



## EDUA 7315: GROUP PROCESSING IN GUIDANCE AND COUNSELING

School Counselors

Sul Ross State University

Spring 23

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**On Campus Office Hours:** by appointment

**Off Campus:** virtual by appointment

### **COURSE PREREQUISITES:**

You must have successfully completed **ED 5314 – Personality and Counseling Theory and ED 7303 – Techniques of Counseling**, prior to enrolling in this course.

### **CATALOG COURSE DESCRIPTION:**

A course which explores numerous theoretical models, exposes students to various techniques and principles, and includes class presentations, role play and opportunity for “hands on,” experiential involvement in a group.

Successful completion of this course does not imply ability to run groups, but rather is a foundation of information and skills upon which to build. Students should always supplement this course with supervised group experience during internships.

*No tape recording will be allowed of any portion of this class!*

### **REQUIRED materials Available through Cengage Mindtap:**



**MindTap Counseling with Groups in Action Video, 1 term (6 months) Instant Access for Corey/Corey/Corey's Groups: Process and Practice, 10th Edition**

Marianne Schneider Corey; Gerald Corey; Cindy Corey  
 ISBN-10: 0-357-04145-3  
 ISBN-13: 978-0-357-04145-1

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

### **SUPPLEMENTARY MATERIAL:**

Please note that you will need to have some type of video recording device for class and the capability to upload your video to you tube. There are several instructional videos on you tube that will show you how to upload videos. Become familiar with this as soon as you can.

### **TEXES STANDARDS:**

TEXES standards addressed in this course are:

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

**Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**Standard III. Learner-Centered Process:** The certified 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.

**Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

<b>Standard</b>	<b>Description</b>	<b>Assignment</b>	<b>Assessment</b>	<b>SLO</b>
I. (1)	the history and philosophy of counseling	Textbook Chapter 1-3, Appendix A	Quiz Comprehensive Exam	1
I. (2)	counseling and consultation theories and practices	Textbook Chapters 1-10, Group Proposal, Presentation	Quiz, Group Proposal Helper Studio, Comprehensive Exam	1,2,3

IV. (7)	understand how family values, group membership, and culture intersect	Textbook Chapter 2 & 10	Quiz, Group Proposal Helper Studio, Comprehensive Exam	1,2
V. (2)	use knowledge of group dynamics and productive group interaction	Textbook Chapters 1-10, Group Proposal, Presentation	Quiz, Group Proposal Helper Studio, Comprehensive Exam	1,2,3

### **TEXES COMPETENCIES**

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

#### **DOMAIN I—KNOWLEDGE OF LEARNERS**

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

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

#### **DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

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

**Competency 004 (Responsive Services):** Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

**Competency 005 (Individual Planning):** Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

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

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

### DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

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

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

### DOMAIN IV—ANALYSIS AND RESPONSE

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

Domain Competency	Description	Assignment	Assessment	SLO
I.001.A.	Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.	Textbook Mindtap Assignments Chapter 9 &10, Helper Studio	Quiz, Group Proposal Chapter Videos, Comprehensive Exam	1
I.001.E.	Apply knowledge of the characteristics and needs of students within special populations (e.g., gifted and talented, homeless, migrant, special education, English learners, immigrants, refugees, students who meet at-risk criteria)	Textbook Mindtap Assignments Chapter 1 - 10, Helper Studio	Quiz, Group Proposal and Presentation, Comprehensive Exam	1,2
I.001.G.	Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.	Textbook Mindtap Assignments Chapter 1- 10, Helper Studio	Quiz, Group Proposal and Presentation, Comprehensive Exam	1,2,3
I.002.A.	Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity,	Textbook Chapter 8, Lecture	Quiz, Group Proposal and	1

Domain Competency	Description	Assignment	Assessment	SLO
	religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.		Presentation, Comprehensive Exam	
I.002.B.		Textbook Mindtap Assignments Chapter 1-10, Helper Studio	Quiz, Group Proposal and Presentation, Comprehensive Exam	1
I.002.E.	Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.	Textbook Mindtap Assignments Chapter 1,2,3, Helper Studio	Quiz, Group Proposal and Presentation, Comprehensive Exam	1
I.002.G.	Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity	Textbook Mindtap Assignments Chapter 1-3, Helper Studio Video demonstration	Quiz, Group Proposal and Presentation, Comprehensive Exam	1
II. 003.E.	Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.	Textbook Mindtap Assignments Chapter 1-10, Helper Studio Video demonstration	Quiz, Group Proposal and Presentation, Comprehensive Exam	1,2,3
II.004.F.	Use appropriate methods and procedures for group counseling, and demonstrate knowledge of group dynamics as well as	Textbook Mindtap Assignments Chapter 1-10,	Quiz, Group Proposal and Presentation,	1,2,3

Domain Competency	Description	Assignment	Assessment	SLO
	productive group interaction.	Helper Studio Video demonstration	Comprehensive Exam	
II.004.H.	Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges	Textbook Mindtap Assignments Chapter 1-10, Helper Studio Video demonstration	Quiz, Group Proposal and Presentation, Comprehensive Exam	1,2,3
II.004.J.	Apply knowledge of techniques for helping students develop decision-making skills, recognize the relationship between decisions and outcomes, and understand the potential consequences of choices.	Textbook Mindtap Assignments Chapter 1-10, Helper Studio Video demonstration	Quiz, Group Proposal and Presentation, Comprehensive Exam	1,2,3
II.006.C.	Apply knowledge of procedures for planning, designing, and implementing schoolwide programs (e.g., drug education, bullying prevention, personal safety, mental health and wellness, crisis response) to address students' identified personal, social, educational, and career needs.	Textbook Mindtap Assignments Chapter 1-10, Helper Studio Video demonstration	Quiz, Group Proposal and Presentation, Comprehensive Exam	1,2
II.006.E	Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.	Textbook Mindtap Assignments Chapter 1-8, Helper Studio Video demonstration	Quiz, Group Proposal and Presentation, Comprehensive Exam	1,2,3

### **COURSE OBJECTIVES:**

Student will be able to:

1. Define and distinguish among group guidance, group counseling, group psychotherapy, support groups, and advantages and disadvantages of group approaches versus individual counseling.
2. Discuss theories of group counseling including methods, techniques, and research

findings, including group work with substance abuse and addiction.

3. Identify major persons and factors in the historical development of group counseling.
4. Discuss legal and ethical issues with group counseling, including how to make referrals.
5. Describe the various stages of the group process and roles of leaders and members at each stage.
6. Explain group dynamics in terms of cause and effect.
7. Describe different styles of leadership and leadership skills and techniques appropriate for each stage of the group process.
8. Explain characteristics of group leaders that affect group process; demonstrate personal awareness of his/her own strengths, weaknesses, values, prejudices, etc. and the effects on others.
9. Describe the implications of sociocultural, demographic, and lifestyle diversity on groups.
10. Discuss methods of evaluating the effectiveness of groups.
11. Describe how he/she would implement groups in his/her work.
12. Demonstrate knowledge of methods to continue learning about group process and group leadership.

### **STUDENT LEARNING OUTCOMES:**

The student will be able to:

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

### **COUNSELOR EDUCATION MARKETABLE SKILLS:**

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

**SMARTTHINKING:**

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

**ACADEMIC INTEGRITY:**

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

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

**SAFE ASSIGN:**

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% 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 (Americans with Disabilities Act)****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. Please contact me, Mary Schwartz, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

### **ATTENDANCE POLICY:**

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically "excuse" the absence. In addition, SRSU policy states that "An absence is defined as nonattendance in fifty minutes of class" and that "instructors will drop a student from a course when the student has a total of nine absences." Missing an entire weekend format class will cause you to be dropped from the course.

### **PARTICIPATION POLICY:**

Since EDUA 7315 is a hybrid course, participation will be evaluated on Blackboard, Cengage Mindtap and online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 7315, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

### **COURSE REQUIREMENTS:**

Students will:

- Complete reading and scheduled assignments on a weekly basis through Cengage Mindtap. Weeks run Monday to Monday. There are a total of 10 weeks of reading and assignments.
- Complete 20 Helper Studio videos through the Mindtap forum. Instructions available through mindtap.
- The final requires each student to develop a group Proposal

**All work should be double spaced and in APA style, Ariel 12 pt. font.**

**Proposal for a Group.** Students must develop a proposal for a group that you could facilitate to an identified population of your interest. Guidelines for the proposal are attached to this

syllabus. NOTE: This assignment must be written using APA guidelines using appropriate documentation. (Ariel 12 pt. font, double-spaced). The paper is usually 15+ pages because of activity descriptions. You must use the textbook and other supporting information to support your proposal. A minimum of 25 points will be deducted from a paper with no supporting documentation. References must be cited within the body of your paper.

### **Group Facilitaion and Leadership Exercises- HELPER STUDIO .**

This assignment requires you to submit 20 short videos through the Mindtap platform demonstrating your facilitation ability. Students will watch a short video, answer reflective questions about the video and then you are given an opportunity to demonstrate in your own style how you would have responded to the client.

### **Individual Teleconferences**

During April 24<sup>th</sup> through May 5th each student will engage in teleconferences to discuss their group proposal. This is an opportunity to review elements of the group to improve understanding, effectiveness and appropriate facilitation.

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### **EVALUATION/GRADING POLICY:**

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

Proposal for a Group/Paper	25%
Helper Studio Facilitation Videos	20%
Participation	10%
Chapter Quizzes	25%
Mindtap Assignments	20%

**NOTE: NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

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

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

**A Student who earn a grade of “C”, will have to retake the class – NO EXCEPTIONS and it is beyond the Course Professors Control**

Calendar of Activities - All Activities are assigned weekly and run from Monday to Monday.

Final Group Proposal will be uploaded on Blackboard

Week	Chapter	Assignments	Date open - Monday	Due date midnight - Sunday
Week 1	1	Mind Tap	Jan 18	Jan 22
Week 2	2	Mind Tap	Jan 23	Jan 29
Week 3	3	Mind Tap	Jan 30	Feb 5
Week 4	4	Mind Tap	Feb 6	Feb 12
Week 5	5	Mind Tap	Feb 13	Feb 19
Week 6	6	Mind Tap	Feb 20	Feb 26
Week 7	7	Mind Tap	Feb 27	Mar 5
Week 8	8	Mind Tap	Mar 6	Mar 12
Week 9	9	Mind Tap	Mar 20	Mar 26
Week 10	10	Mind Tap	Mar 27	Apr 2
Week 11	11	Mind Tap	Apr 3	Apr 9
Week 12 /13	Helper Studio	Group Facilitation and Leadership – Helper Studio	Apr 10	Apr 23
Final Proposal		Group Proposal due		Apr 24
Week 14 / 15		Teleconferences	April 24	May5

### **GROUP COUNSELING PROPOSAL GUIDELINES**

#### I. Introduction

##### A. Purpose and Rationale *10 points*

Clearly define the purpose of your group. Why is it important? Cite at least three references from the literature to support your group or techniques. What type of group is it? For whom is it offered? What are your qualifications for leading this group? (An interest is sufficient for this proposal).

##### B. Goals and Objectives *10 points*

Clearly define three general goals for your group. For each goal, define at least two objectives. Objectives must be behaviorally defined (observable and measurable) to aid in evaluating your program.

#### II. Method

##### A. Logistics *5 points*

List the steps you will take in setting up the group. These may include securing permission, arranging venue, and advertising. Describe how many members you will include, when and where you will meet, for how long, and for how many sessions.

#### B. Selecting Group Members *10 points*

Describe how you will recruit and select group members. Include any screening procedures, pregroup interviews, pretesting, and selection criteria. Describe applicants who would not be acceptable for your group. Discuss any ethical issues with recruitment and selection.

#### III. Description of Group Activities *40 points*

Describe, in outline form, what you plan to do during each session of your group. Each description should include: Session #, Objectives for the session, a list of topics, and a brief description of any activities or techniques you will use. You may borrow activities from other sources as long as you properly cite them. Estimate the approximate time for each activity. You may wish to attach materials for your group activities, such as games, handouts, overheads, and so forth.

#### IV. Evaluation of the Group *10 points*

Describe how you will evaluate the effectiveness of your group in achieving the goals and objectives you defined in the Introduction. If you will use tests, rating forms, or questionnaires, attach copies. You should have a formal or informal evaluation for each objective listed in the Introduction. Evaluation activities will probably take place during some or all group sessions and at the conclusion of the group. You may wish to consider a follow-up evaluation as well.

#### V. References *5 points*

List all references cited in your proposal using APA style.

#### Additional Criteria for Grading *10 points*

The proposal should be complete, neat, and grammatically correct. Your writing reflects your professionalism. Papers with multiple errors will receive a reduction in grade. See Writing Rubric

### **WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:**

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
<b>Integration of Knowledge</b>	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	
<b>Organization and</b>	The paper lacked topic	The paper occasionally	The paper consistently	The paper consistently	The paper uniformly and	

<b>Sub-skill</b>	<b>Beginning</b> <b>1</b>	<b>Basic</b> <b>2</b>	<b>Proficient</b> <b>3</b>	<b>Advanced</b> <b>4</b>	<b>Exceptional</b> <b>5</b>	<b>Score</b>
<b>Presentation</b>	sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
<b>Focus</b>	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	
<b>Level of Coverage</b>	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	
<b>Grammar/ Spelling</b>	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	
<b>References and Sources</b>	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from	

<b>Sub-skill</b>	<b>Beginning 1</b>	<b>Basic 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>	<b>Exceptional 5</b>	<b>Score</b>
	site material of questionable veracity	questionable credibility	credible web sites	sites	credible web sites	
<b>APA Style</b>	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	
<b>Total Score</b>						
<b>Mean Score</b>						

Comments: \_\_\_\_\_

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Student Name: \_\_\_\_\_ A# \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_