

North Carolina Central University
Department of Allied Professions
Communicating to Succeed

The School of Education's Vision: *The School of Education at North Carolina Central University will become an international community of scholars who are culturally responsive educators and practitioners.*

COUNSELOR EDUCATION PROGRAM MISSION

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. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.

CON 5361 – 01
Assessment, Evaluation & Analysis in Counseling
Spring 2017
Thursday, 4:00-6:30 pm
Room 1091 of the H. M. Michaux, Jr. School of Education

Instructor: Edward Moody, PhD, NCC, LPC-S
Office: 2125 H. M. Michaux, Jr. School of Education
Telephone: 919.530.5180
Email: emoody@nccu.edu
Webpage: www.nccuCounseling.com
Office hours: Monday, Tuesday and Thursday from 1:00-4:00 pm and Wednesday from 10:00-11:00 am.

Required Text and Materials:

Hays, D. (2013). *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (Fifth Edition)*. Alexandria, VA: American Counseling Association.

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

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Required Test Material Packet:

- Answer Sheets for the Myers Briggs Type Indicator (need 3)

- Individual Report Forms for the Myers Briggs Type Indicator (need 3)
- Strong Interest Inventory (need 1)
- 16 PF (Fifth Edition) Answer Sheets (need 2)
- 16 PF (Fifth Edition) Individual Record Forms (need 2)

**Bring a \$40.00 check or money order made out to the NCCU foundation--
Department of Counselor Education to obtain the packet.**

Course Description:

This class provides an examination of the clinical skills used in client assessment and diagnosis with an overview of the Diagnostic and Statistical Manual of Mental Disorders. Experience in selecting, administering, scoring and interpreting tests and other assessment tools commonly used by counselors will be provided.

Course Prerequisites: A minimum of 15 hours of courses in counseling (All phase 1 counseling courses).

Use of Podcasts: Students who have not taken a class in Abnormal Psychology are encouraged to review a class available via iTunesU. In addition, there are supplemental podcasts available on the course Blackboard site. Some of the PowerPoint slides for each class are also located on the course Blackboard site.

Website: <https://nccu.blackboard.com/>

This class will be a web-enhanced class and will utilize the campus “Blackboard” system. You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). To submit assignments in the digital drop box, use the “send file” button, not the “add file” button.

Electronic Portfolio

Foliotek coursework should be amended and uploaded. These documents should be your best work and incorporate feedback and/or suggestions.

Inclement Weather Policy:

“Operation of classes is the normal and expected condition. Unless there is a specific announcement that classes will not be held, faculty and all concerned should assume that classes will be conducted as usual and on the regular schedule.

In the event of hazardous driving conditions resulting from adverse weather (snow, ice, etc.), the decision to suspend classes at the University will be made by the Chancellor. An official announcement will be made by the Provost/Vice-Chancellor for Academic Affairs that classes will not be held or that classes will be suspended for a stated period of time.”

COURSE POLICIES AND EXPECTATIONS

1. Arrive to class on time. Parking will always be a problem on campus. Give yourself enough time to find a parking space.
2. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely 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.
3. 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.
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. Contacting the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
7. Complete all assigned readings before coming to class. You are expected to be prepared to discuss, summarize, and react to all readings.
8. Turn off (or switch to silent mode) all mobile devices at the beginning of class (phones, laptops, PDAs).
9. If classes are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university's website (www.nccu.edu).
10. Attend all classes. If you miss more than two classes (which includes the first class) you will be dropped from the course. If you fail to drop the course by the last day of classes, you will be assigned an NF grade (which is equivalent to an "F"). In addition, per University policy, students are permitted two absences per year for religious observances. If you need to miss a class as part of a religious observance you must notify me before the end of the first week of class.

I or incomplete is given for work that has not been fully completed; however at least 75% of the work must be completed. An incomplete is granted only in exceptional cases. (An agreement must be signed by the student and faculty member detailing what work needs to be completed and when it needs to be completed. If the grade is not changed within one year, it will automatically become an F.)

March 8 is the last day one can withdraw from the course.

We will abide by the **NCCU Honor Code**. Please review that document at this link: http://www.nccu.edu/formsdocs/proxy.cfm?file_id=956.

Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

Student Disability Services

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Please contact the SDS Staff at (919) 530-6325 or email sds@nccu.edu. If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at www.nccu.edu/sds and clicking on the **Accommodate Link**. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

Student Support/Ombudsperson

The Student Ombudsperson 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 or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or bsimmons@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.

After successfully completing this class you will have knowledge of:

- Career and education planning, placement, follow-up, and evaluation (CACREP II.G.4.e).
- Assessment instruments and techniques relevant to career planning and decision making (CACREP II.G.4.f).
- Historical perspectives concerning the nature and meaning of assessment (CACREP II.G.7.a).
- Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations (CACREP II.G.7.b).

- Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP II.G.7.c).
- Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) (CACREP II.G.7.d).
- Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (CACREP II.G.7.e).
- Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (CACREP II.G.7.f).
- Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (CACREP II.G.7.g).
- The use of research to inform evidence-based practice (CACREP II.G.8.e).
- Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP II.G.8.f).
- Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMH.G1).
- Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments (CACREP CMH.G2)
- Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CACREP CMH.G3).
- Identifies standard screening and assessment instruments for substance use disorders and process addictions (CACREP CMH.G4).
- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CACREP CMH.H1).
- Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP CMH.H2).

- Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CACREP CMH.H3).
- Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care (CACREP CMH.H4).
- Knows 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)* (CACREP CMH.K1).
- Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care (CACREP CMH.K2).
- Knows the impact of co-occurring substance use disorders on medical and psychological disorders (CACREP CMH.K3).
- Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations (CACREP CMH.K4).
- Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMH.K5).
- Demonstrates 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 (CACREP CMH.L1).
- Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP CMH.L2).
- Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP CMH.L3).
- Understands assessment strategies for career development and career counseling programs (CACREP CC.G1).
- Understands how to choose appropriate career assessment tools and techniques (CACREP CC.G2).
- Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client) (CACREP CC.G3).
- Demonstrates the ability to identify, select, and provide appropriate career assessment tools for clients (CACREP CC.H1).
- Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP

SC.G1).

- Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs (CACREP SC.G2).
- Identifies various forms of needs assessments for academic, career, and personal/social development (CACREP SC.G3).
- Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities (CACREP SC.H1).
- Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development (CACREP SC.H2).
- Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs (CACREP SC.H3).
- Makes appropriate referrals to school and/or community resources (CACREP SC.H4).
- Assesses barriers that impede students' academic, career, and personal/social development (CACREP SC.H5).

Specific Student Learning Outcomes:

Students will be able to . . .

1. Explain intelligence, aptitude, achievement, interest, and personality assessment
2. Explain selection criteria for various types of assessment methods
3. Apply validity considerations to specific assessment methods and situations
4. Apply reliability considerations to specific assessment methods and situations
5. Select assessment methods appropriate in practical situations
6. Apply and interpret psychometric statistics in practical situations
7. Assist school staff with interpretation of test results to examine instructional objectives and to do curriculum planning

Course Requirements:

1. There will be 2 exams given that will comprise of 40% of your final grade. Tentative test dates are **March 9** and **May 4**. Exams will consist of fill in the blank, short answer, multiple choice and essay. Tests will consist of information covered in class and assigned readings.
2. Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences **will result in lowering of the final grade or failing the course.**

3. Class participation, quizzes and individual assessment will comprise 5% of the final grade. This will be based upon active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading (through quizzes and discussions) and completion and scoring of assigned assessments. You will be completing self-assessment assignments to obtain a better understanding of the instruments. Take the Strong Interest Inventory no later than **February 9**. Take the 16 PF, and turn it in on **February 23** with your report and forms from your practice subject. Take the MBTI, score it and turn in your answer sheet and record form on **March 30** with your report and forms from your practice subject.

Assignments:

You will be conducting three assignments that require the use of **three different voluntary subjects**. Choose subjects who appear to be well adjusted and free from any psychological problems. **You may not use students who are in the counseling program**. Administer the assessment device to the subject only after they have signed the attached consent form (page 13). Ideally, you should choose family members, friends, or co-workers as voluntary subjects.

A maximum of 80% credit can be obtained on late assignments. Scoring errors will result in a letter grade reduction and redoing the assignment. The scoring keys and manuals for the assessment assignments are on reserve in the James E. Shepherd Library. **Do not remove any of these materials from the library.** If you go to the reserve department and the materials are not there, look around the library to see if anyone from your class is using them.

You will receive an envelope containing the instruments you are to administer, as well as instruction sheets for the instruments to help you score them. Return **all** of these materials to me by **April 27**.

1. Conduct a clinical interview and mental status exam on a sample participant. Also, administer the 16PF to this person. The results should be written up in a report that includes recommendations for growth of the individual and a DSM-5 diagnosis. See the sample report in Blackboard. Upload the MP3 file (note video files are not accepted) to Blackboard. Include a critique of your performance based on the criteria discussed in class (e.g., paraphrasing, open-ended questions) that should be less than one page. This is worth 20% of your final grade and it is due on **February 23 at 3:00 pm into Blackboard**. Turn in a hard copy of your report and critique as well as your test subjects answer sheets and report forms to Ms. Juls Joyner (program administrative assistant) no later than 4:00 pm. Note that this assignment will need to be uploaded later into Foliotek.

2. a. Select a pair (i.e., two co-workers, couple) and administer the MBTI to both of them. Consider this an opportunity to help a couple or two people who work together to improve their relationship. Write **one report** describing the background and characteristics of the two and how these characteristics impact them (i.e., how they communicate, make decisions, view the world). Include recommendations for how they

can enhance their relationship as well as factors associated with individual growth. See the template on Blackboard for how to write the MBTI report. Upload this paper into Blackboard no later than 3:00 pm on **March 30**. This assignment is worth 10% of your grade. Turn in your own MBTI answer sheet, MBTI report form, your subjects MBTI answer sheets and report forms, as well as your MBTI report in class at 4:00 pm.

b. Your assignment will be returned to you in class on April 6. If you are cleared to provide feedback you will then meet in person with the pair and provide feedback to them regarding their assessment results. Make an MP3 recording of this session and upload it to Blackboard no later than **April 20 at 3:00 pm**. Include a critique of your performance (not to exceed one page). Turn in the scoring sheet, report forms, and your report on the pair with your critique. **If you are not cleared for feedback, your assignment must be revised and resubmitted before you can be conduct the feedback session to your participants.** This assignment is worth 5% of your final grade.

3. Select a population of interest to you (i.e., displaced homemakers, juvenile offenders). Choose two instruments that you believe are appropriate to be used with the population. Conduct a thorough review of the peer-reviewed literature on these instruments. Discuss your findings and the ways the two instruments can be used to address the needs of the population you select. Include findings on the usefulness of these instruments and whether they are appropriate for diverse populations. The paper should be around 9 double spaced pages (not including references, abstract and title page) and **should be written according to APA style**. This assignment is worth 20% of your final grade and due on **April 13 at 3:00 pm into Blackboard**. Turn in a hard copy of your paper in class at 4:00 pm. Note that this assignment will need to be uploaded later into Foliotek.

Due Dates

February	09	Strong Interest Inventory due
February	23	16 PF & CI report due
March	09	Exam
March	30	MBTI report due
April	13	Research paper due
April	20	MBTI feedback recording & critique due
April	27	Return assessment packet
May	04	Final Exam

Course Evaluation

Method	Points
Tests (2 tests worth 100 points each)	200
Class Participation	25

Clinical Interview & 16 PF	100
MBTI report	50
Research Paper	100
MBTI feedback tape	25
Total	500

Course Evaluation:

A	450 points and above
B	400 points and above
C	350 points and above
F	Below 350 points

Course Outline

Dates	Topics	Chapter Readings from Hays
January	12 Introduction to Assessment	Chapters 1-4
	19 Test Construction	Chapters 5-6
	26 Clinical Interview	Chapters 7-8
February	02 Assessment of Personality	Chapters 13
	09 DSM-5 Strong Interest Inventory due	(19-264)
	16 DSM-5	(265-450)
	23 DSM-5 CI and & 16 PF due	(451-705)
March	02 Projective techniques	Chapter 13
	09 Exam	
	16 Spring Break	

	23	Interpreting & communicating test results	Chapters 14-15
	30	Aptitude Testing & Computerized Assessment MBTI due	Chapter 10
April	06	Intelligence Testing	Chapters 9
	13	Measures of Work and Personnel Values Research Paper due	Chapter 11
	20	Interest Inventories. & Career Development MBTI feedback tape due & critique	Chapter 12
	27	Ethical and Social Issues Return assessment packet	Chapter 3, Appendix B
May	04	Final Exam	

***Subject to adjustment by the Instructor**

Bibliography

- Aiken, L. R. (2005). *Psychological Testing and Assessment (Twelfth Edition)*. Boston: Allyn and Bacon.
- Bolles, R. N. (2015). *What Color is Your Parachute 2016? A Practical Manual for Job-Hunters and Career-Changers*. Berkeley, CA: Ten Speed Press.
- Drummond, R. J., & Jones, K. D. (2009). *Assessment Procedures for Counselors (7th Ed.)* New York: Pearson.
- Gardner, H. (1993). *Multiple intelligence's: The theory in practice*. New York: Basic Books.
- Glicken, M. D. (2006). *Learning from resilient people*. Thousand Oaks: Sage Publications.
- Kroeger, O., & Thueson, J. M. (1992). *Type Talk at Work*. New York: Dell Publishing.
- Osborn, D., & Zunker, V. G. (2012). *Using Assessment Results for Career Development (8th)*. Pacific Grove, CA: Brooks/Cole Publishing Company.

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- Parris, J. (2013). *The Intelligent Clinicians Guide to the DSM-5*. Oxford: Oxford University Press.
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- Thorndike, R. M., & Thorndike-Christ, T. (2010). *Measurement and evaluation in psychology and evaluation, 8th Ed*. New York: Pearson.
- Tieger, P. D., & Barron-Tieger, B. (1992). *Do What You Are—Second Edition*. Boston: Little, Brown, and Company.
- Vaac, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development, 75*, 470-480.



School of Education

Consent Form for CON 5361

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