



**Syllabus**  
**CON 5361.01**  
**Assessment, Evaluation, & Analysis in Counseling**  
**Spring 2026**

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)**

**Class Time & Location:** Mondays 4-6:30 pm, Room 1078 SOE building  
**Instructor:** Adam Brandt, PhD, LCMHC  
**Campus Office:** 2022 School of Education  
**Email:** [abrandt1@nccu.edu](mailto:abrandt1@nccu.edu)  
**Office Hours:** Mon.: 1-4 pm  
 Tues: 10-2 pm  
 Wed: 1-4 pm

**Required Texts:**

Hays, D. (2023). *Assessment in Counseling: A guide to the use of psychological assessment procedures* (7<sup>th</sup> edition). Alexandria, VA: American Counseling Association.  
 American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>  
 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.*

**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.

CACREP STANDARDS ADDRESSED IN THIS COURSE
3.G.1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.
3.G.2. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
3.G.3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
3.G.4. Reliability and validity in the use of assessments.
3.G.5. Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications.
3.G.6. Ethical and legal considerations for selecting, administering, and interpreting assessments.
3.G.7. Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.
3.G.8. Use of assessments relevant to academic/ educational, career, personal, and social development.
3.G.9. Use of environmental assessments and systematic behavioral observations.
3.G.10. Use of structured interviewing, symptom checklists, and personality and psychological testing.
3.G.11. Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems.
3.G.12. Procedures to identify substance use, addictions, and co-occurring conditions.
3.G.13. Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.
3.G.14. Procedures for assessing clients' experience of trauma.
3.G.15. Procedures for identifying and reporting signs of abuse and neglect.
3.G.16. Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders.
3.G.17. Procedures for using assessment results for referral and consultation.

### CON 5361 – Student Learning Outcomes

Students will be able to . . .

1. Explain intelligence, aptitude, achievement, interest, and personality assessment.
2. Explain the 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 the interpretation of test results to examine instructional objectives and to do curriculum planning.
8. Students will demonstrate skills in assessment, diagnosis, and implementing and interpreting assessment.\*
9. Students will demonstrate the use of career assessments, which contribute to the vocational development of clients.\*

**\*KPI: Key Performance Indicator for the master's programs in Counselor Education at NCCU.** Assignments that are designated as KPI assignments (assignments intended to assess the KPI) must be completed with a grade of A or B (greater than or equal to 80% of the points available to be obtained). Any student who receives less than 80% on a KPI assignment will require an action plan and must complete the assignment again prior to the end of the semester.

**Course Format:**

This course is in person and will have a mix of lectures, group discussions, and activities. Students are encouraged to take notes in preparation for exams.

**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. **I do not accept late work, and if you miss the due date, you will receive a 0 for that assignment.**
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 Canvas 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.

**Course Assignments:**

All tasks need to be completed by 4 pm on the day it is due. I do not accept late assignments or offer resubmissions if the assignment isn't done well.

**1. Tests and Quizzes:**

There will be two tests (a midterm and a final). These tests will be taken in class, but through Canvas, and will be closed-book, multiple-choice. Please bring your laptop fully charged and have the lockdown browser ready.

There will be 10 practice quizzes taken at the beginning of most classes. We will review the answers at the end of class, and you will use these quizzes to study for the exams. They will also be published to canvas if you'd like to retake them there.

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

**2. Intake Interview and Mental Health Status Exam (KPI Assignment)**

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. Couples and Careers: Using Assessments to Facilitate Discussion of Work-Life Balance (KPI Assignment)**

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.

You will ask them to complete two assessments each. One of the assessments will be the 16 Personalities assessment (an MBTI-similar assessment that you completed in CON 5320). The other assessment will be one that you select from the Corcoran and Fischer text. 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).

Couples can struggle to find a balance between their work and home roles and responsibilities. A reading on this particular topic will be linked in the module specific to this assignment. You will use the results from both assessments to facilitate a discussion with the couple. You will write

about and then discuss your thoughts about each of their results individually and how the results interact between the two instruments for each person and as a couple.

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 both assessments. The first assessment (16 personalities) is available here: <https://www.16personalities.com/free-personality-test> Have them complete the assessments independent of one another (i.e., they are not to complete the assessment together) and return their results and answer sheets to you. The 16 personalities assessment will self-score, and they simply need to send you a copy of their results. For the Corcoran and Fischer assessment, you will need to score their assessments. Have them agree and promise not to discuss the assessments until you schedule an appointment to meet with them together.
- b) Review the 16 personalities results and score the Corcoran and Fischer instrument. 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). Please create a specific section in your report with the heading "Career Assessment." The report should indicate some suggestions for how to enhance their relationship (based on your thoughts regarding the results) – and any thoughts that you have about their career paths (this part will be based primarily on the 16 Personalities results). Discuss each of their career goals while also considering their relationship goals. Upload a copy of the answer sheets and your report to Canvas by the deadline indicated on the course schedule.
- c) Meet with the couple to present and interpret your report – and discuss and process the results. Review the results from the assessments and facilitate discussion about work-life balance. Talk about each of their results individually and how the results interact between the two instruments for each person and as a couple. 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 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.
- d) Submit a written critique of your performance (a link for this element, with specific questions to be answered, will be available on Canvas).

<https://www.16personalities.com/free-personality-test>

#### **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 the 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 Canvas or a video-sharing site (e.g., YouTube, Vimeo). If you upload it to a video-sharing site, you will submit your video by copying and pasting the link to your video in the appropriate assignment area. Make sure that permissions are set so that the instructor can view it without having to request additional access.

**Course Schedule**      (*Instructor reserves the right to adjust the schedule and assignments*)

Notes:      H = Hays text                  DSM = DSM-V                  D/O = disorder(s)

DATE	TOPIC	READINGS	ASSIGNMENT DUE (submitted by 4 pm)
Jan 12	Introductions Syllabus Review Introduction to the DSM-5TR & Measures of Clinical Practice	<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>	Quiz
Jan 19	MLK Day		
Jan 26	Ethical, Legal, and Professional Considerations in Assessment Multicultural and Social Justice 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
Feb 2	Understanding and Transforming Raw Scores Measurement Concepts	<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

Feb 9	Initial Assessment in Counseling Mental Health and Addictions 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>	<ul style="list-style-type: none"> <li>• Unit 4</li> </ul>
Feb 16	Communication of Assessment Findings Sample Assessment Report	<ul style="list-style-type: none"> <li>• H: Ch. 15</li> <li>• H: Appendix B</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5</li> </ul>
Feb 23	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>
Mar 2	Mid-Term Test		
Mar 9	Spring Break. Do something fun.		
Mar 16	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>
Mar 23	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>
Mar 30	Assessment of 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>
Apr 6	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>
Apr 13	Substance-related and Addictive Disorders	<ul style="list-style-type: none"> <li>• DSM: Substance-related and Addictive D/O –</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> </ul>

		including Non-substance-related	
Apr 20	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>
Apr 27	Assessment Video Presentation		
May 4	Final Test (Final is comprehensive)		

- Jan 26: Late registration and scheduled adjustment period (drop/add/section changes) ends at 12 p.m. (Noon).
- Feb 13: Last day to withdraw from the university with a prorated tuition and fee adjustment.
- April 2: Last day for graduate students to withdraw from a class with a WC grade or from the university with a W grade.

### Course Evaluation

Method	Points (out of 100)
Quizzes (ungraded)	
Tests (2 tests at 15 points each) – Final is comprehensive	<b>30</b>
Intake Interview and Mental Status Exam	<b>15</b>
Couple Assessment and Feedback	<b>15</b>
Case Study	<b>10</b>
Assessment Video	<b>15</b>
Participation	<b>15</b>
<b>Total</b>	<b>100</b>

### Grading Scale

90–100	A
80–89	B
70–79	C
Below 70	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 than 2 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**

North Carolina Central University is committed to providing a learning environment that is welcoming and accessible for everyone. NCCU prohibits discrimination and harassment based on race, color, national origin, religion, sex (including pregnancy), sexual orientation, gender identity, age, disability, genetic information, veteran status, or any other protected class as defined by law. The University makes all decisions regarding admissions, employment, and access to programs and activities without unlawful bias or discrimination and remains dedicated to fostering a community that values and promotes the fair and respectful treatment of every individual.

### **Student Accessibility Services**

The Office of Student Accessibility Services (SAS) assists students with disabilities by providing reasonable accommodations that support equal access to both academic and housing environments. These services are available to students with a wide range of access needs, including those related to neurodiversity, psychosocial and physical diagnoses, and other medical conditions. SAS also offers access coaching and guidance under the Americans with Disabilities Act (ADA). Students can connect with SAS in person by visiting Suite 120 in the Student Services Building, or online by visiting [www.nccu.edu/sas](http://www.nccu.edu/sas). Students who are new to SAS or who are requesting new accommodations should complete the Accessibility Request Form, which can be found at <https://myeol.nccu.edu/Request-SAS-Services#new-student-connecting-with-sas>. If students have any questions or concerns while completing the form, they may contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to learn more about the programs and services available to them.

Students who are already registered with SAS and wish to continue using their accommodations must renew previously approved accommodations by logging into the Eagle Accommodate Student Portal at <https://nccu-accommodate.symplicity.com>. The portal can also be accessed through the MyEOL portal. Students are encouraged to submit or renew accommodations before the beginning of each semester (Fall, Spring, and Summer). While accommodation can be requested at any time during the semester, they are not retroactive. Students are encouraged to speak with their professors early in the semester to discuss their approved accommodations and determine the best way to implement them in each course.

Students experiencing pregnancy who need accommodations should contact the Title IX Office. Students with pregnancy-related medical conditions or complications that substantially limit a major life activity may seek support or services through SAS.

Further information is available in the SAS website [www.nccu.edu/sas](http://www.nccu.edu/sas).

### **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 01.04.2). 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, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

### Other Campus 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, Suite 208 (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, 2<sup>nd</sup> 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, nccupinfo@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.

### Additional Scholarly Resources

- Ackerman, S. J., & Hilsenroth, M. J. (2021). The role of assessment in psychotherapy: A review of the empirical literature. *Psychotherapy, 58*(1), 29-40. <https://doi.org/10.1037/pst0000285>
- American Counseling Association. (2014). *ACA code of ethics*. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- 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.
- Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2022). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (10th ed.). McGraw-Hill.
- Capuzzi, D. M., & Gross, D. R. (2014). *Using assessment results to guide counseling* (3rd ed.). Sage Publications.
- Drummond, R. J., & Jones, K. D. (2009). *Assessment Procedures for Counselors (7<sup>th</sup> Ed.)* New York: Pearson.
- Finn, S. E., & Connor, D. N. W. G. (Eds.). (2019). *Assessment in counseling: A guide to the use of psychological assessment procedures* (5th ed.). Sage Publications.
- Frost, N., & Williams, C. (2021). Utilizing digital assessment tools in counseling: Benefits and challenges. *Journal of Technology in Behavioral Science, 6*(2), 99-110. <https://doi.org/10.1007/s41347-021-00234-8>
- Gardner, H. (1993). *Multiple intelligence's: The theory in practice*. New York: Basic Books.
- Glickson, M. D. (2006). *Learning from resilient people*. Thousand Oaks: Sage Publications.
- Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th ed.). Wiley.

- Hunsley, J., & Mash, E. J. (2007). Evidence-based assessment. *Annual Review of Clinical Psychology*, 3, 29–51. <https://doi.org/10.1146/annurev.clinpsy.3.022806.091452>
- Hsu, K. T., & Chang, Y. (2020). The efficacy of standardized assessments in guiding career counseling: A meta-analysis. *Career Development Quarterly*, 68(4), 294-308. <https://doi.org/10.1002/cdq.12226>
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