



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

COUNSELOR EDUCATION PROGRAM 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 5361

Assessment, Evaluation, & Analysis in Counseling

SPRING 2018 – Tuesdays, 4-6:30pm

Instructor:	Chadwick Royal, Ph.D., LPCS, CCCE
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Office Hours (campus):	Tues. 10am-12pm; 1pm-3pm
Office Hours (virtual):	Mon., Wed., & Thurs. 10am-12pm Sundays (WebEX only): 8-8:30pm (aka "Sunday Funday")

On Mondays, Tuesdays, 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. There is a WebEX room reserved each Sunday; the link to this room can be found on the Blackboard course site. WebEX can be accessed on a computer or mobile device.

If you would like to schedule an appointment for time during office hours, please visit:

<http://croyal.appointy.com/>

REQUIRED TEXTS

Hays, D. (2017). *Assessment in Counseling: A guide to the use of psychological assessment procedures* (6th edition). Alexandria, VA: American Counseling Association. – (5th edition, 2013) is acceptable.
American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th edition). Washington, DC: Author.

RECOMMENDED TEXTS

Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research – a sourcebook: Volume 1 – Couples, Families, and Children* (5th edition). New York: Oxford University Press.
Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research – a sourcebook: Volume 2 – Adults* (5th edition). New York: Oxford University Press.
You may find older editions of these text online at a very reasonable price. A great addition to your bookshelf for your future practice – I highly recommend these texts.

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).

COURSE WEBSITE: <https://nccu.blackboard.com/>

You will be required to log on to the blackboard system in order to complete assignments during the semester (e.g., submit assignments, obtain handouts).

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. There will be multiple assignments from this class that you will need to upload to Foliotek once the course ends. Some of the assignment names may be different than what appears in Foliotek.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- 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;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

CACREP STANDARDS ADDRESSED IN THIS COURSE

- 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).

CON 5361 - 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 FORMAT

This course will be presented as a “flipped classroom”. Readings, lectures, and other assignments will be presented online in between class meetings. Class meetings will be reserved for application of content learned: discussions, experiential activities, practice, reinforcement.

COURSE POLICIES AND EXPECTATIONS

1. Arrive to class on time. Classes will begin promptly at the designated time. I will not repeat content that is missed. If you are late (or absent), and miss an assignment, you will not have the opportunity to make it up. Spend some time anticipating and planning for your travel to campus (including searching for a parking space, walking to the classroom, etc.). As you aware, traffic in the Triangle area can be difficult at times – and the 4pm timeslot on campus is one of the busiest. You are expected to make your best effort to be on campus and ready to begin class at the designated time.
2. 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.
3. 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.
4. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
5. 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.
6. 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.
7. 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).
8. 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.
9. 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. 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 an issue. Work on things early so that you can overcome the problems, should they arise.
10. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this class has an online component (Blackboard website), there will always be work to be completed, even if the University cancels classes on campus. Please check the Bb site, should on-campus classes be cancelled – AND – please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
11. Extra credit opportunities are not provided in the course. What you see below are your opportunities to earn points in the course – the grade received is the grade earned.

GRADED COURSE 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. **TESTS/QUIZZES**: (200 points total for all tests/quizzes)

There will be two tests (taken on campus; a midterm and a final). Each test is worth 50 points (total of 100).

There will be 10 quizzes (taken online). Each quiz is worth 10 points (total of 100).

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.

All tests and quizzes will consist of multiple choice and True/False items.

2. **INTAKE INTERVIEW AND MENTAL STATUS EXAM**

This assignment requires a voluntary subject. Choose an individual who appears to be well adjusted and free from any psychological problems. You may not use students who are in the Counselor Education Program. Your subject must sign the necessary consent form (found at the end of the syllabus) before beginning this assignment. Ideally, you would like to select someone that you do not know very well (perhaps a friend of a friend).

Complete an intake interview and mental status exam on this individual. We will cover this material within chapter 7 of the Hays text, and review specific elements and skills within class.

There are multiple parts to be submitted for this assignment:

- a) You are required to audio record this interview/exam and upload the recording to its appropriate placeholder in Blackboard;
- b) you are also required to upload your written report* of the interview/exam; and
- c) you are to submit a critique of your performance (a link for this element, with specific questions to be answered, will be available on Blackboard).

*We will cover elements needed within the report during class.

3. **COUPLE ASSESSMENT AND FEEDBACK**

This assignment requires two voluntary subjects (different from your first subject). Choose a couple in a relationship who appear to be well adjusted and free from any psychological problems. You may not use students who are in the Counselor Education Program. Your subjects must sign the necessary consent form (found at the end of the syllabus) before beginning this assignment. Ideally, you would like to select a couple that are not family members or close friends of yours.

Select an assessment from Volume 1 of the Corcoran and Fischer text. The assessment should focus on either (a) family functioning, (b) marital/couple relationship, or (c) sexuality. Select an assessment that you will feel comfortable administering to each partner – and discussing their

results with them. You will need to pay attention to the availability of the instrument – and secure appropriate permission to use/copy the instrument (emailing/telephoning for permission).

Below are the steps and items needed to complete for this assignment:

- a) After gaining the couples' consent (and consent to use an assessment), administer a paper/pencil copy of the assessment to the couple. Have them complete the assessment independent of one another (i.e., they are not to complete the assessment together) and return their answer sheets to you. Have them agree and promise not to discuss the assessment until you schedule an appointment to meet with them together.
- b) Review/score the instrument and draft a brief written assessment report regarding the results. Part of the report may indicate some suggestions for how to enhance their relationship. Upload a copy of the answer sheets and the report to Blackboard by the deadline indicated on the course schedule.
- c) Meet with the couple to present and interpret your report – and process the results. Audio record your meeting with the couple and upload your audio file to the appropriate spot on Blackboard.
- d) Submit a written critique of your performance (a link for this element, with specific questions to be answered, will be available on Blackboard).

4. CASE STUDY

Students will complete one case study. They will have to apply learning from the semester to the case study, providing responses to a set of open-ended questions. Students must work independently on this project. Possible cases (with the questions that need to be answered) will be posted on the course Blackboard site very early in the semester.

5. ASSESSMENT FAIR

The final class meeting is designated as an “assessment fair” where students will facilitate a presentation. Select a topic for assessment and find one method for assessing that topic. The purpose of this assignment is to demonstrate your ability to select and critique an appropriate assessment tool for a specified topic for assessment; comprehend the pertinent professional literature; and provide a cogent, well-presented summary of the literature investigated.

During the assessment fair, students will discuss their topic and assessment using creativity and audiovisual media during the presentation. Students will give a brief introduction of the topic and selected tool. Everyone will present for about 5-10 minutes each.

The presentation should include the following information:

- a) a definition and description of the topic for assessment;
- b) a description of one instrument that assess the topic, including identifying data (e.g., name, author, publisher, date of publication), general information (i.e., nature and purpose of the test, grade/age-group levels, scores available, methods for scoring, administration time and special features, cost), and technical features (i.e., validity, reliability, norms, adequacy of test manual and accessory materials);
- c) information regarding any alternative ways to assess beyond traditional assessment tools (if any); and
- d) a personal critique of the instrument and alternative methods.

6. ATTENDANCE & PARTICIPATION

Your grade is dependent on your attendance at all classes. Regarding participation, I want you to connect with your classmates. The network that you build while in your graduate program will prove valuable to you throughout your career.

I will take attendance at the beginning of each class meeting. There are no points to be gained for attending class, as this is an expectation. However, should you miss any classes, 5 points will be taken away (from your overall number of points obtained) for each absence. Absences will be noted in the Gradebook on Blackboard. Points will be subtracted at the end of the semester.

COURSE SCHEDULE *(Instructor reserves the right to adjust the schedule and assignments)*

Notes: *H = Hays text*

DS = DSM-V

D/O = disorder(s)

DATE	TOPIC	READINGS	ASSIGNMENT DUE (submitted by 3:59pm)
Jan. 9	Introductions Syllabus Review Introduction to the DSM-V & Measures of Clinical Practice		
Jan. 16	Use of Assessment in Counseling The Assessment Process	<ul style="list-style-type: none"> • H: Ch. 1-2 • DSM: Attention-Deficit/Hyperactivity D/O • DSM: Intellectual Disabilities, • DSM: Specific Learning D/O 	<ul style="list-style-type: none"> • Quiz
Jan. 23	Ethical, Legal, and Professional Considerations in Assessment Multicultural Considerations in Assessment	<ul style="list-style-type: none"> • H: Ch. 3-4 • DSM: Communication D/O, • DSM: Autism Spectrum D/O, • DSM: Motor D/O, Other NeurDev 	<ul style="list-style-type: none"> • Quiz
Jan. 30	Measurement Concepts Understanding and Transforming Raw Scores	<ul style="list-style-type: none"> • H: Ch. 5-6 • DSM: Schizophrenia Spectrum and other Psychotic D/O 	<ul style="list-style-type: none"> • Quiz
Feb. 6	Initial Assessment in Counseling Substance Abuse and Mental Health Assessment	<ul style="list-style-type: none"> • H: Ch. 7-8 • DSM: Other Conditions that May be a Focus of Clinical Attention 	<ul style="list-style-type: none"> • Quiz
Feb. 13	Communication of Assessment Results Sample Assessment Report	<ul style="list-style-type: none"> • H: Ch. 15 • H: Appendix B 	<ul style="list-style-type: none"> • Quiz

Feb. 20	Suicide Assessments	<ul style="list-style-type: none"> • DSM: Depressive D/O • DSM: Bipolar and Related D/O 	<ul style="list-style-type: none"> • Intake Interview and Mental Status Exam assignments
Feb. 27	Mid-Term Test		
March 6	Assessment of Interpersonal Relationships	<ul style="list-style-type: none"> • H: Ch. 14 • DSM: Anxiety D/O • DSM: Obsessive-Compulsive and Related D/O 	<ul style="list-style-type: none"> • Quiz • Couple Assessment Report
March 13	SPRING BREAK		
March 20	Assessment of Intelligence	<ul style="list-style-type: none"> • H: Ch. 9 • DSM: Trauma and Stressor-related D/O • DSM: Dissociative D/O • DSM: Somatic Symptoms and Related D/O 	<ul style="list-style-type: none"> • Quiz • Couple recording and critique
March 27	Ability Testing: Academic, Aptitude, and Achievement	<ul style="list-style-type: none"> • H: Ch. 10 • DSM: Feeding and Eating D/O • DSM: Elimination D/O • DSM: Sleep-Wake D/O • DSM: Breathing-related Sleep D/O • DSM: Parasomnias • DSM: Sexual Dysfunctions • DSM: Gender Dysphoria 	<ul style="list-style-type: none"> • Quiz
April 3	Assessment of Personality	<ul style="list-style-type: none"> • H: Ch. 13 • DSM: Disruptive, Impulse-control, and Conduct D/O • DSM: Paraphilic D/O 	<ul style="list-style-type: none"> • Quiz
April 10	Substance-related and Addictive Disorders	<ul style="list-style-type: none"> • DSM: Substance-related and Addictive D/O – including Non-substance-related 	<ul style="list-style-type: none"> • Case Study

April 17	Future Trends in Counseling Assessment	<ul style="list-style-type: none"> • H: Ch. 16 • DSM: Personality D/O • DSM: Neurocognitive D/O 	<ul style="list-style-type: none"> • Quiz
April 24	Assessment Fair		
May 1	Final Test (Final is comprehensive)		

COURSE EVALUATION

Method	Points Available
Quizzes (10 quizzes at 10 points each)	100
Tests (2 tests at 50 points each) – Final is comprehensive	100
Intake Interview and Mental Status Exam	40
Couple Assessment and Feedback	45
Case Study	35
Assessment Fair	20
TOTAL	340

GRADING SCALE

<u>Point Total</u>	<u>Final Letter Grade</u>
306-340	A
272-305	B
238-271	C
Below 238	F

NCCU 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, nccupinfo@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.

ADDITIONAL RESOURCES

- 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.
- Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research – a sourcebook: Volume 1 – Couples, Families, and Children* (5th edition). New York: Oxford University Press.
- Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research – a sourcebook: Volume 2 – Adults* (5th edition). New York: Oxford University 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.
- Glicklen, 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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Consent to Participate and Permission for Confidential Release of Information

I, _____
(print participant's name)

agree to participate in a project that

(print student counselor's name)

is conducting for CON 5361: Assessment, Evaluation, and Analysis in Counseling, under the supervision of the instructor, Chadwick Royal, PhD, LPCS. I understand that I will be asked to respond to specific questions on an assessment or during an interview.

I will also be asked to allow the session with the student counselor to be recorded, which will take approximately 1 hour.

I understand that the recording and the results will be shared with the instructor, and that the instructor will provide feedback to the student regarding their performance. The results and the recordings will be confidential and will be deleted upon completion of the course by the student. No names will be submitted with the report.

I understand that the findings will be kept in the strictest confidence and they are intended only for the student counselor 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 also understand that I may withdraw from this project at any time.

Signed: _____
(participant) *(date)*

Signed: _____
(student) *(date)*