

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
Fall 2016
Online

Instructor: Edward Moody, PhD, NCC, LPC-S
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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: Mail (or bring to Ms. Juls Joyner in the School of Education) a \$35.00 check or money order made out to the NCCU—Counselor Education to obtain codes for assessments.

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. 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.

2. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Read and listen/watch all material provided on the course website.
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, ect.) 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. 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. 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 extra time to complete an assignment if you waited until the last minute to complete the task – and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arrive.
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. 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.)
11. 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.
12. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

October 7 is the last day one can withdraw from the course.

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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 **October 4** and **November 29**. 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. Class participation, quizzes and individual assessment will comprise 5% of the final grade. This will be based upon active participation in online discussions, demonstrated knowledge of assigned reading (through quizzes and discussions) and completion and analysis assigned assessments. After your assessment packet check or money order is received you will receive emails about how to complete several online assignments. You will be completing self-assessment assignments to obtain a better understanding of the instruments. Take the Strong Interest Inventory no later than **September 13**. Take the 16 PF no later than **September 20** and take the MBTI no later than **October 11**.

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 12). Ideally, you should choose family members, friends, or co-workers as voluntary subjects.

A maximum of 80% credit can be obtained on late assignments. The manuals for the assessment assignments are on reserve in the James E. Shepherd Library. **Do not remove any of these materials from the library.**

1. Conduct a clinical interview and mental status exam. Record the interview and submit in report form. Also, the 16PF will be administered online to this person. After you have received consent from a sample participant send me their name and email address. I will email an assessment for them to complete. Send me the name and email address of your consenting participant no later than August 30. Your participant should complete the assessment no later than September 13 so it can be scored and the report sent to you for analysis. After you receive the report, use that along with the results of your clinical interview to complete a clinical assessment with recommendations for growth of the individual. Include a DSM 5 diagnosis. Upload the clinical interview recording and your assessment report to Blackboard. Also, upload a critique of your performance that should be less than one page. This assignment is worth 20% of your final grade and it is due on **September 27 at 3:00 pm into Blackboard**. Note that this assignment will need to be uploaded later into Foliotek.

2. a. Select a pair (i.e., two co-workers, couple) and for the MBTI to be administered to. Consider this an opportunity to help a couple or two people who work together to improve their relationship. Send me their names and email addresses of your consenting participants no later than August 30. Your participants should complete the assessment no later than September 13 so it can be scored and the report sent to you for analysis. Write **one report** describing the personality 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. Turn in your answer sheets and profile forms. This paper is due on **October 18 at 3:00 pm into Blackboard**. This is worth 10% of your grade.

b. After your paper is returned you will then meet with this pair together and provide feedback to them regarding their assessment results. Record this session and upload it no later than **November 8 at 3:00 pm into Blackboard** with a critique of your performance (not to exceed one page). This is worth 5% of your final grade.

3. Select a population of interest to you (i.e., displaced homemakers, juvenile offenders). Select two instruments that you believe are appropriate to be used with them. Conduct an **ERIC** and **PSYLIT/PSYCHINFO** review of the literature for instruments that can be used with your population. Review the instruments and discuss the ways they can be used to address the needs of the population you select. Make recommendations for the usefulness of these instruments and include recommendations for their appropriateness 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 report is worth 20% of your final grade and due on **November 22 at 3:00 pm into Blackboard**. Note that this assignment will need to be uploaded later into Foliotek.

Due Dates

September	13	Strong Interest Inventory due
September	27	16 PF & CI report due
March	04	Exam
March	18	MBTI report due
November	08	MBTI feedback tape & critique due
November	22	Research paper due
November	29	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
August	16	Introduction to Assessment	Chapters 1-4
	23	Test Construction	Chapters 5-6
	30	Clinical Interview	Chapters 7-8
September	06	Assessment of Personality	Chapters 13
	13	DSM-5 Strong Interest Inventory due	(19-264)
	20	DSM-5	(265-450)
	27	DSM-5 CI and 16 PF due	(451-705)
October	04	Exam & Projective techniques	
	11	Interpreting & communicating test results	Chapters 14-15
	18	Aptitude Testing & Computerized Assessment MBTI due	Chapter 10
	25	Intelligence Testing	Chapters 9
November	01	Measures of Work and Personnel Values Research Paper due	Chapter 11
	08	Interest Inventories. & Career Development MBTI feedback tape due & critique	Chapter 12
	15	Ethical and Social Issues Return assessment packet	Chapter 3, Appendix B

22 Research Paper Due

29 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.
- Othmer, E., & Othmer, S. (2001). *The clinical interview using DSM-IV-TR, Volume 1*. Washington, DC: American Psychiatric Association.
- Parris, J. (2013). *The Intelligent Clinicians Guide to the DSM-5*. Oxford: Oxford University Press.
- Sinacola, R. S., & Peters-Strickland, T. (2011). *Basic Psychopharmacology: For counselors and psychotherapists (2nd Ed)*. Boston: Pearson Education.
- 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