

CEPD 9184-E01 Syllabus
DOCTORAL SEMINAR—PROFESSIONAL ISSUES

| | |
|------------------------|--|
| Semester/Year | Summer 2015 |
| Time/Location | Asynchronous Online |
| Instructor | Julia Whisenhunt, Ph.D., LPC |
| Office Location | 241 Education Annex |
| Office Hours | Tuesdays 10:00-11:00; 1:30-4:30 Thursdays 10:00-11:00; 1:30-4:30 <i>*Please note that I am available to schedule face-to-face, phone, and video chat meetings.</i> |
| Telephone | Direct Line: 678-839-6116 Department Line: 678-839-6554 |
| Email | jwhisenh@westga.edu |
| Online Support | D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/ Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430 Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459 Ingram Library Services http://www.westga.edu/library/ University Bookstore http://www.bookstore.westga.edu/ |

COURSE DESCRIPTION

This course is a special topics seminar structured to address current issues and trends in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

COE VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision, mission and conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (insert applicable professional associations that guide your program, e.g. ASHA, PSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources

This course will be delivered 100% online. This requires the online equivalent of 1350 minutes of instruction (seat-time) and an additional 1350 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

| <u>Activity</u> | <u>Instructional Equivalent</u> |
|--------------------|---------------------------------|
| Presentations | 1350 minutes |
| Discussion Posts | 600 minutes |
| Online assignments | 750 minutes |

COURSE OBJECTIVES

Students will:

1. demonstrate understanding of current issues and trends in professional counseling; (Corey & Corey, 2007; Kottler & Brown, 2000; Martin, 2002; Young, 2005)
(*Knowledgeable, CACREP Doctoral Standards II.1.5*)

2. demonstrate advanced knowledge about ethical, legal, and multicultural considerations related to counseling and supervision in a global society (Corey, Corey, & Callahan, 2007; Remley & Herlihy, 2005; Wheeler & Bertram, 2008) (*Knowledgeable; CACREP Doctoral Standards II.C.7; IV.A.4; II.K.3*)
3. demonstrate the ability to prepare a manuscript suitable for publication in a peer reviewed professional journal (*Knowledgeable, CACREP Doctoral Standards II.F.3*)
4. demonstrate the ability to develop and submit a program proposal for presentation at a professional counseling conference (*Knowledgeable, CACREP Doctoral Standards II.F.4*)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

Required Instructional Resource: TK20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

References:

- Bauman, S. (2008). *Essential Topics for the Helping Professional*. Upper Saddle River, NJ: Pearson Allyn and Bacon.
- Bemak, F. (2005). Reflections on multiculturalism, social justice, and empowering groups for academic success: A critical discourse for contemporary schools. *Professional School Counseling, 8*(5)401-407.
- Carey, J. & Dimmitt, C. (2005). The Web and school counseling. *Computers in the Schools, 21*, 69-79.
- Cokley, K. (2007). Critical issues in the measurement of ethnic and racial identity: A referendum on the state of the field. *Journal of Counseling Psychology, 54*(3), 224-234.
- Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions*. (7th ed.). Belmont, CA: Thomson, Brooks/Cole Publishing.
- Gladding, S. (2009). *Counseling: A Comprehensive Profession*. (6th ed.). Upper Saddle River, NJ: Pearson.
- Hazler, R.J. & Kottler, J.A. (2005). *The Emerging Professional Counselor*. (2nd ed.). Alexandria, VA: American Counseling Association.
- Jakset, III, C. M. (2007). *Toward successful school crisis intervention: 9 key issues*. Thousand Oaks, CA: Corwin Press.
- King, J. H. & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues. *Journal of Counseling and Development, 82*(3), 329-337.
- Kocet, M.M. (2006). Ethical challenges in a complex world: Highlights of the 2005 ACA code of ethics. *Journal of Counseling and Development, 84*(2), 228-234.
- Locke, D. C., Myers, J.E., & Herr, E.L. (2001). *The Handbook of Counseling*. Thousand Oaks, CA: Sage Publications.
- Marbley, A. F. (2007). In the wake of Hurricane Katrina: Delivering crisis mental health

- services to host communities. *Multicultural Education*, 15(2), 17-23.
- Myers, H.N.F. (2005). How elementary school counselors can meet the needs of students with disabilities. *Professional School Counseling*, 8(5), 442-451.
- Palmo, A.J., Weikel, W.J., & Borsos, D.P. (2006). *Foundations of Mental Health Counseling*. (3rd ed.). Springfield, IL: Thomas Publishers.
- Remley, Jr., T.P., & Herlihy, B. (2005). *Ethical, Legal, and Professional Issues in Counseling*. (2nd ed.). Upper Saddle River, NJ: Pearson.
- Shaw, H.E., & Shaw, S.F. (2006). Critical ethical issues in online counseling: Assessing current practices with an ethical intent checklist. *Journal of Counseling and Development*, 84(1), 41-53.
- Slife, B.D., Williams, R.N., & Barlow, S.H. (2001). *Critical Issues in Psychotherapy*. Thousand Oaks, CA: Sage Publications.
- Stone, C. (2006). *School counseling principles: Ethics and law*. Alexandria, VA: American School Counselor Association.
- Vash, C.L., & Crewe, N.M. (2004). *Psychology of Disability*. (2nd ed.). New York, NY: Springer Publishing Co., Inc.
- Wheeler, A.M., & Bertram, B. (2008). *The Counselor and the Law*. (5th ed.). Alexandria, VA: American Counseling Association.
- Wilczenski, F.L., & Coomey, S.M. (2006). Cyber-communication: Finding its place in school counseling practice, education, and professional development. *Professional School Counseling*, 9(4), 327-331.
- Yonn, E. & Portman, T.A.A. (2004). Critical issues of literature on counseling international students. *Journal of Multicultural Counseling and Development*, 32(1), 33-45.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments

1. **Academic Honesty PPT and “Quiz” (Individual; 3 points):**
Working individually, you will review a short video regarding academic honesty. You will then complete a short “quiz,” attesting to your understanding of academic honesty.
2. **SmarterMeasure (Individual; 7 points):**
Working individually, you will complete the [SmarterMeasure](#) online inventory. You will upload a copy of your results to the respective D2L dropbox for course credit. Although you are not required to compose a formal essay response regarding your SmarterMeasure results, I strongly encourage you to review your results thoroughly and consider ways that you can become a stronger online learner. The username is “uwg” and the password is “student.”
3. **Current Issues Group Project (Group; 20 points):**
Working in groups of 3, students will examine a contemporary issue or trend in the field of professional counseling. This examination will entail review of articles in peer-reviewed journals and news sources, in addition to relevant laws and ethical codes. Each group should create one brief document (no more than 2 pages single-spaced, plus references), that includes the required elements, and post the document to the respective D2L discussion board. The required elements for this project are provided in the respective grading rubric (see below). Groups will register for a specific topic area, based on the course schedule, and then will identify a topic, which must be approved by

the instructor. This assignment is due by midnight on the respective due date. Make sure to submit to the respective D2L dropbox and discussion board. **Course objectives 1 & 2**

4. **Current Issues Processing Groups (Group; 4 @ 5 points each=20 points):**

Over the course of the semester, there will be 5 weeks during which we explore current issues/trends in the field of professional counseling (see Assignment #3). For each of these weeks, groups of 3 members will meet for a minimum of one 30 minute live discussion (face-to-face, phone, or live online). The focus of each of these Processing Group sessions will be to examine at least one of the current issues submitted by a peer group (i.e., the Current Issues Group Project). Working collaboratively, students are responsible for thoughtfully examining their chosen current issue(s) and providing documentation of their discussion. The required elements for this documentation are provided in the respective grading rubric (see below). Documentation should not exceed three pages, typed and double-spaced, and may include bullet points, but not sentence fragments. Submissions are due no later than Sunday at midnight (Eastern Time Zone) each week. *Please note that, for the week a CI Group (assignment #3) posts a project, that CI Processing Group will not complete this assignment. As such, each group will have a total of four CI Processing Groups over the course of the semester.* **Course objectives 1 & 2**

5. **Professional Presentation Proposal (Group; 20 points):**

Working in groups of 3, you will prepare a presentation proposal for submission to a professional counseling organization. For the purposes of this assignment, the proposal will be for a 60-minute education session for the ACA annual conference. This proposal will be an adaptation of the material you covered in your Current Issues Group Project. Specific guidelines are provided in the grading rubric (see below). **Course objectives 1, 2, 4**

6. **Professional Manuscript (Group;30 points)**

Working in groups of 3, you will prepare a professional manuscript that is suitable for publication. This proposal will be an adaptation of the material you covered in your Current Issues Group Project and Professional Presentation Proposal. Individual components of this manuscript are described within the assignment rubric (see below). For the purposes of this assignment, students will be expected to adhere to the author guidelines, as established by the journal of [*Counselor Education and Supervision*](#). However, students who wish to seek formal publication for their manuscript will need to adapt the manuscript to meet the unique author guidelines that are established by the journal to which they will be submitting. Submission for publication is NOT a requirement for this course, although it is strongly encouraged. Upload your document in Word format via the D2L dropbox with all group members' names indicated. Also, please note that you will submit all drafts of your manuscript to SmartThinking for feedback and upload all drafts of your manuscript to TurnItIn. Directions are posted in D2L. **It is imperative that you review these directions well in advance of the assignment deadline. Course objectives 1-3**

Evaluation Procedures:

| Assessment | Points | Assessment Tools | Submit via: | Due Date |
|---------------------------------------|-------------|------------------|--------------------------------|---|
| 1. Academic Honesty PPT and "Quiz" | 3 | Quiz | D2L quiz | June 3 |
| 2. SmarterMeasure | 7 | S/U | D2L dropbox | June 3 |
| 3. Current Issues Group Project | 20 | Rubric | D2L discussion board & dropbox | See course schedule |
| 4. Current Issues Processing Groups | 4@5 each=20 | Rubric | D2L dropbox | See course schedule |
| 5. Professional Presentation Proposal | 20 | Rubric | D2L dropbox | June 10 |
| 6. Professional Manuscript | 30 | Rubric | D2L dropbox | Draft 1— June 21; Draft 2— July 5; Final—July 19 |
| Total | 100 | | | |

*Assignments are due at 11:30 pm (ET), if not otherwise specified.

GRADING POLICY

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Grades are calculated based on the percentages above. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty. Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, **CPS will not tolerate discrimination against any persons.**

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the

instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. **To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.**

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Disability: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia:
http://www.westga.edu/studentDev/index_8884.php.

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Class organization: This course is delivered entirely online, but requires consistent peer interaction and collaboration. As such, it is imperative that students are responsive to digital communication. Additionally, as completion of all required course materials is necessary to be academically successful in this course, it is imperative that students maintain an active presence in the D2L course site.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Changes to The Syllabus: This syllabus is subject to change.

TENTATIVE COURSE SCHEDULE

(Subject to change)

| Dates | Module/Topic | Assignments Due |
|-----------------|-----------------------------------|--|
| June 1-June 3 | Module 1/Getting Started | Introductions; Register for groups; Academic Honesty PPT and Quiz (June 3); SmarterMeasure (June 3) |
| June 4-June 7 | Module 2/Professional Identity | None |
| June 8-June 14 | Module 3/Law and Ethics | Current Issues Group 1 (June 9); Presentation Proposal (June 10); CI Processing Group 1 (June 14) |
| June 15-June 21 | Module 4/Values and Counseling | Current Issues Group 2 (June 16); CI Processing Group 2 (June 21); Manuscript Draft 1 (June 21) |
| June 22-June 28 | Module 5/Crisis &Trauma | Current Issues Group 3 (June 23); CI Processing Group 3 (June 28) |
| June 29-July 5 | Module 6/Technology in Counseling | Current Issues Group 4 (June 30); CI Processing Group 4 (July 5); Manuscript Draft 2 (July 5) |
| July 6- July 12 | Module 7/Clinical Supervision | Current Issues Group 5 (July 7); CI Processing Group 5 (July 12) |
| July 13-July 19 | Module 8/Prevention | Manuscript Final Draft (July 19) |
| July 20-July 21 | Course Wrap-Up | |

****Required course materials materials (readings, videos, webinars, podcasts, PPTs, etc.) are indicated accordingly in each module. Materials that are not labeled "required" are optional, but you are strongly encouraged to review them.**

Assignment Evaluation Rubrics

Current Issues Group Project:

| Criterion | Possible Points | Earned Points |
|---|-----------------|---------------|
| Document includes references (with APA style references) to at least three related articles in a peer-reviewed journal and two news sources. | 2 | |
| Document includes a sufficiently detailed, but brief, overview of the respective issue/trend. | 2 | |
| Document includes a sufficiently detailed, but brief, overview of the history of the respective issue/trend. | 2 | |
| Document includes thorough discussion of potential benefits/advantages of this issue/trend. | 2 | |
| Document includes a thorough examination of potential problems/concerns/limitations/disadvantages associated with this issue/trend. | 2 | |
| Document includes reference to relevant laws and ethical codes, along with a brief explanation of those ethical codes and laws. | 2 | |
| Document includes thorough examination of the potential impact of this issue/trend on the field of professional counseling. | 2 | |
| Students provide access to resources (e.g., titles of articles, weblinks) so that others can learn more about this issue/trend. | 2 | |
| Document includes a minimum of three discussion questions at the Bloom's Taxonomy levels of <i>analyzing</i> , <i>evaluating</i> , and/or <i>creating</i> . | 2 | |
| Document is free of grammatical errors and is written in compliance with the APA Publication Manual, 6 th ed. | 2 | |
| | 20 | |
| **no longer than 2 pages single-spaced, plus references | | |

Current Issues Processing Groups:

| Criterion | Possible Points | Earned Points |
|--|------------------------|----------------------|
| Document includes a statement of which members met, including the means through which the discussion took place and the length of the discussion. | Requisite requirement | |
| Document includes a sufficiently detailed summary of the points of agreement within the group, including rationale. | 1 | |
| Document includes a sufficiently detailed summary of the points of disagreement within the group, including rationale. | 1 | |
| Document includes at least two references to relevant course materials, with proper APA style references. | 1 | |
| Document presents other relevant points of discussion that emerged during the processing group. | 1 | |
| Document is well-written and free of grammatical errors. | 1 | |
| | 5 | |
| <p>**Document should not exceed 3pages, typed and double-spaced, and may include bullet points, but not sentence fragments.</p> <p>**Proper grammar and use of APA style are requisite components of this assignment. The instructor will deduct points for any papers that do not demonstrate effective use of grammar and APA style.</p> | | |

Professional Presentation Proposal:

| Evaluation Rubric | Possible Points | Earned Points |
|---|------------------------|----------------------|
| All presenter information, presentation structure, and title information are provided. | 2.5 | |
| Rationale is well written, clear, and does not exceed the maximum character count. Rationale presents a compelling case for the importance of addressing this topic/issue within a professional development context. | 2.5 | |
| Learning Objectives are well written, clear, and does not exceed the maximum character count. Learning objectives are directly related to the rationale and are measurable. | 2.5 | |
| Educational Content is well written, clear, and does not exceed the maximum character count. This section provides a summary of what the presentation will address. Use APA citations, as appropriate. | 2.5 | |
| Presentation Structure is well written, clear, and does not exceed the maximum character count. This section addresses the format of your presentation and how attendees will be involved. | 2.5 | |
| Expertise is well written, clear, and does not exceed the maximum character count. This section provides a realistic, but compelling, explanation of why you and your colleagues are appropriate for providing this presentation. This section addresses credibility. | 2.5 | |
| Addressing Diversity is well written, clear, and does not exceed the maximum character count. This section discusses how your presentation will help to improve multicultural competence and address issues of diversity in professional counseling. | 2.5 | |
| Summary for Program is well written, clear, and does not exceed the maximum character count. The summary provides a succinct description of the presentation. All conference attendees will read this summary. As such, it must be compelling and informative. | 2.5 | |
| | 20 | |

| Max points | Unacceptable | Developing | Proficient | Exemplary |
|-------------------|--|---|---|---|
| 5 | The candidate has provided an inadequate rationale for the ways in which the manuscript topic (a current issue or trend in counseling) relates to the professional development needs of counseling professionals. The candidate demonstrates a lack of understanding of the systems and processes of professional counseling and how they relate to their peers' professional development needs. The candidate has not provided appropriate references to the literature to support the rationale. | The candidate has provided a limited rationale for the ways in which the manuscript topic (a current issue or trend in counseling) relates to the professional development needs of counseling professionals. The candidate demonstrates a narrow understanding of the systems and processes of professional counseling and how they relate to their peers' professional development needs. The candidate has provided minimal, relevant references to the literature to support the rationale. | The candidate has provided a clear rationale for the ways in which the manuscript topic (a current issue or trend in counseling) relates to the professional development needs of counseling professionals. The candidate has provided references to the literature to support the rationale. | The candidate has provided a clear and rich rationale for the ways in which the manuscript topic (a current issue or trend in counseling) relates to the professional development needs of counseling professionals. The candidate demonstrates a broad understanding of the systems and processes of professional counseling and how they relate to their peers' professional development needs. The candidate has provided ample, relevant references to the literature to support the rationale. |
| 5 | The candidate does not demonstrate an attempt to maintain APA style compliance (e.g., title/cover page, abstract with keywords, formatting, citations, and references). The candidate's writing is difficult to understand and contains numerous grammatical errors. | The candidate demonstrates an attempt to maintain APA style compliance (e.g., title/cover page, abstract with keywords, formatting, citations, and references), but the candidate's writing contains several APA errors. The candidate's writing is, at times, difficult to understand and contains several grammatical errors. | With few exceptions, the candidate's writing is APA compliant (e.g., title/cover page, abstract with keywords, formatting, citations, and references). The candidate's writing is intelligible and contains few grammatical errors. | The candidate's writing is APA compliant (e.g., title/cover page, abstract with keywords, formatting, citations, and references). The candidate's writing is intelligible and contains almost no grammatical errors. |
| 5 | The Introduction and Rationale are lacking unclear and difficult to follow; they do not provide an adequate overview of what will be discussed in the manuscript and why this issue/topic is important. The candidate demonstrates a narrow understanding of professional counseling. The candidate has not provided sufficient references to the literature to support the rationale. | The Introduction and Rationale are lacking in clarity; they provide only a limited overview of what will be discussed in the manuscript and why this issue/topic is important. The candidate demonstrates a limited understanding of professional counseling. The candidate has provided minimal references to the literature to support the rationale. | The Introduction and Rationale are well written and concise—providing a clear overview of what will be discussed in the manuscript and why this issue/topic is important. The candidate has provided sufficient references to the literature to support the rationale. | The Introduction and Rationale are well written and concise—providing a clear overview of what will be discussed in the manuscript and why this issue/topic is important. The candidate demonstrates a strong professional identity and relates effectively to the target audience. The candidate has provided sufficient references to the literature to support the rationale. |

| | | | | |
|---|--|---|---|---|
| 5 | The Literature Review presents an insufficient review of the relevant literature on the topic and does not adequately support the rationale for the manuscript. This section is disorganized and lacks a coherent flow. The candidate has used APA level headings ineffectively or not at all. | The Literature Review presents a limited review of the relevant literature, which only partially supports the rationale for the manuscript. This section lacks organization and flow. The candidate has used APA level headings ineffectively or not at all. | The Literature Review is well written, adequately presents the relevant literature on the topic, and supports the rationale for the manuscript. This section maintains an organized structure. The candidate has appropriately used APA level headings. | The Literature Review is well written, presents a robust review of the relevant literature on the topic, and supports the rationale for the manuscript. This section maintains an organized structure and flow. The candidate has effectively used APA level headings. |
| 5 | The Implications for Practice is difficult to follow and/or is poorly written. The candidate has not adequately related the Literature Review to the topic/issue in a way that informs professional counselors' practice; the candidate does not provide practical ways professional counselors can modify their work to address this topic/issue. The candidate demonstrates a narrow professional identity and a limited understanding of the systems and processes within which professional counselors work. | The Implications for Practice is difficult to follow. The candidate has not adequately related the Literature Review to the topic/issue in a way that informs professional counselors' practice; the candidate has provided minimal practical ways professional counselors can modify their work to address this topic/issue. The candidate demonstrates a narrow professional identity and a limited understanding of the systems and processes within which professional counselors work. | The Implications for Practice is well written, consistently connected to the Literature Review, and provides practical ways professional counselors can modify their work to address this topic/issue. | The Implications for Practice is well written, consistently connected to the Literature Review, and provides practical ways professional counselors can modify their work to address this topic/issue. The candidate demonstrates a clear professional identity and comprehensive understanding of the systems and processes within which professional counselors work. |
| 5 | The Discussion is difficult to read, lacks in structure and clarity, and is inconsistently connected to the Literature Review. The candidate has not adequately summarized the concerns and implications addressed within | The Discussion is somewhat difficult to read, is inconsistently connected to the Literature Review, and summarizes only a portion of the concerns and implications addressed within the manuscript. The candidate has not effectively highlighted the main points addressed in the manuscript. | The Discussion is well written, consistently connected to the Literature Review, and summarizes the main concerns and implications addressed within the manuscript. | The Discussion is well written, fluidly connected to the Literature Review, and summarizes the main concerns and implications addressed within the manuscript. The candidate has provided an informative Discussion section that effectively highlights the main points addressed in the manuscript and communicates the spirit of the topic addressed. |