

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 2017  
Online

**Instructor:** Edward Moody, PhD, NCC, LPC-S  
**Office:** 2125 H. M. Michaux, Jr. School of Education  
**Telephone:** 919.530.5180  
**Email:** [emoody@nccu.edu](mailto:emoody@nccu.edu)  
**Webpage:** [www.nccuCounseling.com](http://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.

Or

Hays, D. (2017). *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (Sixth Edition)*. Alexandria, VA: American Counseling Association.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> 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 \$40.00 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. The PowerPoint slides for each class are also located on the course Blackboard site.

**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).

### **Electronic Portfolio**

Several assignments from this course will need to be submitted into Foliotek as part of your electronic portfolio. Foliotek coursework should be amended before it is uploaded. These documents should be your best work and incorporate feedback and/or suggestions.

### **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](http://www.nccu.edu/formsdocs/proxy.cfm?file_id=956).
  12. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

**October 6 is the last day one can withdraw from the course.**

### **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](mailto:sds@nccu.edu) to discuss the programs and services offered by SDS. Students who are already registered with SDS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SDS website at [www.nccu.edu/sds](http://www.nccu.edu/sds) and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each 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](http://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](mailto: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***. 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, Suite 236, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
- \* ***Counseling Center***. The NCCU Counseling Center Contact Information: Student Health Building, 2<sup>nd</sup> Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
- \* ***University Police Department***. The University Police Department ensures

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

### **Veterans Services**

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](mailto: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 (opens must be completed by October 11)** and **November 22 (must be completed by 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. 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**. They 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**. 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. Tape record this session and it is due on **November 8 at 3:00 pm into Blackboard** with 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. 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 15 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
October	04	Exam
October	18	MBTI report due
November	08	MBTI feedback tape & critique due
November	15	Research paper due
November	22-29	Final Exam (opens November 22 and closes November 29)

### Course Evaluation

<b>Method</b>	<b>Points</b>
Tests (2 tests worth 100 points each)	200
Class Participation	25
Clinical Interview & 16 PF	100
MBTI report	50
Research Paper	100
<u>MBTI feedback tape</u>	<u>25</u>
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

<b>Dates</b>	<b>Topics</b>	<b>Chapter Readings from Hays</b>
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 <b>Strong Interest Inventory due</b>	(19-264)
	20 DSM-5	(265-450)

	27	DSM-5 <b>CI and &amp; 16 PF due</b>	(451-705)
October	04	<b>Exam &amp;</b> Projective techniques (available—must be completed by October 11)	
	11	Interpreting & communicating test results	Chapters 14-15
	18	Aptitude Testing & Computerized Assessment <b>MBTI report due</b>	Chapter 10
	25	Intelligence Testing	Chapters 9
November	01	Measures of Work and Personnel Values	Chapter 11
	08	Interest Inventories. & Career Development <b>MBTI feedback tape due &amp; critique</b>	Chapter 12
	15	Ethical and Social Issues <b>Research Paper Due</b>	Chapter 3, Appendix B
	22	Final Exam (available—must be completed by November 29)	

**\*Subject to adjustment by the Instructor**

### Bibliography

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- Bolles, R. N. (2015). *What Color is Your Parachute 2016? A Practical Manual for Job-Hunters and Career-Changers*. Berkeley, CA: Ten Speed Press.
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- Thorndike, R. M., & Thorndike-Christ, T. (2010). *Measurement and evaluation in psychology and evaluation, 8<sup>th</sup> Ed*. New York: Pearson.
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- Vaac, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development, 75*, 470-480.



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School of Education

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### 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