



North Carolina Central University

"Communicating to Succeed."

"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 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

Syllabus

CON 5361-01

Assessment, Evaluation, & Analysis in Counseling
Spring 2025

Course Meeting Time:

Tuesdays, 4pm – 6:30pm

Class Location:

School of Education, Room 1091

Instructor:

Malaika Edwards, Ph.D., LCMHC

Campus Office:

Eagle Counseling Clinic, Suite 2026, School of Education

Temporarily operating remotely

Telephone:

919.530.7476

Email:

medwar82@nccu.edu

Office Hours:

Monday: 1pm-3pm

Wednesday: 3pm-6pm

Thursday: 12pm-5pm

Note: Office hours are virtual while Eagle Counseling Clinic is temporarily operating remotely.

Please use the following link: <https://nccu.webex.com/meet/medwar82>

REQUIRED TEXTS

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). Author.
- Fischer, J., Corcoran, K., & Springer D. W. (2020). *Measures for clinical practice and research: A sourcebook: Volume 1 – Couples, Families, and Children* (6th edition). Oxford University Press.
- Fischer, J., Corcoran, K., & Springer D. W. (2020). *Measures for clinical practice and research: A sourcebook: Volume 2 – Adults* (6th edition). Oxford University Press.
- Hays, D. (2024). *Assessment in counseling: Procedures and practices* (7th edition). American Counseling Association.

****You may find older editions of the Corcoran and Fischer texts online at a very reasonable price. Older editions are fine for our purposes in this 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, access supplemental materials).

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.

2024 CACREP STANDARDS ADDRESSED IN THIS COURSE

3.G.1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.	Reading: Hays, Chapter 1 – Use of Assessment in Counseling; Unit Quiz and Tests
3.G.2. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.	Reading: Hays, Chapter 2 – The Assessment Process; Hays, Chapter 5 – Understanding and Transforming Raw Scores; Unit Quiz and Tests; Assignment: Assessment Video Presentation
3.G.3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Reading: Hays, Chapter 5 – Understanding and Transforming Raw Scores; Hays, Chapter 6 – Measurement and Qualitative Assessment Concepts; Unit Quiz and Tests
3.G.4. Reliability and validity in the use of assessments.	Reading: Hays, Chapter 6 – Measurement and Qualitative Assessment Concepts; Unit Quiz and Tests; Assignment: Assessment Video Presentation
3.G.5. Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications.	Reading: Hays, Chapter 2 – The Assessment Process; Hays, Chapter 4 – Multicultural and Social Justice Considerations in Assessment; Unit Quiz and Tests; Assignment: Couple Assessment and Feedback
3.G.6. Ethical and legal considerations for selecting, administering, and interpreting assessments.	Reading: Hays, Chapter 3 – Ethical, Legal, and Professional Considerations in Assessment; Unit Quiz and Tests; Assignment: Assessment Video Presentation
3.G.7. Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.	Reading: Hays, Chapter 4 – Multicultural and Social Justice Considerations in Assessment; Unit Quiz and Tests; Assignment: Intake Interview and Mental Status Exam
3.G.8. Use of assessments relevant to academic/educational, career, personal, and social development.	Reading: Hays, Chapters 11 – Assessment of Career Development and Wellness; Hays, Chapter 12 – Career Assessment Tools; Assignment: Administering the Holland Code (RIASEC) Test
3.G.9. Use of environmental assessments and systematic behavioral observations.	Reading: Hays, Chapter 2 – The Assessment Process; Unit Quiz and Tests
3.G.10. Use of structured interviewing, symptom checklists, and personality and psychological testing.	Reading: Hays, Chapter 7 – Initial Assessment in Counseling; Hays, Chapter 13 – Assessment of Personality; Unit Quiz and Tests; Assignment: Intake Interview and Mental Status Exam
3.G.11. Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems.	Reading: Hays, Chapter 8 – Mental Health and Addictions Assessment; DSM 5-TR (multiple chapters); Videos (multiple diagnoses); Assignment: Case Study
3.G.12. Procedures to identify substance use, addictions, and co-occurring conditions.	Reading: Hays, Chapter 8 – Mental Health and Addictions Assessment; DSM 5-TR (multiple chapters)
3.G.13. Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.	Reading: Hays, Chapter 7 - Initial Assessment in Counseling; Chapter 8 – Mental Health and Addictions Assessment; Suicide Assessment Videos – Dr. T. Grande
3.G.14. Procedures for assessing clients' experience of trauma.	Reading: Hays, Chapter 7 - Initial Assessment in Counseling; Hays, Chapter 8 – Mental Health and Addictions Assessment; DSM 5-TR (multiple chapters)
3.G.15. Procedures for identifying and reporting signs of abuse and neglect.	Reading: Hays, Chapter 14 – Assessment of Interpersonal Relationships
3.G.16. Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders.	Reading: Hays, Chapter 7 - Initial Assessment in Counseling; Hays, Chapter 8 – Mental Health and Addictions Assessment; Video – Personality Disorders – Dr. T. Grande; Assignment: Intake Interview and Mental Status Exam
3.G.17. Procedures for using assessment results for referral and consultation.	Reading: Hays, Chapter 15 – Communication of Assessment Findings; Assignment: Couple Assessment and Feedback; Assignment: Administering the Holland Code (RIASEC) Test

KEY PERFORMANCE STANDARDS (KPIs)/STUDENT LEARNING OUTCOMES FOR CACREP CORE AREAS AND DEGREE PROGRAMS ADDRESSED IN THIS COURSE		
Core Area (CACREP 2.C.1.a)	Student Learning Outcomes (SLO): Knowledge (K) or Skill (S)	Key Performance Indicator (KPI)/ Signature Assignments (CACREP 2.C.1.c., d.)
Career	Students will demonstrate the use of career assessments which contribute to the vocational development of clients. (K&S)	Assignment: Administering the Holland Code (RIASEC) Test
Assessment and Diagnostic Processes	Students will demonstrate skills in assessment, diagnosis and in implementing and interpreting assessment. (S)	Assignment: Clinical Assessment Assignment

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

The instructor and students will meet weekly on Tuesdays from 4pm – 6:30pm in a confirmed location on NCCU's campus. Canvas is also used to submit assignments and access supplemental course content.

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 may 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 in Canvas to submit your work.
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, then experienced an issue. Do your best to work on assignments early so that you can overcome the problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. Extra credit opportunities are not typically offered in the course. What you see below are your opportunities to earn points in the course, and most often, 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 quizzes, supplemental videos or readings, just to name a few. Each task needs 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, the correct answers will not be provided 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 in a video demonstration. 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 the designated location 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 who are **not** your family members or close friends.

Select an assessment from Volume 1 of the Fischer, Corcoran, and Springer 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 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 independently 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 of the results. A sample format for the report is found in 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 location on Canvas. Larger files (such as audio) may take a while to upload, so 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).

4. ADMINISTERING THE HOLLAND CODE (RIASEC) TEST

Select one person to administer the Holland Code RIASEC Test. You may not use students who are in the Counselor Education Program. After identifying the individual, they must sign the consent form.

You will then follow the instructions for administering the test. A copy of the test will be provided for you in the appropriate Canvas module. Once you have scored the assessment, discuss the results with the person, then answer the following questions in a two-to-three (2 – 3) page write-up:

- a) Describe the **Holland Code (RIASEC) Test**. (Who developed the assessment? What does it measure? What is its usage in counseling? Its purpose? Appropriate age, etc.)
- b) What are the psychometric properties (reliability and validity) for this assessment? Are the psychometrics of this assessment strong enough to use? Why or why not?
- c) Does the literature mention any cultural considerations for this assessment?
- d) Discuss the demographics of the person you identified to take the assessment. (Use initials only or a pseudonym).
- e) What were the results of the assessment?
- f) Discuss one-to-two (1 – 2) insights you gained from administering this assessment and how it can be used in counseling.

Do **not** exceed three (3) pages for this assignment. Be sure to use the most recent version of APA format, including a cover page and reference page. Note that the cover page and reference page are not included in the page count. You will upload a copy of the assessment results, along with your write up, in the appropriate Canvas location.

5. CASE STUDY

Students will complete one case study. You will apply what you have learned during the semester to the case study and provide responses to a set of open-ended questions. You must work independently on this project. The available options for cases (with the questions that need to be answered) will be posted on the course Canvas site early in the semester.

6. ASSESSMENT CLASS 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. You will also demonstrate that you comprehend the pertinent professional literature by providing a cogent, well-presented summary of the literature investigated.

Create a 5-minute presentation in which you discuss your topic and assessment with the class. Students will give a brief introduction of the topic and selected tool. The class presentation should include the following information:

- a) a definition and description of the topic for assessment;
- b) a description of one instrument that assesses 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 presentation should not exceed five minutes in duration.

COURSE SCHEDULE*(Instructor reserves the right to adjust the schedule and assignments)*Notes: *H = Hays text**DSM = DSM 5-TR**D/O = disorder(s)*

DATE	TOPIC	READINGS	ASSIGNMENT DUE (submitted by 11:59pm)
Jan. 14	Introductions Syllabus Review Introduction to the DSM 5-TR & Measures of Clinical Practice	"Getting Started" Folder contents	
Jan. 21	Use of Assessment in Counseling The Assessment Process	<ul style="list-style-type: none"> • H: Ch. 1-2 • DSM: Attention-Deficit/Hyperactivity D/O • DSM: Intellectual Disabilities, • DSM: Specific Learning D/O 	<ul style="list-style-type: none"> • Unit 1 Jan. 27
Jan. 28	Ethical, Legal, and Professional Considerations in Assessment Multicultural and Social Justice Considerations in Assessment	<ul style="list-style-type: none"> • H: Ch. 3-4 • DSM: Communication D/O, • DSM: Autism Spectrum D/O, • DSM: Motor D/O, Other NeurDev 	<ul style="list-style-type: none"> • Unit 2 Feb. 3
Feb. 4	Understanding and Transforming Raw Scores Measurement Concepts	<ul style="list-style-type: none"> • H: Ch. 5-6 • DSM: Schizophrenia Spectrum and other Psychotic D/O 	<ul style="list-style-type: none"> • Unit 3 Feb 10
Feb. 11	Initial Assessment in Counseling Mental Health and Addictions Assessment	<ul style="list-style-type: none"> • H: Ch. 7-8 • DSM: Other Conditions that May be a Focus of Clinical Attention 	<ul style="list-style-type: none"> • Unit 4 Due: Feb. 17
Feb. 18	Communication of Assessment Findings Sample Assessment Report	<ul style="list-style-type: none"> • H: Ch. 15 • H: Appendix B 	<ul style="list-style-type: none"> • Unit 5 Due: Feb. 24
Feb. 25	Suicide Assessments	<ul style="list-style-type: none"> • DSM: Depressive D/O • DSM: Bipolar and Related D/O 	<ul style="list-style-type: none"> • Unit 6 • Intake Interview and Mental Status Exam assignments <p>Due: Feb 25</p>

Feb. 26	Midterm Opens		Closes: Mar. 4
Mar. 4	Assessment of Interpersonal Relationships	<ul style="list-style-type: none"> • H: Ch. 14 • DSM: Anxiety D/O • DSM: Obsessive-Compulsive and Related D/O 	<ul style="list-style-type: none"> • Unit 7 • Couple Assessment Report <p>Due: Mar. 7</p>
Mar. 8- Mar. 16	<p>HAPPY SPRING BREAK!!</p> <p><i>Take time for self-care!</i></p>	No New Assignments This Week	<ul style="list-style-type: none"> • Couple Recording and Critique <p>Due: Mar. 17</p>
Mar. 18	Assessment of Career Development and Wellness Career Assessment Tools	<ul style="list-style-type: none"> • H: Ch. 11-12 	<ul style="list-style-type: none"> • Unit 8 <p>Due: Mar. 24</p>
Mar. 25	Assessment of Intelligence	<ul style="list-style-type: none"> • H: Ch. 9 • DSM: Trauma and Stressor-related D/O • DSM: Dissociative D/O • DSM: Somatic Symptoms and Related D/O 	<ul style="list-style-type: none"> • Unit 9 <p>Due: Mar. 31</p>
Apr. 1	Assessment of Aptitude and Achievement	<ul style="list-style-type: none"> • H: Ch. 10 • DSM: Feeding and Eating D/O • DSM: Elimination D/O • DSM: Sleep-Wake D/O • DSM: Breathing-related Sleep D/O • DSM: Parasomnias • DSM: Sexual Disfunctions • DSM: Gender • Dysphoria 	<ul style="list-style-type: none"> • Unit 10 • Holland Code (RIASEC) Test - Assessment Results and Write-Up <p>Due: Apr. 7</p>
Apr. 8	Assessment of Personality	<ul style="list-style-type: none"> • H: Ch. 13 • DSM: Disruptive, Impulse-control, and Conduct D/O • DSM: Paraphilic D/O 	<ul style="list-style-type: none"> • Unit 11 <p>Due: Apr. 14</p>
Apr. 15	Substance-related and Addictive Disorders	<ul style="list-style-type: none"> • DSM: Substance-related and Addictive D/O – including Non-substance-related 	<ul style="list-style-type: none"> • Case Study <p>Due: Apr. 21</p>

Apr. 22	Future Trends in Counseling Assessment	<ul style="list-style-type: none"> • H: Ch. 16 • DSM: Personality D/O • DSM: Neurocognitive D/O 	<ul style="list-style-type: none"> • Unit 12 <p>Due: Monday, Apr. 28 (Tuesday, Apr. 29 is the reading day)</p>
Apr. 22	Assessment Class Presentations		
	Final Test Opens Apr. 23 (Final is comprehensive)		Closes: May 6

COURSE EVALUATION

Method	Points Available
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
Administering the Holland Code (RIASEC) Test	40
Case Study	35
Assessment Video Presentation	20
<i>Weekly Class Participation is Expected at the Graduate Level</i>	
TOTAL	380

GRADING SCALE

<i>Point Total</i>	<i>Final Letter Grade</i>
342-380	A
304-341	B
266-303	C
Below 266	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, the instructor will enter the information into Banner and may report the facts to the student's academic advisor, academic dean, and/or department chair 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 in need of support for personal conditions (i.e., neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through 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 complete an accessibility request form here: https://nccu-accommodate.symplcity.com/public_accommodation/. Should students have any questions or concerns when completing the form, students can contact SAS at (919) 530-6325 or sas@nccu.edu to discuss available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symplcity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to 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.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with 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 01.04.4). 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. 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 PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- **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.

ADDITIONAL 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>
- 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. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). McGraw-Hill Education.
- 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 (7th 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.
- Glicklen, M. D. (2006). *Learning from resilient people*. Thousand Oaks: Sage Publications.
- Groth-Marnat, G. (2016). *Handbook of psychological assessment* (6th ed.). Wiley.
- 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>
- Johnson, D. W., & Wilson, T. L. (2022). Cultural competence in psychological assessment: Current issues and future directions. *Journal of Multicultural Counseling and Development*, 50(1), 5-18. <https://doi.org/10.1002/jmcd.12188>
- Kottler, J. A., & Kottler, D. C. L. S. (Eds.). (2019). *The counselor's companion: What every counselor needs to know* (5th ed.). Routledge.
- Kroeger, O., & Thueson, J. M. (1992). *Type Talk at Work*. New York: Dell Publishing.

- Liu, L., & Zhang, X. (2023). The impact of assessment feedback on client outcomes in counseling: A longitudinal study. *Counseling Psychologist*, 51(2), 216-233.
- McAuliffe, G., & Eriksen, K. (2021). Integrating assessment and intervention: The use of dynamic assessment in counseling practice. *Clinical Psychology Review*, 83, 101975.
<https://doi.org/10.1016/j.cpr.2021.101975><https://doi.org/10.1177/00110000221087009>
- 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.
- Perry, S. L., & Zhang, Y. (2020). Assessing the effectiveness of teletherapy assessment tools during the COVID-19 pandemic. *Journal of Counseling Psychology*, 67(4), 487-502.
<https://doi.org/10.1037/cou0000447>
- Power, C., & Adams, J. O. D. V. (Eds.). (2019). *Clinical assessment of children and adolescents: A practitioner's handbook* (3rd ed.). Routledge.
- 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.
- Smith, A. C., & Jones, B. H. (2023). The role of client self-report measures in outcome assessment and treatment planning. *Professional Psychology: Research and Practice*, 54(1), 34-42.
<https://doi.org/10.1037/pro0000391>
- 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, Malaika Edwards, Ph.D., LCMHC. 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/their 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)