

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 2013  
Tuesday, 7:00-9:30 pm  
Room 1091 of the H. M. Michaux, Jr. School of Education

**Instructor:** Edward Moody, PhD, NCC, LPC-S  
**Office:** 2125 H. M. Michaux, Jr. School of Education  
**Telephone:** 919.530.5180  
**Email:** [emoody@nccu.edu](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.

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:**

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

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

**Bring a \$35.00 check or money order made out to the NCCU foundation--  
Department of Counselor Education to obtain the packet.**

### **Course Description:**

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

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

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

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

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

### **Electronic Portfolio**

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

### **Inclement Weather Policy:**

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

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

### **COURSE POLICIES AND EXPECTATIONS**

1. Arrive to class on time. Parking will always be a problem on campus. Give yourself enough time to find a parking space.
2. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
3. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contacting the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
7. Complete all assigned readings before coming to class. You are expected to be prepared to discuss, summarize, and react to all readings.
8. Turn off (or switch to silent mode) all mobile devices at the beginning of class (phones, laptops, PDAs).
9. If classes are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university's website ([www.nccu.edu](http://www.nccu.edu)).
10. Attend all classes. If you miss more than two classes (which includes the first class) you will be dropped from the course. If you fail to drop the course by the last day of classes, you will be assigned an NF grade (which is equivalent to an "F"). In addition, per University policy, students are permitted two absences per year for religious observances. If you need to miss a class as part of a religious observance you must notify me before the end of the first week of class.

### **Student Support 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 in Suite G20 in the Student Services Building (preferably during the first 2 weeks of the semester). Please contact Kesha Lee, Director at (919)530-6325 or email [studentdisabilityservices@nccu.edu](mailto:studentdisabilityservices@nccu.edu). If you are already registered in the office, you will need to return to the office each semester to review your information and receive updated accommodations.

### **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 8** and **December 3**. Exams will consist of fill in the blank, short answer, multiple choice and essay. Tests will consist of information covered in class and assigned readings.

2. Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences **will result in lowering of the final grade or failing the course**.

3. Class participation, quizzes and individual assessment will comprise 5% of the final grade. This will be based upon active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading (through quizzes and discussions) and completion and scoring of assigned assessments. You will be completing self-assessment assignments to obtain a better understanding of the instruments. Take the Strong Interest Inventory and turn it in on **September 17**. Take the 16 PF, and turn it in on **October 1** with your report and forms from your practice subject. Take the MBTI, score it and turn in your answer sheet and record form on **October 22** with your report and forms from your practice subject. Take the Keirsey Temperament Scale via the Internet and turn in your profile sheet on **October 22**. Follow the instructions on the Keirsey handout at the bottom of page 11 of this syllabus.

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

You will receive an envelope containing the instruments you are to administer, as well as instruction sheets for the instruments to help you score them. Return **all** of these materials to me by **November 19**.

1. Conduct a clinical interview and mental status exam. Record the interview and submit in report form. Also, administer the 16PF to this person. Submit the results in the report with recommendations for growth of the individual. Include a DSM 5 diagnosis. Turn the tape of the clinical interview in with the report. Include a critique of your performance that should be less than one page. This is worth 20% of your final

grade and it is due on **October 1 at 3:00 pm into Blackboard**. Turn in a hard copy of your report and critique as well as your test subjects answer sheets and report forms in class at 7:00 pm. Note that this assignment will need to be uploaded later into Foliotek.

2. a. Select a pair (i.e., two co-workers, couple) and administer the MBTI to both of them. Consider this an opportunity to help a couple or two people who work together to improve their relationship. Write **one report** describing the 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 22 at 3:00 pm into Blackboard**. This is worth 10% of your grade. Turn in a hard copy of your report and critique as well as your and your test subjects answer sheets and report forms in class at 7:00 pm.

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 12 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. Conduct the Keirsey assignment as on page 11. Turn it in **by 3:00 pm on October 22 into Blackboard**.

4. 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 5 at 3:00 pm into Blackboard**. Turn in a hard copy of your paper in class at 7:00 pm. Note that this assignment will need to be uploaded later into Foliotek.

#### Due Dates

September	17	Strong Interest Inventory due
October	01	16 PF & CI report due
October	08	Exam
October	22	MBTI & Keirsey due
November	05	Research paper due
November	12	MBTI feedback tape & critique due
November	19	Return assessment packet
December	03	Final Exam



### Course Evaluation

<u>Method</u>	<u>Points</u>
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

<u>Dates</u>	<u>Topics</u>	<u>Chapter Readings from Hays</u>
August	20 Introduction to Assessment	Chapters 1-4
	27 Test Construction	Chapters 5-6
September	03 Clinical Interview	Chapters 7-8
	10 Assessment of Personality	Chapters 13
	17 DSM-5 <b>Strong Interest Inventory due</b>	(19-264)
	24 DSM-5	(265-450)

October	01	DSM-5 <b>CI and &amp; 16 PF due</b>	(451-705)
	08	<b>Exam &amp;</b> Projective techniques	
	15	Interpreting & communicating test results	Chapters 14-15
	22	Aptitude Testing & Computerized Assessment <b>MBTI &amp; Keirsey due</b>	Chapter 10
	29	Intelligence Testing	Chapters 9
November	05	Measures of Work and Personnel Values <b>Research Paper due</b>	Chapter 11
	12	Interest Inventories. & Career Development <b>MBTI feedback tape due &amp; critique</b>	Chapter 12
	19	Ethical and Social Issues <b>Return assessment packet</b>	Chapter 3, Appendix B
	26	The future of assessment and review	
December	03	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. (2013). *The 2013 What Color is Your Parachute? 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 (7<sup>th</sup> 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.
- 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 (2<sup>nd</sup> Ed)*. Boston: Pearson Education.

Thorndike, R. M., & Thorndike-Christ, T. (2010). *Measurement and evaluation in psychology and evaluation, 8<sup>th</sup> Ed*. New York: Pearson.

Vaac, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development, 75*, 470-480.

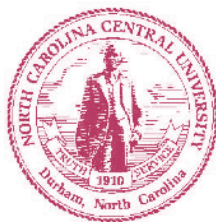
### **KTS-2 Assignment**

Go to <http://www.keirsey.com> and take the KTS-2. You will get a profile that you need to print and turn in. Browse around the site and see what you can learn.

In a paper that is not to exceed two double spaced pages answer the following questions:

- What did you learn from this experience?
- Was taking this instrument as effective as taking a paper and pencil version of the MBTI?
- What do you think the future holds for computerized assessment?

Be prepared to discuss this topic in class.




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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