

SUL ROSS STATE UNIVERSITY
ED 5315: ASSESSMENT IN COUNSELING
Spring 2020
School Counselor Syllabus

Instructor: Nate Smith, MS LPC, Doctoral Candidate
Office MAB 309c
Cell Phone: 970.26.4218 (preferred communication)
Email: nathaniel.smith@sulross.edu (preferred communication)
Office hours M-Th 9am-11am (virtual), or by appointment.

Please read the syllabus carefully and refer to it throughout the course. All course objectives and expectations are outlined in the syllabus. If anything is unclear, please contact me for clarification.

REQUIRED TEXT

Watson and Flamez (2015). *Counseling Assessment and Evaluation: Fundamentals of Applied Practice*. Thousand Oaks, California: Sage Publications.

American Psychological Association (2009). *The publication manual of the American Psychological Association*. Sixth Edition. Washington, D.C. American Psychological Association.

COURSE DESCRIPTION

This course provides an introduction to testing and assessment for use in counseling individuals and groups, including: basic psychometric theories and approaches to appraisal; psychometric statistics; factors influencing appraisals, data and information gathering; and use of appraisal results in the helping process. In addition, addresses test selection, test administration, and the dynamics of test interpretation.

COURSE OBJECTIVES

Students will:

1. Become familiar with the general purposes of appraisal.
2. Develop a base of knowledge concerning the historical bases and theoretical foundations of assessment techniques.
3. Learn to interpret different psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations.
4. Develop strategies for selecting, administering, interpreting, and using assessment and evaluation instruments in counseling.
5. Compare and contrast different methods for estimating reliability, including methods for establishing stability, internal, and equivalence reliability.
6. Develop a knowledge base concerning different methods for establishing validation evidence, including content, criterion-related, or empirical, and construct validity.

7. Develop a base of knowledge concerning aptitude and ability, intelligence, and personality assessment.
8. Become familiar with different appraisal methods including individual and group inventory/test methods, behavioral observation, performance assessment, and environmental assessment.
9. Understand general principles and methods for case conceptualization, assessment, and/or diagnoses of mental and emotional status.
10. Discuss topics related to age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups.
11. Describe the major concepts related to report writing
12. Evaluate the advantages and disadvantages of technological applications in appraisal.
13. Understand ethical and legal considerations related to assessment and appraisal data.

Program Learning Outcomes

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

School Counselor Standard I Learner-Centered Knowledge:

The professional school counselor must have a broad knowledge base.

School Counselor Standard II Learner-Centered Skills:

The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

School Counselor Standard III Learner-Centered Process:

The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth. School Counselor

Standard IV Learner-Centered Equity and Excellence for All Learners:

The professional school counselor promotes academic success for all learners by acknowledging, respecting School Counselor

Standard V Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

School Counselor Standard VI Learner-Centered Professional Development:

The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession and to model professional ethics and personal integrity.

TExES Domains and Competencies covered in this course:

Domain I – Understanding Students

Competency 001-(Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meet the needs of all students.

The beginning school counselor:

- A. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents.
- B. Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g. early childhood, middle childhood, adolescence).
- C. Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students' behaviors (e.g., how affective characteristics may affect academic performance).
- D. Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students' developmental characteristics and differences.
- E. Understands students' developmental characteristics and needs in relation to educational and career awareness, planning, and decision making.

Competency 002-(Student Diversity):The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students. The beginning school counselor:

- A. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
- B. Knows and applies strategies for positive, effective communication with all students and their families.
- C. Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style) and knows how to provide a developmental guidance and counseling program that meets the needs of all students.'
- D. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, and special education).
- E. Demonstrates knowledge of how to facilitate the learning and achievement of all students, 4 including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

- F. Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
- G. Advocates for a school environment in which diversity is acknowledged and respected.

Competency 003-(Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

The beginning school counselor:

- A. Understands environmental, social, and cultural factors that may affect students' development and learning and recognizes the relevance of these factors for school counseling.
- B. Knows how factors in the school (e.g., peer relationships, teacher-student interactions, school climate) may affect students' ability to succeed in school and collaborates with school personnel to promote a school environment in which all students may achieve success.
- C. Demonstrates knowledge of factors in the home and community that may affect students' school performance (e.g., feelings of safety and security, level of family support, impact of critical incidents) and recognizes the affects such factors may have on students' achievement.
- D. Understands how societal factors and trends (e.g., media influences on students, changing demographics and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.
- E. Understands how to promote students' abilities to cope with negative factors and build on positive factors and influences in their lives.

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 004-(Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promote all students' success.

The beginning school counselor:

- A. Demonstrates knowledge of the components of a developmental guidance and counseling program.
- B. Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that reflects student needs.
- C. Demonstrates knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program's effectiveness and modifying the program as necessary to meet the needs of all students.
- D. Knows how to implement strategies for effective internal and external communication.
- E. Understands the roles and responsibilities of the school counselor, counseling staff, and other professionals in the school with regard to the guidance and counseling program.
- F. Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school. G. Knows how to implement effective referral procedures to facilitate the use of special 5 programs and services.

- G. Knows how to organize personnel, resources, and activities to meet defined needs and objectives. I. Knows how to apply research-based practice to improve the school guidance and counseling program.

Competency 005-(Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

The beginning school counselor:

- A. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.
- B. Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results and evaluative criteria).
- C. Knows how to design, implement and evaluate developmentally appropriate guidance instruction for students at different grades.
- D. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
- E. Demonstrates an understanding of theories, models, principles, and practices of career development.
- F. Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
- G. Knows how to facilitate students' ability to achieve theory potential by helping them set and attain challenging educational, career, and personal/social goals.
- H. Demonstrates knowledge of how to teach small and large groups by actively engaging students in the learning process.

Competency 006-(Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

The beginning school counselor:

Applies knowledge of counseling and consultation theories, principles, and practices in a school community.

- B. Understands the scope of the school counselor's job and recognizes when and how to make referrals to professionals outside the school.
- C. Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.
- D. Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.
- E. Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.

F. Knows how to use counseling-related research techniques and practices to address student needs.

G. Applies knowledge of how to coordinate resources for students within the school and the community. H. Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

Competency 007-(Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success. The beginning school counselor:

- A. Demonstrates knowledge of assessment principles and procedures, including the appropriate use of tests and test results.
- B. Understands the characteristics, uses, advantages and limitations of various types of informal and formal assessments.
- C. Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
- D. Knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs.
- E. Understands principles of testing and measurement that underlie group standardized testing programs.
- F. Knows how to collaborate in the planning and evaluation of a group standardized testing program.
- G. Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.
- H. Knows how to communicate assessment results to school personnel, students, and students' families.

Domain III – Collaboration, Consultation, and Professionalism

Competency 008-(Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

The beginning school counselor:

- A. Applies strategies for using oral, written, electronic, and nonverbal means to communicate to interact effectively with families in various contexts.
- B. Knows how to establish partnerships of trust and mutual respect between homes and the school community.
- C. Demonstrated knowledge of procedures for working with parents/guardians to enhance the counselor's interaction with students and to facilitate student learning.
- D. Knows how to use effective communication with families to support responsive interventions.
- E. Applies knowledge of strategies for promoting the involvement of parents/ guardians in their children's education.
- F. Works effectively as a team member with families and other professionals to promote positive change for students.
- G. Knows how to provide support for families, including use of effective referral procedures.

Competency 009-(Collaboration with Others in School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

The beginning school counselor:

- A. Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.
- B. Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students' development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
- C. Demonstrates knowledge of procedures for consulting with teachers, administrators, and others to professional expertise and enhance their work with students.
- D. Knows how to work and communicate effectively with teachers, administrators, and other professionals to promote positive change for individuals, groups, and the school community.
- E. Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
- F. Applies procedures for coordinating resources for students within the school and community

Competency 010-(Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

The beginning school counselor:

- A. Demonstrates and understanding of legal and ethical standards, guidelines, practices, and issues relevant to the role of the school counselor (e.g., Confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).
- B. Knows how to apply legal and ethical standards in various situations involving students and others.
- C. Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.
- D. Uses reflection, self-assessment, interactions with colleagues, and continuing education to promote personal professional development.
- E. Knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.
- F. Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

Counselor Education Marketable Skills 2020

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.

3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

Academic Integrity

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected. Examples of academic dishonesty include but are not limited to: turning in another person's work as one's own; or copying from professional works or internet sites without citation. For this assignment, students who copy an existing career program will receive no credit. Although students are expected to use and cite materials from appropriate sources, this career program is to be designed by the individual student

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technological Assistance

Students, refer to the information posted on the main Blackboard login page for information regarding Blackboard Support Staff assistance with technological difficulties. The Help Desk is also available to students 24 hours a day, 7 days a week and may be accessed by phoning 888-691-5071.

SRSU Disability Services

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178; Fax: 432-837-8724.

REQUIREMENTS

Students will:

- participate in Blackboard discussions.
- complete reading assignments and study the material prior to completing assignments.
- complete written assignments.
- complete quizzes.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

EVALUATION

- Quizzes 35% (640 points)
- Discussion Board 20% (320 points)
- Instrument Critique 25% (100 points)
- DSM Disorder Paper 20% (100 points)

Course Grades:

A 91% - 100%

B 81% - 90%

C 71% - 80%

F Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing

CLASS POLICIES

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor. Check your Sul Ross email daily.

LATE ASSIGNMENTS ARE NOT ACCEPTED.

ASSIGNMENT DESCRIPTIONS

1. Chapter Quizzes: (35% of overall grade)

There will be 16 chapter quizzes worth 40 points each. Each quiz is timed (40 minutes) and you must complete each quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. You MAY NOT collaborate on the chapter quizzes. To do so will violate stated rules regarding academic honesty and you will be dropped from the course. Answers will not be provided until all students have taken each quiz. Chapter quizzes are available and you may take them in advance of the due date listed, however, you must complete each quiz by 12:00 a.m. (midnight) on the day each is due. Each quiz will consist of 20 multiple-choice questions.

2. Discussion Board Activities: (20% of overall grade)

One original post of your own and one reply to your classmates. Due on Sunday by Midnight. Each chapter discussion post is worth 15 points and each chapter discussion board response is worth 5 points=20 points total.

3. Written Papers (45% of overall grade)

General Format for Written Work. Papers must be typed using APA format. Which includes, 1 inch margins, 12-point New Roman type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development. Two writing programs, Smarthinking and SafeAssign, are used to assist with quality of writing.

- Case Conceptualization and Treatment Plan Paper: see below for detail
- Instrument Critique: See below for details.

Instrument Critique Project

Locating an appropriate instrument is an important part of the assessment process. Submit a written review reviewing one test designed to measure a construct, such as personality, academic development, intelligence, social development, types of psychological diagnoses, career discernment, substance use disorder screening, process addiction screening, values inventory, skills inventory, interest inventory, or career readiness.

The instrument you choose must be approved by me.

The instrument reviewed should pertain to your specific training emphasis, clinical mental health counseling. Sources for information should include the Mental Measurement Yearbook, Tests in Print, or the official test manual from the assessment's publisher. Be sure to appropriately cite sources and to include quotation marks for direct quotes. **The paper should be presented in APA format as discussed in the 6th edition manual, or you will fail the assignment and asked to fix formatting.**

The test review should be reported in the following outline form:

1. Test name
2. Test author
3. Publication
 - a. Publisher
 - b. Date of initial publication and most recent revision
 - c. Current total cost of examination
 - d. Individual costs of examination (booklets, answer sheets, manuals, etc.)
4. Test description
 - a. Item types
 - b. Available forms
 - c. Age groups
5. Test/scale development
 - a. Development history
 - b. Version changes
6. Test use
 - a. Purpose
 - b. Target population and groups for which the test is not applicable
7. Administration details
 - a. Time required
 - b. Training required
 - c. Standardization procedure and administration format (e.g., large group, small group, individual, quiet environment, lighting, spacing, etc.)
 - d. Special materials needed
 - e. Other administrative details
8. Scoring procedures
9. Normative data
 - a. Initial norming group

- b. Subsequent norming groups
- 10. 10. Reliability
 - a. Test-retest
 - b. Alternate form
 - c. Internal consistency
 - d. Reviewer's comments on reliability
- 11. Validity
 - a. Content, concurrent, predictive, and/or construct validity
 - b. Reviewer's comments on validity
- 12. General evaluation
 - a. Special merits and strengths of the test
 - b. Criticisms and limitations of the test
 - c. Reviewer's recommendation
 - d. Personal recommendation – do you think you would use this test in your future work? Why or why not? This can be written using "I think" statements.
- 13. Multicultural Considerations
 - a. Discuss cultural considerations this instrument has. Has this instrument been normed for communities of different cultures?
- 14. References

This assignment has been adapted from Dr. Erin West, Ph.D.'s course Assessment Techniques in Counseling.

Case Conceptualization and Treatment Plan Paper

Using **one** of the following case studies, write a case conceptualization & treatment plan for the client. In this paper you will use appropriate scholarly materials to support your treatment choices. Please include the following sections in your paper.

Introduction

- Client Demographic Information
 - section includes age, sex, family history of mental health difficulties, cultural background (race, sex, gender, sexual orientation, etcetera), occupation, relationship status, and other demographic information.
- History of Treatment
 - This will include any past clinical counseling, substance abuse counseling, or other areas of treatment.
- Assessment
 - Using your textbook and other resources (Sul Ross Library) you will identify 2-3 assessment you recommend the client take for evaluation. These can include any number of assessments we have discussed throughout the course.
- Diagnosis
 - Using the DSM-V identify the clients diagnostic symptomatology. Including severity, duration, and frequency. Identify a preliminary diagnosis for the client
- Conceptualization
 - Using your developing clinical judgement, conceptualize the client here. Identify what you believe to causing the client clinical distress. Including your discussion both external and internal factors.
- Treatment Plan
 - Identify 3 clinical goals for your client. Using evidence based treatment interventions (this is where your theory becomes relevant) identify how you will help the client achieve their goals and address their symptoms.
- References
 - Identify any references you use. Only academic resources will be allowed, no popular sources (Wikipedia, Psychology Today, etc).

This paper must be presented in APA format, 6th edition. The paper should 7-8 pages in length. If you do not meet this requirement you will fail the assignment and be asked to correct the format.

**Choose one of the following case studies below (all case studies are fictitious)
(Sources of case studies: <https://www.div12.org/case-studies/>)**

Chris is a 20-year-old Caucasian male who is in his second year of college. He is seeking treatment due to persistent fears that campus security and the local police are tracking and surveilling him. He cites occasional lags in his internet speed as evidence that surveillance devices are interfering with his electronics. His intense anxiety about this has begun getting in the way of his ability to complete schoolwork, and his friends are concerned – he says they have told him, “you’re not making sense.”

Chris occasionally laughs abruptly and inappropriately and sometimes stops speaking mid-sentence, looking off in the distance as though he sees or hears something. He expresses concern about electronics in the room (phone, computer) potentially being monitored and asks repeatedly about patient confidentiality, stating that he wants to be sure the police won’t be informed about his treatment. His beliefs are fixed, and if they are challenged, his tone becomes hostile.

Victor is a 27-year-old man who comes to you for help at the urging of his fiancée. He was an infantryman with a local Marine Reserve unit who was honorably discharged in 2014 after serving two tours of duty in Iraq. His fiancé has told him he has “not been the same” since his second tour of duty and it is impacting their relationship. Although he offers few details, upon questioning he reports that he has significant difficulty sleeping, that he “sleeps with one eye open” and, on the occasions when he falls into a deeper sleep, he has nightmares. He endorses experiencing several traumatic events during his second tour, but is unwilling to provide specific details – he tells you he has never spoken with anyone about them and he is not sure he ever will. He spends much of his time alone because he feels irritable and doesn’t want to snap at people. He reports to you that he finds it difficult to perform his duties as a security guard because it is boring and gives him too much time to think. At the same time, he is easily startled by noise and motion and spends excessive time searching for threats that are never confirmed both when on duty and at home. He describes having intrusive memories about his traumatic experiences on a daily basis but he declines to share any details. He also avoids seeing friends from his Reserve unit because seeing them reminds him of experiences that he does not want to remember.

Tina is a 17 year-old high school junior who resides with her parents and 14-year-old brother. Tina’s mother is concerned about her daughter’s recent 22-pound weight loss. Tina counts calories and exercises each morning and evening. Despite her weight loss and low-average size, Tina says that she is “fat” and she weighs herself several times a day. Tina has always felt close to her family, especially to her mother. She is an excellent student, active in cheerleading and works a part-time job. Tina’s mom tells her that she looks too thin, but Tina still believes she needs to lose more weight. Tina quickly is offended and reacts defensively. When Tina’s father encourages her to eat more, she argues with him during dinner. Tina’s brother teams up with Dad, sometimes calling Tina names. On several occasions, Tina has left the table and locked herself in her bedroom. Tina’s parents are unsure if she is showing some ordinary teenage

rebellion or if she is developing an eating disorder. Until now, Tina has never given them any problems.

Smart Think and Safe Assign

SmartThinkingWith Blackboard, you will note two tabs on the left, a SmartThinking Handbook tab and a SmartThinking tab. Sul Ross State University provides this writing tutorial program, free of charge, to currently enrolled students.

SmartThinking handbook will provide you with additional details. When you are ready to submit your draft paper to SmartThinking, you may do so through the SmartThinking tab. This service does not detect plagiarism, you will still need to use SafeAssign for similarity detection.

The SmartThinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

The Critique Process: Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. SmartThinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

Standard Essay Review: SmartThinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

Long Essay Review: The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

Paragraph Review: The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

Grammar & Documentation Review: The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

Resume & Cover Letter Review: Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

About Smarthinking Tutors:

Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students) Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

SafeAssign

What is the Safe Assignment Tool? The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system 9 that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism.

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

**ED 5315: Assessment in Counseling
Spring 2019
Course Schedule**

NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED. All deadlines for assignments will be midnight, CST (Central Standard Time) on the date indicated. All assignments, and discussion posts are due Sunday at 11:59pm of the week in which they are assigned.

Week 1: 1/13-1/19 Introduction/Chapter 1-Discussion Board and Quiz

Week 2: 1/20- 1/26 Chapter 2 Discussion Board and Quiz

Week 3 1/27-2/2 Chapter 3 Discussion Board and Quiz

Week 4: 2/ 3- 2/9 Chapter 4 Discussion and Quiz;

Week 5: 2/1-2/16 Chapter 5 Discussion Board and Quiz

Week 6: 2/17-2/23 Chapter 6 Discussion Board and Quiz

Week 7: 2/24-3/1 Chapter 7 Discussion Board and Quiz

Instrument Critique is Due Sunday Midnight

Week 8: 3/2-3/ 8 Chapter 8 Discussion Board and Quiz; Trauma Instrument

Week 9: 3/9-3/15 Chapter 9 Discussion Board and Quiz

Week 10: 3/16-3/22 Chapter 10 Discussion Board and Quiz

Week 11: 3/23-3/29 Chapter 11 Discussion Board and Quiz

Week 12: 3/30-4/5 Chapter 12 Discussion Board and Quiz

Week 13: 4/6-4/12 Chapter 13 Discussion Board and Quiz; CSSR Instrument training

Week 14: 4/13-4/19 Chapter 14 Discussion Board and Quiz

Week 15: 4/20-4/26 Chapter 15 Discussion Board and Quiz

Week 16: 4/27-5/3 Chapter 16 Discussion Board and Quiz

***Case Conceptualization and Treatment Plan Paper Due Sunday Midnight**

Final Exams: 5/4-5/ 6

Grades due 5 /8 for graduating students.