

**Texas A&M University – Kingsville**  
**Department of Educational Leadership and Counseling**  
**EDCG 5321 Abnormal Human Behavior (3 Semester Hours)**  
**Online/Hybrid Format**  
(Note: This syllabus is subject to revision by the professor)

Instructor:

Office:

Phone:

E-mail address:

Office Hours:

Class schedule:

Location: Robert D Rhode Hall

Class 6:00 pm - 8:50 pm

**Catalogue Description:** An in-depth look at the varieties of psychopathology, its etiology, classification and treatment. A look at the history and treatment of mental illness over the years with special attention to the various classification schemes and systems as they have evolved. The emphasis of this course will be to give the student skills to recognize the nature of the abnormal behavior and to determine what services, if any, the counselor might be able to provide. Proper referral services, methods and procedures will be explored.

**Rigor Statement:** This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

**Required Text:**

Sue, D., Sue, D., Sue, S., and Sue, D. (2013). *Understanding Abnormal Behavior*.  
Cengage: New York. ISBN-13: 978-1-111-83459-3

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author. ISBN: 978-0-89042-555-8

**Blackboard** is used as an important component to this course. Vital information is published regularly on this site and should be checked regularly. Presentations delivered in class will be posted here prior to class. Because this is a hybrid (both face to face and

online class meetings) a portion of the class activities will be conducted via this medium and assignments will be turned via the web on this page. However, this is not used in place of regular class attendance.\*\*\*

### **Course Requirements and Evaluation (500 total points)**

Students will be expected to participate on a weekly basis in the online environment and in person as scheduled. Online participation constitutes “virtual attendance.” Students will be graded on this weekly online participation as well as the following:

**1. Participation:** Class participation of a quality and quantity to reflect knowledge of texts and other readings. All assigned activities (in or outside class) will be considered part of this requirement (i.e. video critiques, blogs, Online Discussion Boards). Absences will reflect negatively in the grading process.

**Online Attendance/Discussion Board.** Each student will provide a) a reaction to the topic posted by the professor and b) a response to at least two other students’ reactions. These reactions will be due by 11:59pm on each Saturday for the week we post. Your responses are due by 11:59pm on each Tuesday following each of the weeks we post. For example: If I post the discussion board topic on Wednesday 1/24, you are to post your reaction by Saturday 1/26 and your two student responses by Tuesday 1/30.

**(100 total points toward final grade)**

**2. Video Project:** Each student will choose a video which depicts at least one character who has a mental disorder which can be diagnosed based on DSM 5 criteria. The student observe the behaviors exhibited by the character and arrive at an appropriate DSM 5 diagnosis. The student will write a paper outlining the diagnosis. The paper will also include a discussion of the diagnosis and how the student arrived at that diagnosis. Supporting evidence of specific behaviors should be used to support the conceptualization of the disorder. Detail how each DSM 5 criteria for the selected diagnosis is met by the observed behaviors.

- ❖ Papers must be typed in Times New Roman 12 following APA 6<sup>th</sup> edition.
- ❖ The body of the reflection paper should be 5-7 pages long, double spaced, not including the title page or any references used. Because this paper is a personal exploration, references are not required, however if you should refer to any published work in your paper, cite it appropriately both in text and in a reference page.
- ❖ Writing should use formal language and correct spelling and punctuation

**(100 total points toward final grade)**

**3. Article Reviews** (approx. 1-2 typed pages) of 2 journal articles concerning a topic of your choice in the area of abnormal behavior, diagnosis or treatment.

Using the format and headings listed below, read, summarize and react to 2 articles published in professional journals. These must be research articles pertaining to your chosen topic. Please use professional journals rather than popular literature such as

“Psychology Today, Newsweek, etc. Additionally, please use volumes no older than five years.

I. Source:(Example)

Pearson, R.E. (1992). Basic leadership skills for counseling groups. *Counselor Education and Supervision*, 21, 30-37.

II. Summary :

Limit the summary to about a half page. Do not copy the printed abstract or copy verbatim from the articles. With research articles, include a statement of the problem, methods, results and conclusions.

III. Reaction:

This is the major focus of this assignment and is to represent your best effort in thinking and writing. The rest of your paper, state the issue you are reacting to in the article and then provide your position on the issue. The reaction is to be a product of your critical thought and your conceptualization of the principles and issues explored by the article. Be sure not to make your reactions mere summaries of the material. Your reaction may take any form you wish but it must be substantiated by a given rationale or belief system which you explain in the reaction. Include any/all of the following:

1. Key concepts you find most useful and why.
2. Some of the ideas or techniques you would want to include in your counseling style and why.
3. Major limitations of the author's presentation.
4. Ideas with which you partially agreed but would modify to some extent.
5. Ideas with which you disagree and why.

**(50 points each for a 100 total points toward final grade)**

**4. Midterm and Final Exams (100 points each toward final grade)**

The exams will be in a multiple choice format. These exams will be taken online through BlackBoard and will be posted during the midterm and final exam weeks posted on the class schedule.

## Alignment of Program Learning Objectives to National and State Standards

\*The table below should include alignment to standards relevant to the program.

2016 CACREP Standards

<p><b>Expected Student Learning Outcomes for this Course</b></p> <p><i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i></p> <p><b>Content covered includes:</b></p>	<p><b>SLOs</b></p>	<p><b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b></p>	<p><b>SLO Assessment Point</b></p> <p><i>By Rubric or Exam Score</i></p>
<p>2.F.1.a.: history and philosophy of the counseling profession and its specialty areas</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b></p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.</p>
<p>2.F.1.c.: counselors' roles and responsibilities as members of interdisciplinary community</p> <p>outreach and emergency management response teams</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b> Videos and Articles</p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.</p>
<p>2.F.1.d.: professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b> Videos and Articles</p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.</p>
<p>2.F.1.i.: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b> Videos and Articles</p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.</p>
<p>2.F.2.f.: impact of crisis and trauma on individuals with mental health diagnoses</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b> Videos and Articles</p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.</p>
<p>2.F.5.b.: a systems approach</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and</p>	<p>Discussion Board Reaction</p>

to conceptualizing clients		participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b> Videos and Articles	Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.
2.F.5.d.: ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<b>SLO</b>	Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. <b>Complete Midterm and Final Exam.</b>	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.
2.F.5.g.: essential interviewing, counseling, and case conceptualization skills	<b>SLO</b>	Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b>	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.
2.F.5.h.: developmentally relevant counseling treatment or intervention	<b>SLO</b>	Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b>	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.
2.F.5.i.: development of measurable outcomes for clients	<b>SLO</b>	Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b> Videos and Articles	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.
2.F.7.d.: procedures for identifying trauma and abuse and for reporting abuse e. use of assessments for diagnostic and intervention planning purposes	<b>SLO</b>	Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Midterm and Final Exam.</b>	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.
5.C.1.b.: Theories and models related to clinical mental health counseling	<b>SLO</b>	Read assigned chapters and participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Final Exam.</b> Videos and Articles	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.
5.C.3.b.: Techniques and	<b>SLO</b>	Read assigned chapters and	Discussion Board Reaction

interventions for prevention and treatment of a broad range of mental health issues		participate in blackboard discussion. Complete Article Review. Complete Video Project. <b>Complete Final Exam.</b>	Rubric. Discussion Board Response Rubric. Article Review Rubric. Video Project Rubric. Midterm Exam Score. Final Exam Score.
---	--	---	--

<b>COURSE OBJECTIVES</b>	<b>PROGRAM SLOS</b>	<b>CACREP STANDARDS</b>
1 Demonstrate knowledge and understanding of the historical treatment of persons with mental illness	<b>SLO 1.2</b>	2.F.1.a.
2. Students will demonstrate knowledge of the various types and clusters of mental disorders as found in the current classifications systems dealing with mental disorders	<b>SLO 1.2</b>	2.F.2.f.; 2.F.5.b; 2.F.5.g;2.F.5.h.; 2.F.5.i; 2.F.7.d.
3. Students will gain knowledge and awareness about the personal and professional issues confronting counselors, including professional counseling organizations, membership benefits, activities, services to members, and current issues, professional counseling credentialing, including certification, licensure, and accreditation practices and standards.	<b>SLO 1.2</b>	2.F.1.f.; 2.F.1.g.
4. Students will demonstrate the ability to make well-considered choices regarding recognition and conceptualization of diagnoses and treatment plans using evidence-based, ethical and culturally relevant counseling strategies	<b>SLO 1.2</b>	2.F.5.b.; 2.F.5.d.;2.F.2.f.; 2.F.5.j.; 2.F.5.k
5. Students will be able to compare and contrasts ethical and legal considerations	<b>SLO 1.2</b>	2.F.1.i ;2.F.5.d.:
6. Students will demonstrate understanding and sensitivity for the diversity of clients served by counselors and their clients' special needs	<b>SLO 1.2</b>	2.F.5.d

<b>Activity</b>	<b>Program SLOs</b>	<b>Course Objectives</b>	<b>CACREP Outcomes Assessed</b>	<b>Points toward Final Grade</b>
<b>Participation: Assigned activities, in or outside class,(i.e. video critiques, blogs), attendance</b>	<b>SLO 1.2</b>	1,2,3,4,5,6	2.F.3.g, m, d; 5.C.2.f;	<b>A total of 100 Pass/fail</b>
<b>Blackboard Discussion Boards: 1) Reading and posting reactions on Discussion Boards 2) Posting responses to two classmate reactions</b>	<b>SLO 1.2</b>	1,2,3,4,5,6	2.F.3.g, m, d; 5.C.2.f; 5.C.2.a	<b>A total of 100</b>
<b>Midterm and Final Exams</b>	<b>SLO 1.2</b>	1,2,3,4,5,6,	2 .F.1.a.;2.F.1.f.; 2.F.1.g.;2.F.1.i; 2.F.1.k.; 2.F.1.l.; 2.F.2.f.;2.F.5.b; 2.F.5.d.;2.F.5.f.; 2.F.5.j.;2.F.5.k ; 2.F.5.n.:	<b>100 points each (200 total)</b>
<b>Article Reviews</b>	<b>SLO 1.2</b>	2,6	2.F.3.g, m, d; 5.C.2.f; 5.C.2.a	<b>50 points each for a total of 100</b>
<b>Video Project</b>	<b>SLO 1.2</b>	2,4,6	2.F.5.b., 2.F.5.b., 2.F.5.h., 2.F.5.i	<b>100</b>

### **Grading**

**Grades will be based on the cumulative point system shown below:**

<b>Exam 1</b>	<b>=100 points</b>
<b>Exam 2</b>	<b>=100 points</b>
<b>Article reviews (50 each)</b>	<b>=100 points</b>

<b>Participation</b>	<b>=100 points</b>
*Attendance	
*Bb assignments	
<b>Video project</b>	<b>=100 points</b>
<b>TOTAL</b>	<b>=500 points</b>

A = 450-500 points  
 B = 400-449 points  
 C = 350-399 points  
 D = 300-349 points  
 F = 299 and below

**Late or missing work:** It is the responsibility of the student to contact the professor if work is expected to be turned in late. Missing work will be given a “0” for grading until the student can submit the work or work out an alternative with the professor. Reasons for late or missing work must be valid and reviewed by the professor of record.

**REQUIREMENTS OF THE COURSE:** Students must demonstrate:

- A command of communication skills which permit online and face to face discussions which are clear and precise.
- Evidence of online class preparation which permits active participation during class discussions.
- Research skills which enable preparation for class sessions and assignments.
- Readiness to participate in online class discussions and activities.
- A full understanding of the intensity and magnitude of this subject. Some class sessions may be very intense and evoke a multiplicity of emotions.

**ATTENDANCE AND CLASS PARTICIPATION:** Successful performance in this class requires all students to attend class in an in-person and virtual manner as scheduled.

### Class Schedule & Content Outline

<b>Weeks</b>	<b>Readings</b>	<b>Assignments</b>	<b>Online assignments</b>
Week #1 Face to Face (F2F) Wed 1/17/18	Chapters 1: Overview of Class & syllabus		Introduction
Week #2 F2F 1/24	Abnormal behavior through History		
Week #3 Online	Chapters: 1: Abnormal Behavior 2: Models of Abnormal		PPT and Discussion Boards



1/31	Behavior		
Week #4 Online 2/7	Chapters: 3: Assessment and Classification of Abnormal Behavior 4: The Scientific Method in Abnormal Psychology 5: Anxiety and Obsessive-Compulsive and Related Disorders		PPT and Discussion Boards
Week #5 Online 2/14	Chapters: 6: Trauma and Stress Related Disorders 7: Somatic Symptom and depressive Disorders 12: Schizophrenia and Other Psychotic Disorders Strategies		
Week #6. F2F 2/21	What is abnormal?	Article Review #1 due	
Week #7 F2F 2-28	Overview of the DSM 5		PPT and Discussion Boards
Week #8 F2F 3/7	“Shine”		
Week #9 Online 3/21		Midterm	
Week #9 Online 3/21		Midterm	
Week #10 F2F 3-28	Using DSM 5	Article Review #2	
Week #11 Online 4/4	Chapters: 8: Depressive and Bipolar Disorders 10: Eating Disorders 11: Substance-Use Disorders		PPT and Discussion Boards
Week #12 F2F 4/11	Using DSM 5 (continued)		

Week #13 Online 4/18	Chapters: 14: Sexual Dysfunction and Gender Dysphoria 15: Personality Disorders 16: Disorders of Childhood and Adolescence	<b>Video Project</b>	PPT and Online Activities
Week #14 Online 4/25	Chapters: 9: Suicide 17: Legal and Ethical Issues in Abnormal Psychology		PPT and Online Activities
Week #15 F2F 5/2	Suicide Assessment		
Week #16 Online 5/16		<b>Final Exam</b>	

## UNIVERSITY POLICIES

### **\*Six Drop Policy:**

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [http://www.tamuk.edu/registrar/drop\\_policy.html](http://www.tamuk.edu/registrar/drop_policy.html).

### **\*Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

**\*Classroom Conduct Expectations** Students are referred to the *Student Code of Conduct* section of the [Student Handbook](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf) ([http://www.tamuk.edu/dean/dean\\_files/studenthandbook.pdf](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf)).

Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for respect and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

### **\*Academic Misconduct**

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations. Using unauthorized notes or study aids; allowing another party to do one's work/exam and turning in that work/exam as one's own; getting help from another party without the instructor's consent; submitting the same or similar work in more than one course without permission from the course instructors.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct include but are not limited to:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.

7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

<http://libguides.tamuk.edu/content.php?pid=161899&sid=2259633>

**\*Harassment/Discrimination**

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

*The following needs to be added ONLY on syllabi for classes that may involve a circumstance that could be harmful to an unborn child:*

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective, and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at karen.royal@tamuk.edu or (361) 593-4758.

Each Section of the Paper is Graded Using the Following Criteria:  
Grading Rubric for Video Project Paper-

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
<b>Format/Layout (15%)</b> - Structure - Presentation - Followed requirements <i>noted in Syllabus i.e. Length, APA Style</i>	- Poor use of format and layout	- Most of the time followed format requirements	- Closely followed all requirements
<b>Content (50%)</b> - Title page - Introduction to subject for diagnosis - Discussion of identified behaviors that point to diagnosis - Connection identified behaviors to diagnostic criteria in DSM 5 - conclusion - references	- Identification identified behaviors addressed poorly - Information provided not sufficient for the topic - Connection of behaviors to diagnostic criteria addressed incorrectly or insufficiently - Information provided not necessary for the topic	- Provides depth analysis of identified behaviors - Information provided for the most part is sufficient - Connection of behaviors to diagnostic criteria adequately addressed - Information provided for the most part is relevant	- Depth analysis of all issues - Discussion of identified behaviors that point to diagnosis provided is relevant - Sufficient connection of identified behaviors to diagnostic criteria in DSM 5 -
<b>Quality of Writing (20%)</b> - Clarity of sentences & paragraphs - No errors in spelling, grammar - Good use of English - Organization of ideas/coherent	- Not well written - Many spelling errors - Many grammar errors - Poor use of English - Incoherent - Lacks clarity	- Well written for the most part - Minimal spelling, grammar errors - Minimal English errors - For the most part organized well and coherent	- Well written from cover to cover - No spelling, grammar, or use of English errors - Coherent, clear, and well organized
<b>References (15%)</b> - Good use of references - Scholarly level - Used effective in the narrative - APA style in reference list & citations	- Use of Wikipedia - Not cited correctly - Not listed using APA style - Not scholarly - Not relevant	- Most references used relevant to the topic - Most are scholarly - For the most part used effectively, cited well - Correct use of APA style in listing references	- All references relevant - All references scholarly - All references used, cited, and listed effectively

## **Appendix A DB Reaction Rubric**

**Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-10 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

**Sufficient (80-89% of the assigned points): 24-26 points with no case conceptualization OR 8 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

**Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization OR 7 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

**Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization OR 6 points if a case conceptualization (20 points) is required  
No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.



## **Appendix B**

### **DB Response Rubric**

#### **Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

#### **Sufficient (8 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

#### **Minimal (7 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

#### **Inadequate (6 Points)**

##### **No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.