



North Carolina Central University  
"Communicating to Succeed"  
"Preparing Educators for Diverse Cultural Contexts for the 21<sup>st</sup> Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

**COUNSELOR EDUCATION PROGRAM MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

**[www.nccucounseling.com](http://www.nccucounseling.com)**

Syllabus  
**CON 5361**  
Assessment, Evaluation, & Analysis in Counseling  
**FALL 2023**

**Instructor:** Chadwick Royal, Ph.D., LCMHCS  
**Campus Office:** 2127 School of Education  
**Telephone:** 919/530-6465 (*please feel free to call M-F during regular business hours*)  
**email:** [croyal@nccu.edu](mailto:croyal@nccu.edu)  
**Office Hours:** Mon.: 11am-12pm, 1pm-2pm  
Tues: 11am-12pm, 1pm-3pm  
Wed.: 11am-12pm, 1pm-3pm  
Thurs.: 11am-12pm, 1pm-2pm

**REQUIRED TEXTS**

Hays, D. (2017). *Assessment in Counseling: A guide to the use of psychological assessment procedures* (6<sup>th</sup> 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.  
Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research – a sourcebook: Volume 1 – Couples, Families, and Children* (5<sup>th</sup> edition). New York: Oxford University Press.  
Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research – a sourcebook: Volume 2 – Adults* (5<sup>th</sup> edition). New York: Oxford University Press.

*You may find older editions of the Corcoran and Fischer texts online at a very reasonable price. Older editions are perfectly fine.*

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

**COURSE DESCRIPTION:**

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

**COURSE PREREQUISITES:**

A minimum of 15 hours of courses in counseling (all phase 1 counseling courses).

**COURSE WEBSITE:** <https://nccu.instructure.com/>

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

**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.

<b>CACREP STANDARDS ADDRESSED IN THIS COURSE</b>		
Standard	Assignment(s)	How the Assignment(s) Addresses the Standard
2.F.7.a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.	Readings (Ch. 1 of Hays, <i>Assessment in Counseling</i> text), video lectures (e.g., Unit 1 recording).	Quizzes, mid-term and final tests. These assessments capture student's familiarity with key themes in the development of assessment techniques and their use in the counseling profession over time.
2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings.	Readings (e.g., Hays Ch. 7 <i>Initial Assessment in Counseling – see Ch. 7 &amp; 8 Quiz</i> ), video lectures (e.g., Unit 4 recordings), intake interview and Mental Status Exam assignment, Couple Assessment and Feedback assignment.	Intake interview and mental status exam recording, report, and self-evaluation, couple assessment report, recording, and critique. In addition to gaining exposure to the process of gathering information on client history and nature of their presenting concerns, students will consider their experience of guiding the session and working from the template provided.
2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	Readings (Hays Ch. 7 <i>Initial Assessment in Counseling</i> includes a section on Suicide Risk Assessment), videos, and video-lectures (e.g., Unit 6 materials), Intake Interview and Mental Status Exam assignment.	Quizzes, mid-term and final tests, Intake interview and mental status exam recording, report, and self-evaluation. Exam items assess factors that increase and decrease risk as well as situations in which to assess for safety (such as domestic violence). Included in the intake interview and mental status exam assignment is a self-critique which allows students to share their evaluation for how well they attended to safety issues.
2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.	Readings (e.g., <i>DSM</i> Trauma and Stress-Related Disorders), videos, and video-lectures (Unit 8), intake interview and mental status exam assignment.	Discussion board (Unit 8, students reflect on factors that can influence trauma response and outcomes), mid-term and final tests (items pertaining to assessment of trauma and abuse), Intake interview and mental status exam recording, report, and self-evaluation.

2.F.7.e. Use of assessments for diagnostic and intervention planning purposes.	Readings (e.g., Hays Chs. 1 and 15; <i>DSM</i> sections), videos, video lectures (Unit 5 lecture on communicating assessment results to clients), Case Study assignment, Assessment Video Presentation.	Quizzes (Ch. 15 quiz items address conveying assessment results and determining next steps with clients), mid-term and final exam, Case Study, Assessment Video Presentation submission. Within the Case Study assignment, students select a fictional character and assess how they meet criteria for a DSM diagnosis, providing relevant rationale to support their evaluation. The Assessment Video Presentation Assignment challenges students to identify an assessment tool, present scholarly literature on the use of the tool, and critique its application.
2.F.7.f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.	Readings (e.g., Hays ch. 6 in <i>Section II Basic Statistical and Measurement Considerations</i> ), videos, and video-lectures (Unit 3 recordings about measurement concepts such as reliability and validity as well as norming and standardizing assessments).	Quizzes, Mid-term and final tests, Assessment Video Presentation submission. The chapter 5 and 6 quiz confirms that students are familiar with test standardization and basic psychometric properties across twenty items.
2.F.7.g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Readings (e.g., Hays chs. 5 and 6 in <i>Section II Basic Statistical and Measurement Considerations</i> ), videos, and video-lectures (Unit 3 recordings).	Quizzes, Mid-term and final tests.
2.F.7.h. Reliability and validity in the use of assessments.	Readings (e.g., Hays ch. 5 in <i>Section II Basic Statistical and Measurement Considerations</i> ), videos, and video-lectures (Unit 3).	Quizzes, Mid-term and final tests, Assessment video presentation submission, couple assessment report. Within the Assessment Video Presentation and Couple Assessment Report students are encouraged to evaluate the strength of the assessment with respect to psychometrics.
2.F.7.i. Use of assessments relevant to academic/ educational, career, personal, and social development.	Readings (Hays chs. 9-14 in <i>Section IV Types of Assessment</i> cover topics related to career assessment, interest inventories, and assessment of interpersonal relationships), videos (e.g., CBS news coverage about intelligence and associated traits), and video-lectures (lectures contained in Units 7-10, spanning topics from ability testing to interpersonal development assessments), Assessment Video Presentation.	Quizzes, Mid-term and final tests, Assessment video presentation submission. Student's Assessment video submissions can be focused on a topic of interest to them and thus can include assessments measuring academic, career, and developmental constructs.
2.F.7.j. Use of environmental assessments and systematic behavioral observations.	This content is covered across multiple units in CON 5361. In UNIT 1, "The Assessment Process" introduces students to consider the environment when making an assessment. In UNIT 4, students are provided information regarding initial assessment and what to observe when conducting a mental status exam (i.e., systematic questions and behavioral observations). In UNIT 7, students are presented with content related to assessing interpersonal relationships, which will require understanding of the impact of an environment. Readings, videos, and video-lectures.	This content is covered across multiple units in CON 5361. In UNIT 1, "The Assessment Process" introduces students to consider the environment when making an assessment. In UNIT 4, students are provided information regarding initial assessment and what to observe when conducting a mental status exam (i.e., systematic questions and behavioral observations). In UNIT 7, students are presented with content related to assessing interpersonal relationships, which will require understanding of the impact of an environment. <i>Method for obtaining objective:</i> Readings, videos, and video-lectures.
2.F.7.k. Use of symptom checklists, and personality and psychological testing.	Readings (e.g., Hays Ch. 8 Substance Abuse and Mental Health Assessment; DSM-based readings; Hays Ch. 13 Personality Assessment), videos, and video-lectures (Unit 4 and 10 materials). For each DSM section (e.g., Mood disorders), students discuss criteria and consider variables relevant to assessment (e.g., Unit 10 discussion board on ODD).	Quizzes, Mid-term and final tests, Assessment video presentation submission.
2.F.7.l. Use of assessment results to diagnose developmental,	Readings (Hays Chs. 7 and 8, on topics in psychological assessment), videos, and video-lectures. Intake interview and mental status	Quizzes, Mid-term and final tests, Intake interview and mental status exam recording and report, couple assessment recording and report, Case study. The case study requires students to select a character for

behavioral, and mental disorders.	exam assignment, Couple assessment assignment.	whom to assess and diagnose. Students provide their reasoning behind the diagnosis(es) assigned in the form of a short response.
2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	Readings (Hays chs. 3 and 4; on ethics and cultural topics within assessment), videos, and video-lectures (Unit 2 recordings on topics such as bias, role of acculturation, ethical principles, professional organizations and ethical codes).	Quizzes, Mid-term and final tests, Assessment video presentation submission. Quiz and test items require students to apply the Multicultural and Social Justice Counseling Competencies (MSJCCs), interpret gaps in assessment scores, and consider counselors' roles and responsibilities with respect to assessment.

## CON 5361 - STUDENT LEARNING OUTCOMES

### Students will be able to . . .

1. Explain intelligence, aptitude, achievement, interest, and personality assessment
2. Explain selection criteria for various types of assessment methods
3. Apply validity considerations to specific assessment methods and situations
4. Apply reliability considerations to specific assessment methods and situations
5. Select assessment methods appropriate in practical situations
6. Apply and interpret psychometric statistics in practical situations
7. Assist school staff with interpretation of test results to examine instructional objectives and to do curriculum planning

## COURSE FORMAT

This course will be presented as an online, asynchronous class – meaning we do not all have to be online at the same time. However, readings, lectures, and other assignments will be presented online in structured, unit folders and offered for very specific amounts of time (approximately one week for each unit).

## COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
6. Ensure that you are entirely familiar with all functions available to you via 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. Do not email your work to the instructor unless specifically asked to do so by the instructor. You will use designated links within Canvas to submit your work. Please use the Canvas 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. 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. Please check the Bb site, should on-campus classes be cancelled – AND – please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. Extra credit opportunities are not provided in the course. What you see below are your opportunities to earn points in the course – the grade received is the grade earned.

## GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated “Unit” folder under the "Modules" 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.

### 1. **TESTS/QUIZZES**: (200 points total for all tests/quizzes)

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

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

*It will be your responsibility to remember to take your tests and quizzes. Once the due date ends for a test or quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a test or quiz, you will be given a zero.*

*Each test or quiz will be automatically scored. However, I will not provide you with the correct answers until after the deadline.*

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

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

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

Complete an intake interview and mental status exam on this individual. We will cover this material within chapter 7 of the Hays text, and review specific elements and skills within a video-lecture. There are multiple parts to be submitted for this assignment:

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

\*You will be provided with a specific report format for the intake interview assessment.

### 3. **COUPLE ASSESSMENT AND FEEDBACK**

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

Select an assessment from Volume 1 of the Corcoran and Fischer text. The assessment should focus on either (a) family functioning, (b) marital/couple relationship, or (c) sexuality. Select an assessment that you will feel comfortable administering to each partner – and discussing their results with them. You will need to pay attention to the availability of the instrument – and secure appropriate permission to use/copy the instrument (emailing/telephoning for permission).

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

- a) After gaining the couples' consent (and consent to use an assessment), administer a paper/pencil copy of the assessment to the couple. Have them complete the assessment independent of one another (i.e., they are not to complete the assessment together) and return their answer sheets to you. Have them agree and promise not to discuss the assessment until you schedule an appointment to meet with them together.
- b) Review/score the instrument and draft a brief written assessment report regarding the results. A sample format for the report is found within one of your readings (Appendix B of the Hays text). 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.
- c) Meet with the couple to present and interpret your report – and process the results. Audio record your meeting with the couple and upload your audio file to the appropriate spot on 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 Bb. 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.
- d) Submit a written critique of your performance (a link for this element, with specific questions to be answered, will be available on Canvas).

#### **4. CASE STUDY**

Students will complete one case study. You will have to 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.

#### **5. ASSESSMENT VIDEO PRESENTATION**

Select a topic for assessment and find one method for assessing that topic. The purpose of this assignment is to demonstrate your ability to select and critique an appropriate assessment tool for a specified topic for assessment; comprehend the pertinent professional literature; and provide a cogent, well-presented summary of the literature investigated.

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;
- 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.

**COURSE SCHEDULE***(Instructor reserves the right to adjust the schedule and assignments)*Notes: H = Hays text

DSM = DSM-V

D/O = disorder(s)

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENT DUE (submitted by 11:59pm)</b>
Aug. 14	Introductions Syllabus Review Introduction to the DSM-V & Measures of Clinical Practice	"Getting Started" Folder contents	
Aug. 22	Use of Assessment in Counseling The Assessment Process	<ul style="list-style-type: none"> <li>• H: Ch. 1-2</li> <li>• DSM: Attention-Deficit/Hyperactivity D/O</li> <li>• DSM: Intellectual Disabilities,</li> <li>• DSM: Specific Learning D/O</li> </ul>	• Unit 1
Aug. 29	Ethical, Legal, and Professional Considerations in Assessment Multicultural Considerations in Assessment	<ul style="list-style-type: none"> <li>• H: Ch. 3-4</li> <li>• DSM: Communication D/O,</li> <li>• DSM: Autism Spectrum D/O,</li> <li>• DSM: Motor D/O, Other NeurDev</li> </ul>	• Unit 2
Sept. 5	Measurement Concepts Understanding and Transforming Raw Scores	<ul style="list-style-type: none"> <li>• H: Ch. 5-6</li> <li>• DSM: Schizophrenia Spectrum and other Psychotic D/O</li> </ul>	• Unit 3
Sept. 12	Initial Assessment in Counseling Substance Abuse and Mental Health Assessment	<ul style="list-style-type: none"> <li>• H: Ch. 7-8</li> <li>• DSM: Other Conditions that May be a Focus of Clinical Attention</li> </ul>	• Unit 4
Sept. 19	Communication of Assessment Results Sample Assessment Report	<ul style="list-style-type: none"> <li>• H: Ch. 15</li> <li>• H: Appendix B</li> </ul>	• Unit 5
Sept. 26	Suicide Assessments	<ul style="list-style-type: none"> <li>• DSM: Depressive D/O</li> <li>• DSM: Bipolar and Related D/O</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6</li> <li>• Intake Interview and Mental Status Exam assignments</li> </ul>
Oct. 3	Mid-Term Test		

Oct. 11 <i>(Wednesday - Fall Break is Oct. 9-10)</i>	Assessment of Interpersonal Relationships	<ul style="list-style-type: none"> <li>• H: Ch. 14</li> <li>• DSM: Anxiety D/O</li> <li>• DSM: Obsessive-Compulsive and Related D/O</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7</li> <li>• Couple Assessment Report</li> </ul>
Oct. 17	Assessment of Intelligence	<ul style="list-style-type: none"> <li>• H: Ch. 9</li> <li>• DSM: Trauma and Stressor-related D/O</li> <li>• DSM: Dissociative D/O</li> <li>• DSM: Somatic Symptoms and Related D/O</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 8</li> <li>• Couple recording and critique</li> </ul>
Oct. 24	Ability Testing: Academic, Aptitude, and Achievement	<ul style="list-style-type: none"> <li>• H: Ch. 10</li> <li>• DSM: Feeding and Eating D/O</li> <li>• DSM: Elimination D/O</li> <li>• DSM: Sleep-Wake D/O</li> <li>• DSM: Breathing-related Sleep D/O</li> <li>• DSM: Parasomnias</li> <li>• DSM: Sexual Dysfunctions</li> <li>• DSM: Gender Dysphoria</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 9</li> </ul>
Oct. 31	Assessment of Personality	<ul style="list-style-type: none"> <li>• H: Ch. 13</li> <li>• DSM: Disruptive, Impulse-control, and Conduct D/O</li> <li>• DSM: Paraphilic D/O</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 10</li> </ul>
Nov. 7	Substance-related and Addictive Disorders	<ul style="list-style-type: none"> <li>• DSM: Substance-related and Addictive D/O – including Non-substance-related</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> </ul>
Nov. 14	Future Trends in Counseling Assessment	<ul style="list-style-type: none"> <li>• H: Ch. 16</li> <li>• DSM: Personality D/O</li> <li>• DSM: Neurocognitive D/O</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 11</li> </ul>
Nov. 21	Assessment Video Presentation		
Nov. 29 <i>(Wednesday - Nov. 28 is Reading Day)</i>	Final Test (Final is comprehensive)		

## COURSE EVALUATION

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

## GRADING SCALE

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

## **NCCU ATTENDANCE POLICY**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

## **ATTENDANCE VERIFICATION POLICY**

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each 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 ACCESSIBILITY 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](mailto: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 NCCU Accommodate Website at <https://nccu-accommodate.symplicity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised 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 harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

## **OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES**

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved

one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).

- **Counseling Center.** The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, [counseling@nccu.edu](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).

## ADDITIONAL RESOURCES

- Aiken, L. R. (2005). *Psychological Testing and Assessment (Twelfth Edition)*. Boston: Allyn and Bacon.
- Bolles, R. N. (2015). *What Color is Your Parachute 2016? A Practical Manual for Job-Hunters and Career-Changers*. Berkeley, CA: Ten Speed Press.
- Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research – a sourcebook: Volume 1 – Couples, Families, and Children* (5th edition). New York: Oxford University Press.
- Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research – a sourcebook: Volume 2 – Adults* (5th edition). New York: Oxford University Press.
- Drummond, R. J., & Jones, K. D. (2009). *Assessment Procedures for Counselors (7<sup>th</sup> Ed.)* New York: Pearson.
- Gardner, H. (1993). *Multiple intelligence's: The theory in practice*. New York: Basic Books.
- Glicklen, M. D. (2006). *Learning from resilient people*. Thousand Oaks: Sage Publications.
- Kroeger, O., & Thueson, J. M. (1992). *Type Talk at Work*. New York: Dell Publishing.
- Osborn, D., & Zunker, V. G. (2012). *Using Assessment Results for Career Development (8th)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- 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.
- Scott, D. & Scott, M. (2021). *Psychopathology: A Case Based Approach*. San Diego, CA: Cognella
- 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.
- Vaac, 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, Chadwick Royal, PhD, LCMHCS. I understand that I will be asked to respond to specific questions on an assessment or during an interview.

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

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

I understand that the findings will be kept in the strictest confidence and they are intended only for the student counselor to have the opportunity to practice counseling assessment procedures to meet the requirements for his/her counselor education training program at North Carolina Central University.

I also understand that I may withdraw from this project at any time.

Signed: \_\_\_\_\_  
*(participant)* *(date)*

Signed: \_\_\_\_\_  
*(student)* *(date)*