

Columbia College
Mental Health Issues and Addiction (HSPD295)
Lecture 1
Course Outline

Semester Dates: October 15, 2024 to November 16, 2024

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 plan to be present at the rescheduled class.

Facilitator: Angela Parsons

Email: angela.parsons@columbia.ca

Class Time: Tuesdays 5:30PM to 9:30PM and
Saturdays 8:30AM to 12:30PM

Room: Online via Moodle and Microsoft
Teams

Credit: 3

Prerequisite: PSYC110 or equivalent

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 45-hour remote course uses a variety of online teaching/learning methods including discussion, personal reflection, 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 online classroom provides you with a space where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions and asynchronous activities in addition to taking responsibility for your own learning while being a positive and cooperative 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 the online 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 online 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 tend 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:

Hoeksema-Nolen, S. (2020). *Abnormal Psychology* (8th ed.). New York, NY: McGraw-Hill Education.

Instructor Handouts

Recommended Readings and Resources:

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

1. Read Chapters 1 & 2 of your assigned text.
2. Feel free to send three questions that you would want clarified in class via Moodle or Teams.
3. Prepare for an online graded/timed test/ on these chapters.
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	Daily: Classes 1 through 10	20%
Asynchronous Activities	Classes 4, 6 & 8	15%
Assignment 1 Short Response	Class 5	15%
Assignment 2 Case Study	Class 7	25%
Assignment 3 Critical Response Outline	Class 9	5%
Assignment 3 Critical Response	Class 10	20%

Please note that all tests and assignments are due at 11:59 PM on the day of 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 "B-" (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.

Attendance Requirements:

Columbia College believes that students 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. 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 about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all their learning activities, tests, exams, and assignments.
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
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

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.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 the *Student Guide to Accessibility 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. 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 your Columbia College email. It is your responsibility to check that email address school daily 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	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> • Introductions • Abnormal psychology – an overview • Theories and treatment of abnormality 	<ul style="list-style-type: none"> • Course Outline • Chapter 1 • Chapter 2
2	<ul style="list-style-type: none"> • Assessing and Diagnosing Abnormality 	<ul style="list-style-type: none"> • Chapter 3
3	<ul style="list-style-type: none"> • Trauma and Anxiety, Obsessive Compulsive Disorder • Mood Disorders and Suicide 	<ul style="list-style-type: none"> • Chapter 5 • Chapter 7
4	<ul style="list-style-type: none"> • Schizophrenia and other psychotic disorders 	<ul style="list-style-type: none"> • Chapter 8 • Asynchronous Activity #1
5	<ul style="list-style-type: none"> • Personality Disorders 	<ul style="list-style-type: none"> • Chapter 9 • Assignment 1 due
6	<ul style="list-style-type: none"> • Disruptive, Impulse-control, and Conduct Disorder 	<ul style="list-style-type: none"> • Chapter 11 • Asynchronous Activity #2
7	<ul style="list-style-type: none"> • Eating Disorders • Sexual Disorders and Gender Diversity 	<ul style="list-style-type: none"> • Chapter 12 • Chapter 13 • Assignment 2 due
8	<ul style="list-style-type: none"> • Substance Use and Gambling Disorders 	<ul style="list-style-type: none"> • Chapter 14 • Asynchronous Activity #3
9	<ul style="list-style-type: none"> • Health Psychology • Mental Health and the Law 	<ul style="list-style-type: none"> • Chapter 15 • Chapter 16 • Final Assignment Outline Due:
10	<ul style="list-style-type: none"> • Customer Service Survey • Course Review • Final Project Support 	<ul style="list-style-type: none"> • Assignment 3 Due

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects to pass this course.

Daily Tests

Due Date: Each class from classes 1 through 10

Weight: 20%

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.

- All Daily Tests will be available on Moodle until from 8:30AM on the day of the class to 11:59 PM the following day.
- All Daily Tests will:
 - Have 30-minute time limits (unless otherwise noted)
 - Have a one-attempt limit.

Asynchronous Activities

Due Date: Classes 4, 6 & 8

Weight: 15%

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries.

Asynchronous activities may include but are not limited to:

- Completion of Worksheet/problems- independent and/or collaborative
- Case study review and assessment
- Video responses
- Microsoft Forms
- Microsoft Padlet

Assignment 1: Flip Response

Due Date: Class 5

Weight: 15%

Scenario: You are the front-line staff working with a client with your chosen disorder. You are responsible for their daily care as well as helping them secure housing, employment, and daily functioning. Reflect on how you may use knowledge gained through this course to best support your client.

This reflective Flip exercise allows you to choose one of two disorders and others as described to you by your facilitator. See Chapters 5 and 7 when preparing response to this assignment.

Please choose **one** of the following disorders:

- anxiety disorders
- mood disorders

Task:

Give a short profile of symptoms and/or behaviors associated with your selected disorder. Note: This is not a research assignment so be brief in your description of the disorder however, you are responsible for describing your plan for your client in detail.

Format: This assignment will be presented in Microsoft Flip format. You will be required to join the HSPD295 group and complete the Topic assigned by the facilitator. You will have a maximum of **5 minutes** to share your information and findings. You will be marked using the Reflective Flipgrid Rubric

There will be a follow up in-class exercise to view Flip submitted by peers. Assignment 2:

Assignment 2: Case Study Analysis

Due Date: Class 7

Weight: 25%

Choose from one of the following case studies to review.

****Case study 1 depicts panic disorder and case study 2 depicts a major depressive disorder***

Case Study 1

June, a divorcee, is a 48-year-old woman who was referred for evaluation by her family physician. June states she made an appointment with her doctor after a trip to the emergency room. However, she says her doctor has told her she is in good health and suggested she see a counsellor or psychologist. June reports that about a 11 months ago she was at work one morning when she began to feel tense and anxious for no reason. She says she became short of breath, began to feel faint, and that her mind began to race. These symptoms only lasted a few minutes and then went away; however, she says she had a few more experiences just like this one over the next few weeks and months (each one “coming out of the blue”). However, these symptoms began to grow worse, beginning about three months ago. June says she woke up one night with the feeling that she was choking or being strangled, and she couldn’t catch her breath. She said she also felt very panicked, and thought she was going to die. She drove herself to the emergency room, thinking she was having a heart attack. She was sent home after it was determined her heart was fine, and then two days later she had another attack while driving to the grocery store. This attack was so severe June had to pull over to the side of the road, and again she says she felt anxious, was short of breath, was sweating, and she felt nauseous and sick to her stomach. She says this attack was totally unexpected, and that after 20 minutes or so it gradually went away, and she went on to go shopping. Since that time these “episodes” have become fairly regular, although June can’t tell when the next one is going to happen. In the past month, for example, June has had at least two severe attacks per week, occurring at various times (some at night, others during the day, etc.). During these attacks June feels certain that she might have a heart attack and die.

Case Study 2

Danny, a 38-year-old chemical engineer for a large pharmaceutical company, sought a consultation at the urging of his wife, Maria. He told the psychologist that Maria had grown exasperated over his lack of energy or interest in their family. According to the client, it takes the greatest effort to get out of bed in the morning. He is tired all day, yet when night comes, sleep evades him. Danny says that her often stares at the ceiling, wondering what has happened to his life, and what will become of him. His feelings of hopelessness and exhaustion have been occurring for over a year. He reports that nothing is getting done at work. Danny does have projects to complete, but he can't think. He tries to focus on his work, and he gets lost. Danny wonders when his boss will discover how little he has accomplished since his productivity has steadily declined in the last 9 months or so. It seems to Danny that his wife does not understand. She keeps telling him to "snap out of it." He is so deep in his feelings of despair that he cannot find anything that brings him joy. By his own account, Danny is irritable all the time, and yells at the kids, then he feels terrible later. It's been months since he could focus on reading a book, and the music he used to enjoy so much does nothing for him. He is bored, but he wants to do nothing. Danny admits that there are times that he thinks that life is hopeless and meaningless, and he can't go on much longer.

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher-level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** These assignments should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Calibri font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Case Study Analysis Rubric**
- **How to avoid plagiarism?**
The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats.

Assignment 3 Critical Response

Due Date: Class 10

Weight: 25%

Students will be asked to write a critical response writing paper on the definition and meaning of the psychological term "normal", given all they have learned in the class. Students should come to class 9 prepared with all reference material they think you might need to write this paper.

The expectations of this assignment are as follows:

1. Your opinion is clearly stated.
2. Using your critical thinking skills, you back up your opinion using evidence from the course, the text, or other reference material.

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher-level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** These assignments are designed to apply knowledge from the chapters and class discussions.
- **Format:** These assignments can be written by hand. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Calibri font is preferred. Each assignment should have a minimum length of 750 words but is not to exceed 1000 words. Students will be evaluated according to the attached rubric: **Critical Analysis Rubric**

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 referencing formats. Refer to your ENG110 text.

**Appendix 2
Columbia College
Case Study Rubric Analysis**

Area	10.0 – 7.0	6.9 – 5.0	4.9 – 3.5	3.4 - 0
Identification of main issue/problem/key ideas	<ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement. 	<ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of most key ideas. Provides a relatively clear position statement. 	<ul style="list-style-type: none"> Identifies the main/problem and some key ideas, but the statements are not clear. Provides a vague position statement. 	<ul style="list-style-type: none"> Unable to identify the main issue/problem and key ideas. Doesn't identify own position. Identifies some irrelevant ideas.
Quality of analysis and interpretation	<ul style="list-style-type: none"> Provides a comprehensive, insightful analysis and interpretation of the issue. Draws clear conclusions and identifies implications. Demonstrates excellent problem solving skills. Supports main ideas with a range of varied, timely and relevant references. 	<ul style="list-style-type: none"> Provides very good analysis and interpretation of the issue. Draws most conclusions and identifies most implications. Identifies original and well developed solution/strategies, demonstrating effective problem solving skills. Provides sufficient Uses relevant, timely and varied sources to convince. 	<ul style="list-style-type: none"> Provides partial analysis and interpretation. Issue needs further exploration. Draws a few conclusions and identifies some implications. Provides some solution/strategies, showing limited problem solving skills. Uses limited resources that are not well selected to support the response. 	<ul style="list-style-type: none"> Analysis and interpretation is limited. Conclusions and implications of the issue are missing. Unable to provide solution/strategies. Lacks problem solving skills. Lacks fundamental resources to write an effective response. Inadequate reference support.
	5	4 - 3	2	1 - 0
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Meets all requirements for an excellent response. Meets all case study written requirements. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Meets most requirements for a well written response. Meets most case study written requirements. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with readability and meaning. Meets a few requirements of an acceptable response. Meets a few case study written requirements. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper Does not meet requirements for an acceptable response. Does not adequately meet any case study written requirements.

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 25:

Facilitator/Evaluator’s Comments:

Columbia College
Flip Reflective Rubric
 Last Revised: March 2022

Area	10	8	6	4	2-0
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. Produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples.
Critical Thinking	<ul style="list-style-type: none"> Rich in content, thoughtful, reflective, insightful; shows careful analysis 	<ul style="list-style-type: none"> Substantial information, thoughtful, insightful; analysis has taken place. 	<ul style="list-style-type: none"> Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking. 	<ul style="list-style-type: none"> Information is void of critical dialogue and is repeating course provided material 	<ul style="list-style-type: none"> Basic information, no analysis or insight demonstrated
Connections	<ul style="list-style-type: none"> Clear connections made to previous or current information; creates relevancy in the discussion. 	<ul style="list-style-type: none"> Some connections are made to previous or current information; generally, needs more depth and/or detail. 	<ul style="list-style-type: none"> Limited connections, vague generalities. 	<ul style="list-style-type: none"> Connections are noticeably absent to content and task 	<ul style="list-style-type: none"> No connections made to previous or current information.
Uniqueness	<ul style="list-style-type: none"> New ideas are presented with good depth and detail. 	<ul style="list-style-type: none"> Some new ideas are presented. Depth and details are satisfactory. 	<ul style="list-style-type: none"> An attempt at introducing new ideas are presented. Depth and details are lacking. 	<ul style="list-style-type: none"> Few, if any, new ideas are presented. Depth and details are absent. 	<ul style="list-style-type: none"> No new ideas presented. No depth or details.

Total Score out of 40:

Facilitator/Evaluator's Comments:

Columbia College
Critical Writing Response Marking Rubric
 Revised Jan. 2018

	A	B	C-D	F
	10-9	8-7	6-5	4-0
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills.
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice.

	A	B	C-D	F
	10-9	8-7	6-5	4-0
Organization and Structure	<ul style="list-style-type: none"> Creates a sophisticated, well developed beginning, middle and conclusion. Connects all ideas logically. Uses a variety of carefully crafted sentence structures. Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> Creates a well-developed beginning, middle, and conclusion. Connects most ideas logically. Uses a variety of well-structured sentence Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> Creates an unfocused beginning, middle and a simple conclusion. Creates answer that is poorly structured. Uses some sentence variety with errors that begin to interfere with meaning. Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> Creates a limited response with no clear beginning, middle, and conclusion. Creates confusion in structure. Uses little to no sentence structure variety. Many structural errors Weak to no paragraphing or transition.
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally, uses APA citation correctly where applicable for referencing sources. Meets most requirements for a well written academic response. Meets most requirements of the assignment. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors when sources are used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment.

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50: