



North Carolina Central University
"Communicating to Succeed."

School of Education
"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 (CEP) 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.

Syllabus **CON 5361-OL1** **Assessment, Evaluation, & Analysis in Counseling** **SPRING 2023 (3 credit hours)**

Instructor: Latasha Yvonne Hicks Becton, PhD, NCC, LCMHC, LCAS, CCS
Office: 2128 School of Education
Phone: 919.530.7696
Email: Latasha.Becton@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/latasha.becton>
Office Hours: Monday (Virtual by appointment)
Tuesday 8:00AM-2:00PM (Virtual by appointment)
Wednesday 10:30AM-2:30PM (Virtual by appointment)

During office hours, I am available via phone or WebEx. On some days, I am available to meet on campus. Please verify with me prior to traveling to campus. It is in your best interest to schedule an appointment as I may have other scheduled meetings or student visits. I will return phone calls within 48 business hours if you leave a message.

Email Correspondence is the best way to reach me: When contacting me via email, please include "CON 5361" in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48-72 business hours. This means that if you email on Thursday at 4pm, you will likely get a response from me by the following Tuesday at 4pm since weekend days are not business days.

REQUIRED TEXTBOOKS & MATERIALS:

Hays, D. (2017). *Assessment in Counseling: A guide to the use of psychological assessment procedures* (6th edition). Alexandria, VA: American Counseling Association.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th edition-text revision). Washington, DC: Author.

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 the Corcoran and Fischer texts online at a very reasonable price.) **

+Students may also choose to utilize the Mental Measurements Yearbook: <https://buros.org/mental-measurements-yearbook>, the book's publisher also has a site that identifies which edition of the MMY contains specific instruments (<https://buros.org/tests-reviewed-mental-measurements-yearbook-series>)

***We are also using the Assessment section of the AATBS materials that you should have already purchased for a previous course. **

COURSE GOALS & CATALOG 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 FORMAT and WEBSITE:

This course is delivered online. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. There is one synchronous meeting required for this course on [Monday, January 9, 2023 7:00-8:50pm](#). Otherwise, the course content is offered asynchronously online. Asynchronous means we do not all have to be online at the same time, and you may review video lectures, supplemental videos, and other relevant content as it is available in structured unit folders (for approximately one week for each unit). There may be some optional synchronous meetings throughout the semester.

All content is posted or linked on Canvas which is the Learning Management System used by NCCU (<http://nccu.Canvas.com>). Every student has a username and password issued by the University. You are required to log on to the Canvas system at least once per week to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Canvas during the semester. Emailed assignments will not be scored. If you have questions about your Canvas account, please call the LMS (Blackboard or Canvas administrator) or the IT department at 919-530-7676.

TASK STREAM STATEMENT (*note, this software is not yet available to students):

Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., "Task Stream") 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 Task Stream 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. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. **Task Stream is not yet available to counseling students. Students will be notified when Task Stream becomes available.**

PROGRAM OBJECTIVES, CACREP STANDARDS, & LEARNING OUTCOMES

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.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

CACREP STANDARDS ADDRESSED IN THIS COURSE

- Historical perspectives concerning the nature and meaning of assessment (Section 2.F.7.a).
- methods of effectively preparing for and conducting initial assessment meetings (Section 2.F.7.b).
- procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (Section 2.F.7.c).
- procedures for identifying trauma and abuse and for reporting abuse (Section 2.F.7.d).
- use of assessments for diagnostic and intervention planning purposes (Section 2.F.7.e).
- basic concepts of standardized and non-standardized testing, norm-referenced and criterion referenced assessments, and group and individual assessments (Section 2.F.7.f).
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (Section 2.F.7.g).
- reliability and validity in the use of assessments (Section 2.F.7.h).
- use of assessments relevant to academic/educational, career, personal, and social development (Section 2.F.7.i).
- use of environmental assessments and systematic behavioral observations (Section 2.F.7.j).
- use of symptom checklists, and personality and psychological testing (Section 2.F.7.k).
- use of assessment results to diagnose developmental, behavioral, and mental disorders (Section 2.F.7.l).
- ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (Section 2.F.7.m).

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 POLICIES

1. All work submitted should reflect graduate level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling errors, 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. Please review the [Academic Honor Code](#).
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. It will be difficult to pass this course if you do not complete the assigned 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 about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919-530-7676).
7. Please use the designated link in Canvas system to submit your work. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Canvas.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date 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.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Canvas site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. There are extra credit opportunities built into the course. Please review the associated Module Folder when it becomes available. Please do not request additional opportunities, they will not be granted.
11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

This course is scheduled to meet on [Monday, January 9, 2023 7:00-8:50pm](#). **Failure to attend the scheduled meeting will result in a deduction of 50 points from your final grade per meeting.** Outside of those required meetings, there is no traditional measure of attendance in our online course. It is, however, expected that you will attend class on a weekly basis as evidenced by your thoughtful participation in the discussion board. Participation implies that you have read the associated texts and reviewed posted videos prior to responding the initial post, and that you respond professionally to you peers as directed. Because Modules/Units are open for at least one week at a time, there are no exceptions for missing scheduled class discussions. If you miss a discussion post, it counts as an absence. **If you miss two (2) discussion posts, then 40 points will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Canvas course. **The last day to withdraw with a WC Grade is listed on the academic calendar.**

GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated "Unit" folder under the "Course Content" link within the course Canvas 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. Please refer to Canvas for due dates.

Dispositions and Participation in Class

As a part of your attendance and participation evaluation, students are assessed regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
- 3) Demonstration of effective leadership skills;
- 4) Active engagement in class activities and participate as a group member; and
- 5) Contributions to class discussion displaying critical and creative thinking skills

(**See the most recent version of the [ACA code of ethics](#) and the [NCCU Counseling Student Handbook](#) for more on Expected Student Dispositions and Behaviors.)

ATTENDANCE: COURSE ORIENTATION & DISCUSSION BOARD PARTICIPATION (100 points)

Students are required to attend the orientation meeting for this course. Your presence at this meetings is necessary to ensure your success in this course. Missed meetings will result in deduction of points from your final grade for this course.

Students are expected to participate in the discussion board each week. Failure to participate in the discussion board will result in students being marked "absent" for the week.

QUIZZES/EXAMS (300 points total for all quizzes and exams)

There are 10 quizzes which must be taken online via Canvas. Each quiz is worth 15 points (total of 150 points for quizzes). There are two major exams in this course worth 100 points each: a midterm exam and a final exam. Both will be taken online via Canvas. The final exam is comprehensive. There is a total of 200 points for major exams.

Each exams or quiz consists of multiple choice and true/false items. Please be sure you have read all of the assigned text prior to taking the exams or quiz. Quizzes and exams are automatically scored in Canvas as they are submitted. Correct answers will not be available until after the deadline.

It is your responsibility to remember to take your exams and quizzes. Once the due date ends for a exams or quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a exams or quiz, you will earn zero points for that quiz.

INTAKE INTERVIEW AND MENTAL STATUS EXAM (200 points)

This assignment has multiple parts. This assignment requires a voluntary subject. For this assignment, you will complete an intake interview and mental status exam with your volunteer. 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. Before beginning this assignment, your subject must sign the necessary consent form (found at the end of the syllabus). 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. Information about intake interviews and mental status exams can be found in Chapter 7 of the Hays text which is assigned for UNIT 4. Please read the chapter and review specific elements and skills within the chapter video lecture as well as supplemental lectures. You are free to read the chapter prior to it being assigned. There are multiple parts to be submitted for this assignment:

- a) Peer Practice & Reflection (Please adhere to details of instructor direction for this portion).
- b) Interview Recording & Forms: Signed Recording Consent Form, Completed Initial Assessment Form, & Interview Recording: You are required to audio record this interview/exam and upload the recording to its appropriate assignment location in Canvas and upload the related forms;
- c) Written Report: You are required to upload a written narrative report describing the person, their symptoms, and their presentation;
- d) Self-Reflection/Critique: You are to submit a critique of your performance (a link to submit this element, with specific questions to be answered, will be available on Canvas).

*You will be provided with a specific report format to complete the intake interview assessment. Please be sure to upload the appropriate document. Also, please note there are separate submission locations for each portion of this assignment.

COUPLE ASSESSMENT AND FEEDBACK (200 points)

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.

After gaining their consent to participate in the assignment, talk with the couple to learn about them and determine what they would like to assess. Select an assessment from Volume 1 of the Corcoran and Fischer text or the Mental Measurements Yearbook that you will feel comfortable administering to each partner in the couple and discussing the results with them. The assessment should focus on either (a) family functioning, (b) marital/couple relationship, or (c) sexuality. You will need to pay attention to the availability of the instrument – and secure appropriate permission to use/copy the instrument before using it (You may achieve this by emailing/telephoning the publisher to request permission).

Below are the steps and items needed to complete for the “**COUPLE ASSESSMENT AND FEEDBACK**” assignment:

- a) Initial Interview & Instrument Selection: After identifying a couple and gaining the couples’ consent to participate in the assessment and recording, **audio record** a conversation between you and them talking about what their strengths and challenges are and what they would like to assess as part of the assignment.
- b) Answer Sheets: After the initial conversation, select an assessment instrument and 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.
- c) Assessment Report: 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 Canvas by the deadline indicated on the course schedule.
- d) Assessment Feedback Review Recording: Meet with the couple to deliver/present and interpret your report – and process the results. **Audio record your meeting with the couple and upload your audio file to the appropriate assignment location on Canvas.** Larger files (such as audio) may take a while to upload. Please be patient. This is the desired method for submitting this assignment. If necessary, you may upload your recording to a secure cloud storage site (like Dropbox or Google Drive). Then, copy and paste the necessary link in the appropriate place on Canvas. *Make sure that you have given me permission to access the recording, but do not set the permission for just anyone to gain access to the recording.* Please do not use a site like YouTube or other public file sharing site to submit this assignment.
- e) Self-Reflection/Critique: Submit a written critique of your performance (a link for this element, with specific questions to be answered, will be available on Canvas).

CASE STUDY (100 points)

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

ASSESSMENT FAIR (100 points)

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.

Create a 5-minute video in which you discuss your topic and assessment. Students will give a brief introduction of the topic and selected tool.

The presentation video should include the following information:

- a) a definition and description of the topic for assessment including the proper name of the 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.

The video should not exceed five minutes in duration. Please save your video and upload it to a video sharing site (e.g., YouTube, Vimeo). You will submit your video by copying and pasting the link to your video in the appropriate assignment area. It is recommended that you use a video/slideshow creation application to create your video (e.g., PowToon, Adobe Spark, Animoto, etc.).

TENTATIVE COURSE SCHEDULE

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Canvas of any changes. Use this schedule as a guide for your preparation.

Supplemental readings or videos are not listed here on the course schedule but are posted in the learning management system (Canvas). Please review all videos, links, and supplemental documents unless directed otherwise. Readings are marked Hays text, DSM-5-TR. *Please read the corresponding pages in AATBS materials each week.*

Please refer to Canvas for required video lectures, supplemental videos, and other materials for each week. The schedule here is for your reference only. You are required to complete all tasks listed in Canvas. Students should read the appropriate text in the AATBS materials each week.

| DUE DATE | TOPIC | READINGS | ASSIGNMENT DUE (Submitted by 11:59pm) |
|-------------|---|--|---|
| January 9 | <ul style="list-style-type: none"> • Introductions • Syllabus Review • Introduction to the DSM-5TR & Measures of Clinical Practice | <ul style="list-style-type: none"> • Syllabus | Course Readiness Quiz Introduction |
| January 17 | UNIT 1 <ul style="list-style-type: none"> • Use of Assessment in Counseling (Chapter 1) • The Assessment Process (Chapter 2) | <ul style="list-style-type: none"> • HAYS: Ch. 1-2 • DSM-5TR: Attention-Deficit/Hyperactivity D/O • DSM-5TR: Intellectual Disabilities, • DSM-5TR: Specific Learning D/O | Unit Quiz Discussion |
| January 24 | UNIT 2 <ul style="list-style-type: none"> • Ethical, Legal, and Professional Considerations in Assessment (Chapter 3) • Multicultural Considerations in Assessment (Chapter 4) | <ul style="list-style-type: none"> • HAYS: Ch. 3-4 • DSM-5TR: Communication D/O, • DSM-5TR: Autism Spectrum D/O, • DSM-5TR: Motor D/O, • Other Neurodevelopmental D/O | Unit Quiz Discussion |
| January 31 | UNIT 3 <ul style="list-style-type: none"> • Measurement Concepts (Chapter 5) • Understanding and Transforming Raw Scores (Chapter 6) | <ul style="list-style-type: none"> • HAYS: Ch. 5-6 • DSM-5TR: Schizophrenia Spectrum and other Psychotic D/O | Unit Quiz Discussion |
| February 7 | UNIT 4 <ul style="list-style-type: none"> • Initial Assessment in Counseling (Chapter 7) • Substance Abuse and Mental Health Assessment (Chapter 8) | <ul style="list-style-type: none"> • HAYS: Ch. 7-8 • DSM-5TR: Other Conditions that May be a Focus of Clinical Attention | Unit Quiz Discussion Intake Int. Peer Practice + Reflection |
| February 14 | UNIT 5 <ul style="list-style-type: none"> • Communication of Assessment Results (Chapter 15) • Sample Assessment Report (Appendix B) | <ul style="list-style-type: none"> • HAYS: Ch. 15 • HAYS: Appendix B | Unit Quiz Discussion |
| February 21 | UNIT 6 <ul style="list-style-type: none"> • Suicide Assessments | <ul style="list-style-type: none"> • DSM-5TR: Depressive D/O • DSM-5TR: Bipolar and Related D/O | Discussion Intake Interview & MSE Recording & Completed Forms |
| February 28 | Mid-Term Exam Intake Interview & MSE Critique | | |
| March 7 | SPRING BREAK MARCH 5-12 | | |

| DUE DATE | TOPIC | READINGS | ASSIGNMENT DUE (Submitted by 11:59pm) |
|---|--|---|--|
| March 14 | UNIT 7 <ul style="list-style-type: none"> Assessment of Interpersonal Relationships (Chapter 14) | <ul style="list-style-type: none"> HAYS: Ch. 14 DSM-5TR: Anxiety D/O DSM-5TR: Obsessive Compulsive and Related D/O | Discussion Unit Quiz Couple Assessment Initial Interview Recording + Instrument Selection |
| March 21 | UNIT 8 <ul style="list-style-type: none"> Assessment of Intelligence (Chapter 9) | <ul style="list-style-type: none"> HAYS: Ch. 9 DSM-5TR: Trauma and Stressor-related D/O DSM-5TR: Dissociative D/O DSM-5TR: Somatic Symptoms and Related D/O | Discussion Unit Quiz Couple Assessment Answer Sheets & Assessment Report |
| March 28 | UNIT 9 <ul style="list-style-type: none"> Ability Testing: Academic, Aptitude, and Achievement (Chapter 10) | <ul style="list-style-type: none"> HAYS: Ch. 10 DSM-5TR: Feeding and Eating D/O DSM-5TR: Elimination D/O DSM-5TR: Sleep-Wake D/O DSM-5TR: Breathing-related Sleep D/O DSM-5TR: Parasomnias DSM-5TR: Sexual Dysfunctions DSM-5TR: Gender Dysphoria | Discussion Unit Quiz |
| April 4 | UNIT 10 <ul style="list-style-type: none"> Assessment of Personality (Chapter 13) | <ul style="list-style-type: none"> HAYS: Ch. 13 DSM-5TR: Disruptive, Impulse-control, and Conduct D/O DSM-5TR: Paraphilic D/O | Discussion Unit Quiz Couple Assessment Review Recording & Assessment Critique |
| April 11 | UNIT 11 <ul style="list-style-type: none"> Substance-related and Addictive Disorders | <ul style="list-style-type: none"> DSM-5TR: Substance-related and Addictive D/O – including Nonsubstance-related Addictive D/O | Discussion Case Study |
| April 18 | UNIT 12 <ul style="list-style-type: none"> Future Trends in Counseling Assessment | <ul style="list-style-type: none"> HAYS: Ch. 16 DSM-5TR: Personality D/O DSM-5TR: Neurocognitive D/O | Discussion Unit Quiz Assessment Fair Video |
| April 26 Wednesday | Final Exam (Final is comprehensive) | | |
| January 9, 2023: 4pm; End of Add/Drop Period January 16, 2023: Martin Luther King Jr. Day Observance – no classes February 10, 2023: Last day to withdraw from the university and receive a prorated tuition adjustment/refund February 24, 2023: Midterm Progress Reports due by 4pm March 4 - 12, 2023: Spring Break March 15, 2023: Summer/Fall Registration Begins April 6, 2023: 4pm; Last day to withdraw from a class with a W/C grade April 7, 2023: Good Friday Observance – no classes *Grades for graduating students are due Friday, April 28, 2023.* **Students should read the appropriate text in AATBS materials each week. ** | | | |

COURSE EVALUATION

| Assignment/Activity | Points Available | Due Date |
|---|------------------|-------------------|
| Exams & Quizzes (300) | | |
| Quizzes (10 x 15 points each) | 150 | as scheduled |
| Midterm Test | 75 | February 28, 2023 |
| Final Exam | 75 | April 26, 2023 |
| Intake Interview & Mental Status Exam (200) | | |
| Intake Interview & MSE Peer Practice & Reflection | 50 | February 7, 2023 |
| Intake Interview & MSE Recording & Completed Forms | 50 | February 21, 2023 |
| Intake Interview & MSE Written Report | 50 | February 21, 2023 |
| Intake Interview & MSE Critique | 50 | February 28, 2023 |
| Couple Assessment and Feedback (200) | | |
| Couples Assessment: Initial Interview & Instrument Selection | 50 | March 14, 2023 |
| Couple's Assessment/Answer Sheets | 20 | March 21, 2023 |
| Couple's Assessment Report | 50 | March 21, 2023 |
| Couples Assessment Feedback Review Recording | 10 | April 4, 2023 |
| Couples Assessment Critique | 50 | April 4, 2023 |
| Other Assignments | | |
| Case Study | 100 | April 11, 2023 |
| Assessment Fair | 100 | April 18, 2023 |
| Attendance: Course Orientation & Discussion Board Participation | 100 | ongoing |
| Attendance at Required Class Meetings (negative points for missed meetings or discussions) | | |
| <u>Monday, January 9, 2023 7:00-8:50pm</u> | | |
| Total Available Points | 1000 | |

GRADING SCALE

| Final Grading Scale | |
|---------------------|-------------|
| Letter Grade | Point Total |
| A | 900-1000 |
| B | 800-899.99 |
| C | 700-799.99 |
| F | 0-699.99 |

This course is scheduled to meet [Monday, January 9, 2023 7:00-8:50pm](#).

Failure to attend the scheduled meeting will result in a deduction of 50 points from your final grade per meeting.

NCCU POLICIES AND RESOURCES

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 ACCESSIBILITY SERVICES (formerly 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 Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas 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.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

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 (NCCU POL 01.04.4). 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, Regulations and Rules website at www.nccu.edu/policies. 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) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the [Title IX Reporting Form](#), located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

[Student Advocacy Coordinator](#)

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (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. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. 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, 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.

[LGBTQIA Resource Center](#)

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community, and everyone can learn about LGBTQIA+ identities and culture.

SPECIAL INFORMATION ABOUT COVID-19

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](#) (Code). The [Code](#) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](#).

In addition to community standards to which all students are accountable, the [Code](#) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](#) plan. The [plan](#) highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the [Operations, Recovery and Continuity](#) plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](#).

SELECTED ADDITIONAL RESOURCES/CITATIONS

- 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.
- Glicken, M. D. (2006). *Learning from resilient people*. Thousand Oaks: Sage Publications.
- Kroeger, O., & Thuesen, J. M. (1992). *Type Talk at Work*. New York: Dell Publishing.
- Osborn, D., & Zunker, V. G. (2012). *Using Assessment Results for Career Development (8th)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Othmer, E., & Othmer, S. (2001). *The clinical interview using DSM-IV-TR, Volume 1*. Washington, DC: American Psychiatric Association.
- Parris, J. (2013). *The Intelligent Clinicians Guide to the DSM-5*. Oxford: Oxford University Press.
- Sinacola, R. S., & Peters-Strickland, T. (2011). *Basic Psychopharmacology: For counselors and psychotherapists (2nd Ed)*. Boston: Pearson Education.
- Thorndike, R. M., & Thorndike-Christ, T. (2010). *Measurement and evaluation in psychology and evaluation, 8th Ed*. New York: Pearson.
- Tieger, P. D., & Barron-Tieger, B. (1992). *Do What You Are—Second Edition*. Boston: Little, Brown, and Company.
- Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development*, 75, 470-480.



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, Latasha Y. Hicks Becton, Ph.D., LCMHC, LCAS, CCS. 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 60-90 minutes for individuals and a total of 60-120 minutes for couples.

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)