



## Winter 2020 COURSE SYLLABUS

**COURSE INFORMATION** SOCW 617-A Advanced Clinical Practice: Clinical Assessment, Psychopathology & Psychotherapeutic Skills (3)  
Meets on alternate Sundays\* at 3:10 PM – 6:00 PM in DH 220. \*See dates listed below.

**PREREQUISITE(S)/ COREQUISITE (S):** Acceptance into Advanced Standing, or completion of Foundation curriculum.

**INSTRUCTOR (S)**

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### ONLINE LEARNING

The Eclass URL is <http://eclass.e.southern.edu>. For technical support, contact the Eclass Help Desk at 423.236.2086 or by e-mail at [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu). Students should use *Google Chrome* as their browser to access eclass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

### REQUIRED TEXTS

Jacobs, E.E., Masson, R.L., Harvill, R.L., & Schimmel, C.J. (2016). *Group counseling: Strategies and skills*. Pacific Grove: Brooks/Cole.  
American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.  
Dziegielewska, S., (2016). *Social Work Practice and Psychopharmacology: A person-in-environment approach (3rd ed.)*. New York: Springer Publishing Company.

Additional required readings and materials will also be listed in e-Class.

## COURSE DESCRIPTION

In this course, students acquire skills in understanding psychopathology and in psychotherapeutic assessment and intervention. Additional advanced evidence-based skills are provided.

## PROGRAM COMPETENCIES AND LEARNING OUTCOMES

Upon completion of this course, students will:

<i>Program foundation competency (ADV)</i>	<i>Learning outcome</i>
Identify as a professional social worker and conduct oneself accordingly. (Competency 1 ADV)	Practice personal reflection and self-correction to assure continual professional development. Attend to professional roles and boundaries. Demonstrate professional demeanor in behavior, appearance, and communication. Use supervision and consultation.
Apply social work ethical principles to guide professional practice. (Competency 2 ADV)	Recognize and manage personal values in a way that allows professional values to guide practice. Make ethical decisions by applying standards of the National Association of Social Workers.
Apply critical thinking to inform and communicate professional judgments. (Competency 3 ADV)	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. Demonstrate effective oral and written communication in working with individuals, families, and groups.
Engage diversity and difference in practice. (Competency 4 ADV)	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
Engage in research-informed practice and practice-informed research. (Competency 6 ADV)	Use practice experience to inform scientific inquiry. Use research evidence to inform practice.
Apply knowledge of human behavior and the social environment. (Competency 7 ADV)	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Critique and apply knowledge to understand person and environment.
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Competency 10 ADV)	Substantively and affectively prepare for action with individuals, families, and groups. Use empathy and other interpersonal skills. Develop a mutually agreed-on focus of work and desired outcomes. Collect, organize, and interpret client data.

	Assess client strengths and limitations. Develop mutually agreed-on intervention goals and objectives. Select appropriate intervention strategies. Implement prevention interventions that enhance client capacities. Help clients resolve problems. Facilitate transitions and endings.
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**SOCIAL WORK CORE VALUES & THEIR BIBLICAL FOUNDATION FOR FAITH & LEARNING**

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

**COURSE DIVERSITY ELEMENTS:** age, gender, gender identity, race, sex, class, ethnicity, culture, color.

**COURSE DIFFERENCE ELEMENTS:** socio-economic status, poverty, oppression, marginalization, alienation, privilege, power.

**STUDENT’S COMMITMENT LEVEL FOR SUCCESS:** In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one “in-class” hour and a minimum of two additional coursework hours. Because this is a 3-credit course, you can anticipate that you will spend a minimum of 9 hours completing the required coursework each week. **Organize your time wisely!!!**

**LEARNING ACTIVITIES**

**F2F Learning:** Every other week students will participate both in small groups and as a whole in psychotherapeutic skill practice. These activities are designed to stimulate learning, growth, and promote co-learning. Fully engaged participation is required. \*See SAU SSW attendance policy.

**Online Learning:** Since this program is taught in a hybrid model, every other week's learning activities will take place using E-class/Moodle. You are responsible for accessing E-class to identify and accomplish the assignments posted there.

**Reading:** Readings assigned for each module are expected to be completed **before** the next F2F class. You must come to class prepared with the content knowledge to practice new skills.

**Discussion/Forum Posts and Module Assignments:** Each module contains specific small assignments and discussion/forum posts.

**-Quality of Posts**

- Posts should be **written in paragraph format** with sufficient content and quality.
- Each of the student's posts must demonstrate their understanding of the topic,
- Relate new information with material previously covered in the class as well as with personal experience,
- Exhibit connections between lecture content, textbook content, and discussion,
- Whenever appropriate, integrate best practices and/or research literature in the post,
- Discuss at a critical level – don't just recite facts from the reading, discussion, or lecture. Synthesize information from class content as well as expressing and defending your own opinion of the items mentioned. Justify your reasoning with facts and research from the academic peer-reviewed literature. How does what you are presenting affect present and future situations?  
\* **NOTE:** Posts that replicate other student's posts will be considered plagiarism.

**-Netiquette (Discussion Forum Etiquette)**

- Use appropriate and professional language
- Use complete sentences
- Check your grammar and spelling (no TXT spelling!)
- Avoid any negative or offensive language and comments
- Respect classmates' thoughts on issues – "agree to disagree"
- Be polite and courteous
- The instructor reserves the right to remove any discussion messages that displays inappropriate language or content.

*\*\*\*Some of the information presented in the "Discussion Forum" Section was adopted from the UTPA Center for Distant Learning, 2012. Other resources were also used.*

**Psychotherapy Group Skill Demonstration in class:** This semester we will take one face to face class to have each student demonstrate psychotherapy group skills in their individual cohorts. A full demonstration will be expected by each student and a rubric will be provided. Feedback will be provided immediately in class from instructors and peers.

**Psychotherapy Group Skill Demonstration Videos:** This semester you will record skill demonstration videos. Detailed instructions and rubric will be given on E-class/Moodle for each skill demonstration video. With each video you will be given specific feedback and instruction from you clinical mentors. To achieve the highest scores possible in subsequent videos please use the specific feedback given to improve your skill demonstration.

**Psychotherapy Group Self-reflection Paper:** You will complete a practice reflection paper on your skill demonstration in your final psychotherapy group video. You will transcribe the video and reflect on each of your skill demonstration interactions in the video. Detailed instructions and rubric will be given on E-class/Moodle.

**EVALUATION: *The final grade will be based on the following:***

In-class discussions, Online discussion posts and module assignments	200 pts
Dialog Correction Assignment	50 pts
In-class skill demonstration	75 pts
Feedback video 20- 30 minutes psychotherapy group video	75 pts
Final 30+ minute graded psychotherapy group video*	200 pts
Psychotherapy group self-reflection paper*	200 pts

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**TOTAL POINTS:**

**800 pts**

\* *These designated assignments are considered portfolio products. To receive portfolio credit, each portfolio product must be uploaded to your Social Work Portfolio Site by the deadline date and time. See e-class for more directions on how to create and manage your social work portfolio site.*

**----- ALL WORK MUST BE TYPED. NO HANDWRITTEN WORK WILL BE ACCEPTED. -----**

**GRADING SCALE:** Grades will be based on a percentage of the total possible points.

100 – 94: A	76 – 74: C
93 – 90: A-	73 – 70: C-
89 – 87: B+	69 – 67: D+
86 – 84: B	66 – 64: D
83 – 80: B-	62 – 60: D-
79 – 77: C+	59 and below: F

***No grade below C is acceptable for core social work courses.***

**SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT**

In keeping with university policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 423.236.2574 or Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at [www.southern.edu/disabilitysupport](http://www.southern.edu/disabilitysupport).

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters, which students should review and discuss with their professors in relation to particular course requirements.

## **SCHOOL OF SOCIAL WORK POLICIES:**

*Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.*

### **A. General Course Policies**

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

### **B. Attendance Policy**

*SAU's hybrid MSW program holds a measured balance of online and face-to-face (F2F) interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skills-based approach. Because of this engagement model of instruction, students must attend each F2F session as scheduled. Success in the graduate program depends on consistent presence in class every two weeks. Any missed F2F sessions will potentially jeopardize both the student's grade and retention in the MSW program. Additionally, punctuality and attendance are key external indicators of professionalism and, as such, are critical for demonstrating achievement of this competency. To maximize student success in the MSW program, this Attendance Policy has been developed by the School of Social Work faculty.*

1. A meeting schedule is provided at the beginning of the school semester.
2. Students are responsible for clearing their calendars so they may attend all of the scheduled online group meetings.
3. Missing more than 30 minutes of meeting is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence.
4. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.

5. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably in advance of class.
6. Students who miss class for a documented emergency may lose points that are given for work done during that missed class period.
7. In the event of an excused absence, it is the student's responsibility to ask another student to record, with the permission of the professor, or take notes to cover all class content presented, and to make up any learning activities missed during group meetings.
8. If a student has an unexcused absence, the point total towards the final grade for the course will be reduced by 5% for each unexcused absence and, additionally, no points will be available for missed online group activities.
9. A student who have four unexcused absences from group meetings will be dismissed from the course, will receive an F (unexcused) as a final grade for the course, and will be required to repeat and is financially responsible for the course charges the next time it is offered.
10. If a student acquires four excused absences during a semester and falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

### **C. Late Assignment Policy**

The MSW program at SAU is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

#### **General:**

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or Eclass.
2. Exemptions from the penalties for late assignments will be granted only for documented medical or other emergency reasons, as defined in the procedures section below.
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.

### **D. Policy on Academic Honesty and Integrity**

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.

3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

### ***Policy procedures***

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
  - a. Redoing the assignment
  - b. Failing the assignment without opportunity to make up points
  - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

Disclaimer:

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*This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.*

Turnitin:

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*Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.*

### **E. Electronic Media Policy**

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
2. When their use is allowed, students must not abuse the use of cell phones in class.
  - a. Generally, cell phones should be turned off during class. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
  - b. Students must NOT engage in text messaging in the classroom.
  - c. Students who create disturbance with ringing cell phones or text messaging will be warned and may be asked to leave the class session if the behavior continues.
3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

#### **F. Incomplete Grade Policy**

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an "I" will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

##### ***Policy procedures:***

1. To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean

##### ***Policy forms:***

1. Plan for Incomplete or Remediation form

#### **G. Remediation and Extension Policy**

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

### ***Course/competency remediation***

MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student.

The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

### **H. Progression-Retention Policy**

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
  - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
  - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
  - a. Academic honesty breaches
  - b. Failing the field practicum
  - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may

be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

***Policy procedures***

In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.

1. Challenges to program termination decisions will follow the Grievance Policy.

***The Professor reserves the right to amend the syllabus and course schedule to best meet the learning needs of the class.***

**Course Schedule**  
**SOCW 617-A – Advanced Clinical Practice: Clinical Assessment, Psychopathology & Psychotherapeutic Skills**  
**Winter 2020**

**ASSIGNMENTS DUE DATES:** All assignments are due on the F2F Sunday at the end of each module by 3:00 PM, unless otherwise specified in specific module instructions.

DATES	Learning Activities	Learning Products *=Portfolio Product
<b>Module#1</b> Jan 12-19	Read Jacobs Group Text Chapters 1, 3 & 4  Complete eclass Module #1 learning activities	Module #1 learning activities
<b>F2F - Jan. 19</b>		
<b>Module#2</b> Jan 19- Feb 2	Read Jacobs Group Text Chapters 5, 6, & 7 Reading posted on eclass: The Therapeutic Factors & The Therapist: Basic Tasks  Complete eclass Module #2 learning activities	Module #2 learning activities
<b>F2F – Feb. 2</b>		
<b>Module#3</b> Feb 2 – Feb 16	Read Jacobs Group Text Chapters 8, 9, & 10 Read Dziegilewski Chapters 1 & 2 Use of medications and the human brain  Complete eclass Module #3 learning activities	Module #3 learning activities
<b>F2F – Feb 16</b>		
<b>Module#4</b> Feb 16 – Mar 1	Read Jacobs Group Text Chapters 11 & 12 Read Dziegilewski Chapters 3 & 5 Helping the client and prescription medications  Complete eclass Module #4 learning activities	Module #4 learning activities  *In-Class Demonstration of Skills on March 1st

**F2F – Mar. 1**

<b>Module#5</b> Mar 1– Mar 22	Read Jacobs Group Text Chapters 14, 15 & 16 Complete eclass Module #5 learning activities	Module #5 learning activities Feedback Video Due Mar. 22
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**F2F – March 22\* (three weeks from the last F2F Sunday due to spring break)**

<b>Module#6</b> Mar 22- Apr 5	Read DSM 5 Trauma and Stressors (pages 265 -290) Complete eclass Module #6 learning activities	Module #6 learning activities
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**F2F – Apr. 5**

<b>Module#7</b> Apr 5- Apr 19	Read DSM 5 Personality Disorders (pages 645-684); DSM 5 Dissociative Disorders (pages 291-307); Complete eclass Module #7 learning activities	Module #7 learning activities Final Video Due April 19th
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**F2F – April 19**

<b>Module#8</b> April 19 – May 3	Read DSM 5 Disruptive, Impulse-Control, and Conduct Disorders (pages 461-480); DSM 5 ADHD (pages 59 –66). Complete eclass Module #8 learning activities	Module #8 learning activities Final Paper Due May 3rd
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**F2F – May 3**

Discussion Board Rubrics SOCW 617

\*Read eclass instructions for each post to see how many/if any responses are required

<b>Applies relevant course concepts, theories, or materials correctly.</b>	<i>Does not explain relevant course concepts, theories, or materials. <b>0points</b></i>	<i>Explains relevant course concepts, theories, or materials. <b>1points</b></i>	<i>Applies relevant course concepts, theories, or materials correctly. <b>1.5points</b></i>	<i>Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence. <b>2points</b></i>	
<b>Applies relevant professional, personal, or other real-world experiences.</b>	<i>Does not contribute professional, personal, or other real-world experiences. <b>0points</b></i>	<i>Contributes professional, personal, or other real-world experiences, but lacks relevance. <b>0.5points</b></i>	<i>Applies relevant professional, personal, or other real-world experiences. <b>0.8points</b></i>	<i>Applies relevant professional, personal, or other real-world experiences to extend the dialogue. <b>1points</b></i>	
<b>Supports position with applicable knowledge.</b>	<i>Does not establish relevant position. <b>0points</b></i>	<i>Establishes relevant position. <b>0.5points</b></i>	<i>Supports position with applicable knowledge. <b>0.8points</b></i>	<i>Validates position with applicable knowledge <b>1points</b></i>	
<b>Follows Syllabus and APA style expectations (word count, language stylistics, citations and referencing, etc.)</b>	<i>Does not follow Syllabus and APA style expectations <b>0points</b></i>	<i>Follows Syllabus and APA style expectations with major mistakes <b>0.5points</b></i>	<i>Follows Syllabus and APA style expectations with minor mistakes <b>0.8points</b></i>	<i>Follows Syllabus and APA style expectations with no mistakes <b>1points</b></i>	
<b>RESPONSE 1: Collaborates with fellow learners, and substantively contributes to the discussion following published guidelines.</b>	<i>Does not collaborate with fellow learners. <b>0points</b></i>	<i>Collaborates with fellow learners without contributing substantively to the discussion <b>0.5points</b></i>	<i>Collaborates with fellow learners, and contributes to the discussion following published guidelines. <b>1.5points</b></i>	<i>Collaborates with fellow learners, and substantively contributes to the discussion by extending the dialogue, following published guidelines. <b>2points</b></i>	
<b>RESPONSE 1: REQUIRED ALWAYS Follows Syllabus and APA style expectations</b>	<i>Does not follow Syllabus and APA style expectations. <b>0points</b></i>	<i>Follows Syllabus and APA style expectations with major mistakes <b>0.2points</b></i>	<i>Follows Syllabus and APA style expectations with minor mistakes <b>0.35points</b></i>	<i>Follows Syllabus and APA style expectations with no mistakes <b>0.5points</b></i>	
<b>RESPONSE 2*: Collaborates with fellow learners, and substantively contributes to the discussion following published guidelines.</b>	<i>Does not collaborate with fellow learners. <b>0points</b></i>	<i>Collaborates with fellow learners without contributing substantively to the discussion <b>1points</b></i>	<i>Collaborates with fellow learners, and contributes to the discussion following published guidelines. <b>1.5points</b></i>	<i>Collaborates with fellow learners, and substantively contributes to the discussion by extending the dialogue, following published guidelines. <b>2points</b></i>	
<b>RESPONSE 2*: Follows Syllabus and APA style expectations</b>	<i>Does not follow Syllabus and APA style expectations <b>0points</b></i>	<i>Follows Syllabus and APA style expectations with major mistakes <b>0.2points</b></i>	<i>Follows Syllabus and APA style expectations with minor mistakes <b>0.35points</b></i>	<i>Follows Syllabus and APA style expectations with no mistakes <b>0.5points</b></i>	