



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 5305 – OL1

Special Topics: ADVANCED ASSESSMENT

Spring 2016

Instructor: Chadwick Royal, Ph.D., LPCS
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Office Hours (campus): Tues. 10am-3:30pm
Office Hours (virtual): Mon., Wed., & Thurs. 10-11:30am

On Mondays, Wednesdays, and Thursdays, you may (a) call my telephone # or (b) Skype with me (video and/or audio). 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.

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

Barnhill, J. W. (2014). *DSM-5 Clinical Cases*. Washington, DC: American Psychiatric Association.

Peterson, P., & Seligman, M. E. P. (2004). *Character Strengths and Virtues: A Handbook and Classification*. Oxford: Oxford University Press.

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, 2009) as shown in the table below:

CACREP STANDARDS (2009)	STUDENT OUTCOME	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
COUNSELING, PREVENTION, AND INTERVENTION C. Knowledge 1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Students will understand, identify, and assess the principles of mental health, including prevention, intervention, consultation, education, and advocacy, giving special consideration for multicultural issues.	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders	Students will understand, identify, and assess the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Students will understand, identify, and assess the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
D. Skills and Practices 2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and	Students will apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview

prevention of mental and emotional disorders.	prevention of mental and emotional disorders		- Case Study Counseling Plan - Exams
ASSESSMENT G. Knowledge 1. Knows the principles and models of assessment, case conceptualization, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	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 Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
H. Skills and Practices 1. Selects appropriate comprehensive interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment.	Students will understand, identify, and apply appropriate comprehensive interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment.	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
2. 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.	Students will demonstrate skill in conducting a Cultural Formulation Interview	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Cultural Formulation Interview - Case Study Counseling Plan
DIAGNOSIS K. Knowledge 1. Knows 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).	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).	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	Students will understand the established diagnostic criteria for mental and emotional disorders and describe treatment modalities and placement criteria within the continuum of care.	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Students will understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
L. Skills and Practices 1. 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.	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 Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Students will conceptualize an accurate DSM-5 diagnosis presented by a client and how to discuss the differential diagnosis with collaborating professionals.	Readings Videos Peer Discussions Lectures	- Quizzes - Peer discussion responses - Psychological Disorder and Character Trait Paper - Cultural Formulation Interview - Case Study Counseling Plan - Exams

COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect graduate level content and preparation. 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.

COURSE REQUIREMENTS AND ASSIGNMENTS

Each week, you will find a numbered and dated “Unit” folder under the "Course Content" link within the course Blackboard site. You will be expected to complete all tasks within the unit folder. These tasks may include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due.

1. Quizzes (100 points)

There will be quizzes in nearly every UNIT. These quizzes will assess your knowledge of the material. Each quiz will contain multiple choice questions.

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. Psychological Disorder and Character Trait Paper (50 points)

Choose a DSM-5 diagnosis and one of the strengths of character from “Character Strengths and Virtues.” Write a paper (minimum 5 pages, maximum 7 pages, 12 pt font, not including References or Appendix) in APA style including the following:

1. Provide a brief overview of the disorder.
2. Provide information from at least 5 peer reviewed articles published within the last 5 years
3. Include points of the DSM-5 criteria and symptoms for the disorder being discussed
4. What assessment tool (diagnostic inventory, questionnaire, checklist, etc.) would assist with making this diagnosis? Provide a brief description of the tool.
5. Select a character trait that might improve a person with your selected diagnosis, if that trait were further developed.
6. Provide a brief overview of the character trait.
7. Provide specific recommendations for encouraging the growth of this trait.
8. What assessment tool (diagnostic inventory, questionnaire, checklist, etc.) could be used to assess this trait? Provide a brief description of the tool.

This paper must be uploaded into Blackboard by 11:59 pm on the day it is due.

3. Cultural Formulation Interview Assignment (75 points)

The Interview -- please 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). Ideally, this will be the same volunteer you used in CON 5361 for the clinical interview assignment in CON 5361.

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 different were these questions from those of the clinical interview I did with you last semester?
5. How did the questions affect what you think or feel about mental health care?
6. What was most helpful about the questions I asked? Least helpful?
7. 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?
8. 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 the eventual working diagnosis?
5. How would the CFI affect treatment planning?
6. What was the 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. Case Study Counseling Plan (50 points)

For the Case Study Counseling Plan project, you should act as the counselor and create a counseling plan for a case study found in the “DSM-5 Clinical Cases” text.

Address the following topics in your treatment plan:

1. Case study details (demographics, suicidality, relationship status, sexual orientation, religious beliefs, culture and ethnic information)
2. Client Assessment (psychological assessment, family history, mental health history, medical history, and biological, cultural, and psychological factors impacting diagnosis)
3. DSM-5 diagnosis
4. Scholarly supported information about client’s primary diagnosis (general information about diagnosis, symptoms, and prognosis).

5. Creation of three measurable goals for treatment.
6. Critical explanation and assessment of evidence-based systemic counseling interventions for the mental health issues presented in the case study.
7. Explanation of what techniques a counselor would use to help this client.

The body of your paper must be a minimum of 7 and maximum of 9 typed double-spaced pages (12-pt font). The title page, abstract, table of contents and references are not included in this count. Utilize headings before the discussion of each one of the main points above. This paper must be uploaded into Blackboard by 11:59 pm on the day that it is due.

5. Participation (25 points)

Your participation grade is subjectively based on your ability (and timeliness) to complete all required assignments. This includes:

- Viewing or listening to all posted material.
- Participating in all class discussions (discussion boards) and activities. This includes regularly reading what others are writing and contributing to the discussion. Contributing to the discussion is not just about responding to a discussion board prompt from the instructor. It is about communicating with your classmates and personalizing the course as much as possible. Connect (virtually) with your classmates.

6. Mid-term and Final Exams (100 points)

Two assessments will be given via blackboard: a mid-term and a final exam. The exams will consist of multiple choice, fill-in the blank, short answer and essay.

COURSE SCHEDULE

(Subject to modification by instructor)

Date	Topics	Readings	Assignments Due (all due by 11:59pm)
Jan. 11	Classes begin		
Jan. 15		<ul style="list-style-type: none"> Syllabus All elements visible on website 	"Getting Started" folder Syllabus and Syllabus video review confirmation Introductions
Jan. 19	<ul style="list-style-type: none"> Personality Disorders Manual of Sanities Universal Virtues 	<ul style="list-style-type: none"> DSM-5: 645-684 DSM-5 Clinical Cases: 297-327 P & S: 3-52 	
Jan. 26	<ul style="list-style-type: none"> Alternative DSM-5 Model for Personality Disorders Previous Classifications of Character Strengths 	<ul style="list-style-type: none"> DSM-5:761-781 P & S: 53-92 	Quiz 1
Feb. 2	<ul style="list-style-type: none"> Neurodevelopment Disorders Creativity Curiosity 	<ul style="list-style-type: none"> DSM-5: 31-86 DSM-5 Clinical Cases: 1-15 P & S: 93-142 	Quiz 2
Feb. 9	<ul style="list-style-type: none"> Schizophrenia Bipolar and Related Disorders Open-Mindedness Love of Learning Perspective 	<ul style="list-style-type: none"> DSM-5: 87-122; 123-154 DSM-5 Clinical Cases: 19-38; 41-70 P & S: 143-196 	Psychological Disorder and Character Trait Paper due Quiz 3
Feb. 16	<ul style="list-style-type: none"> Depressive Disorders Anxiety Bravery Persistence 	<ul style="list-style-type: none"> DSM-5: 155-188; 189-234 DSM-5 Clinical Cases: 71-106; 107-124 P & S: 197-248 	Quiz 4
Feb. 23	<ul style="list-style-type: none"> Obsessive–Compulsive Disorder (OCD) Trauma and Stress Related Disorders Integrity Vitality 	<ul style="list-style-type: none"> DSM-5: 235-264; 265-290 DSM-5 Clinical Cases: 125-140; 141-160 P & S: 249-290 	Quiz 5

March 1	<ul style="list-style-type: none"> • Dissociative Disorders • Love • Kindness • Social Intelligence 	<ul style="list-style-type: none"> • DSM-5: 291-308; • DSM-5 Clinical Cases: 160-172 • P & S: 291-354 	Quiz 6
March 8 <i>Deadline to withdraw is March 9</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 • DSM-5 Clinical Cases: 173-192; 193-208 	Midterm due
March 12-20	SPRING BREAK		
March 22	<ul style="list-style-type: none"> • Treatment Planning • Citizenship • Fairness • Leadership 	<ul style="list-style-type: none"> • P & S: 355-428 	Cultural Formulation Interview due Quiz 7
March 29	<ul style="list-style-type: none"> • Sexual Dysfunctions • Gender Dysphoria, • Disruptive Disorders • Forgiveness and Mercy • Humility and Modesty 	<ul style="list-style-type: none"> • DSM-5: 423-450; 451-460; 461-480 • DSM-5 Clinical Cases: 229-236' 237-242; 243-250 • P & S: 429-476 	Quiz 8
April 5	<ul style="list-style-type: none"> • Substance-Related Disorders • Prudence • Self-Regulation 	<ul style="list-style-type: none"> • DSM-5: 481-540 • DSM-5 Clinical Cases: 251-272 • P & S: 477-516 	
April 12	<ul style="list-style-type: none"> • Substance-Related Disorders • Appreciation of Beauty and Excellence • Gratitude 	<ul style="list-style-type: none"> • DSM-5: 540-590 • P & S: 517-568 	Quiz 9
April 19	<ul style="list-style-type: none"> • Neurocognitive Disorders • Hope • Humor • Spirituality 	<ul style="list-style-type: none"> • DSM-5: 591-644 • DSM-5 Clinical Cases: 273-329 • P & S: 569-624 	Case Study Counseling Plan due Quiz 10
April 26	<ul style="list-style-type: none"> • Paraphilic Disorders • Other Mental Disorders • Assessment and Application 	<ul style="list-style-type: none"> • DSM-5: 685-706; 707-708; • DSM-5 Clinical Cases: 329-344 • P & S: 625-644 	
May 4 <i>May 3 is Reading Day</i>			Final Exam due

Note: P & S = Peterson & Seligman

COURSE EVALUATION

<i>METHOD</i>	<i>POINTS</i>
Quizzes	100
Disorder and Character Strengths Paper	50
Cultural Formulation Interview	75
Exams	100
Treatment Plan and Case Conceptualization	50
Participation	25
<i>TOTAL</i>	<i>400</i>

GRADING SCALE

360-400	A
320-359	B
280-319	C
<280	F

STUDENT DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register (preferably during the first 2 weeks) with the Office of Student Disability Services 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.



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