

**Columbia College**  
**Mental Health Issues and Addiction (CRIM215)**  
**Lecture 1**  
**Course Outline**

Semester Dates: July 31, 2017 - September 02, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Kim Platt *MBA, BA*

Email: [kimp@columbia.ab.ca](mailto:kimp@columbia.ab.ca)

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 805-119

Credit: 3

Prerequisite: None

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

This course probes the issues relating to individuals with both mild to chronic and short to long-term mental health and illness challenges. Areas explored include Schizophrenia, Cognitive and Personality Disorders, Stress and Adjustment Disorders, Mood and Dissociative Disorders and Addiction. Interventions such as behavior modification, medication and other related topics will also be discussed

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Define mental health, the factors that influence it.
- Explain the various biological, psycho-social, and psycho-cultural factors that cause abnormal behaviour.
- Compare and contrast the major mental illnesses and their treatments.
- Identify mental health resources in Calgary and area.
- Discuss the factors involved in alcohol and drug abuse and their treatments.
- Critically assess the contemporary and legal issues in mental health and addiction.

**Course Format:**

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

**Required Textbooks and Equipment:**

Butcher, J., Mineka, S., Hooley, J., Taylor, S. & Antony, M. (2013). *Abnormal Psychology* (1<sup>st</sup> ed.). Toronto, ON: Pearson Education Canada.

Martin's Annual Criminal Code 2017 (2017). Carswell, A Division of Thomson Reuters Canada Ltd; Toronto CA.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an apa document guide* (5<sup>th</sup> ed.). Toronto, ON: Nelson Education Ltd.

Instructor Handouts

**Recommended Readings and Resources:**

*Students may access these sources from the College and from home.*

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- o <http://proquest.umi.com/login>  
Username: cc-library  
Password: welcome

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calg145?db=SP00>  
Password: cclibrary09

*Further Recommended Readings and Resources:*

N/A

**Homework Assignment Due for the First Class:**

1. Read chapters 1, 2, 3 and 4 in the text, Abnormal Psychology.
2. As a result of your reading assignment, write down at least three questions that you would want clarified in class.
3. Prepare for a graded test on these chapters: 1, 2, 3 and 4
4. Read this course outline and prepare to discuss it in class.

**Evaluation - Assessment of Student Performance:**

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily tests; at the start of each class	Classes 1 through 8	20%
Daily summary; at the end of each class	Classes 1 through 8	10%
Research term paper	Class 7	30%
Oral Presentation	Class 8 & 9	10%
Final exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

## Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

### Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

### Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an *Application for Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

### Attendance Requirements:

Columbia College believes that student are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

## Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

## Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P204)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

## Important Dates:

<b>Description</b>	<b>Date</b>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as, online at <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . <u>It is the student's responsibility to check this exam posting.</u>

## Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

### Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical conditions may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188) and Student Guide to Accessibility Services Handbook (SSCM-001)*.

### Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

### Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"><li>Abnormal psychology – an overview</li><li>Causal factors and viewpoint</li></ul>	<ul style="list-style-type: none"><li>Chapters 1, 3</li></ul>
2	<ul style="list-style-type: none"><li>Stress and adjustment disorders</li><li>Panic, anxiety, and their disorders</li></ul>	<ul style="list-style-type: none"><li>Chapters 5, 6</li></ul>
3	<ul style="list-style-type: none"><li>Mood disorders and suicide</li><li>Somatoform and Dissociative Disorders</li></ul>	<ul style="list-style-type: none"><li>7, 8</li></ul>
4	<ul style="list-style-type: none"><li>Addiction disorders</li></ul>	<ul style="list-style-type: none"><li>Chapter 12</li></ul>
5	<ul style="list-style-type: none"><li>Sexual variants, abuse, and dysfunction</li><li>Schizophrenia and other psychotic disorders</li></ul>	<ul style="list-style-type: none"><li>Chapters 13,14</li></ul>
6	<ul style="list-style-type: none"><li>Personality disorders</li><li>Cognitive disorders</li></ul>	<ul style="list-style-type: none"><li>Chapters 11,15</li></ul>
7	<ul style="list-style-type: none"><li>Contemporary and Legal Issues in Abnormal Psychology</li></ul>	<ul style="list-style-type: none"><li>Chapter 18</li><li><b>Research Term Paper Due</b></li></ul>
8	<ul style="list-style-type: none"><li><b>Oral Presentations</b></li></ul>	<b>Final Presentations Due</b>
9	<ul style="list-style-type: none"><li><b>Presentations (Cont) - Class Reviews</b></li></ul>	
10	<i>Final Exam – 3 hrs.</i>	

## **Appendix 1 Assignment Outlines**

### **Research Term Paper** **Due Date: Class 7** **Weight: 30%**

Students will prepare a term paper on a current issue or emerging trend relating to the course topics. Topic chosen should relate as close as possible to the student's career choice or place of work. The facilitator must approve the selection. Students should refer to their Moodle course site for information on writing a research paper and use of an electronic template. The Cites text is the College's official source to use as a reference. The paper must have a minimum length of 1200 words, but the paper is not to exceed a maximum length of 1400 words (not including the title page, references, appendixes, table, and figure captions). No abstract is required. Students will be evaluated according to the appended Research Rubric.

### **Oral Presentation** **Due date: Class** **Weight: 10%**

Each student will make a 10- to 15-minute PowerPoint presentation on the salient points of his or her research assignment or any relevant topic pre-approved by the facilitator and be prepared to respond to questions from class members. Students will be evaluated according to the appended Oral Presentation Rubric.

### **Daily Tests** **Due Date: Each class from classes 1 through 8** **Weight: 20% (2.5% per test)**

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

### **Daily Reflective Summary Activity** **Due Date: End of each class from class 1 through 8** **Weight: 10%**

Students will conclude each of the classes with a summary of the day's topic that answers the following: "What did I learn? What do I need to know more about? What steps do I need to do to be successful in light of what I learned today?" Be sure to specifically refer to what was discussed during the class. Write in a reflective journaling style and turn your answers into the facilitator for grading. The paper will have a minimum length of 250 words and contain insight into each of these three questions. Answers are to be written in the last 30 minutes of the class. No answers will be accepted that were prepared prior. If you are absent from the Summary Test, you will receive a "zero". Students will be evaluated according to the appended Short Writing Reflective Rubric.

### **Final Exam** **Due Date: Class 10** **Weight: 30%**

Students will be required to write a final exam consisting of multiple-choice questions covering the content of classroom learning and assigned text and other readings.

**Appendix 2  
Assignment Rubrics**

**Columbia College  
Research Rubric  
Last Revised: July 2017**

<b>Student's Name</b>		<b>Course Code</b>		<b>Date</b>		<b>Facilitator/Evaluator's Name</b>	
<b>Area</b>	<b>A 15-14</b>	<b>B 13-11</b>	<b>C-D 10-8</b>	<b>F 7-0</b>	<b>Score</b>		
<b>Content, Ideas, Analysis, Depth of Discussion</b>	<ul style="list-style-type: none"> <li>• Clear research focus. Thesis is clearly stated.</li> <li>• Displays extensive in-depth knowledge of the topic.</li> <li>• Critically synthesizes and evaluates information.</li> <li>• Clearly supports statements made with evidence and examples.</li> <li>• Quality of research is excellent</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonably clear research focus and thesis.</li> <li>• Displays good knowledge of the topic.</li> <li>• Demonstrates careful analysis, synthesis and evaluation of information.</li> <li>• Clearly supports most statements with evidence and examples.</li> <li>• Quality of research is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Research focus is not totally clear. Thesis is needs development.</li> <li>• Displays limited basic knowledge of the topic.</li> <li>• .Displays limited critical analysis, synthesis, and evaluation of information.</li> <li>• Most statements are unsupported with evidence and examples.</li> <li>• Quality of research could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Research focus is unclear. No thesis is presented.</li> <li>• Unable to display relevant understanding of the topic.</li> <li>• Critical thinking not evident.</li> <li>• Assertions are unsupported.</li> <li>• No evidence of new knowledge.</li> <li>• No support for statements made.</li> <li>• Quality of research is poor.</li> </ul>			
<b>Area</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2-0</b>			

<p><b>Use of Supporting Evidence</b></p>	<ul style="list-style-type: none"> <li>• Uses relevant, timely, extensive and varied sources to convince.</li> <li>• Uses paraphrasing and summarizing expertly.</li> <li>• Shows smooth integration of quoted material into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant, timely and varied sources to convince.</li> <li>• In most cases paraphrasing and summarizing is well done.</li> <li>• Quotes and evidence are integrated well into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited resources that are not well selected to support the response.</li> <li>• Uses limited paraphrasing and summarizing.</li> <li>• Quotes and evidence poorly integrated into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks fundamental resources to write an effective response.</li> <li>• Inadequate reference support.</li> <li>• Inadequate use of paraphrasing and summarizing.</li> <li>• Quotes and evidence not integrated into sentences and overall paper.</li> </ul>	
<p><b>Area</b></p>	<p><b>5</b></p>	<p><b>4</b></p>	<p><b>3</b></p>	<p><b>2-0</b></p>	
<p><b>Mechanics, Grammar, Professional Format</b></p>	<ul style="list-style-type: none"> <li>• Mainly error free.</li> <li>• Uses APA citation correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• A few minor errors in usage, grammar, or mechanics.</li> <li>• Generally uses APA citation correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>• Uses APA citation inconsistently and has errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>• Many errors in APA citation, demonstrating lack of citation knowledge.</li> </ul>	

**Total Score out of 25:**

**Facilitator/Evaluator's Comments:**



**Columbia College**  
**Oral Presentation Rubric**  
 Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
<b>Area</b>	<b>A (85% - 100%) 10.0 – 7.0</b>	<b>B - C- (55% - 84%) 6.9 – 5.5</b>	<b>D (50% - 54%) 5.4 - 5.0</b>	<b>F (0 - 49%) 4.9 - 0</b>	<b>Score</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Creates introduction that is unique, clearly focused and engages the audience.</li> <li>• Organizes content logically, making entire presentation easy to follow.</li> <li>• Builds main points through carefully selected and original examples/ references.</li> <li>• Has effective transition between sections.</li> <li>• Summarizes all key points and stimulates thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates introduction that is original, clearly focused and gets the attention of the audience.</li> <li>• Organizes content logically, making most of the presentation easy to follow.</li> <li>• Builds main points through carefully selected examples/ references.</li> <li>• Has a transition between most sections.</li> <li>• Summarizes most key points and stimulates some thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an introduction that tends to be unfocused.</li> <li>• Doesn't engage the audience's interest.</li> <li>• Content appears disorganized, without logic and consistency.</li> <li>• Builds a few main points with details, but most ideas are unsupported.</li> <li>• Few to no transitions are evident.</li> <li>• Little to no summarizing evident. Ending does not stimulate much thought.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows little to no logical organization.</li> <li>• Content is difficult to follow.</li> <li>• Not a thoughtful presentation.</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Provides evidence of supporting research to back all main points.</li> <li>• Gives a complete explanation of all key points.</li> <li>• Uses relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of supporting research. To back most points.</li> <li>• Gives an explanation of most key points.</li> <li>• Uses some relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence that not enough research has been done to support the content.</li> <li>• Gives an incomplete explanation of key points.</li> <li>• Uses a few relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicates little to no research.</li> <li>• Gives a limited explanation of a few points.</li> <li>• Uses little to no examples/ references.</li> </ul>	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
<b>Delivery Style: Nonverbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression.</li> <li>• Uses continual eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression.</li> <li>• Uses fairly consistent eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation.</li> <li>• Uses eye contact inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression.</li> <li>• Uses poor to no eye contact.</li> </ul>	
<b>Delivery Style: Verbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Conveys passionate interest for the topic.</li> <li>• Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume.</li> <li>• Uses few unnecessary pauses “ums”.</li> <li>• Makes no obvious grammatical errors.</li> <li>• Uses cue cards or other supports effectively and does not read the presentation.</li> <li>• Uses rich, precise, and varied vocabulary.</li> <li>• Well-rehearsed and prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys enthusiasm for the topic.</li> <li>• Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume.</li> <li>• Uses few unnecessary pauses “ums”.</li> <li>• Makes few grammatical errors.</li> <li>• Most of the time uses cue cards or other supports appropriately, without reading the presentation.</li> <li>• Uses well-chosen and varied vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal enthusiasm for the topic.</li> <li>• Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech.</li> <li>• Uses too many unnecessary pauses (“ums”), distracting from the presentation.</li> <li>• Makes some grammatical errors.</li> <li>• Tends to not use cue cards effectively and mostly relies on reading the presentation.</li> <li>• Uses ineffective vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation.</li> <li>• Volume and rate of speech are often inappropriate, making comprehension difficult.</li> <li>• Uses too many unnecessary pauses “ums”, making comprehension difficult.</li> <li>• Makes frequent grammatical errors.</li> <li>• Reads presentation.</li> <li>• Uses inappropriate or simplistic vocabulary.</li> </ul>	

**Total Score out of 40:**

**Facilitator/Evaluator’s Comments:**

**Columbia College**  
**Short Writing Reflective Rubric**  
 Last Revised: July 2017

Student's Name \_\_\_\_\_

Course Code \_\_\_\_\_

Date \_\_\_\_\_

Facilitator/Evaluator's Name \_\_\_\_\_

Area	8	7	6-5	4-3	2-0	Score
<b>Depth of Reflection</b>	<ul style="list-style-type: none"> <li>Reflection reveals a thorough insight of the subject matter.</li> <li>Shows depth of critical thinking.</li> <li>Uses specific and convincing examples to support reflective statements.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection reveals insight into the subject matter.</li> <li>Often there are thoughtful statements.</li> <li>Uses well-chosen examples to support reflective statements.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection reveals a basic understanding of the subject matter with an effort at reflection.</li> <li>At times, some reflective statements are evident.</li> <li>Uses some examples to support ideas on the subject matter and reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection is limited.</li> <li>The writer produces some basic understanding of the subject matter.</li> <li>Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process</li> </ul>	<ul style="list-style-type: none"> <li>Little to no reflection is present.</li> <li>Uses few to no examples.</li> </ul>	
	<b>2</b>		<b>1.5</b>		<b>1-0</b>	
<b>Use of Writing Conventions: spelling, punctuation, capitalization, grammar</b>	<ul style="list-style-type: none"> <li>Demonstrates control of the writing conventions with few errors.</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.</li> </ul>	

**Total Score out of 10:**

**Facilitator/Evaluator's Comments:**