formulation Interview due
March 26	<ul style="list-style-type: none"> • Sexual Dysfunctions • Gender Dysphoria • Disruptive Disorders • Theories and Models (AATBS) • Interventions for Specific Concerns, Problems, and Disorders (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 423-450; 451-460; 461-480 • AATBS: Counseling and Psychotherapy (Vol.2), sections 6 and 7 (pp. 37-106) 	UNIT 10
April 2	<ul style="list-style-type: none"> • Substance-Related Disorders • Interventions with Diverse Populations (AATBS) • Family Therapy Models (AATBS) • Group Work (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 481-540 • AATBS: Counseling and Psychotherapy (Vol.2), section 8, Appendices 1 and 2 (pp. 107-146) 	UNIT 11
April 9	<ul style="list-style-type: none"> • Substance-Related Disorders • Consultation and Supervision (AATBS) • Referral (AATBS) • Case Management (AATBS) • Monitoring the Change Process and Maintaining Progress (AATBS) • Clinical Audit (AATBS) • Termination Process 	<ul style="list-style-type: none"> • DSM-5: 540-590 • AATBS: Administration, Consultation, and Supervision (Vol.3), sections 1, 2, 3, 4, 5, and 6 (pp. 1-29) 	UNIT 12

	(AATBS)		
April 16	<ul style="list-style-type: none"> • Neurocognitive Disorders • Introduction to the National Board for Certified Counselors (AATBS) • Overview of the Ethics Code (AATBS) • Professional Issues and Ethics (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 591-644 • AATBS: Administration, Consultation, and Supervision (Vol.3), sections 7, 8, and 9 (pp. 30-47) 	UNIT 13
April 23	<ul style="list-style-type: none"> • Paraphilic Disorders • Other Mental Disorders • Ethics Codes and Standards (AATBS) • Managed Care and Service Provision (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 685-706; 707-708; • AATBS: Administration, Consultation, and Supervision (Vol.3), section 10 and Appendix 1 (pp. 48-110) 	UNIT 14
April 30			Final Exam due

COURSE EVALUATION

<u>METHOD</u>	<u>POINTS</u>
Quizzes (10 quizzes @ 10 pts each)	100
Case Studies (30 @ 10 pts each)	300
Cultural Formulation Interview	75
Exams (2 @ 100 pts each)	200
TOTAL	675

GRADING SCALE

607-675	A
540-606	B
472-539	C
<472	F

ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530-6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS may renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into **Eagle Accommodate**. Accommodations plans for law students are effective for one academic year and must be renewed every fall semester. All other students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class.

CONFIDENTIALITY AND MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or TitleIX@nccu.edu, or submitting the online form through <http://www.nccu.edu/administration/dhr/titleix/index.cfm>.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, studentadvocacy@nccu.edu.
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention

and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

- *University Police Department.* The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.



School of Education

Consent Form for Advanced Assessment

I _____ hereby consent to participating in an assessment procedure. I understand that the findings will be kept in the strictest confidence and they are intended only for _____ to have the opportunity to practice counseling assessment procedures to meet the requirements for his/her counselor education training program at North Carolina Central University. I realize I may stop my participation at any time I wish.

Date

Participant

Date

Witness