



SWK 370: Writing & Technology Skills

COURSE SYLLABUS: FALL 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Vickie Gordon

Office Location: Henderson Hall 306

Office Hours: Tuesdays, 9:00-12:00 in office or Zoom; Thursdays 9:00-11:00 via Zoom

Office Phone: (903) 468-3047

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University Email Address: Vickie.Gordon@etamu.edu

Preferred Form of Communication: **Email**

Communication Response Time: Within 48 hours Weekdays

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Waters Library offers a free E-book copy of this manual

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

Optional Texts and/or Materials:

Access to Purdue Online Writing Lab: [APA Style Introduction - Purdue OWL® - Purdue University](#)

COURSE DESCRIPTION

This course will provide the students with a generalist approach to theories, concepts and skills required to develop a methodology for writing and using technology in case management and social work practice in ever-changing systems. Exploring the continuum of support systems and

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agency resources will allow the student to gain insight into the needs of agencies as practice-based settings. The students will explore statistical basics, interdisciplinary collaborations, and ethical and legal dilemmas, as well as critically think about an array of political, social, institutional and personal issues affecting practice.

STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

1. Demonstrate Ethical and Professional Behavior

Competency 1 Behaviors	Activity/Assessment	Dimension
Behavior A: Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	Professional Communication	Knowledge, Skills, Cognitive Affective Processes, Values
	Professional Social Work Documentation	Knowledge, Skills, Cognitive Affective Processes, Values
Behavior B: Demonstrate professional behavior; appearance; and oral, written, and electronic communication;	Professional Communication	Knowledge, Skills, Cognitive Affective Processes, Values
	Professional Social Work Documentation	Knowledge, Skills, Cognitive Affective Processes, Values
	Paraphrasing	Knowledge, Skills
	Cause and Effect Expository Essay	Knowledge, Skills, Cognitive Affective Processes, Values
Behavior C: Use technology ethically and appropriately to facilitate practice outcomes;	Professional Communication	Knowledge, Skills, Cognitive Affective Processes, Values
Behavior D: Use supervision and consultation to guide professional judgment and behavior	Professional Social Work Documentation	Knowledge, Skills, Cognitive Affective Processes, Values

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COURSE REQUIREMENTS

MINIMAL TECHNICAL SKILLS NEEDED

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the instructor of the technical issue.

INSTRUCTIONAL METHODS

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THE COURSE

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

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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

Weights of the assessments in the calculation of the final letter grade.

Assessments	Percentage
Professional Communication	15% (100 pts)
Professional Social Work Documentation (4@10pts)	15% (40 pts)
Cause and Effect Essay	50% (100 pts)
Paraphrasing (4@10pts)	20% (40 pts)
TOTAL	100% (280 pts)

ASSESSMENTS

Cause and Effect Expository Essay (100 pts)

Students will apply the American Psychological Association (APA) writing guidelines and write a cause-and-effect expository essay (Chapter 1, pages 9-10) on a social issue of their choice, no more than 3 pages, excluding the reference and title pages. The following components will include the history/background of the subject, why the problem has occurred (cause), and effects, previous research on the topic, and conclusion. A good essay consists of 5 or more paragraphs.

Also, include at least 3 relevant and reliable sources/references of information, which includes research studies, less than 10 years old.

Next, students will convert their essay to a PowerPoint Presentation and present the highlights from their essay for no more than 15 minutes. Students will dress professionally for the presentation. (See Appendix for Rubric)

Paraphrasing (10pts each = 40 pts)

Students will learn the concept of paraphrasing and its importance while properly citing references utilizing APA writing format. They will complete 4 exercises to practice paraphrasing short, long, and multiple sentences.

Professional Social Work Documentation (10pts each = 40 pts)

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Students will explore different styles of documentation in social work practice (ex. SOAP, DAP, BIRP). They will be given a case study to review. Next, students will type notes based on the framework of the selected writing style. Last, they will include a statement on whether a consultation from a supervisor is warranted.

Also, please include a title page and page numbers as noted in APA guidelines. There is no page length for this assignment.

Professional Communication (100 pts)

Students will read the NASW Code of Ethics and Standards for Technology in Social Work and an insert from The Social Work Practicum: Preparation for Practice, Chapter 9: Communication regarding written and electronic forms of communication. They will then answer a series of critical-thinking questions about effective and ineffective communication skills when working with clients.

Students must provide well-developed responses using structured sentences and include the questions. (See Rubric in Appendix)

1. What are the most important benefits of electronic communication? (10 pts)
2. What are the most serious risks of using electronic communication? (10 pts)
3. How can the risks be addressed? (10 pts)
4. Identify at least 2 things you should do when utilizing social media and why. (10 pts)
5. Considering the provision of services via technology, identify at least 2 things you should not do and why. (10 pts)
6. What effective communication skills do you possess? (10 pts)
7. What ineffective communication skills do you possess? (10 pts)
8. How can you improve your ineffective communication skill(s)? (10 pts)
9. Identify at least 2 effective communication skills and their positive impact on professional relationships. (10 pts)
10. Identify at least 2 ineffective communication skills and their negative impact on professional relationships. (10 pts)

Due Date Policy

All students are required to submit assignments on or before the due date. An exception may be granted for those who contact the instructor and make arrangements to submit at a later date due to illness and/or urgent matters.

Course Outline/Calendar

The syllabus/schedule are subject to change.

Weeks	Topics & Instructional Material	Activities, Assignments, & Examinations
Week 1 Aug. 17th-23rd Classes Begin August 20th	Topics: Introduction to the Course Syllabus Overview Impact of effective and ineffective communication skills on working relationships with clients and colleagues	• Introductions & Course Expectations • APA Manual Review Required readings/watchings and prep work before class: • Review: Syllabus & D2L Course Shell • Bring the APA Manual to every class meeting • Bring a tablet or laptop to every class meeting
Week 2 Aug. 24th - 30th	Topics: Attending and Expressive Communication Skills	• Discuss following and furthering techniques in the planned change process Required readings/watchings and prep work before class (see D2L for additional information): • Read Ch.9 Communication pp. 107-115
Week 3 Aug. 31st- Sept. 6	Topics: Written communication	• Discuss professional guidelines in written communication Required readings/watchings and prep work before class (see D2L for additional information): • Read Ch.9: Communication (in D2L) pp. 117-118
Week 4 Sept. 7th -13th Labor Day: Sept. 7th	Topics: Technological and electronic communication Use of Writing Software Programs and the Ethical Use of	• Discuss the Use of Artificial Intelligence Required readings/watchings and prep work before class (see D2L for additional information):

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Weeks	Topics & Instructional Material	Activities, Assignments, & Examinations
	Artificial Intelligence in Education Proofreading, Editing and Using Tech Apps	- Watch: Write A 5000-word Essay in ONE HOUR Using AI No Cheating or Plagiarism (youtube.com) - Read NASW Code of Ethics and Standards for Technology in Social Work Standards for Technology in Social Work Practice (socialworkers.org) Code of Ethics (socialworkers.org)
Week 5 Sept. 14th – 20th	Topics: Technological and electronic communication Do's and Don'ts of Effective Electronic Communication	Required readings/watchings and prep work before class (see D2L for additional information): Read Ch.9: Communication (in D2L) pp. 119-121 Professional Communication Assignment due 9/20/26 at 11:30pm
Week 6 Sept. 21st – 27th	Topics: Writing Style and Grammar: Effective scholarly writing Referencing and Organizing Sources of Information with Electronic Tools Writing an Expository Essay	- Discuss effective scholarly writing - Identifying reliable sources Required readings/watchings and prep work before class (see D2L for additional information): Read APA manual Ch.4: Writing Style and Grammar pp.111-117
Week 7 Sept. 28th - Oct. 4th	Topics: The Art of Writing Academic Papers & Using Bias-Free Language Information Literacy: Searching, Identifying and Evaluating Reliable Sources of Information	Dissecting an Academic Journal Article (Group Exercise) Required readings/watchings and prep work before class (see D2L for additional information): Watch: Bias-Free Language: APA 7th Edition (youtube.com)

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Weeks	Topics & Instructional Material	Activities, Assignments, & Examinations
Week 8 Oct. 5th – 11th Fall Break: Oct. 8th	Topics: Paraphrasing Avoiding Plagiarism: Crediting Sources of Information by Citing Benefits of Using a Thesaurus (Synonyms)	- Paraphrasing Activity Required readings and prep work before class (see D2L for additional information): - Watch: APA Guidelines 7th edition: Paraphrasing and Citing (youtube.com)
Week 9 Oct. 12th – 18th	Topics: Paraphrasing and quotations: APA guidelines Paraphrasing and Using Tech Apps	- Discuss paraphrasing and quotations - Paraphrasing Activity Required readings and prep work before class (see D2L for additional information): - Read APA manual pp. 269-270
Week 10 Oct. 19th – 25th	Topics: APA: In-text citations and Reference page Using Tech Apps for citation	- Bring 3 scholarly articles for Cause and Effect Expository Essay Required readings/watchings and prep work before class: - Watch: APA 7th Edition: Formatting the APA Reference Page Scribbr  (youtube.com) 4 Paraphrasing Activities due 10/25/26 at 11:30pm
Week 11 Oct. 26th - Nov. 1st	Topics: Professional Writing & Social Work Documentation: SOAP notes	- Discuss How to Write SOAP Notes - Group Case Study: Practice Writing Case Notes Required readings and prep work before class (see D2L for additional information):

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Weeks	Topics & Instructional Material	Activities, Assignments, & Examinations
		- Watch: Social Workers: Easy way to write SOAP Notes (youtube.com) - Watch: How to write a good soap note (youtube.com) Cause and Effect Expository Essay due 11/01/26 at 11:30pm
Week 12 Nov. 2nd – 8th	Topics: Professional Writing & Social Work Documentation: DAP and BIRP notes	- Discuss how to write BIRP notes - Group Case Study: Practice Writing Case Notes Required readings and prep work before class (see D2L for additional information): Watch: How to Write DAP Notes for Therapists Review: How to Write BIRP Notes
Week 13 Nov. 9th – 15th	Topics: Professional documentation Cause and Effect presentations	Group professional documentation exercises 4 Professional Documentation Exercises due 11/15/26 at 11:30pm
Week 14 Nov. 16th – 22nd	Topics: Cause and Effect presentations	Submit link to slides in D2L
Week 15 Nov. 23rd - 29th Thanksgiving: Nov. 26th	Topics: Cause and Effect presentations	Submit link to slides in D2L
Week 16 Nov. 30th – Dec. 5th	Wrap-Up	

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Weeks	Topics & Instructional Material	Activities, Assignments, & Examinations
Last Day of Class Dec. 4th Final Exam Week Undergraduate Students Commencement Dec. 12th		

TECHNOLOGY REQUIREMENTS

LMS

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

ACCESS AND NAVIGATION

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

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home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

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 here:

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

STUDENT RESPONSIBILITIES FOR COURSE

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.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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:

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- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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.

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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.

Students preparing to become **professional social workers** must adhere to the *University Code of Conduct*, *Department Code of Conduct* and the *National Association of Social Workers (NASW) Code of Ethics*.

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#). Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

ETAMU ATTENDANCE

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#).

Face-to-Face Classes

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet **once a week**, students can be absent up to 3 times through the semester with no penalty. If **4 absences** occur, the overall grade will be **dropped 1 letter grade**. If **5**

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absences occur (25% of the scheduled classes), the student will be **dropped 2 letter** grades or may result in failing the class.

Online, Web-Enhanced or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials

ACADEMIC INTEGRITY

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

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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 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.

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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 or go to https://studentsupport.telushealth.com/us/about#download_app to download the app and explore the resources available to you for guidance and support whenever you need it.



DEPARTMENT AND ACCREDITING AGENCY STATEMENT:

The mission of East Texas A&M University School of Social Work Baccalaureate Program is to prepare competent generalist practitioners to *serve, advocate and empower*.

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APPENDIX A

Rubric: Professional Communication

- **(90-100)**—The student provides complete and thoughtful responses to the discussion questions and uses good writing skills free from grammatical errors (misspelled words, fragment sentences, etc.).
- **(70-89)**—The student provides somewhat complete and thoughtful responses to the discussion questions and uses average skills with limited grammatical errors (misspelled words, fragment sentences, etc.).
- **(0-69)**—The student provides incomplete responses to the discussion questions and/or fails to address the questions thoughtfully and uses poor writing skills, including numerous grammatical errors (misspelled words, fragment sentences, etc.).

Rubric: Professional Documentation

- **(8-10 pts)**—The student includes **all or most** of the components of the documentation's framework; provided mostly complete and thoughtful responses; a statement on supervision consultation and utilized good writing skills with few to no grammatical errors (misspelled words, fragment sentences, etc.).
- **(7-4 pts)**—The student **somewhat** includes the components of the documentation's framework; somewhat provides complete and thoughtful responses; a statement on supervision consultation and has no more than 3 grammatical errors (misspelled words, fragment sentences, etc.).
- **(3-0 pts)**—The student **appears to lack an understanding of** the components included in the documentation's framework; provided incomplete thoughts; and did not include a

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statement on supervision consultation and exhibited poor writing skills which includes multiple grammatical errors, misspelled word and/or fragment sentences.

Rubric: Paraphrasing

- **(8-10 pts)**—The student **expressed** the original statement's text in their own words while preserving the original meaning and cited and formatted the reference properly with 1 or no APA errors.
- **(7-4 pts)**—The student **somewhat expressed** the original statement's text in their own words while mostly preserving the original meaning and cited and formatted the reference properly with no more than 2 APA errors.
- **(3-0 pts)**—The student **appears to lack an understanding** of paraphrasing and did not express the original statement's text in their own words and/or did not preserve the original meaning; and/or did not cite or format the reference properly; 3 or more APA errors noted.

Rubric: Cause and Effect Essay

Criteria	Points Earned
Background/Introduction - Described the problem. - Described population(s) impacted. - Included how widespread the problem is (prevalence/statistics).	10
Cause - Discussed why the problem has occurred. - Discussed research studies associated with the problem.	20
Effect - Discussed the positive or negative outcomes of the problem. - Discussed previous research studies on the impact of the problem.	20
Conclusion - Summarized the body of the paper. - Identified gaps of information in the literature/research. - Suggested future areas of study or interventions to address the problem.	10
Writing Skills - Followed APA style to organize and format the paper (title page, margins and line spacing, page numbers, font type & size, headings). - Wrote with minimum spelling errors/typos. - Avoided colloquial and biased expressions. - Stayed within the range of 3 pages (excluding title and reference pages). - Practiced thoughtful transitions between paragraphs and sections creating a sense of understanding. - Wrote strong and appropriate length paragraphs. - Wrote in 3rd person consistently. - Used proper sentence structure and length with correct punctuation (i.e., commas and apostrophes).	15
References/Citations - Referenced at least 3 relevant and reliable sources of information less than 10 years old and formatted them and reference page accordingly. - Paraphrased and quoted adequately, not over-quoting. - Cited the sources of information accurately using different citing structures (<i>parenthetical and narrative citations</i>).	10
Presentation - Dressed professionally for presentation. - Stay within the 15 minutes time-frame. - Provided highlights of the essay without overcrowding slides. - Appeared to be prepared.	15
TOTAL POINTS	100

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