



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 5362 – OL1

Diagnosis, Assessment, and Psychopathology (ONLINE)

Spring 2021

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 8:00AM – NOON (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 5362" 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 business hours.

REQUIRED TEXTBOOKS & MATERIALS:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th edition). Washington, DC: Author. (Also known as DSM-5)

Association for Advanced Training in the Behavioral Sciences (2019). *National Clinical Mental Health Counselor Exam Licensing Prep (NCMHCE)*. Ventura, CA: Author. ISBN: 978-1-941273-17-3

COURSE CATALOG DESCRIPTION:

This class is an extension of assessment, evaluation, and analysis in counseling and provides examination of advanced assessment skills. Experience in conducting the clinical formulation interview and treatment planning will be provided.

COUNSELING PROGRAM COURSE DESCRIPTION/GOALS:

This class provides an advanced 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:

The prerequisite for this course is admission to the Counselor Education Program at NCCU, completion of phase 1 counseling courses, and CON 5361 Assessment, Evaluation, and Analysis in Counseling. This course may also be available by direct permission from the instructor.

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 are two required synchronous meetings for this class. 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. There may be some optional synchronous meetings throughout the semester.

All content is posted or linked on Blackboard which is the Learning Management System used by NCCU (<http://nccu.blackboard.com>). Every student has a username and password issued by the University. You are required to log on to the Blackboard system at least once per week in order 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 Blackboard during the semester. Emailed assignments will not be scored. If you have questions about your Blackboard (Bb) account, please call Bb 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 has replaced Foliotek. Students will be notified when Task Stream becomes available.

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](#).

STUDENT LEARNING OUTCOMES & CACREP STANDARDS ADDRESSED IN THIS COURSE

The Student Learning Outcomes for Advanced Assessment are based on the Clinical Mental Health CACREP Standards (CACREP, 2016) as shown in the table below:

CACREP STANDARDS (2016)	STUDENT OUTCOME	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling.	Students will demonstrate 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.	Readings, videos	Quizzes, case studies
5.C.2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Students will understand, identify, and apply the principles and models of assessment, case conceptualization, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	Readings, videos, case studies	Case Studies
5.C.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	Students will understand, identify, and apply the principles of 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).	Readings, videos, case studies	Case studies

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 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. 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 Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919-530-7676).
7. Please use the designated link in Blackboard system to submit your work as a PDF or word document. 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 Blackboard.
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 is class has an online component (Blackboard 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 Blackboard 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 has two required meetings, on Tuesday, January 12, 2021 and on Tuesday, March 15, 2021 from 4pm to 6:30pm each day. Failure to attend a 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 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 Blackboard course. **The last day to withdraw with a WC Grade is March 5, 2021.**

GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module/Unit or set of Modules/Units to complete. You can find these by clicking on the “Learning Modules/Units” link on the navigation panel for our Blackboard site. Each Module/Unit is marked with a title and due date. You are expected to complete all tasks within each Module/Unit. These tasks may include the following: quizzes, video lectures, supplemental videos, discussion board posts, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due. You are encouraged to submit well in advance of the due date/time. For most, if not all, module/unit folders, you will have at least 7 calendar days to access the content in the folder. Once a due date passes for a module/unit folder passes, the folder and its contents will disappear. Once a folder disappears, its contents will not be made available again. Each module/unit folder is treated as equivalent to an in-class experience. If you miss access to a folder, think of it as missing a class on campus. Please check with a classmate to see what you missed. Content within a Module/Unit folder cannot be made up once the due date has passed.

Additional information about each assignment will be posted on the course Blackboard site. Please check Blackboard and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

Module/Unit Quizzes/ (10 points each; 100 points total)

There is a quiz/test for nearly every Module/Unit in this course. These quizzes will assess your basic knowledge of the AATBS material.

Each quiz/test is timed and may include True/False, Multiple Choice, Matching, Fill in the Blank, Short Answer or other relevant question types. Quizzes/tests will be taken online and are open book. Quizzes/tests are automatically scored. Correct answers will not be revealed; however, you will receive prompts of where to look to find the information. It is in your best interest to read the text prior to answering the quiz/test.

- Module Quizzes/Tests are **due each week on Tuesday night.**

Case Studies (300 points)

There will be multiple case study analysis due in nearly every Module/Unit. Every case study must be completed. Please spend the appropriate amount of time analyzing each case presented. This is a critical part of your diagnostic training.

For each case presented, you will need to write at least one half to one full page of single-spaced text, 12-point font for each analysis. Please note that if you do not provide enough written content for each of the case studies, you will not receive full credit. Think of this as justifying diagnosis for a client’s payor source. The accuracy of your diagnosis will be a factor in scoring your work.

Remember to use correct spelling and grammar in your written products. Please do not use informal spelling, grammar, or language. Please do not use abbreviations. For this assignment, professional writing is required; do not use a conversational tone or style of writing. You are expected to use a formal, clinical, and professional tone.

Each written analysis should include the following three sections:

Diagnosis: The full diagnosis complete with codes, descriptors, and specifiers is required for the client in each case analysis. List the diagnosis at the top of your page with the label “Diagnosis”.

Rationale: The full rationale for each diagnosis should be included. Describe in detail which element(s) or symptom(s) presented match the criteria for the diagnosis you assigned. Make a clear case for how your diagnosis fits the client.

Differential Diagnosis: Give an example of at least one similar diagnosis you considered and briefly explain why your chosen diagnosis is the most accurate representation of the client’s symptoms. Spend some time analyzing the differential diagnosis and explain why the identified differential diagnosis is not the most accurate diagnosis to assign.

- Case Studies/Analyses are due with each Module/Unit on a weekly basis

COURSE PARTICIPATION ASSIGNMENTS

Students are expected to complete all assignments in this category. Failure to complete course participation assignments may result in reductions in the total point score and impact a student's final grade in the course.

Blackboard Introduction

Blackboard Introduction: For this assignment, you will a) change your profile picture on Blackboard, b) make an introduction to your instructor and your peers as requested in the designated discussion board answering all the posted questions, and c) respond to at least two peers' posts.

- **This assignment is due by the Friday after classes start (January 15, 2020)**

Syllabus Quiz

This quiz is about the syllabus, the syllabus introduction video, and communication etiquette. You may take the quiz as many times as you like; the highest score will be kept. You are encouraged to take the quiz until you achieve a perfect score.

- **This assignment is due by the Friday after classes start (January 15, 2020)**

Course Orientation Meeting

Students must attend and participate in the scheduled course orientation meeting.

- **This meeting is scheduled for January 12, 2021.**

Midterm Course Meeting

Students are expected to attend and participate in the scheduled class meeting at midterm. **This meeting is scheduled for March 16, 2021.**

OPTIONAL ASSIGNMENTS

Opportunities to Earn Additional Points (up to 5 total points)

There are opportunities to earn additional points built into the course. Please review the appropriately labeled folder in Blackboard for details. Opportunities are designed to enhance your learning in this course, your professional identity as a counselor, or to assist in your preparation for work and examination as a clinical mental health counselor.

TENTATIVE COURSE SCHEDULE

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

Due Date	Module/Unit Due at 11:59pm	Topics	Readings
Monday, January 13, 2020	Course Orientation	Class begins at 12:01am	<ul style="list-style-type: none"> • Syllabus • All elements visible on website
Thursday, January 14, 2021	Course Orientation	Course Orientation Meeting	<ul style="list-style-type: none"> • Syllabus • All elements visible on website
Friday, January 15, 2021	“Getting Started” folder	Orientation to course	<ul style="list-style-type: none"> • Syllabus • All elements visible on website
Tuesday, January 19, 2021	UNIT 1	<ul style="list-style-type: none"> • Personality Disorders • Precipitating Factors in Assessment (AATBS) • Overview of Assessment (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 645-684 • AATBS: Assessment and Diagnosis (Vol.1), sections 1 and 2
Tuesday, January 26, 2021	UNIT 2	<ul style="list-style-type: none"> • Alternative DSM-5 Model for Personality Disorders • Issues and Areas Explored in Assessment (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 761-781 • AATBS: Assessment and Diagnosis (Vol.1), sections 3 (pp.39-76)
Tuesday, February 2, 2021	UNIT 3	<ul style="list-style-type: none"> • Neurodevelopment Disorders • Mental Status Exam (AATBS) • Assessment Instruments (AATBS) • Legal Issues in Testing (AAATBS) • Organizing Assessment Data and Formulating the Problem (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 31-86 • AATBS: Assessment and Diagnosis (Vol. 1), sections 4, 5, 6, and 7 (pp. 77-103)
Tuesday, February 9, 2021	UNIT 4	<ul style="list-style-type: none"> • Schizophrenia • Bipolar and Related Disorders • DSM (AATBS) • DSM-5 Mental Disorders and Conditions (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 87-122; 123-154 • AATBS: Assessment and Diagnosis (Vol. 1), sections 8 and 9 (pp. 104-133)
Tuesday, February 16, 2021	UNIT 5	<ul style="list-style-type: none"> • Depressive Disorders • Anxiety 	<ul style="list-style-type: none"> • DSM-5: 155-188; 189-234
Tuesday, February 23, 2021	UNIT 6	<ul style="list-style-type: none"> • Obsessive–Compulsive Disorder (OCD) • Trauma and Stress Related Disorders 	<ul style="list-style-type: none"> • DSM-5: 235-264; 265-290
Tuesday, March 2, 2021	UNIT 7	<ul style="list-style-type: none"> • Dissociative Disorders • Engaging the Client (AATBS) • Goal Setting and Contracting (AATBS) • The Therapeutic Relationship (AATBS) • Confidentiality, Informed Consent, Competence, Multiple Relationships (AATBS) • Obtaining Information from Collaborative Sources (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 291-308; • AATBS: Counseling and Psychotherapy (Vol.2), sections 1, 2, 3, 4, and 5 (pp. 1-36)

Tuesday, March 9, 2021	UNIT 8	<ul style="list-style-type: none"> • Somatic Symptoms and Related Disorders • Feeding and Eating Disorder 	<ul style="list-style-type: none"> • DSM-5: 309; 328; 329-354
Tuesday, March 16, 2021	UNIT 9	<ul style="list-style-type: none"> • Treatment Planning 	<ul style="list-style-type: none"> • Cultural Formulation Interview (DSM)
Tuesday, March 23, 2021	UNIT 10	<ul style="list-style-type: none"> • Sexual Dysfunctions • Gender Dysphoria • Disruptive Disorders • Theories and Models (AATBS) • Interventions for Specific Concerns, Problems, and Disorders (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 423-450; 451-460; 461-480 • AATBS: Counseling and Psychotherapy (Vol.2), sections 6 and 7 (pp. 37-106)
Tuesday, March 30, 2021	UNIT 11	<ul style="list-style-type: none"> • Substance-Related Disorders • Interventions with Diverse Populations (AAATBS) • Family Therapy Models (AATBS) • Group Work (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 481-540 • AATBS: Counseling and Psychotherapy (Vol.2), section 8, Appendices 1 and 2 (pp. 107-146)
Tuesday, April 6, 2021	UNIT 12	<ul style="list-style-type: none"> • Substance-Related Disorders • Consultation and Supervision (AATBS) • Referral (AATBS) • Case Management (AATBS) • Monitoring the Change Process and Maintaining Progress (AATBS) • Clinical Audit (AATBS) • Termination Process (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 540-590 • AATBS: Administration, Consultation, and Supervision (Vol.3), sections 1, 2, 3, 4, 5, and 6 (pp. 1-29)
Tuesday, April 13, 2021	UNIT 13	<ul style="list-style-type: none"> • Neurocognitive Disorders • Introduction to the National Board for Certified Counselors (AATBS) • Overview of the Ethics Code (AATBS) • Professional Issues and Ethics (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 591-644 • AATBS: Administration, Consultation, and Supervision (Vol.3), sections 7, 8, and 9 (pp. 30-47)
Tuesday, April 20, 2021	UNIT 14	<ul style="list-style-type: none"> • Paraphilic Disorders • Other Mental Disorders • Ethics Codes and Standards (AATBS) • Managed Care and Service Provision (AATBS) 	<ul style="list-style-type: none"> • DSM-5: 685-706; 707-708; • AATBS: Administration, Consultation, and Supervision (Vol.3), section 10 and Appendix 1 (pp. 48-110)

January 15: End of Add/Drop Period
 February 12: Last day to withdraw and receive a prorated tuition adjustment/refund
 March 5: 4pm; Last day to withdraw from a class with a W/C grade
 March 1: Summer and Fall registration begins
 There is no spring break. There is no reading day. Grades for graduating students are due Tuesday, April 27, 2020.

COURSE DELIVERABLES & EVALUATION

Assignment/Activity	Points Available	Due Date
Class Participation		
Syllabus Quiz	-	1/19/21
Class Orientation Meeting	-	1/12/21
Midterm Class Check-In	-	3/16/21
Graded Assignments		
Unit Quizzes ((10 x 10 points each)	100	Weekly on Tuesdays
Case Studies (30 x10 points each)	300	Weekly on Tuesdays
Total Available Points	400	
<p>Students are expected to participate in scheduled class meetings. <i>There will be reductions in total score for absences or dispositional concerns.</i></p>		

Final Grading Scale	
Letter Grade	Point Total
A	360-400
B	320-359.99
C	280-319.99
F	0-279.99

*In order to receive credit for any assignment/activity, it must be properly uploaded/submitted to Blackboard as directed. Assignments submitted other than as directed will receive no score.

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

- Cartwright, A.D., Holman, L.F., Nelson, J. A., Carlisle, K. L., Baker, C. Moro, R., Monakes, S., Whitemire, S., & Hicks Becton, L. (2019). Professional counselors' and students' current knowledge, training, and experience with process addictions. *Journal of Addictions and Offender Counseling Annual Review*.
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