

**MURRAY STATE UNIVERSITY****DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 617****CREDIT HOURS: 3**I. **TITLE:** Introduction to Counseling

II. **COURSE DESCRIPTION AND PREREQUISITE(S):** An introductory course in the philosophy, ethical and legal issues, principles and techniques of counseling, with emphasis on the organization and administration of mental health services in a variety of settings and diverse populations.

**Prerequisite(s):** noneIII. **COURSE OBJECTIVES:**

The purpose of this course is to expand student knowledge and skills of counseling. Students will be expected to understand the professional foundations of counseling, and the roles and functions of counselors in a variety of settings.

This course strives to meet the objectives as outlined in the CACREP Standards (2009) and the Kentucky CAEP Standards (2013).

Upon completion of this course, students will have knowledge of

- A. the historical overview of mental health counseling and counseling in the schools, (CACREP Section II: G1a; Section III CMHC: A1) [CAEP: D1a]
- B. professional identity, roles, and functions of counselors, including professional organizations, (CACREP Section II: G1b, G1f; Section III CMHC: A4; SC: A4) [CAEP: D1b, D1d, D1f]
- C. obtaining and maintaining certification and licensure in Kentucky, (CACREP Section II: G1g; Section III CMHC: A4; SC: A4) [CAEP: D1e]
- D. similarities and differences between the role of the school counselor and a clinical counselor,
- E. current and emerging issues in counseling, including the prevention of counselor burn-out, (CACREP Section II: G1d)
- F. cultural considerations in school and clinical mental health counseling,
- G. the counseling process, (CACREP Section II: G1e)
- H. remedial and preventive counseling interventions, including the promotion of client wellness, (CACREP Section II: G5a; Section III CMHC: C1)
- I. the variety of settings in which counseling takes place,
- J. working with specific populations: Groups; Couples, Marriage and Family; Adults; Children; Adolescents; Career; Addictions, including theories and etiology of addictions, (CACREP Section II: G3g) [CAEP: D1g]
- K. advocacy, consultation, and leadership for the counselor, client, and the profession, [CAEP: D1f, D1g]
- L. assessment in counseling, and
- M. legal and ethical issues in counseling. (CACREP Section II: G1j) [CAEP: D1h, D2f, D3e, D5g]

Students will develop skills to:

- A. assess a counselor's role in a school or agency by personally interviewing two counselors,
- B. build self-awareness through personal reflection and examination of thought processes,
- C. compare and contrast contemporary research that implements positive strategies for helping clients function more productively, especially for minority and impoverished clients,
- D. identify, research, discuss, and write about best practices in counseling, [CAEP: D8a]
- E. reflect on legal and ethical responsibilities as a functional decision maker, and
- F. identify community resources that would benefit the client population. (CACREP Section III CMHC: F1; SC: N2)

The course provides knowledge and understanding of counseling services: familiarization with professional literature in the field, inculcation of the counseling "point of view"; awareness of current professional issues and concerns; recognition of on-going research; and, development of prevention/intervention programs to help normal and at-risk clients.

The CAEP/EPBSB Themes of Assessment, Technology and Closing the Achievement Gap are addressed through discussion of course content in various textbook chapters. Specifically, there is a chapter on Assessment Practices; there is a chapter on Technology and Counseling; there is a chapter on School Counseling that incorporates meeting the academic needs of students; and there are other sections of the book that expand on these topics.

The CAEP/EPBSB Theme of Diversity is explored in this course by the application of content knowledge to diverse

populations and settings. Course assignments require the students to apply their knowledge to case studies that are multicultural in nature regarding age, ethnicity, gender, and nationality.

The CAEP/EPBSB Theme of Reflective Decision Maker is assessed in this course through the requirement for students to be self-aware and deliberate in their classroom discussions and assignments.

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

#### IV. **CONTENT OUTLINE:**

- A. Orientation to the class; What are Counselors;
- B. Therapeutic Alliance and the Helping Relationship
- C. The Counseling Professions: Historical and Current Issues and Trends
- D. Multicultural Counseling
- E. Ethical and Legal Considerations in Counseling
- F. Self-Care and Self-Growth
- G. Research and Writing in Counseling
- H. Technology and Counseling
- I. Types of Counseling
- J. Assessment, Diagnosis, and Treatment Planning
- K. Counseling Specializations

#### V. **INSTRUCTIONAL ACTIVITIES:**

- A. lecture/discussion
- B. student presentations/cooperative learning groups
- C. independent web work and reading
- D. student reflection and analysis of counseling methods

#### VI. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will do field research by interviewing a school or clinical mental health counselor, analyzing the school or clinical mental health counseling program, and identifying the systems program for at-risk clients.

#### VII. **TEXT AND RESOURCES:**

Capuzzi, D., & Gross, D. R. (2013). *Introduction to the Counseling Profession* (6<sup>th</sup> ed.). New York, NY: Routledge.

#### VIII. **EVALUATION AND GRADING PROCEDURES:**

A. Course Requirements	
Community Resource List.....	10%
Interview Paper.....	20%
Ethical Case Study Paper.....	20%
Exam 1.....	10%
Exam 2.....	10%
Exam 3.....	10%
Exam 4.....	10%
Participation.....	10%
<b>TOTAL</b>	<b>100%</b>

The following scale will be used:

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      E = below 69%

#### B. **Assignment Policies:**

**Assignments and dates are subject to change in the event of unusual circumstances. Students will be informed of changes by class announcements.**

**Any late assignment MAY be accepted with instructor's consent, and must be turned in no later than the next scheduled class. All late assignments will be assessed a 10% late penalty.**

#### IX. **ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student

Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## XII. COUNSELING PROGRAM STANDARDS FOR CNS 617:

<b>CACREP Core Standards</b>		<b>Assessment</b>
Professional Orientation & Ethical Practice	G1a. history and philosophy of the counseling profession	Exam
	G1b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications	Exam
	G1d. self-care strategies appropriate to the counselor role	Exam
	G1e. counseling supervision models, practices, and processes	Exam
	G1f. professional organizations, including membership benefits, activities, services to members, and current issues	Exam
	G1g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Exam
	G1j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Case Study
Human Growth & Development	G3g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment	Exam
Helping Relationships	G5a. an orientation to wellness and prevention as desired counseling goals	Exam
<b>CACREP Clinical Mental Health Counseling Standards</b>		<b>Assessment</b>
Foundations	A1. Understands the history, philosophy, and trends in clinical mental health counseling.	Exam
	A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Exam
Counseling, Prevention, & Intervention	C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Exam
Diversity & Advocacy	F1. Maintains information regarding community resources to make appropriate referrals	Resource List
<b>CACREP School Counseling Standards</b>		<b>Assessment</b>
Foundations	A4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Exam
Collaboration & Consultation	N2. Locates resources in the community that can be used in the school to improve student achievement and success	Resource List
<b>Kentucky CAEP Standards</b>		<b>Assessment</b>
Professional Identity	1a. history and philosophy of the counseling profession, including significant factors and events	Exam
	1b. professional roles, functions, and relationships with other human service providers	Exam
	1d. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases	Exam
	1e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Exam
	1f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession	Exam
	1g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Exam
	1h. ethical standards of ASCA, ACA, and related entities, and applications of ethical and legal considerations in professional counseling	Case Study

Social & Cultural Diversity	2f. ethical and legal considerations	Case Study
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### XIII. COURSE SCHEDULE AND ASSIGNMENTS:

Instructor:

Phone:

Email:

Office:

Office Hours:

Week	Topic	Assignment/Activity
1	Overview of syllabus, course assignments & requirements Orientation to the Counseling Program <i>Supplemental:</i> Professional Organizations	
2	Therapeutic Alliance and the Helping Relationship The Counseling Profession: Historical Perspectives and Current Trends	Chapter 1 and 2
3	Cross Cultural Counseling Ethical and Legal Considerations in Counseling	Chapter 3 and 4 <b>Due: Resource List (10%)</b>
4	Self-Care and Self-Growth: A Professional Responsibility	Chapter 5 <b>Due: Exam #1 (10%)</b>
5	Research and Writing in Counseling Technology and Counseling	Chapters 6 and 7
6	Individual Counseling	Chapter 8
7	Group Counseling and Creative Approaches	Chapters 9 and 10
8	Assessment Practices in Counseling and Diagnosis and Treatment Planning	Chapters 11 and 12 <b>Due: Exam #2 (10%)</b>
9	Clinical Mental Health Counseling *Guest Speaker	Chapter 15
10	School Counseling *Guest Speaker	Chapter 17 <b>Due: Ethical Case Study (20%)</b>
11	Addictions Counseling	Chapter 13 <b>Due: Exam #3 (10%)</b>
12	<b>KCA Conference: No class</b>	
13	Career Counseling	Chapter 14
14	Marriage, Couple and Family Counseling	Chapter 16
15	<b>Thanksgiving Break: No class</b>	
16	College Counseling and Student Affairs Counseling Supervision Models	Chapter 18 <b>Due: Interview Paper (20%)</b>
17	<b>Finals Week: No class</b>	<b>Due: Exam #4 (10%)</b>

### XIV. RUBRICS:

A. Class Attendance and Participation

Standard	Good	Okay	Not Good	Score
<b>Attendance</b>	Present		Absent	
<b>Contribution</b>	Appropriate participation; provides thoughtful or thought-provoking comments; demonstrated being prepared for class discussion	Vague participation; makes 1-2 comments; comments are generic and not focused	No or inappropriate participation; maintains personal discussions with other students	

<b>10% of course grade</b>	<b>/10%</b>
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## B. Community Resource List

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Locates resources in the community that can be used in the school to improve student achievement and success. (CACREP Section III, SC: N2)</b>	Candidates provide resources that are <b>specific to the common issues pertinent</b> for their client population.	Candidates provide resources that are <b>appropriate</b> for their client population.	Candidate provide resources that are <b>generic</b> for the community; identify resources that lack focus on their client population.	Candidates provide a <b>random and incomplete</b> list of resources for their client population.	
<b>Maintains information regarding community resources to make appropriate referrals. (CACREP Section III, CMHC: N2)</b>	Candidates provide a <b>full and detailed list</b> of resources that are <b>appropriate</b> referral sources for their population; identify the appropriateness of the resource by providing <b>information</b> about each resource.	Candidates <b>clearly identify</b> accurate collection of resources; provide contact and <b>detailed information</b> about the resources; identify resources that are <b>appropriate</b> referral sources for their population.	Candidates provide a <b>minimal</b> collection of resources; <b>vaguely identify</b> information about the resources; identify <b>generic</b> resources for the community; submit a <b>simple list</b> of institutions with contact information.	Candidates provide an <b>incomplete</b> resource list or a list that is <b>inappropriate</b> for their clientele; simply submit a <b>bulleted list</b> of institutions that may help individuals.	
<b>Professionalism</b>	Candidates <b>eloquently describe</b> the resources; present material in a <b>thoughtful and organized</b> manner; submit an <b>attractive and professional</b> resource manual.	Candidates demonstrate <b>professionalism</b> in the presentation of material; submit an <b>attractive and easy-to-read</b> manual.	Candidates submit a <b>simple list</b> ; <b>do not enhance</b> on the material; provide a document that is <b>sloppy and not fully professional</b> or provide a manual that is <b>overly decorated</b> (distracting).	Candidates provide a manual that is <b>difficult to read, unattractive and messy</b> .	
<b>10% of course grade</b>					<b>/10%</b>

## C. Ethical Case Study Paper

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP Section II: G1j; CAEP: 1h)</b>	Candidates provide a <b>sophisticated description</b> of at <b>least three</b> ethical issues that may be of concern; <b>integrate</b> the identified ethical issues with the ACA/ASCA code of ethics; provide a <b>developed description</b> of possible legal concerns that the counselor should think about.	Candidates provide an <b>accurate description of three</b> ethical issues present in the case; <b>correlate</b> the ethical issues with three standards in the ACA/ASCA Code of Ethics; provide <b>possible legal issues</b> that may impact the counseling process.	Candidates provide a <b>minimal description</b> of ethical issues in the case; provide a <b>weak connection</b> to the ACA/ASCA Code of Ethics; identify <b>generic</b> legal issues without providing a description; provides only 1-2 ethical issues.	Candidates <b>inappropriately identify</b> ACA/ASCA ethical standards that may impact the counselor; provides only 1-2 ethical issues; <b>list</b> issues that may be of concern without description; <b>minimally or does not</b> identify legal issues.	

<p><b>ethical and legal considerations for Social and Cultural Diversity (CAEP: 2f)</b></p>	<p>Candidates provide a <b>detailed explanation</b> of the possible impact on counseling as a result of culture and diversity; <b>describe</b> the impact on the counselor as well as on the client; <b>reflect</b> on the impact and provide personal insight.</p>	<p>Candidates <b>appropriately describe</b> the possible impact on counseling in regards to culture and diversity, <b>both</b> in regard to the counselor and the client.</p>	<p>Candidates <b>vaguely identify</b> the impact on counseling in reference to social or cultural diversity; <b>identify only</b> the impact on the counselor or on the client.</p>	<p>Candidates provide an <b>inappropriate description</b> the impact on counseling; <b>weakly</b> make the connection to culture and diversity; provide a <b>generic explanation</b> based on stereotypes.</p>	
<p><b>ethical and legal considerations for Human Growth &amp; Development (CAEP: 3e)</b></p>	<p>Candidates provide a <b>detailed explanation</b> of the possible impact on counseling as a result of developmental stage; <b>describe</b> the impact on the counselor as well as on the client.</p>	<p>Candidates <b>appropriately describe</b> the possible impact on counseling in regards to human development, <b>both</b> in regard to the counselor and the client.</p>	<p>Candidates <b>vaguely identify</b> the impact on counseling in reference to human development; <b>identify only</b> the impact on the counselor or on the client.</p>	<p>Candidates provide an <b>inappropriate description</b> the impact on counseling; <b>weakly</b> make the connection to human development.</p>	
<p><b>ethical and legal considerations for Helping Relationships (CAEP: 5g)</b></p>	<p>Candidates provide a <b>well-developed reflection</b> of appropriate techniques/methods that consider the impact of diversity on the client population; <b>integrate</b> the proposed techniques/methods into the impact on the counseling process; demonstrate <b>superior understanding</b> of developmental impact on the client; <b>appropriately identifies methods</b> that would reduce barriers for the counseling process.</p>	<p>Candidates adequately <b>reflect and integrate</b> appropriate techniques/methods to overcome the concerns; appropriately consider working through <b>personal barriers to diversity</b>; demonstrate <b>essential understanding</b> of human development by <b>explaining</b> how their proposed methods would lead to creating a helping relationship.</p>	<p>Candidates provide a <b>limited integration</b> of techniques or methods that consider the impact of diversity on clients; demonstrate an <b>unclear understanding</b> of methods to reduce barriers to the counseling process; demonstrates <b>minimal or no understanding</b> of the developmental process for either client or counselor.</p>	<p>Candidates demonstrate a <b>confused understanding</b> or <b>fail to integrate</b> techniques that consider the impact of diversity or development on clients; identify methods or techniques that are <b>superficial</b> and not research based; provide a generic response; <b>do not focus</b> on overcoming the ethical or legal concerns.</p>	
<p><b>Professional Writing</b></p>	<p>Candidates demonstrate <b>refined level</b> of writing that excellently adheres to <b>APA format</b>, including margins, font, cover page, running head, appropriate citations, appropriate sentence and paragraph structure, and reference page.</p>	<p>Candidates demonstrate <b>appropriate level</b> of writing that adheres to <b>APA format</b>, with few mistakes in margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.</p>	<p>Candidates' level of writing <b>mostly do not adhere to APA format</b> with inappropriate margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.</p>	<p>Candidates' writing is <b>inappropriate and missing APA formatting</b>, such as no citations, cover page or reference page; makes <b>repeated mistakes</b> from previous papers.</p>	

20% of course grade

/20%

## D. Interview Paper (20%)

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Summary of interviews</b>	Candidates demonstrate understanding of the interviewee by <b>fluidly summarizing</b> the experience; provide <b>clear understanding</b> of the setting through <b>insightful explanation</b> of the interviewee role at their setting.	Candidates provide a <b>complete summary</b> of each interviewee based on the candidate's own comprehension and insight; identifies the <b>main similarities and differences</b> between the counselor's roles in their settings.	Candidates provide an <b>incomplete summary</b> of the interview; <b>list concepts</b> about each counseling setting; use <b>quotations or rely on a transcript</b> to communicate the information; <b>imply understanding</b> of the setting but do not describe.	Candidates provide a <b>transcript or bulleted list</b> of questions and answers with the interviewee; <b>minimally identify</b> understanding of the interviewee's role.	
<b>Reflection of counselor's role</b>	Candidates provide a <b>sophisticated description</b> of the counselor role in the CMHC or School setting; <b>excellently describe</b> the importance of professional organizations, credentialing and continued education; demonstrate <b>significant understanding</b> of professional relationships and the necessity of advocacy; provide a <b>well-developed understanding</b> of the counselor's role in working with diverse client populations.	Candidates <b>clearly describe</b> the counselor role in the CMHC or School settings; <b>identify the importance</b> of professional organizations, credentialing, and continued education; demonstrate <b>adequate understanding</b> of professional relationships and the necessity of advocacy; demonstrate <b>clear understanding</b> of the counselor's role in working with diverse client populations.	Candidates provide <b>minimal description</b> of the counselor role in the CMHC or School setting; provide a <b>vague identification</b> of professional organizations, credentialing or the importance of continued education; demonstrate <b>limited understanding</b> of maintaining professional relationships; demonstrate <b>partial understanding</b> of the counselor's role in working with diverse client populations.	Candidates give an <b>inappropriate or incomplete description</b> of the counselor's role and function; demonstrate a <b>poor understanding</b> of the counselor role with other professionals or with diverse populations; provide a <b>generic or idealistic</b> view of professional counseling.	
<b>Personal strengths and challenges</b>	Candidates <b>critically identify</b> personal counselor characteristics that benefit the counseling process; demonstrate a <b>high-level understanding</b> of the range of counselor responsibilities in the CMHC and School settings; provide an <b>honest reflection</b> of the self, including a description of strengths and weaknesses for professional counseling; <b>provide methods</b> to overcome the weaknesses; <b>describe</b> the necessity of	Candidates <b>clearly identify</b> characteristics that benefit the counseling process; <b>demonstrate knowledge</b> of the range of counselor responsibilities in the CMHC and School settings; demonstrate <b>self-awareness and ability</b> to discuss personal strengths and weaknesses; provide an <b>honest</b>	Candidates provide a <b>minimal list</b> of counselor characteristics that may benefit the counseling process; demonstrate <b>some knowledge</b> of the range of counselor responsibilities in each setting; <b>superficially identify</b> personal strengths and weaknesses for counseling; provide <b>generalized and</b>	Candidates demonstrate <b>limited ability</b> to discuss personal characteristics; demonstrate <b>minimal self-awareness</b> ; provide <b>incomplete connections</b> between personal traits and the counseling profession; identify personal traits, but <b>do not describe</b> or explain.	

	consultation and collaboration with other professionals.	<b>reflection</b> of self in the counseling role.	<b>vague</b> personal characteristics.		
<b>Professional Writing</b>	Candidates demonstrate <b>refined level</b> of writing that excellently adheres to <b>APA format</b> , including margins, font, cover page, running head, appropriate citations, appropriate sentence and paragraph structure, and reference page.	Candidates demonstrate <b>appropriate level</b> of writing that adheres to <b>APA format</b> , with few mistakes in margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Candidates' level of writing <b>mostly do not adhere to APA format</b> with inappropriate margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Candidates' writing is <b>inappropriate and missing APA formatting</b> , such as no citations, cover page or reference page; makes <b>repeated mistakes</b> from previous papers.	
<b>20% of course grade</b>					<b>/20%</b>