



Course Syllabus
Semester Year
Group Counseling
COUN F674
Day Time TBD – Room TBD

Instructor:
E-mail address:
Telephone:
Office:
Office hours:

Course Description: The Group Counseling course is designed to provide students preparing to enter a helping profession with an understanding of the theory and practice of group counseling. In the course students will explore different theoretical approaches to counseling groups; basic principles of group dynamics, which include leadership tasks, group developmental stages, and member roles; and basic group counseling skills including establishing, leading, and evaluating various types of counseling groups. Consideration will be given to ethical, legal, and professional issues, and each student will have the experience of being a member in a counseling group. *Course Prerequisites: COUN 615, COUN 623, admittance to the Counseling Program, or permission of the instructor.*

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Professional Standards:

1. Theories and models of counseling (*f.5.a*)
2. Counselor characteristics and behavior that influence the counseling process (*f.5.f*)
3. Theoretical foundations of group counseling and group work (*f.6.a*)
4. Dynamics associated with group process and development (*f.6.b*)
5. Therapeutic factors and how they contribute to group effectiveness (*f.6.c*)
6. Characteristics and functions of effective group leaders (*f.6.d*)
7. Approaches to group formation, including recruiting, screening, and selecting members (*f.6.e*)
8. Types of groups and other considerations that affect conducting groups in varied settings (*f.6.f*)
9. Ethical and culturally relevant strategies for designing and facilitating groups (*f.6.g*)
10. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (*f.6.h*)

11. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and after care, and the mental health counseling services networks (CMHC c.2.c)

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

Required Texts:

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

Corey, M.S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Yalom, I. & Leszcz, M. (2006). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

Additionally, please make sure you have these resources (located under the course resources tab on Blackboard):

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author.

Singh, A.A., Merchant, N., Skudrzyk, B., & Ingene, D. (2012). *Association for specialists in group work: Multicultural and social justice competence principles for group Workers*. Retrieved from <http://www.asgw.org/>

Thomas, R.V., & Pender, D.A. (2007). *Association for specialists in group work: Best practice guidelines 2007 revisions*. Retrieved from <http://www.asgw.org/>

Required Readings:

Anderson, R.D., & Price, G.E. (2001). Experiential groups in counselor education: Student attitudes and instructor participation. *Counselor Education and Supervision*, 41(2), 111-119.

Bemak, F., & Chung, R. C-Y. (2015). Critical issues in international group counseling. *Journal for Specialists in Group Work*, 40(1), 6-21.

Chojnacki, J.T., & Gelberg, S. (1995). The facilitation of a gay/lesbian/bisexual support therapy group by heterosexual counselors. *Journal of Counseling and Development*, 73, 352-354.

Clark, A. (2002). Scapegoating: Dynamics and interventions in group counseling. *Journal of Counseling & Development*, 80, 271-276.

Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling and Development*, 85, 401-409.

Froeschle, J. G., & Riney, M. (2008). Using Adlerian art therapy to prevent social aggression among middle school students. *The Journal of Individual Psychology*, 64, 416-431

Furr, S.R. (2000). Structuring the group experience: A format for designing psychoeducational groups. *Journal for Specialists in Group Work*, 25, 29-50.

Johnson, C., Riestter, A., Corbett, C., Buehler, A., Huffaker, L., Levich, K., & Pena, E. (1998). Group activities for children and adolescents: An activity group therapy approach. *Journal of Child and Adolescent Group Therapy*, 8(2), 71-88.

- Jones, K.D., & Robinson, E.H., III. (2000). Psychoeducational groups: A model for choosing topics and exercises appropriate to group stage. *Journal for Specialists in Group Work*, 25, 356-366.
- Perrone, K.M., & Sedlacek, W.E. (2000). A comparison of group cohesiveness and client satisfaction in homogenous and heterogenous groups. *Journal for Specialists in Group Work*, 25, 243-253.
- Riordan, R.J., & Beggs, M.S. (1987). Counselors self-help groups. *Journal of Counseling and Development*, 65, 427-429.
- Ritchie, M.H., & Huss, S.N. (2000). Recruitment and screening of minors for group counseling. *Journal for Specialists in Group Work*, 25(2), 146-157.
- Stockton, R., Morran, D.K., & Nitza, A.G. (2000). Processing group events: A conceptual map for leaders. *Journal for Specialists in Group Work*, 25, 343-346.
- Thompson, E.H., & Trice-Beck, S. (2012). School based group interventions for children exposed to domestic violence. *Journal of Family Violence*, 27, 233-241. doi: 10.1007/s10896-012-9416-6
- Wanlass, J., Moreno, J.K., & Thomson, H.M. (2006). Group therapy for abused and neglected youth: Therapeutic and child advocacy challenges. *Journal for Specialists in Group Work*, 31, 311.
- Webb, L.D., & Myrick, R. D. (2003). A group counseling intervention for children with attention deficit hyperactivity disorder. *Professional School Counseling*, 7(2), 108-115.

Optional Readings:

- Connors, J., & Caple, R. (2005). A review of group systems theory. *Journal for Specialists in Group Work*, 30, 93-110.
- Kastner, J.W., & Ray, K.P. (2000). Adolescent ratings of group process: What they see may not be exactly what we see. *Journal of Child and Adolescent Group Therapy*, 10(4), 213-221.
- Rivera, E.T., Wilbur, M., Saraceni, J., Roberts-Wilbur, J. Phan, L.T., & Garrett, M. (2005). Group chaos theory: A metaphor and model for group work. *Journal for Specialists in Group Work*, 30(2), 111-134.
- Sonstegard, M. (1998). The theory and practice of Adlerian group counseling and psychotherapy. *Journal of Individual Psychology*, 54(2), 217-250.

(All required readings will be available in the file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.

Course Instructional Methods:

The following methods will be used throughout the course: didactic instruction, guided instruction, video, live demonstration, role playing, small group projects, student presentations, and structured group exercises. Most classes will follow this format/schedule:

- I. Review prior class material/Check-in re: questions
- II. Didactic Instruction followed by structured exercise/small group discussion
- III. Break
- IV. Group

Course Requirements:

Participation. Students are expected to come to class prepared, with assignments turned in prior to arrival. Be ready to begin promptly at 4:10 PM. Five points are lost every time a student does not attend class and does not make it up and 2.5 points for every time a student is late and I am not

notified ahead of time. If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student's responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. Excessive absences may result in the student receiving a grade of "Incomplete" for the course.

Reading assignments, participating in class discussions, the group experience, and other assignments is expected. Your attendance and the quality of your involvement in class are worth a maximum of 100 points toward your final grade. A rubric located at the end of the syllabus further delineates how you will be evaluated. Late assignments will not be accepted without prior approval from the instructor. The instructor reserves the right to take of participation points for inappropriate behavior. *Speak out and share your perspectives; it enriches the class experience for all of us!*

- **Blackboard Discussion Introduction:** Post a one paragraph introduction of yourself on the introduction blackboard discussion board ***no later than ___ at 11:59pm Alaska time***. This introduction should share your counseling track, what interests you about this course, a fact about you, and a picture of yourself.

Written papers: Students will be expected to complete multiple written assignments throughout the semester: (a) Weekly Reflections, (b) three personal objective papers, (c) a function paper, (d) a theory paper, (e) a 12-step group reaction paper, and (f) the final paper. All papers are to be typed, double-spaced, and are expected to be well-written, well thought out, and grammatically correct. All papers should use APA 6th edition formatting and will be submitted through the blackboard assignments tab. The following is a description of each assignment:

Weekly Reflection: Each student will complete 10 weekly reflections consisting of the following two sections: (a) reading reflections and (b) Group process reflection in an experiential and didactic format. Reflections assigned each week will be **due no later than ___ evening each week on blackboard by 11:59PM Alaska**. Each reflection paper will need to be around four (4) pages double-spaced and in APA format. The page length does not include the required cover page and reference page for each reflection. Reflections will need to be thoughtful and have two pages devoted to reading reflections and two pages devoted to reflections on assigned readings and in-class material. Points will be lost for lack of including both the group and reading components, page length, grammar/punctuation, and APA style errors. For the Group process component of the reflection, please split your reflection using the following experiential and didactic components:

In the ***experiential component***, write your reflections and ideas about today's group experience, including thoughts and feelings about yourself or others in the group. Feel free to write about any discussions or interactions that took place. You are encouraged to be honest and candid, as only I will review your entry. In this reflection, you assume the role of the participant.

In the ***didactic component***, write about any group dynamics you observed, comment on the stage the group is currently in, and discuss any techniques or activities used by the leaders. You are encouraged to be honest and candid, as only I will review your entry. In this reflection, you assume the role of an observer.

Examples of content in experiential vs. didactic reflection:

Experiential: I was really nervous about this session because.....

Didactic: To me, our group is in the stage known as.....

Personal Objectives Papers: These papers are designed to allow students to examine personal goals for the course. You will delineate your personal goals (i.e. what do you want to get out of the group counseling course?) and later evaluate whether or not you achieved your goals. In the initial paper (1-2 pages, 10 points), identify your goals, and then discuss how these goals will enhance your experience in the group-counseling course. In the second paper (3-4 pages, 20 points), discuss your progress toward meeting your goals. Reflect on the group process and discuss obstacles that were overcome or obstacles that hindered the achievement of your goals. In the third paper (5-6 pages, 30 points), evaluate your overall progress and discuss how you might utilize the information you learned from your group experience as a professional counselor. *These papers may be written in first person.*

Theory Paper: Discuss a theory of group counseling that best fits the way you believe groups work to facilitate change in the group members. Explain why your theory is preferable to you compared to other theories. You may add personal experiences from group sessions to support your arguments. The theory paper must be 4-5 pages in length (not including references), in APA style, and include at least five references. *This paper may be written in first person.*

12-Step Group Reaction Paper: For this paper, you must attend and observe an open AA, Al-Anon, or NA meeting. After attending an open AA, Al-Anon, or NA meeting, discuss your perspective of the group you attended. Include what group format was followed, how members identified themselves, and what principles of group work you saw in action in the group. Discuss what benefits you thought were gained by the members attending the group and what potential drawbacks members might experience. The reaction paper must be 4-5 pages in length, APA style, and no references are required. *This paper may be written in first person.*

Function Paper: Address four separate principles related to group function (i.e. roles, norms, communication, competition, leadership, group energy, safety, etc.). You may use specific examples from the in-class support group to support your work. The function paper must be 5-6 pages in length (not including references), and include at least five references and in APA style. *This paper is to be written in third person.*

Final Paper Outline: Develop an outline (including references formatted according to APA) that provides an overview of what you will cover in your final paper. Elaborate on each of the required topics in your final paper listed above, describing what you might include under each section. This is meant to be a working outline, one that will actually help you write the final paper.

Final Paper: Create a fictional group that you might facilitate as a professional counselor. Take the concepts we discussed in class and included in the course rubric (i.e. group formation, group dynamics, group leadership, theory, methods and techniques of group counseling, and ethical and culturally relevant strategies) and describe how these concepts would pertain to your fictional group. The final paper must be 15 - 20 pages in length (not including references), and must include at least ten peer-reviewed references, and in APA style. *This paper is to be written in third person.*

Grading: Your course grade will be determined by the following point system:

Your course grade will be determined by the following point system:

Class Attendance/Participation	100 points
Reflection Papers (10 at 10 points)	100 points
Personal Objectives Papers (3) (Each paper at points labeled above)	60 points
Function Paper	30 points
Theory Paper	50 points
12 Step Reaction Paper	50 points
Final Paper Outline	10 points
Final Paper	100 points
Total	500 points

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

Disability Services: *Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.*

Support Services: *Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.*

Plagiarism. *Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.*

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Introductions Introduction to the course Class Activity	Syllabus		
2	Introduction to Group Work Ethical Practice	Corey et al. (2014). Ch. 1 & 3 Yalom & Leszcz (2006) Ch. 1 Anderson & Price. (2001) Stockton, Morran, & Nitza. (2000) ACA. (2015). Code of ethics	Group #1 <i>Introductions on Blackboard due no later than ____ at 11:59 Alaska Time</i> <i>Objectives #1 due no later than ____ at 11:59 Alaska Time</i>	<i>f.5.f; f.6.b; f.6.d; f.6.f; f.6.h</i>
3	The Group Counselor Theories of Group Culturally Relevant Strategies	Corey et al. (2014). Ch. 2, 4, & 5 Yalom & Leszcz (2006) Ch. 2, 4 Furr. (2000). (2015). Critical... ASGW. (2012). Multicultural... Day-Vines et al. (2007).	Group #2 #2 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; CHMC.C.2.c; f.6.h</i>
4	Group Stages	Corey et al. (2014). Ch. 5 Yalom & Leszcz (2006) Ch. 6, & 7	Group #3 #3 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; CHMC.C.2.c; f.6.h</i>
5	Initial Stage of Group	Corey et al. (2014) Ch. 6 Yalom & Leszcz (2006) Ch. 8, 9, 11 Riordan & Beggs. (1987).	Group #4 <i>Theory Paper due no later than ____ at 11:59 Alaska Time</i> #4 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.5.a; f.6.a; f.6.b; f.6.c f.6.d; CHMC.C.2.c; f.6.h</i>
6	Group Facilitation	Yalom & Leszcz (2006) Ch. 7, 13 Group Facilitation Handout ASGW. (2007). Best practices	Group #5 #5 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; CHMC.C.2.c; f.6.h</i>
7	Transition Stage of Group	Corey et al. (2014). Ch. 7 Yalom & Leszcz (2006) Ch. 12 Perrone, & Sedlacek. (2000)	Group #6 <i>Objectives #2 due no later than ____ at 11:59 Alaska Time</i> #6 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.5.f; f.6.b; f.6.d; f.6.f; f.6.h</i>

8	12 Steps Groups	Yalom & Leszcz (2006) Ch. 14, 15	Group #7 <i>12 Step Group Paper due no later than ____ at 11:59 Alaska Time</i> #7 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.f; f.6.g; CHMC.C.2.c; f.6.h</i>
9	Working Stage of Group	Corey et al. (2014). Ch. 8 Jones & Robinson. (2000)	Group #8 <i>Function Paper due no later than ____ at 11:59 Alaska Time</i>	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; f.6.h; CHMC.C.2.c; f.6.h</i>
10	Final Stage of Group Groups for Older Adults and Community Settings	Corey et al. (2014). Ch. 8 & 11 Yalom & Leszcz (2006) Ch. 16 Jones & Robinson. (2000) Chojnacki & Gelberg. (1995) Wanlass, Moreno, & Thomson (2006) ASGW. (n.d.) Diversity competence	Group #9 #8 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; CHMC.C.2.c; f.6.h</i>
11	Groups for Children Groups for Adolescents	Corey et al. (2014). Ch. 10 Clark. (2002) Ritchie & Huss (2000) Johnson et al. (1998) Beck. (2012) Froeschle & Riney (2008)	Group #10 #9 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time <i>Final Paper Outline due no later than ____ 11:59pm Alaska Time</i>	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; CHMC.C.2.c; f.6.h</i>
12	The Group Counselor	Yalom & Leszcz (2006) Ch. 16, 17	Group #11 #10 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; CHMC.C.2.c; f.6.h</i>
13	Final Group Closing Thoughts		Objectives #3 due no later than ____ at 11:59 Alaska Time	<i>f.5.f; f.6.b; f.6.d; f.6.f</i>
14			Final Paper Due no later than ____ at 11:59pm Alaska Time	<i>f.6.b; f.6.c f.6.d; f.6.e; f.6.f</i>

Evaluation Component	CACREP 2016 Standard Assessed
Reflection Papers (10 at 10 points)	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; CHMC.C.2.c</i>
Personal Objectives Papers (3)	<i>f.5.f; f.6.b; f.6.d; f.6.f;</i>
Function Paper	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e; f.6.f; f.6.g; f.6.h; CHMC.C.2.c</i>
Theory Paper	<i>f.5.a; f.6.a; f.6.b; f.6.c f.6.d; CHMC.C.2.c</i>
12 Step Reaction Paper	<i>f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.f; f.6.g; CHMC.C.2.c</i>
Final Paper	<i>f.6.b; f.6.c f.6.d; f.6.e; f.6.f;</i>
Class 3: Theories of Group; The Group Counselor; Culturally Relevant Strategies (In-class discussion, reflection paper)	<i>f.5.a; f.5.f; f.6.a; f.6.b; f.6.c f.6.d; f.6.e</i>
Group Facilitation/Group Experience	<i>f.6.h; CHMC.C.2.c</i>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.
Group Experience	Misses two or more Group sessions and/or does not participate	Misses on group session, and/or does not adequately engage in sessions.	Completes all group sessions and engages adequately with group.	Completes all group sessions, engages exceptionally with group.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.