Addictions Counseling

Course Description

This course is designed to provide students with a basic understanding of addictions treatment, the counseling dynamics involved in working with addictions, and the global impact of addictions on society. Students will learn the physiological, cognitive, emotional, and societal aspects related to addictions, and how these conditions impact the counseling process when working with clients who present with addiction-related issues. Students will examine specific treatment strategies applicable to the biopsychosocial issues related to addictions, as well as the current ethical and professional issues impacting the field.

Learning Objectives

Upon completion of the course, students will be able to:

- Explain the history, philosophy, and trends in addiction counseling as measured by a successful passing rate of 80% on the weekly online quizzes.
- Apply ethical/legal considerations related to addictions counseling as measured by a successful passing rate of 80% on the case study analyses papers.
- List the roles, functions, and settings of addictions counselors, as well as relating with other mental health professions as measured by a successful passing rate of 80% on the weekly online quizzes.
- Describe a range of models and theories of addictions counseling as measured by a successful passing rate of 80% on the weekly online quizzes.
- Differentiate between substance use and addiction disorders which might mimic and coexist with medical/psychological disorders as measured by a successful passing rate of 80% on the case study analyses papers.
- Identify the impact of crises, disasters, and traumatic events as measured by a successful passing rate of 80% on the self-help reflection paper.
- Describe the operation of an emergency management system within addiction agencies as measured by a successful passing rate of 80% on the weekly discussion board postings.
- Describe the role of family, social and community systems in treatment and recovery as measured by a successful passing rate of 80% on the content application assignments.
Describe a variety of helping strategies for addictive disorders as measured by a successful passing rate of 80% on the content application assignments.

Describe the principles and philosophies of self-help programs as measured by a successful passing rate of 80% on the self-help group reflection paper.

Identify interventions and principles for additions clients during crises, disasters, and traumatic events as measured by a successful passing rate of 80% on the weekly quizzes.

Explain how a multicultural society affects clients with addictions as measured by a successful passing rate of 80% on the self-help group reflection paper.

Demonstrate use of current literature on theories, strategies, and techniques as measured by a successful passing rate of 80% on discussion board postings.

**Major Course Requirements**

1) **Discussion Board Participation**

To replicate the exchange of ideas that takes place in a traditional face-to-face course, a class discussion board will be used to allow students to interact with one another in an online format. Each week, **two** new topics or questions will be posted to the discussion board. Students will need to thoughtfully consider the topics or questions presented, and author responses to **both** questions to be posted on the discussion board. In addition to their responses, students will need to post a minimum of two substantive responses to the posts of their classmates for each question. At the end of the week (Sunday evening), the instructor will review all posts to determine whether students have met this requirement or not. Discussion posts will be evaluated based on their content and presentation. Specifically, posts should be grammatically correct and free from error, contain thoughtful responses, be based on a critical review of the professional literature, and demonstrate a student’s understanding of the topic being discussed. Responses to the posts of classmates should extend beyond simply pleasantries such as “good job” or “I agree.” The goal of this assignment is to allow students to engage in a mature and professional dialogue with their peers. Additional details related to the evaluation of discussion board posts will be distributed at the beginning of class. Discussion posts are worth 20 points each toward your final course grade (maximum 10 points for original post and 5 points each for your response to colleagues).

2) **Weekly Online Quizzes**

Each week, a brief 10-question quiz will be posted to assess students’ understanding of the topics discussed. The quizzes will be made available online and students will need to complete them by the specified due date. Quiz questions will be presented in multiple choice format, and only reflect the material discussed for the previous week (not cumulative). The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. There will be five quizzes available for students to take throughout the semester, with each quiz being worth 20 points toward your final course grade.
3) Case Study Analysis Papers

During the semester, two client case studies will be posted for students to review. These case studies are designed to help students develop proficiency in assessing, diagnosing, and treating clients presenting with problems related to addiction and its impact on their lives. Using the knowledge gained in this course, students will be asked to address a series of questions provided with each case study.

Due dates for these case study papers will be listed on the course Blackboard page. Papers should not exceed five pages (excluding APA-formatted cover page and reference page) in length. A minimum of five professional references other than course textbooks (used in this or any other course you may be taking) must be cited in each paper. References should come from current (2010-present) issues of scholarly journals or other evidence-based repositories. Each case study analysis paper will be worth 100 points toward your final course grade.

4) Self-Help or 12-Step Meeting Reflection Paper

Each student will attend three self-help or 12-step meetings and write a reflective paper (4-5 pages in length) about their experiences. Options include, but are not limited to AA, Al-Anon, NA, PDAP, and Celebrate Recovery. Students can locate meetings through the Internet, advertisements, personal referral, and the like. Students should feel free to express both positive and negative reactions to the experience, but please be reminded that the anonymity of all parties (such as meeting participants) must be respected. Please see guidelines below for attending self-help meetings and remember to use correct APA style in your writing. The reflection paper is worth 100 points toward your final course grade.

Guidelines for visiting self-help and 12-step meetings: Only attend “open” meetings which are designed to accommodate visitors. “Closed” meetings are limited to individuals in recovery and involved in a program. You should ask before you go to a meeting or immediately upon arrival. If the chair asks for introductions, you may want to introduce yourself as a visitor, such as a student wanting to learn about addiction. While in attendance, you should not be taking any notes or recording any of the meeting. Remember that the complete anonymity of all participants should be respected during the meeting and in any evaluative process following the experience.

Point Allocation

Weekly Online Quizzes (5 @ 10 points each) 100 points
Discussion Board Posts (5 @ 20 points each) 100 points
Case Study Papers (2 @ 100 points each) 200 points
Self-Help/12-Step Meeting Reflection Paper 100 points

TOTAL 500 points

Grade Distribution

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<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td></td>
<td>450-500</td>
<td>400-449</td>
<td>350-399</td>
<td>300-349</td>
<td>Below 300</td>
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Required or Recommended Readings

**Textbook:**


**Recommended or supplemental readings:**


State Adopted Proficiencies for School Counselors

**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, and responding to diversity while building on similarities that bond all people.

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 Competencies (COE)

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 meets the needs of all students.

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.

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.

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

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.

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

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.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.
Competency 009 (Collaboration with Others in the 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.

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

CACREP Standards

This course is designed to meet 2016 CACREP entry-level specialty area standards (Section 5) for addictions counseling. The following standards are covered in this course. Standards shown in bold type represent the targeted course objectives that will be assessed in this course throughout the semester.

- CACREP Standard 5-A-1-b: Theories and models of addiction related to substance use as well as behavioral and process addictions.
- CACREP Standard 5-A-1-e: Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.
- CACREP Standard 5-A-2-b: Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders.
- CACREP Standard 5-A-2-c: Factors that increase the likelihood for a person, community, or group to be at-risk for or resilient to psychoactive substance use disorders.
- CACREP Standard 5-A-2-e: Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process.
- CACREP Standard 5-A-2-f: Role of wellness and spirituality in the addiction recovery process.
- CACREP Standard 5-A-2-i: Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD).
- CACREP Standard 5-A-2-j: Cultural factors relevant to addiction and addictive behavior.
• CACREP Standard 5-A-2-l: Legal and ethical considerations specific to addiction counseling.

• CACREP Standard 5-A-3-a: Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.

• CACREP Standard 5-A-3-c: Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.

Course Policies

Attendance

Although this course is being offered in an online format, students are expected to maintain a continual “virtual” presence in the course. Students should not put off all work until the end of the semester as doing so diminishes the richness of the learning process. If you find yourself in a situation where you will need to be absent from the course for an extended period, please email your instructor so that a personal plan of action can be developed and put into action.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days late, assignments will no longer be accepted and a grade of zero will be issued.

Extra Credit

As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.
Academic Integrity and Plagiarism


University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.
Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. June 15th is the last day to drop a course with an automatic grade of “W” this term.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires each individual to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. Since this is an online course, please practice proper netiquette and respect the experience of all students enrolled in the course.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. Documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the
Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Tentative Course Schedule (Summer 2018)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Capuzzi &amp; Stauffer Chapters 1-4</td>
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<tr>
<td>May 29 – June 3</td>
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<tr>
<td>Week 2</td>
<td>Capuzzi &amp; Stauffer Chapters 5-6</td>
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<tr>
<td>June 4 – June 10</td>
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<tr>
<td>Week 3</td>
<td>Capuzzi &amp; Stauffer Chapters 7-9</td>
</tr>
<tr>
<td>June 11 – June 17</td>
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<tr>
<td>Week 4</td>
<td>Capuzzi &amp; Stauffer Chapters 10-12</td>
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<tr>
<td>June 18 – June 24</td>
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<tr>
<td>Week 5</td>
<td>Capuzzi &amp; Stauffer Chapters 13, 14, &amp; 16</td>
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<td>June 25 – June 29</td>
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# Case Study Analysis Paper Rubric

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<tr>
<th>Levels of Achievement</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Case Conceptualization</strong></td>
<td>All elements of case conceptualization clearly fit to create a unified understanding to guide counseling process. Sophisticated conceptualization that identifies subtle issues.</td>
<td>Provides a useful description of key issues for developing treatment plan. Few if any inconsistencies.</td>
<td>Significant problems with conceptualization, such as irreconcilable discrepancies or missing key issues.</td>
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<td>_______ / 10 points</td>
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<tr>
<td><strong>Accurate Diagnosis</strong></td>
<td>Diagnosis is accurate and applied correctly. Major characteristics noted in client presentation are stated and discussed in the context of the case study.</td>
<td>Diagnosis is not complete. Major characteristics are stated but they are not discussed or supported in the context of this case study.</td>
<td>Diagnosis is inaccurate. Several major characteristics of the disorder were missed, overlooked, left out of your discussion or were incorrectly attributed to the client in the case study.</td>
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<td>_______ / 20 points</td>
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<tr>
<td><strong>Treatment Plan</strong></td>
<td>Treatment plan designed for this client utilizes a variety of strategies that are supported in the professional literature.</td>
<td>Treatment plan designed for this client contains a variety of strategies; however, some may not be supported by the professional literature.</td>
<td>Treatment plan is devoid of any logical strategies or techniques related that have a proven empirical basis to them.</td>
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<tr>
<td>_______ / 10 points</td>
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<tr>
<td><strong>Grammar and APA Formatting</strong></td>
<td>Well-written, even flow. Evident that the paper was edited and reviewed prior to submission. Closely follows all the requirements related to format and layout.</td>
<td>Acceptable format. All requirements are not followed. Some grammatical and APA formatting errors were noted.</td>
<td>Poorly written, does not follow required format or layout. Numerous grammatical and APA formatting errors noted throughout.</td>
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<td>_______ / 5 points</td>
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<tr>
<td><strong>Use of Resources</strong></td>
<td>The number of references used exceeds the minimum for this assignment. All references are from scholarly sources and are fully integrated into the flow of the paper.</td>
<td>A sufficient number of resources were used; however, they are not fully integrated into the flow of the paper.</td>
<td>Less than the minimum number of sources were used or the sources used were not representative of scholarly work.</td>
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<tr>
<td>_______ / 5 points</td>
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**TOTAL POINTS:**  

___________ / 100 points
### Self-Help/12-Step Meeting Reflection Paper Rubric

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<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Responsiveness (40 points):</strong> Addresses philosophy of self-help program; identifies response to the meeting and why this meeting was chosen. <strong>Standard: C6</strong></td>
<td>36-40</td>
<td>32-35</td>
<td>28-31</td>
<td>0-27</td>
</tr>
<tr>
<td><strong>Content (40 points):</strong> Demonstrates an understanding of the disease model and co-occurring disorders. <strong>Standard: CHMC-C4</strong></td>
<td>36-40</td>
<td>32-35</td>
<td>28-31</td>
<td>0-27</td>
</tr>
<tr>
<td><strong>Style (20 points):</strong> Paper is free from grammatical errors, includes appropriate references and citations.</td>
<td>18-20</td>
<td>16-17</td>
<td>14-15</td>
<td>0-13</td>
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**TOTAL POINTS:** ____________/ 100

### Legend

**Excellent**
- Student addressed all standards. Presentation was clear and well-organized. Citations provided to support assertions. Clearly communicates an understanding of the material. Well-integrated presentation.

**Good**
- Students addressed all standards. Minimal issues with APA style. Well-cited. Communicates understanding of the material.

**Fair**
- Not all standards clearly addressed. Issues with organization. Assertions are not supported. Assertions are unclear.

**Poor**
- Poor construction. Lack of organization. Standards not addressed.
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<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Poor, Needs Work</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
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<tbody>
<tr>
<td><strong>CONTENT KNOWLEDGE</strong></td>
<td>Postings and responses demonstrate a lack of understanding of the concepts and issues presented in the course, and/or are inaccurate, contain many omissions and errors, are not supported by research/evidence, and contain many critical errors when demonstrating specific skills or strategies.</td>
<td>Postings and responses demonstrate minimal understanding of concepts and issues presented in the course, and contain some omissions and/or errors, are not supported by research/evidence and/or the research/evidence is inappropriate or marginal in quality, and there is a lack of mastery of skills and/or numerous errors when demonstrating specific skills or strategies.</td>
<td>Postings and responses demonstrate understanding and application of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented; and postings/responses are supported by research/evidence from peer-reviewed books and journals, and mastery and application of skills or strategies are demonstrated.</td>
<td>Postings and responses demonstrate in-depth understanding and application of concepts and issues presented in the course demonstrating that the student has integrated the general principles and idea presented, and postings/responses are well supported by pertinent research/evidence from a variety of peer-reviewed books and journals, and mastery and thoughtful/accurate application of skills or strategies are demonstrated.</td>
</tr>
<tr>
<td><strong>QUALITY OF WRITING</strong></td>
<td>Postings and responses are well below graduate-level writing expectations. They use unclear and inappropriate language, make many errors in spelling, grammar and syntax, do not provide information about a source when citing or paraphrasing it, directly quote from original source materials and/or consistently paraphrase rather than use original language, and/or are discourteous and disrespectful when offering suggestions, feedback, or opposing viewpoints.</td>
<td>Postings and responses are somewhat below graduate-level writing expectations. They use language that is unclear and/or inappropriate, make more than occasional errors in spelling, grammar, and syntax, provide inadequate information about a source when citing or paraphrasing it, under-use original language and over-use direct quotes and paraphrases; and/or are at times less than courteous and respectful when offering suggestions, feedback, or opposing viewpoints.</td>
<td>Postings and responses meet graduate-level writing expectations. They use language that is clear, make only a few errors in spelling, grammar, and syntax; provide adequate information about a source when citing or paraphrasing it; use original language wherever possible and only directly quote when necessary and/or appropriate; and/or are courteous and respectful when offering suggestions, constructive feedback, or opposing viewpoints.</td>
<td>Postings and responses exceed graduate-level writing expectations. They use language that is clear, concise, and appropriate; make few if any errors in spelling, grammar, and syntax; provide adequate information about a source when citing or paraphrasing it; use a preponderance of original language and only directly quote when necessary and/or appropriate; and/or are positive, courteous, and respectful when offering suggestions, constructive feedback, or opposing viewpoints.</td>
</tr>
<tr>
<td><strong>CONTRIBUTION TO THE DISCUSSION</strong></td>
<td>Postings and responses do not contribute to the quality of discussion interaction, thinking, and learning as they do not provide examples, do not include interesting thoughts or ideas, and/or do not demonstrate critical thinking.</td>
<td>Postings and responses do little to contribute to the quality of Discussion interactions, thinking, and learning by providing few and/or irrelevant examples; few if any thought-provoking ideas, and &quot;regurgitated&quot; knowledge rather than critical thinking.</td>
<td>Postings and responses contribute to the quality of the Discussion interactions, thinking, and learning by providing relevant examples, thought-provoking ideas and interpretations, and critical thinking.</td>
<td>Postings and responses significantly contribute to the quality of the Discussion interactions, thinking, and learning by providing rich and relevant examples, discerning and thought-provoking ideas, stimulating prompts and probes, new perspectives, and original and critical thinking.</td>
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</tbody>
</table>