



Syllabus

EDUA 6333: Ethical and Legal Issues in Counseling—School Counseling Sul Ross State University Spring 2023 (January 18 to May 17, 2023)

Instructor:

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Office Location: Morelock Academic Building (MAB) Room 304; [Alpine Campus Locations – SUL ROSS](#)

Office Hours: Mondays & Wednesdays 1:30pm-4:30pm; Tuesdays 1pm-5pm (or by appointment); student conferences may be in-person, by phone, or virtually (whichever is most helpful for the student)

CATALOG COURSE DESCRIPTION:

EDUA 6333 Ethical and Legal Issues in Counseling (3-0). A course to familiarize students with ethical and legal practice in the field of counseling; included are standards of ethical practice and their application to the various areas of counseling, ethical decision-making, major ethical and legal issues, and ethical responses to unethical behavior.

COURSE DESCRIPTION:

What will you do when you face ethical dilemmas in the school counseling setting? To whom will you turn? Where will you go for support or to find additional information? How will you make an ethical decision that will guide your resultant actions? Depending on how you answer these questions, you might find yourself being sued and/or facing the loss of your state licensure! This course will help you better navigate your course of action. You will become familiar with several ethical decision-making models. You will be able to find and apply current Board rules as well as statutes in the Texas Administrative Code, etc. You will be encouraged to consult you're your campus administration as well as professional colleagues and document those interactions. What do you do if you are directed by a campus administrator to do something that you do not feel is ethical? As a result of this class, when you face an ethical dilemma in school counseling, you will be able to choose an appropriate course of action and be able to support how you came to those decisions.

REQUIRED TEXTS:

Corey, G., Corey, M. S., Corey, C., & Callahan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Cengage Learning.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

CACREP REQUIREMENTS FOR CLINICAL MENTAL HEALTH COUNSELING

	CACREP Standard	Activity	SLOs
II.F.1.a	History and philosophy of the counseling profession and its specialty areas		
II.F.1.b	The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.		
II.F.1.c	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams		
II.F.1.d	The role and process of the professional counselor advocating on behalf of the profession	Chapters 2,3,5 reading and discussion	1, 3
II.F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Chapter 13 reading and discussion	1, 2, 3
II.F.1.f	Professional counseling organizations, including membership benefits, activities, services to members, and current issues		
II.F.1.g	Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Chapter 1,8 reading and discussion	1, 2, 3
II.F.1.h	Current labor market information relevant to opportunities for practice within the counseling profession		
II.F.1.i	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Chapter 2,3,4,5,6,7,8 reading and discussion	1, 2
II.F.1.j	Technology's impact on the counseling profession		

II.F.1.k	Strategies for personal and professional self-evaluation and implications for practice	Personal Growth Experience	1, 2, 3,
II.F.1.l	Self-care strategies appropriate to the counselor role	Personal Growth Experience	1, 3
II.F.1.m	The role of counseling supervision in the profession	Chapter 9 reading and discussion	1, 2, 3
II.F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Chapter 2,3,4,7 reading and Discussion	2
II.F.6.g.	Ethical and culturally relevant strategies for designing and facilitating groups	Chapter 12 reading and discussion	1, 2,3,
II.F.7.m	Ethically and culturally relevant strategies for selecting and administering test results.	Chapter 4 reading and discussion	2, 3
CACREP Standards & Standards for Clinical Mental Health Counseling (CMHC) track		Activity	SLOs
V.2.i	Legislation and government policy relevant to clinical mental health.	Discussion Board; Tests; Final Exam; Codes & Statutes Exam	2, 3
V.2.k	Professional organizations, preparation standards, and credentials.	Discussion Board; Tests; Final Exam; Codes & Statutes Exam	1, 3
V.2.l	Legal and ethical considerations to clinical mental health counseling.	Discussion Board; Tests; Final Exam; Codes & Statutes Exam	2

COURSE LEARNING OBJECTIVES:

Student will be able to:

1. respond to ethical dilemmas by using a decision-making process.
2. identify the different major components of ethical codes for school or professional counselors.

3. communicate an understanding of the laws for counselors and therapists in Texas.
4. communicate her/his value system, with emphasis on how these values are likely to impact counseling practice.
5. communicate how her/his personal values influence her/his ethical posture.
6. identify the professional organizations for counselors.

STUDENT LEARNING OUTCOMES (SLO):

The student will be able to:

1. Demonstrate the ability to apply within guidance and counseling, knowledge of human development, diversity, and factors that affect client's ability to achieve his/her potential.
2. Demonstrate the ability to plan, implement, and evaluate a developmental counseling program. This program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community, in order to facilitate client success and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELING MARKETABLE SKILLS:

Graduates will be able to:

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

SRSU DISTANCE LEARNING STATEMENT:

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

TECHNOLOGY REQUIREMENTS:

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

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or Internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

SAFE ASSIGN:

The SafeAssignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against a wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA STATEMENT:

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

PARTICIPATION POLICY: *(for online classes)* Since EDUA 6333 is an online course, participation will be evaluated in Blackboard (Bb) online discussions. It is the student's responsibility to check the Discussion Board (DB) and Sul Ross email at least every other day for the duration of the course. In order for you to remain enrolled in EDUA 6333, you must reply to the Bb DB "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Bb, then selecting Discussions. Please follow

the directions regarding your required response.

LIBRARY INFORMATION:

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

COURSE REQUIREMENTS:

Students are expected to participate in the online activities and discussions. You are free to work at your convenience as long as you meet the assignment deadlines. **Late assignments will NOT be accepted.** Your final course grade will be affected by the quality of your participation. Your postings and responses on the Discussion Board should give evidence that you have completed the assigned readings and viewing of the videos. Everything you write must be that of graduate-level work and should reflect professional courtesy toward fellow students and instructor. Students are highly encouraged to proof all work before posting as writing errors will negatively affect grades.

This is a web-delivered course and therefore is subject to the **Sul Ross State University online participation policy**. It is the student's responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. Participation will be evaluated in Blackboard online discussions. In order for you to remain enrolled in EDUA 6333, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted. It is policy at Sul Ross State University that if a student enrolled in a web-delivered course fails to stay active (for a period of 3 weeks in a long semester or for 1 week during a summer session) or fails to submit assignments and/or does not reply to emails from the instructor, then the student will be dropped from the course with a grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard then selecting Discussions. Please follow the directions regarding your required response. ***You will be expected to check your Sul Ross email regularly for the duration of the semester.***

Assignment Descriptions:

Note: Late assignments will NOT be accepted.

Reading Assignments: Students are responsible for thoroughly reading textbook chapters, the 2014 *ACA Code of Ethics (on-line)*, and the Supplementary Materials found in Blackboard. Please complete the reading assignments and study the material **PRIOR** to the posted deadlines.

Ethics in Action - Videos and Discussion Board Exercises: Ethics in Action are self-study interactive programs that are designed to bring to life ethical issues and dilemmas and some accompanying issues that counselors often face. Each vignette is followed with group discussion, additional commentary, and some key points. You may view the vignettes several times if needed. Discussion Board postings should be concise, yet thorough. Please share your conceptualization of what you have learned about the process of making an ethical decision and how to deal effectively with ethical dilemmas. Use this platform to demonstrate your acquired knowledge and insights. You will need to read all posts and respond as indicated. You will address the post(s) you choose by agreeing with the student's approach, respectfully challenging/disagreeing with his/her approach, and/or offering personal insight. Please do not make the mistake of thinking that you must agree with all the posts. Such practices deny you

and the class the rich, interactive, and critical thinking aspects required at the graduate level and especially where ethics are concerned.

Tests and Exams: Ethically approaching online testing is required of each student. Individual integrity is an expectation in this venue. **You MAY NOT collaborate on the chapter tests or exam. Do not attempt to print, copy, take photos, or screenshot any of these.** To do so will violate stated rules regarding academic integrity, and you will be dropped from the course and/or program. Correct answers will not be provided until all students have taken each quiz.

“Codes & Statutes Exam”: Using the provided supplementary materials, you will print and fill out this “open book” exam. Make it easy on yourself: print this exam early and leisurely fill it out as the semester progresses. Be sure to enter answers and submit your Codes and Statutes exam by the due date in Blackboard. Please note: You must achieve an 85% or higher on this exam, or you will be asked to retake it until you achieve this grade.

Review for MEd Comprehensive Exam:

All master’s degree-seeking students will be required to pass a Comprehensive Exam during his/her final semester of coursework. Passing the Comprehensive Exam is a requirement for graduation. Ongoing review for the Comprehensive Exam throughout the program will also aid the student in preparing for the National Counselor Examination (NCE) which is a requirement of applying for state licensure or the National Clinical Mental Health Counseling Examination (NCMHCE).

Personal Growth Experience:

Self-awareness, personal congruence, and continual striving for growth are essential to becoming an effective counselor. During the program, all students are required to participate in a personal growth experience that has been designed to enhance these qualities. The student will participate in at least 6 hours of individual counseling.

Many students have chosen to remain in therapy beyond the minimum 6-hour requirement after recognizing the need to work through personal issues so that these do not interfere with the counseling process. The counseling program strongly encourages you to engage in counseling work with a professional counselor to help you understand the process.

Students should document the Personal Growth Experience as per the following:

A 700-1000 word summary in APA format detailing the experience will be due towards the end of the semester (See course schedule and/or Blackboard for due date.); however, you may write using first person point of view (i.e., I, me, we, etc.).

- Describe the experience; and
- Briefly discuss the effect this experience has had on your development as a professional counselor. You are not required to disclose the content of the counseling sessions.

Please note: Receiving counseling services and/or volunteering time at the Sul Ross Counseling Center may eliminate this site as a possible practicum experience in the future because of dual-role relationships.

The growth experience must be a minimum of 6 clock hours in length.

Lectures and Discussion: Note: This course is delivered entirely online; therefore, all “lectures” will be available to students in Blackboard, and discussion will occur in Discussion Board forum(s) at the designated times in this syllabus.

Lectures will incorporate text, videos, and any power point presentations including the following topics: course overview; introduction to professional ethics; the counselor as a person and a professional; values and the helping relationship; multicultural perspectives and diversity issues; client rights and counselor responsibilities; ethical and legal issues in confidentiality; managing boundaries and multiple relationships; professional competence and training; issues in supervision and consultation; issues in theory and practice; ethical issues in couples and family therapy; ethical issues in group work; ethical issues in community work; codes of ethics and statutes relevant to counseling.

Final Note: Please complete the reading assignments and study the material **PRIOR** to each deadline noted. You may complete all assignments, Discussion Boards, and chapter tests early. Late assignments will not be accepted. **All assignments must be submitted in Blackboard on the date indicated.** In order to complete the assignments, you will need to refer to the textbook, Codes of Ethics, the Supplementary Materials, applicable websites, etc.

EVALUATION/GRADING POLICY:

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

Chapter Tests (13 total) 25%
Discussion Board Postings and Replies/Responses 25%
Codes & Statutes Exam 20%
Review for MEd Comprehensive Exam 10%
Personal Growth Experience 20%

Course Grading Scale:

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

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing. Effective Fall 2019 and following, counseling students will be required to maintain A/B grades in all graduate coursework.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

COURSE SCHEDULE/DUE DATES

All Discussion Board (DB) postings are due by 11:59pm CST on the Thursday after which they are assigned unless noted below and/or in Blackboard (Bb).

All DB replies/responses are due by 11:59pm CST on the Sunday after which they are assigned unless otherwise specified below and/or in Bb.

All other assignments are due by 11:59pm CST on the Sunday after which they are assigned unless otherwise specified below and/or in Bb.

Late assignments will NOT be accepted!

Week One: January 18-22

Module: Introduction

Download and thoroughly read the course syllabus. Please reach out to Professor Telesca with any questions or concerns.

Download and review other supplemental materials.

Discussion Board - Response REQUIRED to the "Online Participation Policy." **DUE FRIDAY, JANUARY 20, 2023**

Discussion Board - Introduce Self (Nice to Meet You!).

Download the Review for MEd Comprehensive Exam which you will add additional information/notes to as you proceed throughout the course. You will also answer any questions on the review, define terms, etc. This will be submitted/due at a later date for 10% of your final grade.

Begin working on the Codes & Statutes Exam Worksheet found under the "Exams" tab. This will be submitted/due at a later date for 20% of your final grade.

Please email your current phone number to Tiffany.Telesca@sulross.edu so that I will be able to quickly contact you with any questions or concerns regarding assignments, exams, etc. By providing this information, you are giving me your permission to call or text the number you provide. Please feel free to contact me on my personal cell (650.384.5707) in case of an emergency as well.

<p style="text-align: center;">Week Two: January 23-29</p> <p>Module 1</p> <p>Read Chapter 1. Complete Chapter 1 Test. Watch Video 1, and post on Discussion Board. Reply/respond to at least one peer's posting.</p>
<p style="text-align: center;">Week Three: January 30-February 5</p> <p>Module 2</p> <p>Read Chapter 2. Complete Chapter 2 Test. Watch Video 2, and post on Discussion Board. Reply/respond to at least one peer's posting.</p>
<p style="text-align: center;">Week Four: February 6-12</p> <p>Module 3</p> <p>Read Chapter 3. Complete Chapter 3 Test. Watch Video 3, and post on Discussion Board. Reply/respond to at least one peer's posting.</p>
<p style="text-align: center;">Week Five: February 13-19</p> <p>Module 4</p> <p>Read Chapter 4. Complete Chapter 4 Test. Watch Video 4, and post on Discussion Board. Reply/respond to at least one peer's posting.</p> <p>“Exams” Tab Codes & Statutes Exam DUE 02/19/2023</p>
<p style="text-align: center;">Week Six: February 20-26</p> <p>Module 5</p> <p>Read Chapter 5. Complete Chapter 5 Test. Watch Video 5, and post on Discussion Board. Reply/respond to at least one peer's posting.</p>

Week Seven: February 27-March 5

Module 6

Read Chapter 6.
 Complete Chapter 6 Test.
 Watch Video 6, and post on Discussion Board.
 Reply/respond to at least one peer's posting.

Week Eight: March 6-12

Module 7

Read Chapter 7.
 Complete Chapter 7 Test.
 Watch Video 7, and post on Discussion Board.
 Reply/respond to at least one peer's posting.

Spring Break: March 13-17

Practice implementing self-care, and make time to enjoy friends and family. Self-care is NOT selfish! Self-care is essential for Counselors to refresh and refuel. How can a Counselor pour himself/herself into the lives of others if he/she is empty?

Week Nine: March 20-26

Module 8

Read Chapter 8.
 Complete Chapter 8 Test.
 Watch Video 8, and post on Discussion Board.
 Reply/respond to at least one peer's posting.

Week Ten: March 27-April 2

**REMINDER: SRSU Women's "Rise Together" Conference
 Friday, March 31, 9am-2:30pm**

Module 9

Read Chapter 9.
 Complete Chapter 9 Test.
 Watch Video 9, and post on Discussion Board.
 Reply/respond to at least one peer's posting.

Week Eleven: April 3-9
Good Friday Holiday: April 7
Module 10
Read Chapter 10. Complete Chapter 10 Test. Watch Video 10, and post on Discussion Board. Reply/respond to at least one peer's posting.
Week Twelve: April 10-16
Module 11
Read Chapter 11. Complete Chapter 11 Test. Watch Video 11, and post on Discussion Board. Reply/respond to at least one peer's posting.
Week Thirteen: April 17-23
Module 12
Read Chapter 12. Complete Chapter 12 Test. Watch Video 12, and post on Discussion Board. Reply/respond to at least one peer's posting.
Week Fourteen: April 24-30
Module 13
Read Chapter 13. Complete Chapter 13 Test.
Week Fifteen: May 1-7
Module 14
Personal Growth Experience Paper DUE 05/07/2023
Week Sixteen
Classes: May 8-10
Dead Day: May 11
Finals: May 12, 15-17
Module 15
Review for MEd Comprehensive Exam DUE 05/17/2023
Thank you for a wonderful semester, Lobos!

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

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

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

Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling
References and Sources	The paper did not include content from peer reviewed	The paper included content from a few peer reviewed journal	The paper included content from peer reviewed journal	The paper effectively included content from peer reviewed	The paper very effectively included content from peer
	journal articles and/or scholarly books/book chapters and instead cited web site material of questionable e veracity	articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	articles and scholarly books/book chapters and only included material from credible web sites	journal articles and scholarly books/book chapters and only included material from credible web sites	reviewed journal articles or scholarly books/book chapters and only included material from credible web sites
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style