



EDUA/EDSR 5315: ASSESSMENT IN COUNSELING

Sul Ross State University

Summer II, 2025

Instructor: Barbara Tucker, PhD

E-Mail: btucker@sulross.edu

Office Number: 432.386.0246 **Office Location:** MAB-309-G

Office Hours: Tues and Thurs. 12:00-5:00 and 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.

CATALOG COURSE

DESCRIPTION:

EDUA 5315 Assessment in Counseling (3-0). 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. Also addresses test selection, test administration, and the dynamics of test interpretation.

REQUIRED TEXTS:

All the required course materials for your classes are being delivered through Sully Shelf, the campus-wide course materials program. Your student account will be charged automatically, and you will not need to make a separate purchase.

- For this course we will be using a physical (print) book. You will receive an email confirming your materials are ready for pickup. Upon receipt of the email, please

bring your Student ID to the online order pickup area at the campus store to pick up your print course materials. **Note:** If you drop this course on, or before, the last day of the DROP/ADD period (check the academic calendar [here](#)), when you return your physical course material to the campus store, your account will be refunded.

If you have any questions about Sully Shelf or the charge to your student account, please contact the campus store by phone at (432) 837-8194 or via email at sullyshelf@follett.com.

Watson, J. C., & Flamez, B. (2015). *Counseling assessment and evaluation:*

Fundamentals of applied practice. Sage Publications.

American Psychological Association. (2020). Publication manual of the American

Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

CACREP REQUIREMENTS FOR CLINICAL MENTAL HEALTH COUNSELING

	CACREP Standard	Activity	SLOs
II.F.7.a.	Historical perspectives concerning the nature and meaning of assessment and testing in counseling	Assigned reading Chapter 1; Discussion Boards; Chapter 1 Quiz;	1
II.F.7.b.	Methods of effectively preparing for and conducting initial assessment meetings	Assigned reading chapter 5-12; Chapter quizzes 512; Discussion boards	1, 3
II.F.7.c.	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	CSSR Discussion board;	1, 3
II.F.7.d.	Procedures for identifying trauma and abuse and for reporting abuse	Trauma Instruments Discussion board;	3

II.F.7.e.	Use of assessments for diagnostic and intervention planning purposes	Assigned reading chapter 5-12; chapter quizzes 5-12; Discussion Boards	1, 3
II.F.7.f.	Basic concepts of standardized and nonstandardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Discussion Boards; Chapter Quizzes	1, 2, 3
II.F.7.g.	Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Assigned reading chapter 2; Chapter 2 quiz; Discussion board	1, 3
II.F.7.h.	Reliability and validity in the use of assessments	Assigned reading in Chapter 3 & 4; chapter 3 & 4 quiz; Discussion board	1, 3
II.F.7.i.	Use of assessments relevant to academic/educational, career, personal, and social development	Assigned reading Chapter 11 & 12; Chapter 11 & 12 quiz; Discussion board; Instrument Critique Paper	1, 3
II.F.7.j.	Use of environmental assessments and systematic behavioral observations	Assigned reading Chapter 11; Chapter 11 quiz; Discussion board	1, 3
II.F.7.k.	Use of symptom checklists, and personality and psychological testing	Chapter 9 & 10 assigned reading; Chapter 9 & 10 Quiz; Discussion board	1, 3

II.F.7.l.	Use of assessment results to diagnose developmental, behavioral, and mental disorders	Chapter 13 and 14 assigned reading; Chapter 13 & 14 quiz; Discussion board; Case Conceptualization and Treatment Plan paper	1, 3
II.F.7.m.	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Chapter 15 & 16 assigned reading; Chapter 15 & 16 quiz; Discussion board; Instrument Critique Paper	2

COURSE LEARNING OBJECTIVES:

The student will be able to:

- +Become familiar with the general purposes of appraisal;
- +Develop a base of knowledge concerning the historical bases and theoretical foundations of assessment techniques;
- +Learn to interpret different psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations;
- +Develop strategies for selecting, administering, interpreting, and using assessment and evaluation instruments in counseling;
- +Compare and contrast different methods for estimating reliability including methods for establishing stability, internal, and equivalence reliability;
- +Develop a knowledge base concerning different methods for establishing validation evidence including content, criterion-related, or empirical, and construct validity;
- +Develop a base of knowledge concerning aptitude and ability, intelligence, and personality assessment;
- +Become familiar with different appraisal methods including individual and group inventory/test methods, behavioral observation, performance assessment, and environmental assessment;
- +Understand general principles and methods for case conceptualization, assessment, and/or diagnoses of mental and emotional status;

- +Discuss topics related to age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups;
- +Describe the major concepts related to report writing;
- +Evaluate the advantages and disadvantages of technological applications in appraisal; and
- +Understand ethical and legal considerations related to assessment and appraisal data.

STUDENT LEARNING OUTCOMES (SLO):

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling 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, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELING MARKETABLE SKILLS:

Graduates will be able to:

1. Demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DOMAINS

Domain I-Knowledge of Learners

Domain II-The Comprehensive School Counseling Program

Domain III-The Professional School Counselor

Domain IV-Analysis and Response

TEXES COMPETENCIES

TEXES competencies addressed in this course are:

Competency 001-(Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002-(Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

Competency 003-(Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

Competency 006-(Systems Support): Understand procedures, processes, and strategies for providing systems support.

Competency 007-(Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

Competency 008-(Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

Competency 009-(Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

Competency 010-(Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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.

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: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation. **Acknowledge when using AI-generated content in assignments. Ensure AI acts as a tool to enhance learning without replacing critical thinking.**

TECHNOLOGY REQUIREMENTS:

Since the Counseling Program is a predominately online/web delivered program, students are required to have their own computers and Internet that can handle the required technology including audio, a camera, Chrome or other browser, Blackboard (Bb), MS Teams, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a MS Teams or Bb Collaborate session, or take an exam.

ADA (Americans with Disabilities Act)**SRSU DISABILITY SERVICES:**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message, and they'll get back to you as soon as they can during working hours), or email mschwartz@sulross.edu. The office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122; Sul Ross State University; Alpine, Texas 79832.

LIBRARY INFORMATION:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [SRSU Library & Archives – THE FRONTIER UNIVERSITY of Texas \(sulross.edu\)](http://sulross.edu/library). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SAFE ASSIGN

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 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.

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.

CLASS POLICIES

PARTICIPATION POLICY:

Since EDUA/EDSR 5315 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in EDUA/EDSR 5315, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)

LATE ASSIGNMENTS ARE NOT ACCEPTED.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the **quality** of your learning as **demonstrated by your performance** in the following areas:

- Chapter Quizzes 25%
- Discussion Board Postings & Responses 25%
- Dyslexia Training Module 5%
- Instrument Critique Paper 20%
- Case Conceptualization & Treatment Plan Paper 25%

Course Grades:

	A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%	

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

ASSIGNMENT DESCRIPTIONS**1. Chapter Quizzes: (25% of overall grade)**

There will be 16, chapter quizzes worth 30 points each. Each quiz consists of 15 multiple-choice questions. Each quiz is timed (30 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 11:59 pm (CST) on the date each is due.

2. Discussion Board Activities: (25% of overall grade)

Chapter discussion board POSTS and RESPONSES are due by 11:59 p.m. CST on the given due date. Each chapter discussion board post is worth 20 points and each discussion board response is worth 10 points=30 points total. Discussion Board assignment requires a substantial post and a quality reply/response to a fellow classmate. In other words, you are going to review a fellow student's chapter discussion board post and provide a response. Compliments are a wonderful place to start, but please add to, build upon, increase the information provided. Two or three short sentences will not suffice to receive full credit and are not considered graduate-level work.

Always utilize APA format on all written assignments, and support your work with professional references with proper citations.

3. Dyslexia Training Module: (5% of overall grade)

Download the “Dyslexia Activity Form 1” and watch the 3 training videos. Submit your completed Dyslexia Activity Form within the “Dyslexia Training Module”. There are two submissions of your completed activity form.

Submit within: 1. “Dyslexia Activity link”; 2. “Watermark SLL links” tab, and then click on “Dyslexia Training Submission”.

You will not receive credit for this assignment until you submit your completion certificate.

4. Written Papers: (45% of overall grade)

Papers must be typed using APA format which includes 1-inch margins, 12-point Times New Roman font, and double line spacing throughout. Begin numbering with the title page, edit for spelling, grammar, clarity, and logical development of ideas. You may be asked to submit your work via plagiarism prevention tools such as SafeAssign.

- Instrument Critique Paper (20% of overall grade)
- Case Conceptualization and Treatment Plan Paper (25% of overall grade)

Instrument Critique Paper

DUE Sunday, July 27, 2025 at 11:59pm

Locating an appropriate instrument is an important part of the assessment process (see Chapter 5). Submit a thorough review of 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 in school counseling or clinical mental health counseling and an area of study of greater interest to you because you will most likely utilize this instrument with future clients. Sources for information should include the Mental Measurement Yearbook, Tests in Print, or the official test manual from the assessment’s publisher. Do NOT select an assessment instrument that is no longer in print/no longer being published because you will fail the assignment (see pp. 109-112). Be sure to appropriately cite sources and to include quotation marks for direct quotes.

Helpful Hints: Direct quotes should only be utilized when you cannot say it any better. One of the most helpful ways to reduce similarity percentages noted by tools such as Turnitin or SafeAssign is to avoid direct quotes.

The instrument critique 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 (if applicable)
 - c. Current total cost of examination
 - d. Individual costs of examination (booklets, answer sheets, manuals, etc.)
4. Test description
 - a. Item types (e.g., multiple choice, short answer, etc.)
 - b. Available forms (e.g., paper or electronic; some instruments have a longer form or a shorter version)
 - c. Appropriate age groups
5. Test/scale development
 - a. Development history
 - b. Version changes (if applicable) and rationale
6. Test use
 - a. Purpose
 - b. Target population as well as any groups for which the test is not applicable
7. Administration details (see pp. 114-119)
 - a. Time required
 - b. Training required
 - c. Standardization procedure and administration format (e.g., large group, small group, individual, paper vs. electronic, quiet environment, lighting, spacing, etc.)
 - d. Any special materials needed
 - e. Other administrative details
8. Scoring procedures
9. Normative data
 - a. Initial norming group
 - b. Subsequent norming groups
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 (i.e., would you use this test in the future? Why or why not? This section can be written in first person using I, me, we, etc.
- 13. Multicultural Considerations
 - a. Discuss cultural considerations for this instrument. Has this instrument been normed for communities of different cultures?
- 14. References
 - a. This assignment has been adapted from Dr. Erin West's course on Assessment Techniques in Counseling.

Case Conceptualization and Treatment Plan Paper

DUE SUNDAY, August 10, 2025, at 11:59pm

Choose **one** of the following case studies, and write a case conceptualization and treatment plan for the client. In this paper, you will use appropriate scholarly materials (i.e., professional, peer-reviewed journal articles, books, or textbooks, etc.) to support your treatment choices. Please include the following sections in your paper.

Introduction

- Client Demographic Information
 - This section includes name (formal and preferred), cultural background (race, ethnicity, age, gender, religious or spiritual affiliation, sexual orientation, gender identity, socioeconomic status, etc.), occupation, relationship status, current living situation, family history of mental health difficulties, religious or spiritual

beliefs (if any), and any other pertinent demographic information.

- History of Treatment
 - This will include any past clinical counseling, substance abuse counseling, mental health facility or program admission (e.g., inpatient level of care [IP], residential [RES], partial hospitalization [PHP] or intensive outpatient [IOP]) or any other areas of treatment)
- Assessment
 - Using your textbook and other professional resources (Sul Ross Library), you will identify 2-3 assessments you recommend the client take for evaluation. These can include any number of assessments we have discussed throughout the course.
- Diagnosis
 - Using the DSM-5-TR, identify the client's diagnostic symptomatology including severity, duration, and frequency. Identify a preliminary diagnosis for the client.
- Conceptualization
 - Using your developing clinical judgement, conceptualize the client. Identify what you believe to be causing the client clinical distress including your discussion of both internal and external factors.
- Treatment Plan
 - Identify three 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 his/her goals and address his/her current symptoms.
- References
 - Identify any references you use. Only academic resources will be allowed (i.e., no popular sources like Wikipedia, *Psychology Today*, etc.).

Choose **one** of the following case studies. All case studies are fictitious and have been retrieved from: Division 12 of the American Psychological Association. (n.d.). <https://div12.org/case-studies/>

Client #1

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 counseling 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.

Client #2

Victor is a 27-year-old man who comes to you for help at the urging of his fiancé. 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.

Client #3

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 Body Mass Index (BMI), 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.

IMPORTANT DATES:**[Academic Calendar – SUL ROSS](#)**

EDUA/EDSR 5315

Assessment in Counseling

Summer II 2025**Calendar of Assignments and Due Dates****Late Assignments will not be accepted for grading-You will receive a 0, no exceptions!**

Assignment:	Date Due:	Time Due:	Date Completed:
Discussion Board-Online Participation Policy-Response Required	7-9--25	11:59 pm central	
Discussion Board-Introduce Yourself	7-9-25	11:59 pm central	
Discussion Board Chapter 1	7-13-25	11:59 pm central	
Dyslexia Training Module	7-13-25	11:59 pm central	
Quiz 1	7-13-25	11:59 pm central	
Quiz 2	7-13-25	11:59 pm central	
Quiz 3	7-13-25	11:59 pm central	
Quiz 4	7-13-25	11:59 pm central	
Discussion Board Chapter 5	7-20-25	11:59 pm central	
Discussion Board Chapter 7	7-20-25	11:59 pm central	
Quiz 5	7-20-25	11:59 pm central	
Quiz 6	7-20-25	11:59 pm central	
Quiz 7	7-20-25	11:59 pm central	
Discussion Board Chapter 11	7-27-25	11:59 pm central	
Instrument Critique Paper	7-27-25	11:59 pm central	
Quiz 8	7-27-25	11:59 pm central	

Quiz 9	7-27-25	11:59 pm central	
Quiz 10	7-27-25	11:59 pm central	
Discussion Board Chapter 13	8-03-25	11:59 pm central	
PTSD Training Module	8-03-25	11:59 pm central	
Quiz 11	8-03-25	11:59 pm central	
Quiz 12	8-03-25	11:59 pm central	
Quiz 13	8-03-25	11:59 pm central	
Suicide Risk Assessment Training	8-10-25	11:59 pm central	
Case Conceptualization and Treatment Plan Paper	8-10-25	11:59 pm central	
Quiz 14	8-10-25	11:59 pm central	
Quiz 15	8-10-25	11:59 pm central	
Quiz 16	8-10-25	11:59 pm central	

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways.	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways.	The paper incorporated knowledge from the literature in relevant and meaningful ways.	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways.	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways.	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	
Focus	The paper's topic lacked focus and a clear direction.	The paper's topic had occasional focus, direction, and purpose.	The paper's topic had focus and clarity of direction and purpose.	The paper's topic had effective focus and clarity of direction and purpose.	The paper's topic had very effective focus and clarity of direction and purpose.	

Level of Coverage	The paper lacked depth, elaboration, and relevant material.	The paper occasionally included depth, elaboration, and relevant material.	The paper included depth, elaboration, and relevant material.	The paper effectively included depth, elaboration, and relevant material.	The paper very effectively included depth, elaboration, and relevant material.	
Grammar/ Spelling	The paper contained numerous	The paper contained some errors of	The paper contained very few	The paper contained only one or	The paper contained no errors of	

	errors of grammar and spelling.	grammar and spelling.	errors of grammar and spelling.	two errors of grammar and spelling.	grammar and spelling.	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited website material of questionable veracity.	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from websites of questionable credibility.	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible websites.	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible websites.	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible websites.	
APA Style	The paper did not use APA style.	The paper was partly based on APA style.	The paper was mostly based on APA style.	The paper was based on APA style with	The paper was completely and accurately	

				only a few exceptions.	based on APA style.	
Total Score						=
Mean Score						

Comments: Please see additional feedback on submitted paper in Blackboard (Bb).