I. Course Description (3 semester hours)
This course is designed to provide an overview of the theoretical foundations associated with best-practices for counseling treatment planning and intervention. Topics addressed in this course include the historical development and contemporary application of counseling theories, review of key concepts that influence client change, essential features of the therapeutic process, and considerations for culturally-relevant and setting-specific applications. Students will be expected to complete designated readings and associated assignments, work in small groups, complete experiential activities, and demonstrate learning across several modes of evaluation.

Prerequisites: None

II. Rationale
This course is designed to set a theoretical foundation to help students apply theory to practice and begin to develop a personal model of counseling. It should be taken early in a student’s counselor preparation program.

III. State Adopted Proficiencies for Teachers/Administrators/School Counselors

Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to provide appropriate consultation.

Learner-Centered Process:
2. Counseling students learn to create an environment that supports and encourages exploring options, sharing new ideas, and innovative problem solving.
3. Counseling students learn to utilize consultation as a means of utilizing available human resources to provide maximum counseling services.
4. Counseling students learn about consultation models.

Learner-Centered Guidance Curriculum:
5. Counseling students learn to create and utilize consultation that values others, builds self-confidence, teaches decision-making and problem-solving skills, effective communication, responsible behavior, and increases motivation to achieve.
Learner-Centered Planning:
6. Counseling students learn to help others set short-term, intermediate, and long-term goals; monitor progress toward their goals; and make necessary adjustments.

Learner-Centered Responsive Services:
7. Counseling students learn to help school personnel and others to transfer learning to other situations.
8. Counseling students learn to help school personnel and others to clarify problems and implement change.
9. Counseling students learn to help school personnel and others by understanding the referral process and when and where to refer clients.
10. Counseling students learn to help school personnel and others to monitor students’ progress.

Learner-Centered System Support:
11. Counseling students learn to work as part of a collaborative team including learners, administrators, teachers, other school personnel, parents, guardians, and community members.
12. Counseling students learn to survey community members to determine needs that can be addressed by the counseling program and to develop broad goals related to priority needs and measurable objectives related to each goal.

Learner-Centered Professional Development:
13. Counseling students learn professional ethics and law related to counseling and consultation in public schools and community agencies.
15. Counseling students learn, and study case studies related to professional consultation practices in counseling.

Learner-Centered Equity and Excellence for All Learners:
16. Counseling students learn multicultural sensitivity regarding consultation.
17. Counseling students learn to respect all learners, be sensitive to their needs, and to encourage them to use all their skills and talents.

Learner-Centered Communication:
18. Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

IV. TExES Competencies

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

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

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

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.

V. **Course Objectives and Learning Outcomes**

This course is designed to meet 2016 CACREP standards and enable students to demonstrate understanding of the following objectives. Standards shown in bold type are specifically assessed in this course, and SLOs are provided for each standard.

1. **Theories and models of counseling (2.F.5.a.)**  
   *SLO:* Students will demonstrate knowledge of theories and models of counseling as evidenced by earning 70% or higher on chapter reading quizzes and the examinations and by earning a passing score on the Personal Theoretical Model Paper as assessed by the rubric.

2. **A systems approach to conceptualizing clients (2.F.5.b.)**  
   *SLO:* Students will demonstrate knowledge of a systems approach to conceptualizing clients as evidenced by earning 70% or higher on chapter reading quizzes and the examinations.

3. **Theories, models, and strategies for understanding and practicing consultation (2.F.5.c.)**  
   *SLO:* Students will demonstrate knowledge of theories, models, and strategies for understanding and practicing consultation as evidenced by earning 70% or higher on chapter reading quizzes and midterm exam.

4. **The impact of technology on the counseling process (2.F.5.e.)**  
   *SLO:* Students will demonstrate knowledge of the impact of technology on the counseling process as evidenced by earning a 70% or higher on the final exam.

5. **Processes for aiding students in developing a personal model of counseling (2.F.5.n.)**  
   *SLO:* Students will demonstrate the processes in developing a personal model of counseling as evidenced by a passing score on the Personal Theoretical Model paper as assessed by the rubric.

6. **Theories and models related to clinical mental health counseling (C.1.b)**  
   *SLO:* Students will demonstrate knowledge of theories and models related to clinical mental health counseling as evidenced by earning 70% or higher on chapter reading quizzes and the examinations and by earning a passing score on the Personal Theoretical Model Paper as assessed by the rubric.

VI. **Course Topics**

The major topics to be considered are theoretical orientations including philosophies of life, schools of thought, specific counseling theories, goals and techniques of counseling, roles of the therapist, the client’s perspective, and ethical, legal, and multicultural
VII. Instructional Methods and Activities
1. Traditional experiences (lecture, discussion, demonstration, online activities, video)
2. Clinical experiences (simulations, cooperative groups, case conceptualizations, roleplay)

VIII. Evaluation and Grade Assignments
The methods of evaluation for grade assignment are:

1. Weekly Reading Quizzes (14 points)
   Each week, a brief reading quiz with 10 questions will be posted to assess students’ understanding of chapter reading materials. The quizzes will be made available online and students will need to complete the quiz for the chapters discussed in-class prior to attending class. Quizzes must be completed by 4:00PM on the day of class, except for the quiz for Chapter 1. Quiz questions will be presented in multiple choice, true/false, and matching format. The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. Students will have 15 minutes to complete a 10-question quiz, so it is imperative that students read the chapter prior to taking the quiz. There will be 14 quizzes available for students to take throughout the semester. Quizzes cannot be made up after the due date and do not qualify for the late attendance policy.

2. Attendance and Participation in Experiential Activities (14 points)
   Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, it is expected that students will actively participate in each class. Students are expected to draw upon information from the chapter and article readings as well as their own experiences when participating in class discussion or roleplay. Additionally, participation points will be deducted if students have more than one absence and/or are using electronic devices in class without instructor approval (see Class Policies in Section IX below).

3. Midterm Exam (18 points)
   The midterm exam will consist of multiple choice, true/false, and short answer items from Chapters 1-7. It will focus on material covered in the text, class lectures and discussions, group activities, and supplemental readings. Do not rely solely on material presented in the classroom activities or discussion board.

4. Personal Theoretical Model Paper (27 points)
   Students will write a personal theoretical model paper in which two to three counseling theories are accurately described and integrated into their own personal counseling model. Strengths and weakness of each theory as applied to
diversity issues, techniques, and to future counseling setting (e.g., school, community, addictions, etc.) are identified. For each theory identified, two counseling techniques that will be used in future setting are described and integrated into your model. Students will also describe the anticipated outcomes, changes, and progress for their future clients. Lastly, students will attach a copy of their results from the Assessment of Human Nature and Conceptual Orientation to their paper (https://www2.odu.edu/~eneukrug/therapists/survey.html). Please note that this attachment does not count toward the 6-8-page paper requirement. As part of the total grade, students will submit a rough draft prior to the due date and participate in a peer exchange in class. The rough draft and peer exchange cannot be made up. See the rubric for exact details of this paper.

5. Final Exam (27 points)
The final exam will consist of multiple choice, true/false, and short answer items from Chapters 8-15. It will focus on material covered in the text, class lectures and discussions, group activities, and supplemental readings. Do not rely solely on material presented in the classroom activities or discussion board.

Point Allocation and Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points toward Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reading Quizzes</td>
<td>14 points</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>14 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>18 points</td>
</tr>
<tr>
<td>Personal Theoretical Model</td>
<td>27 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>27 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

IX. Course Schedule and Policies

A. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17/19</td>
<td>Course and Syllabus Overview</td>
<td>Chapter 1 Quiz</td>
</tr>
<tr>
<td></td>
<td>Review of APA and Appropriate Grammar</td>
<td>Due: Tuesday 1/22/19 at 11:59PM</td>
</tr>
<tr>
<td></td>
<td>Counselor and Psychotherapist</td>
<td>Chapter 2 Quiz</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: Becoming an Effective</td>
<td>Due: Your View of Human Nature &amp; Theoretical Orientation. Bring hard copy to class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/24/19</td>
<td>Chapter 2: Psychoanalysis</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1/31/19</td>
<td>Week 3</td>
<td>Chapter 3: Analytical Therapy</td>
</tr>
<tr>
<td>2/7/19</td>
<td>Week 4</td>
<td>Chapter 4: Individual Psychology (Adlerian Therapy)</td>
</tr>
<tr>
<td>2/14/19</td>
<td>Week 5</td>
<td>Chapter 5: Existential Therapy</td>
</tr>
<tr>
<td>2/21/19</td>
<td>Week 6</td>
<td>Chapter 6: Gestalt Therapy</td>
</tr>
<tr>
<td>2/28/19</td>
<td>Week 7</td>
<td>Chapter 7: Person-Centered Counseling</td>
</tr>
<tr>
<td>3/7/19</td>
<td>Week 8</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>3/14/19</td>
<td>Week 9</td>
<td>Spring Break – NO CLASS</td>
</tr>
<tr>
<td>3/21/19</td>
<td>Week 10</td>
<td>Chapter 8: Behavior Therapy</td>
</tr>
<tr>
<td>3/28/19</td>
<td>Week 11</td>
<td>Chapter 9: Rational Emotive Behavior Therapy (REBT)</td>
</tr>
<tr>
<td>4/4/19</td>
<td>Week 12</td>
<td>Chapter 10: Cognitive Behavior Therapy</td>
</tr>
<tr>
<td>4/11/19</td>
<td>Week 13</td>
<td>Chapter 11: Reality Therapy/Choice Theory</td>
</tr>
<tr>
<td>4/18/19</td>
<td>Week 14</td>
<td>Chapter 13: Solution Focused Therapy</td>
</tr>
<tr>
<td>4/25/19</td>
<td>Week 15</td>
<td>Chapter 15: Adaptations, Spinoffs, and New Directions of Theories of Counseling and Psychotherapy Peer Exchange for Personal Theoretical Model Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam due on 5/9/19</td>
</tr>
</tbody>
</table>

B. Class Policies

Class Attendance:
Class attendance is an important aspect of the course and students are expected to be present for every class. Full participation is also expected, and students should come to class prepared to engage in class activities and discussion. Students will be given one unexcused absence per semester. More than one absence will result in a 1-point deduction per absence from your final grade. Tardiness to class or leaving class early will result in
a deduction based on the length of tardy (e.g., missing half of an in-person class will result in a .5-point deduction from your final grade). Documentation (i.e., doctor’s note, obituary, etc.) is required for an excused absence.

**Cell Phone/Electronic Device Usage:**
Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Griffith. If cell phones or laptops are used during class without explicit instruction from Dr. Griffith, participation points will be deducted. There will be no courtesy warning.

**Additional Class Policies:**
- Students are expected to notify the professor by email if an unavoidable absence is required, and he/she should consult Blackboard and with class members about missed class activities.
- Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty and loss of points or credit.
- Missed exams will NOT be rescheduled and make up exams will not be administered.
- Students are expected to actively participate in class discussions and complete all assignments.
- Students are expected to have a functional Islander email account and monitor it.
- Students are expected to have skills for use and interaction with Blackboard.
- Students are expected to respond to instructor emails promptly, if requested.
- Students must arrange a day/time to meet privately with the instructor (*early* in the semester) if you have difficulty meeting the requirements of the course.

**Late Assignment Policy:**
Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted, and you will receive a zero. Chapter reading quizzes and discussion board posts cannot be made up. Your Personal Theoretical Model paper will be submitted electronically through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn’t. You will be able to see if the assignment attached/uploaded correctly. If there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email Dr. Griffith with your assignment attached by the assigned due date and time.

**Classroom Climate:**
The counseling profession is one that requires discussion and sharing of sensitive materials, hence we should strive to keep what is discussed and shared in class within the classroom. Students should be cognizant that classroom discussion and sharing is for growth. Remember to respect differences of opinions. The classroom is always a place of professionalism and respect. The nature of this course is to provide a venue for training as a professional counselor. To allow your future clients to step outside their comfort zones to learn and grow, you must be willing to do the same. It is imperative that you be willing to trust the process and be comfortable in the
knowledge that there are no right or wrong techniques, courses of action, or answers, but rather different perspectives to view and conceptualize. This course also requires you to give and receive feedback from your peers and the professor. Feedback is given to allow a different lens to emerge to conceptualize issues and provide for growth.

**Student professionalism and decorum:**
You are expected to treat a graduate level class as part of your profession and as such you are always expected to conduct yourself as a professional. In addition, you should be mindful of your behavior when communicating (via in person, phone, or e-mail, etc.) with faculty, university personnel, fellow students, and the community, as your behavior and professionalism are always being evaluated. Inappropriate behavior, communication, and decorum of any kind that is observed, reported, or discovered could impact your grade, ability to complete the course, ability to graduate from the counseling program, and ability to obtain recommendations from faculty in the program and at the university.

**Examples of inappropriate behavior, decorum, and communication includes, but is not limited to the following actions:** speaking/e-mailing/participating in negative commentary about the university, university professors or classmates; speaking/e-mailing/participating in negative commentary about the counseling program; not showing up for class, coming to class late, or not participating in classroom discussion; sleeping in class, doing assignments for other classes, and talking on cell phone or sending text messages during class.

**Academic Conduct:**
Cheating is considered the actual or attempted practice of fraudulent or deceptive actions for the purpose of improving a grade. *Plagiarism* is a specific form of cheating which is the misuse of published and/or unpublished works of others by misrepresenting the material as one’s own work. Penalties for any kind of academic misconduct may include a “0” on an assignment, a failing grade for the course, and/or dismissal from the department. The assignment of penalty will be at the discretion of the instructor and/or department faculty. Students are responsible for familiarizing themselves with various forms of academic misconduct as described in the TAMU-CC Student Handbook, and failure to do so does not constitute a defense for such misconduct. Students should also be aware that an Academic Misconduct report will be filed with Student Affairs for any such behavior.

**Classroom Behavior and Professional Conduct:**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual 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. Additionally, students are expected to adhere to the Code of Ethics of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

Confidentiality:
Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, discuss only your own reactions or experiences and maintain confidentiality regarding other’s input. This is an ethical issue.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 5th, 2019 is the last day to drop a class with an automatic grade of “W” this term.

Syllabus Disclaimer
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any portions of the syllabus. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.

X. Textbook
The textbook adopted for this course is:

Optional Texts:
XI. Bibliography


XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, 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 Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamu.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disability 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.

XIV. Emergency Contingencies Plan
In the event of a campus evacuation, I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.

XV. Rubrics
Please see the attached rubric for the Personal Theoretical Model paper.
### Personal Theoretical Model Paper Rubric (27 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td>5a. theories and models of counseling</td>
<td><strong>Does not meet expectations (0-5 points):</strong></td>
</tr>
<tr>
<td>Students will write a personal theoretical model paper in which two to three counseling theories are accurately described and integrated into their own personal counseling model. Strengths and weakness of each theory as applied to diversity issues, techniques, and to future counseling setting (e.g., school, community, additions, etc.) are identified. For each theory identified, two counseling techniques that will be used in future setting are described and integrated into your model. Students will also describe the anticipated outcomes, changes, and progress for their future clients. Lastly, students will attach a copy of their results from the Assessment of Human Nature and Conceptual Orientation to their paper. Please note that this attachment does not count toward the 6-8-page paper requirement.</td>
<td>5n. processes for aiding students in developing a personal model of counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C.1.b. theories and models related to clinical mental health counseling</td>
<td>- Paper includes less than two or more than three counseling theories.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Strengths and weaknesses of each theory are not addressed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Less than two techniques for each theory are discussed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- There is no application to future counseling setting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Anticipated client changes, outcomes, and progress are not present.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- There is no integration of counseling theories into a personal counseling model present.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A printout of the results from the Assessment of Human Nature and Conceptual Orientation is not included.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Meets expectations (6-10 points):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Paper includes 2-3 counseling theories.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Strengths and weaknesses of each theory, including application to diversity issues, techniques, and future counseling setting are incomplete, unclear, or inaccurate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Two techniques for each theory are discussed, but they are superficial and/or loosely applied to future counseling setting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Anticipated client changes, outcomes, and progress for each theory are superficially addressed and lack detail.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- There is an attempt at integrating theories into a personal counseling model, but it lacks depth, thought, and clarity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A printout of the results from the Assessment of Human Nature and Conceptual Orientation is included.</td>
</tr>
</tbody>
</table>
### Exceeds expectations (11-16 points):
- Paper includes 2-3 counseling theories.
- Strengths and weaknesses of each theory, including application to diversity issues, techniques, and future counseling setting are covered extensively and with detail.
- Two techniques for each identified theory are clearly articulated and accurately applied to future counseling setting.
- Anticipated client changes, outcomes, and progress for each theory are clearly identified.
- There is a clear and thoughtful integration of selected counseling theories into a personal counseling model.
- A printout of the results from the Assessment of Human Nature and Conceptual Orientation is included.

### Rough Draft:

Students will submit a rough draft of their paper to engage in a peer exchange during class. Students must be present in class to participate in the peer exchange activity to receive points. This activity cannot be made up.

### Does not meet expectations (0 points):
- Student does not have a draft prepared for the in-class peer exchange.
- Student is not present in class to participate in peer exchange.

### Meets expectations (2 points):
- Student has a rough draft prepared for the in-class peer exchange.
- Student is present in class to participate in the peer exchange.

### Writing Quality and Format:

A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, headings, reference page, etc.). Clarity, organization, and format lead

### Does not meet expectations (0-3 points):
- There is no adherence to APA format.
- Paper contains extensive spelling, grammatical, and punctuation errors.
- Paragraph structure, flow, and organization of paper are not evident.
- Paper does not meet the required guidelines (6-8 pages).
the reader from the introductory paragraph (what is the point of writing this? what are the main topics to be covered?), through the body of the paper, to the concluding paragraph (reiterates the main points of the paper and ties together the theory integration).

| - Writing is not considered graduate-level work. |
| - Paper has less than three peer-reviewed references. |

**Meets expectations (4-6 points):**
- There is evidence of adherence to APA format, but still has errors.
- Paper has several spelling, grammatical, and punctuation errors.
- Paragraphs need more structure.
- Flow and organization of paper is choppy and hard to follow.
- Paper is no shorter than six pages, but no longer than eight pages.
- Paper contains a minimum of three peer-reviewed references.

**Exceeds expectations (7-9 points):**
- Paper adheres to APA format (title page, headings, reference page).
- There are zero to few spelling, grammatical, and punctuation errors.
- Each paragraph is well constructed with a topic sentence and supporting sentences.
- There is a clear and easy “flow” and organization to the overall paper.
- Paper is no shorter than six pages, but no longer than eight pages.
- Paper contains a minimum of three peer-reviewed references.