PSY-594-01W Ethical Issues in Organization
COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. April Haas Ph.D., BCBA-D, LBA-TX
Office Location: Online
Office Hours: Online by appointment
University Email Address: April.haas@etamu.edu
Preferred Form of Communication**:** Email
Communication Response Time:
Using VOH through D2L = within 72 hours Monday – Friday, weekends and holidays may take up to 96 hours
Using University Email = within 48 hours Monday – Thursday, weekends and holidays may take longer.

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required
1. Decoding the Ethics Code: Fifth Edition by Celia B. Fisher (2021)
2. Knapp, S.J. &Fingerhut, R. (2023). *Practical ethics for psychologists: A positive approach (4th Ed.).* Washington DC: American Psychological Association.
3. American Psychological Association (APA). (2019). Publication manual of the American Psychological Association. (7th Ed.). Washington, D.C.

Software Required
Optional Texts and/or Materials

Course Description
This course provides a comprehensive examination of the APA Ethical Principles of Psychologists and Code of Conduct. Students will develop advanced skills in ethical decision-making, code interpretation, and the creation of standards-compliant professional documents necessary for practice, research, and teaching roles in psychology. The course emphasizes a proactive and positive approach to ethical responsibility.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1. **Analyze Ethical Frameworks:** Differentiate between the five Aspirational General Principles and the ten Enforceable Ethical Standards of the APA Code, articulating their foundational roles in governing professional conduct across all psychological roles.

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2. **Apply Decision-Making Models:** Utilize structured ethical decision-making models to identify, analyze, and resolve complex ethical dilemmas, justifying their proposed course of action with direct reference to the Code and supporting ethical theories.

3. **Evaluate Professional Boundaries:** Determine and defend appropriate professional boundaries in high-risk areas, including managing multiple relationships, maintaining confidentiality and privacy, and ensuring professional competence in varied clinical and research settings.

4. **Develop Ethical Documentation:** Construct essential ethical documentation, such as informed consent forms and professional practice policies, that comply with specific APA Standards and minimize professional liability.

COURSE REQUIREMENTS
Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, and (c) Microsoft Excel. If you use the program PAGES, you will need to convert your file to a Word document or PDF before submitting to Dropbox. **I will not serve as technical support**. TAMUC has multiple professionals (e. g., Instructional Technology, CITE, library) who will be able to help you troubleshoot and/or teach you how to navigate the necessary technical requirements for this course.

Instructional Methods

Each week, you will be responsible for completing an online module. In the module, you will have Background Information/Readings, Assignments, Discussions (sometimes), and Quizzes. All modules will be open from the beginning of the semester, BUT ***they will close after the due dates*** (so get your work in on time). In addition to online modules, there will be a very involved applied project that will include additional contact hours (see below).

Student Responsibilities or Tips for Success in the Course

To contact success in this course, it is recommended that you log into the course at the very beginning of the semester and click through all of the modules to get an idea of the coursework load (so you can schedule your time accordingly). This course is very content-heavy in the very beginning of the semester, but it tapers off quite significantly toward the mid-point—this is because of the intensive applied project you will be working on outside of class. It is expected that this will take significant time AND you HAVE to know the content from the beginning of the course in order to design your informed consent/ policy development project. After you have reviewed the content expectations and load, sketch out a schedule for yourself so you are getting your work completed in a timely manner. Whatever amount of weekly time you have given yourself to complete the work, add at least another 90 minutes. The point is to be highly prepared to fully engage in the content and submit work in a timely manner.

Secondly, it is HIGHLY recommended that you take every learning opportunity provided to you throughout the course. To get the most out of the class, you will want to make every effort to review all of the content provided to you and complete the course modules.

Finally, to be successful in this class, I recommend you access your resources fully, frequently, and without timidity. Ask your peers questions in the discussion board. Email or text (Remind) the instructor if you have any questions or concerns that are specific to you. Contact the TAMUC librarians (they have provided multiple ways to contact them). You are ENCOURAGED to reach out to me and

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schedule times to meet outside of class and in addition to the minimum (2) coaching sessions. This content and applied nature of the content is incredibly intricate and challenging—I am here as a main resource for information—so **DO NOT be afraid to reach out to me for multiple coaching sessions or just to connect about concerns and/or questions.**

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

The instructor reserves the right to make subjective judgments about the quality of student participation and products. In other words, quantity does not equate to quality nor does effort equate to quality. Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, I suggest you work hard to submit stellar products. My office hours are listed on the first page of this syllabus if you need to come and speak with me DURING the semester regarding your grades. Please do not wait until the semester is over to discuss grades.

In both undergraduate and graduate school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based. Final grades are assigned as follows using a weighted percentage points earned scale:

- Grades of A are *reserved* for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. A products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.

- Grades of B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.

- Grades of C are earned by students whose products are limited but display sufficient understanding; and may have major grammatical, structural, or spelling errors.

Final grades in this course will be based on the following scale:

Percentage toward the final grade	Assignment/Activity
45%	Case Studies
10%	Social Media Review
15%	Consent Policy Project
25%	Final Paper
5%	Professionalism and Good Conduct

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Assignments

1. Case Study Analyses (Weekly/Bi-Weekly: 12 Total) (45% of Grade)
- **Purpose:** To develop skills in applying the APA Ethics Code to realistic professional conflicts.
- **Description:** Students analyze a short vignette (300–500 words) tied to the weekly reading. For each case, they must:
  1. Identify the relevant APA Ethical Standard(s) (citing Fisher) and Principle(s).
  2. Apply an ethical decision-making model (e.g., the model outlined in K&F) to the conflict.
  3. Propose and justify the most ethical course of action, citing the text and specific code numbers.

2. Media/Social Media Ethics Review (Short Reflection) (10% of Grade)
- **Due:** Week 5
- **Purpose:** To recognize and analyze ethical issues in the public sphere, especially related to **Standard 5:** Advertising and Other Public Statements.
- **Description:** Students find a real-world example (e.g., a social media post, advertisement, or media statement by a psychologist) and write a brief critique (250–400 words) evaluating whether the behavior or statement aligns with the APA standards. The critique must specifically cite the relevant APA Standard(s) from Chapter 5 of Fisher and discuss the potential ethical risks.

3. Informed Consent/Policy Development Project (Midterm Project) (15% of Grade)
- **Due:** Week 7
- **Purpose:** To transition from theoretical knowledge to the creation of necessary professional documents.
- **Description:** Students choose a hypothetical professional setting (e.g., private clinical practice, university research lab) and develop two essential documents for that setting:
  1. A Comprehensive Informed Consent Form (for therapy, research, or assessment, as appropriate to the setting).
  2. A detailed Ethical Policy (e.g., a policy on Data Retention, Social Media Use, or Handling Financial Fees/Billing).

4. Ethical Code Comparison Paper (Final Capstone Project) (25% of Grade)
- **Due:** Week 15
- **Purpose:** To understand the ethical landscape beyond APA and identify points of convergence and divergence among mental health professions.
- **Description:** A research paper (1,500–2,000 words) comparing the APA Ethics Code with the official code of a related body (e.g., American Counseling Association, NASW, or a specific state licensing board). The analysis must focus on one specific area (e.g., multiple relationships, confidentiality). The paper should detail areas of agreement and significant difference, and discuss the implications for a psychologist who interacts with professionals governed by the other code.

Course Outline/Calendar

Week	Theme	Fisher (F) Readings	Knapp & Fingerhut (K&F) Readings	Assignments Due
1	Introduction to Ethical Systems and Decision-Making	Introduction, Ch. 1: Resolving Ethical Issues	Ch. 1: Introduction, Ch. 2: A Positive Approach to Ethics	Case Study 1

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2	The APA Ethical Principles and Competence	Ch. 2: Competence	Ch. 3: Ethical Decision Making, Ch. 4: Competence	Case Study 2
3	Boundaries and Multiple Relationships	Ch. 3: Human Relations (Focus: Boundaries, Avoiding Harm)	Ch. 5: Multiple Relationships	Case Study 3
4	Privacy, Confidentiality, and Privilege	Ch. 4: Privacy and Confidentiality	Ch. 6: Confidentiality	Case Study 4
5	Advertising, Fees, and Record Keeping	Ch. 5: Advertising and Other Public Statements	Ch. 7: Managing Fees, Records, and Business Practices	**Media/Social Media Ethics Review**
6	Informed Consent in Practice and Research	Ch. 6: Record Keeping and Fees	Ch. 8: Informed Consent in Practice	Case Study 5
7	Assessment Ethics and Test Security	Ch. 7: Assessment (Focus: Misuse of assessment, Test scoring)	Ch. 9: Assessment	**Informed Consent/Policy Development Project**
8	Ethics in Therapy: Special Topics and Technology	Ch. 8: Therapy (Focus: Couples, Families, Groups)	Ch. 10: Therapy (Focus: Technology, Terminating)	Case Study 6
9	Research Ethics: Design, Deception, and Reporting	Ch. 9: Research and Publication (Focus: Informed Consent, Deception)	Ch. 11: Research and Scholarship	Case Study 7
10	Publication Ethics and Data Sharing	Ch. 9: Research and Publication (Focus: Plagiarism, Publication credit, Data sharing)	(Review K&F Ch. 11)	Case Study 8
11	Ethics in Teaching, Training, and Supervision	Ch. 10: Education and Training	Ch. 12: Teaching, Supervision, and Other Roles	Case Study 9
12	Forensic and Legal Issues	Ch. 3: Human Relations (Focus: Third-party requests)	Ch. 13: Forensic Practice and the Legal System	Case Study 10
13	Managing Ethical Crises and Self-Care	Ch. 1: Resolving Ethical Issues (Review)	Ch. 14: Managing Ethical Crises	Case Study 11
14	Diversity, Justice, and Ethical Responsiveness	Ch. 11: General Principles (A-E) and Future Directions	Ch. 15: Diversity and Justice	Case Study 12
15	Course Review and Final Submission	(No New Reading)	(No New Reading)	**Ethical Code Comparison Paper**

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TECHNOLOGY REQUIREMENTS

LMS
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All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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ACCESS AND NAVIGATION
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You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT
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If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support
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If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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STUDENT RESPONSIBILITIES FOR COURSE
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CWID and Password
You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Technology-Related Issues
Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

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Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Learning Management System (LMS) – D2L

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

- View the Learning Management System Requirements Webpage.
- Learn more on the LMS Browser Support Webpage.
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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the Brightspace Support Webpage.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no "text" emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the Student Guidebook.

Students should also consult the Rules of Netiquette Webpage for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the Attendance Webpage and the Class Attendance Policy

Academic Integrity

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Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)
[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)
[Graduate Student Academic Dishonesty Form](#)

Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Office of Student Disability Services](#)

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are

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otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health – Counseling Services
The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: Musician Health and Safety - East Texas A&M University

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1. Case Study Analyses (50% Total Course Grade)
This rubric applies to each of the 12 weekly/bi-weekly case study submissions.

Criteria (100 Points per Case)	Excellent (90–100 pts)	Proficient (80–89 pts)	Developing (70–79 pts)	Unacceptable (Below 70 pts)
I. Identification of Ethical Issues & Code (40 pts)	Accurately identifies all core ethical issues. Correctly cites specific APA Standard numbers (from Fisher) and General Principles, demonstrating deep relevance.	Correctly identifies most ethical issues and cites relevant APA Standards/Principles, though perhaps missing a minor nuance or a specific citation.	Identifies general ethical issues but fails to cite specific APA Standards or misses one major ethical issue in the case.	Fails to identify the core ethical conflict or cites irrelevant/incorrect APA Standards.
II. Application of Decision Model (30 pts)	Systematically applies the K&F decision model (or equivalent) through all required steps. Analysis is clear, logical, and thoroughly evaluates multiple courses of action.	Applies the decision model correctly, but the evaluation of alternative solutions is brief or lacks depth/nuance.	Mentions the decision model but does not clearly follow the steps or fails to evaluate alternative actions thoroughly.	Does not apply a decision model; provides only an intuitive or unsupported opinion on how to proceed.
III. Justification and Resolution (20 pts)	Proposes the most ethical and justifiable course of action. Justification is robust, explicitly linking the choice back to the cited Standards and Principles.	Proposes an ethical course of action with clear justification, though the link back to the specific text citations could be stronger.	Proposes a feasible solution, but the justification is weak or relies primarily on personal opinion rather than the Ethics Code.	Proposes a resolution that is ethically questionable or provides no supporting justification.
IV. Clarity and Format (10 pts)	Analysis is concise, well-written, professional, and meets the word count	Analysis is clear and professional, with minor stylistic or grammatical errors; meets word count.	Analysis contains several distracting errors in writing, clarity, or	Submission is disorganized, poorly written, or fails to address the prompt's required structure.

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	requirement (300–500 words).		grammar, or is significantly outside the word count range.	

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2. Media/Social Media Ethics Review (10% Total Course Grade)
Due Week 5

Criteria (100 Points)	Excellent (90–100 pts)	Proficient (80–89 pts)	Developing (70–79 pts)	Unacceptable (Below 70 pts)
I. Selection and Summary (20 pts)	**The public statement/post is highly relevant to Standard 5 (Advertising/Public Statements). The summary is concise and accurate.**	**Example is relevant, and the summary is clear, but the link to advertising/public statements could be more direct.**	**Example is vaguely relevant; summary is rambling or inaccurate.**	**Example is irrelevant to Standard 5 or no source is provided.**
II. Ethical Critique and Standards (60 pts)	**In-depth critique explicitly identifies potential ethical violations or strengths, referencing specific APA Standard 5 code numbers from Fisher. Demonstrates a clear understanding of the professional responsibility.**	**Critique is clear and cites the correct sections of Standard 5, but the discussion of potential ethical harm is limited.**	**Critique is superficial or relies on a general sense of "good" or "bad" ethics without citing specific Standard 5 code numbers.**	**Fails to critique the example against the APA code or misapplies the standard.**
III. Word Count and Quality (20 pts)	**Meets the 250–400 word count, demonstrating concise and professional writing.**	**Slightly outside the word count range or contains minor errors in mechanics.**	**Significantly outside the word count or contains distracting writing errors.**	**Fails to meet the basic length requirement or is unintelligible.**

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3. Informed Consent/Policy Development Project (15% Total Course Grade)
Due Week 7 (Midterm)

Criteria	Excellent (90–100%)	Proficient (80–89%)	Developing (70–79%)	Unacceptable (Below 70%)
I. Standards Compliance (Informed Consent) (40%)	Flawlessly includes all elements required by APA Standards 3.10 and 8.02 (referencing Fisher) for the chosen setting. Language is clear, non-technical, and legally sound.	Includes all required elements, but the presentation could be clearer, or the language is slightly too technical in places.	Missing one or two essential APA-mandated elements (e.g., limits to confidentiality, right to withdraw) or uses confusing jargon.	Missing multiple essential ethical/legal elements, rendering the document non-compliant or unusable.
II. Ethical Policy Detail and Rationale (30%)	Policy is highly detailed, proactive, and directly addresses specific ethical risks of the chosen setting (referencing K&F). The accompanying memo provides a strong justification for policy choices.	Policy is functional and addresses general ethical risks. The memo provides a reasonable explanation of the policy goals.	Policy is vague, reactive rather than proactive, or misses key components necessary to manage the ethical issue (e.g., lacks a reporting procedure).	Policy is incomplete or demonstrates a misunderstanding of the ethical issue it is meant to address.
III. Professionalism and Format (30%)	Documents are professionally formatted, free of errors, and instantly ready for use in the designated setting.	Documents are well-formatted and professional, with minor stylistic imperfections.	Formatting is poor, inconsistent, or contains distracting grammatical and typographical errors.	Documents are unusable due to lack of professionalism, poor structure, or severe errors.

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4. Ethical Code Comparison Paper (25% Total Course Grade)
Due Week 15 (Final Capstone)

Criteria	Excellent (90–100%)	Proficient (80–89%)	Developing (70–79%)	Unacceptable (Below 70%)
I. Code Selection and Scope (20%)	Clearly identifies one specific area of ethical practice (e.g., confidentiality) and selects a highly relevant code from another profession/state board for comparison.	Comparison area is well-defined, and the second code is appropriate, but the scope of comparison is too broad or too narrow.	Comparison area is poorly defined, or the chosen second code is marginally relevant to the APA Code.	Fails to compare two distinct ethical codes or focuses on general principles instead of specific standards.
II. Analysis of Convergence and Divergence (40%)	Provides a **thorough, nuanced analysis** detailing both specific similarities (convergence) and key differences (divergence) between the two codes, citing specific code numbers from both sources.	Clearly identifies several points of convergence and divergence, but the analysis is descriptive rather than critically analytical.	Analysis is superficial, primarily summarizing the codes rather than comparing them, or misinterprets the meaning of one code.	Fails to establish clear points of comparison or makes unsupported claims about similarities/differences.
III. Implications for Practice (20%)	Discusses the practical, ethical, and legal implications of the differences for a psychologist working in a multidisciplinary environment or a different jurisdiction.	Discusses general implications of the code differences, but lacks specific examples or depth of analysis.	Implications are briefly mentioned but lack a clear connection to the specific divergences identified.	Fails to discuss the implications for professional practice.
IV. Structure, Length, and APA Style (20%)	Paper meets the 1,500–2,000 word length, is professionally structured, and adheres perfectly to APA style guidelines.	Meets length requirement and adheres to APA style with only minor errors.	Significantly outside the word count or contains multiple errors in APA formatting, grammar, or style.	Submission is too short, poorly written, or demonstrates disregard for academic formatting.

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