COUNSELING METHODS: INDIVIDUAL
HDCN 6302
Meeting day/time: Thursday 10:00 am – 2:15 pm
October 22, 2012- January 11, 2013
Make up: December 1, 2012 Saturday; 9am-1:15pm

INSTRUCTOR:
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Office: 3-221 **Office hours:** By Appointment Only

Dr. Misty Solt is currently serving as a Clinical Assistant Professor on faculty in the SMU Dispute Resolution and Counseling Department. Previously, she served for over three years as the Clinic Director of the SMU Center for Family Counseling. Dr. Solt is a Licensed Professional Counselor-Supervisor, Registered Play Therapy Supervisor, and National Certified Counselor. Dr. Solt received her Doctorate at the University of North Texas and her Master's at Eastern Illinois University. Dr. Solt has been working in the field of Counseling since 1998 as a counselor in the following areas: school crisis counseling, in-home counseling, agency counseling, general crisis counseling, and private practice. Dr. Solt has served on the Frisco ISD Hope Rising Trauma and Loss Team and is serving a second term on the Board of Directors for Camp COPE. Dr. Solt was the Assistant Director of the Center for Play Therapy in Denton, TX for three years. Dr. Solt has served as an Adjunct Professor for the Department of Counseling at both Southern Methodist University and the University of North Texas. Dr. Solt is published in the area of counseling and has a private practice in Frisco, TX.

COURSE DESCRIPTION AND PURPOSE:

Welcome to Counseling Methods: Individual! The goal of this course is to provide you with an overview of basic skills that are employed in a counseling setting. Students will be able to demonstrate basic counseling skills and techniques, as well as to apply a general knowledge base of interpersonal neurobiology. Evaluation will be based on several factors, including strengths and deficits in intrapersonal and interpersonal counseling skills as demonstrated in role-play and/or written assignments. Adjusting counseling for various individuals to reflect their diverse backgrounds, cultures, ages, etc. is emphasized, as well as students developing their own personal approach to individual counseling. Interpersonal development on the person of the counselor will also be focused on throughout this course.

COURSE LEARNING OBJECTIVES:

Learning Objectives	Measurable Outcomes
Demonstrate an ability to relate to individuals and their needs through the development of strong listening skills.	Students will demonstrate these skills during in class role plays and video-taped sessions.

Demonstrate an ability to explain the personal characteristics and process skills needed to be an effective counselor.	Students will exhibit these abilities through the listening tape assignment, the integrated role play video, and during class discussion and oral discourse.
Demonstrate flexibility in using several different counseling approaches.	Students will write a personal counseling style paper summarizing their personal characteristics and process skills.
Demonstrate an ability to explain how an individual's group membership, culture, and ethnic background influence an approach to individual counseling.	At the end of the course, students will defend orally in class their style of counseling, including strengths and weaknesses, and will also keep a journal to reflect process and growth.
Demonstrate an ability to conceive, generate, plan, conduct, terminate, and summarize an individual's counseling session.	Students will demonstrate their understanding of these concepts through oral discourse and role play.
Effectively assess oneself regarding areas of strength and areas for growth as a counselor.	Students will demonstrate an understanding of various counseling approaches on the final exam, as well as during role play and class discussion.

REQUIRED TEXTS:

Ivey, A., & Ivey, M. (2010). *Intentional interviewing and counseling* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Badenoch, B. (2011). *The Brain-Savvy Therapist's Workbook: A Companion to Being a Brain-Wise Therapist.* New York: W. W. Norton.

Badenoch, B. (2008). *Being a Brain-Wise Therapist: A Practicum Guide to Interpersonal Neurobiology*. New York: W. W. Norton.

Cormier, S. & Hackney, H. (2011). *Counseling Strategies and Interventions* (8th Ed.). New York: Allyn/Bacon Publishing Company.

ASSIGNMENTS, EXPECTATIONS, & GRADING:

1. **Class Attendance, Participation, and Attitude**:

   Participation in class includes actively volunteering for and participating in activities such as role-play, contributing to class discussions, actively contributing to supervision experiences, and completing additional in-class activities and reflective assignments. Demeanor, attitude, and

overall disposition toward peers, professor, and mock clients will be GREATLY taken into consideration.

Student notifies the instructor/supervisor within the first two weeks of the term if issues hinder participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.) – such issues will not negatively affect the participation grade.

1-2 pts.	Participates rarely and/or reluctantly
3-5 pts.	Participates inconsistently (abstains from participation or must be persuaded to participate on more than 2 occasions)
6-8 pts.	Participates consistently (always participates with little or no coaxing)
9-10 pts.	Participates consistently & Exercises leadership/initiative (always participates without coaxing; takes initiative in volunteering for activities; actively contributes their own thoughts and ideas and/or encourages the engagement of peers).

Additionally, students must notify the Professor preferably within the first two weeks of the term if there is any circumstance that would create a hardship for participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.).

Attendance: Final grade can be impacted if an unexcused absence occurs and/or if attendance is inconsistent (i.e., showing up to class late, returning from breaks late, or missing a day(s)).

A 24-hour notice of any absence should be given. Furthermore, if a student must miss one class, it is the student's responsibility to contact a classmate to get all the material and assignments covered during their absence. Should a student miss more than two classes, his/her final grade will be impacted. A student missing more than two classes may, at the instructor's discretion:

- receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
- receive a failing grade for the course
- drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://smu.edu/education/counseling/AcademicCalendar2011-12.asp then consult with the Program Specialist if they believe this option is a possibility.)

Worth 10 points; Viewed over the Winter 2012 Term.

2. **Journal:** A journal will be kept throughout the term. Journals must be brought to every class and must be maintained on a weekly basis. Weekly journal entries should contain the following headings: (1) what impacted me the most about class this week (e.g., concepts I learned, etc.); (2) what I learned about myself; and (3) what I learned about becoming a counselor. **Worth 10 points; Due 1-10-13.**

3. **Skill Development**: composed of two components: (1) Video #1 with complete analysis chart and 2-page summary. **Worth 10 points; Due 11/15/12** (2) Video #2 with typed transcript and correction transcript. **Worth 10 points; Due 12/6/12**

4. **<u>Personal Counseling Style Paper</u>**: A written summation examining how your counseling style has evolved over the term as related to the subject matter discussed in class, the experiential class exercises, and homework assignments. Paper must be APA compliant, minus the abstract. **Worth 20 Points; Due 1/3/2013**.

5. **<u>Final Exam:</u>** This exam will the cover all (entire term) classroom lectures and readings. It is comprised of only multiple-choice questions. **Worth 40 pts; Due: 1/10/13**

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	Grade Composition		
Assignment	**Possible Points**	**%**	**Week Due**
Attendance, Participation, and Attitude	10 pts.	10%	Throughout Term
Journal	10 pts.	10%	1/10/13
Skill Development Tape #1	10 pts.	10%	11/15/12
Skill Development Tape #2	10 pts.	10%	12/6/12
Personal Counseling Style Paper	20 pts.	20%	1/3/2013
Final Exam	40 pts.	40%	1/10/13
TOTAL	**100 pts.**	**100%**	

SMU GRADE SCALE

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59≥	0.0	0.0

ADDITIONAL POLICIES

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Academic Integrity

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counselor training are dually responsible for abiding by all applicable ethical standards, as mandated by University policy and professional codes of ethics. Please review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at http://www.smu.edu/studentlife/PCL_05_HC.asp. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not by students' intentions. Any incidents of academic or clinical ethics infractions will be reported for investigation.

Unless otherwise specified in the syllabus, all course assignments and exams must be the student's original work, produced by the individual to whom the work is assigned. Working with partners or groups to complete any coursework is not allowed unless the coursework is specifically designated as group work.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit http://www.smu.edu/alec/dass to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Plagiarism Policy

Plagiarism is not tolerated and will result in an "F" grade for the class. Plagiarism is defined as the following:

> To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an "F" grade for the class. Please reference the SMU honor code.

Statement on Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Emergency Preparedness: As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Statement of Class Decorum: Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessities last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines: Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual, 6th edition.*

RUBRIC FOR ATTENDANCE & PARTICIPATION

Attendance (10 possible points earned; point reduction upon absences): Student attends class consistently, provides appropriate notice for absences whenever possible, and arrives on time for class/supervision.

- Approved circumstance + advance notice = 0 point reduction (regardless of participation level)
- Emergency + ASAP notification = 0 point reduction
- Approved circumstance + no advance notice = 2 point reduction
- Non-approved circumstance + advance notice = 4 point reduction
- Non-approved circumstance + no advance notice = 7 point reduction
- More than one non-approved circumstance without advance notice = conference with Professor 10 point reduction
- Late arrival (after class has started or resumed following a break) 2 = no penalty; Thereafter, 3 point reduction for each occurrence

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Participation: Student regularly takes an active role in activities such as role-play, contributing to class discussions, contributing to individual & group supervision experiences, class presentations, and additional assignments as required. Student notifies the instructor/supervisor within the first two weeks of the term if issues hinder participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.) – such issues will not negatively affect the participation grade.

1-2 pts.	Participates rarely and/or reluctantly
3-5 pts.	Participates inconsistently (abstains from participation or must be persuaded to participate on more than 2 occasions)
6-8 pts.	Participates consistently (always participates with little or no coaxing)
9-10 pts.	Participates consistently & Exercises leadership/initiative (always participates without coaxing; takes initiative in volunteering for activities; actively contributes their own thoughts and ideas and/or encourages the engagement of peers).

Rubric for Skill Video Tapes:

Video Tape #1:

(1) You will need to schedule with the Professor for a time in the clinic to record a mock counseling session with another adult. You will be responsible for finding a person to practice with. Coordinate with your client the type of role play you want to do and the content must not be of any crisis situation or extreme circumstances (e.g., suicidal, homicidal, violence, substance abuse, etc.). Please dress professionally for your counseling session. You will record a 30-minute session. You must also **purchase and bring a DVD** for the taping (R-).
(2) You must watch your taped session (DVD) and complete a micro-skill analysis sheet (to be given in class prior to assignment).
(3) You will also complete a 2-page typed summary (maximum) addressing the following issues: (a) strengths in the session; (b) areas of targeted growth; (c) what surprised you in session; (d) what you likes the most; (e) what you liked the least; and (f) most valuable happening. This should illustrate thoughtful reflection on your part.
(4) Grading will be according to the following: (1) thorough completion of the entire assignment in accordance to the above directions; (2) turning in of the assignment and DVD on assigned due date; (3) all headings answered in the summary page; (4) not going over the two-page maximum for the summary page; and (5) reflection and accurate counting on the summary and analysis page.

Integrative Video Tape #2:

(1) You will need to schedule with the Professor for a time in the clinic to record a mock counseling session with another adult. You will be responsible for finding a person to practice with. Coordinate with your client the type of role play you want to do and the content must not be of any crisis situation or extreme circumstances (e.g., suicidal, homicidal, violence, substance abuse, etc.). Please dress professionally for your counseling session. You will record a 45-minute session. You must also **purchase and bring a DVD** for the taping (R-).
(2) Prepare a verbatim typed script (transcript) consisting of 20-minutes, noting both counselor and client responses including nonverbal responses and incidental sounds (see example presented in class). You can choose which 20-minutes you would like to transcribe—but the 20 minutes must be consecutive.
(5) You will also complete a 2-page typed summary (maximum) addressing the following issues (adding it to your transcript): (a) strengths in the session; (b) areas of targeted growth; (c) what surprised you in session; (d) what you likes the most; (e) what you liked the least; and (f) most valuable happening. This should illustrate thoughtful reflection on your part.
This is the most important part of your assignment, so provide plenty of detail that reflects thoughtful reevaluation on your part.
(6) Please refer to the following rubric for grading.

Rubric for Video Tape #2 (Counseling Performance Assessment):

Circle One Choice	**Beginning 7**	**Developing 8**	**Accomplished 9**	**Exemplary 10**	**Score**
POISE	Appears self-conscious or nervous throughout counseling	Gains confidence or comfort as the counseling progresses	Appears at ease with the client and shows interest in the topic	Appears very confident and enthusiastic about the topic	
VOICE	Low/loud volume with monotonous tone or rate of speech is too rapid/slow	Volume drops off at end of sentences with little inflection or rate of speech is sometimes rapid/slow	Volume and inflection are varied at times and rate of speech is usually appropriate	Volume and inflection are consistently effective in emphasizing key points and rate of speech is good	
BEGINNING OF SESSION	Session begins abruptly and with little sensitivity	Session begins with some finesse and some structure	Session begins smoothly and appropriately	Session begins with smooth transitions, sensitivity and flow	
ESTABLISHES RAPPORT WITH CLIENT	Makes no effort to greet client or spends no time looking at the client to listen to the client's concerns	Makes minimal effort to greet client or spends little time looking at the client to listen to the client's concerns	Takes some time to greet client and spends some time looking at the client to listen to the client's concerns	Clearly engages the client with an effective greeting and shows good balance in the amount of time spent looking at the client to listen to the client's concerns	
FOCUSES THE COUNSELING	The counseling session rambles or has not logical sequence	The counseling session is somewhat confusing or has little focus	The counseling session is somewhat sequential and has focus	The counseling session follows a good focus and flow	
INDIVIDUAL COUNSELING APPROACH AND <u>LISTENING SKILLS</u>	Has difficulty incorporating the theory and process of personal individual counseling approaches when counseling clients about personal and social issues; <u>listening skills are weak</u>	Incorporates either the theory or the process of personal individual counseling but not both; <u>adequate listening skills demonstrated</u>	Incorporates the essentials of personal individual counseling approaches when counseling clients about personal and social issues; <u>good listening skills</u>	Thoroughly incorporates the theory and process of personal individual counseling approaches when counseling clients about personal and social issues; <u>strong listening skills exhibited</u>	
DIVERSITY	The specialized needs and resources of the client are inadequately or inappropriately addressed	The specialized needs or the resources of the client are appropriately addressed but not both	Appropriately addresses the specialized needs and identifies resources available for the client	The specialized needs and resources available for the client are addressed in a sensitive, positive, and highly effective manner	

PROBLEM SOLVING	Provides insufficient or inappropriate assistance to client to solve problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that it is difficult for appropriate action to be taken)	Provides some assistance to the client in solving problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that it is difficult for appropriate action to be taken)	Assists clients appropriately to solve problems (e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that appropriate action can be taken)	Provides highly effective assistance to client to solve problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitate development of long and short-term goals so that appropriate action can be taken)	
INTERVENTION STRATEGIES	Uses inadequate or inappropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses some appropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses appropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks that are strong, theory-based, and highly effective	
ENDS THE SESSION WITH CLOSURE	The counseling session has no clear conclusion or no follow-up is planned with the client	The counseling session has abrupt concluding remarks or a limited follow-up is planned with the client	The counseling session concluding remarks contain a summary of the session and some follow-up options are offered to the client	The counseling session concluding remarks are a good summary of the session and follow-up options are clearly going to work for the client	
COMMENT					TOTAL

Personal Counseling Style Paper

This paper must comply with all APA standards (except and abstract). Five outside references must be utilized for this paper, as well as your own reflection. The paper is to not exceed 8 pages in length (regarding content, not including title page and reference page). The only person who will read this paper is your Professor, and it will be returned to you. Please see the following rubric for grading.

Be sure and utilize concepts from our textbook and other class materials you may find valuable in assessing your own style. In addition, please relate a minimum of <u>five research sources</u> with information that you found compatible with the kind of counselor you think you will be. Include a bibliography at the end of your paper and use APA style to cite your references. Those of you who have taken Counseling Theory 6301 may also briefly relate that course to this paper, but hit this lightly as you have already addressed the integration of theory and personality as factors in counseling style.

Below are some additional questions that may be of use to you in this endeavor:

1) What specific counseling techniques do you see yourself using and why do they fit your style?
2) What part will goal setting play in your approach to counseling?
3) According to your counseling approach, what conditions are necessary for constructive change to take place and how will that affect your style? **
4) What is your position on the use of psycho diagnostic instruments and other tests and diagnostic procedures?
5) How will your style be impacted by your belief about maladjustment, and how will your style change, do you think, as related to various presenting problems?
6) How will your general orientation towards life be integrated into your counseling style?
7) How would you demonstrate that your success as counselor was based on your style of counseling?
8) Would you accept for treatment any client no matter how opposed his or her value system was to your own? Why? How will your counseling style apply to involuntary clients?
9) How will your style come in to play in terms of necessary confrontation of clients?
10) What strengths of style will work for you in counseling sessions?

Rubric for Personal Style Paper:

	100-90	***89-83***	***82 & Below***	
Depth of Thought & Analysis **20%**	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.	
Synthesis & Congruency ***20%***	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.	
Thoroughness ***20%***	The appropriate content is covered in depth without being redundant.	Pertinent content is not covered in as much depth, or as explicit, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.	
Personalization ***20%***	Writer integrates examples from his or her own life in relation to the content.	There is some attempt on the writer's part to utilize personal examples within the content.	There are no examples from the writer's personal experience expressed in the content.	
Clarity of Writing and Mechanics in accordance to APA ***20%***	Writing is compliant with APA guidelines. Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made.	Writing is somewhat compliant with APA. Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	Writing is not compliant with APA in major areas. It is hard to know what the writer is trying to express. Writing in convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.	