

PSY 220: Fundamentals of Abnormal Psychology

School of Health and Social Sciences

5 Credits

Effective Date: 4/1/2024

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: N/A

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course explores historical and current models of psychological abnormality, emphasizing the latest diagnostic manual. It provides a comprehensive overview of abnormal behavior, considering socio-cultural and historical influences. Topics include anxiety, mood, trauma, somatic and dissociative disorders, depression, bipolar disorders, eating disorders, psychosis, personality, and culture-bound syndromes. Serving as an introduction to abnormal psychology, the course is applicable to personality theories and serves as a foundation for subsequent counseling and psychology coursework. The content spans theoretical and research-based perspectives, addressing the nature, extent, prevention, and intervention of abnormal behavior.

Course Resources

Sue, D. (2021). *Understanding abnormal behavior* (12th ed.). Cengage Learning U.S.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- CO.1 - Examine the historical evolution of abnormal psychology, considering societal influences, conceptual shifts, and the contemporary implications for the field.
- CO.2 - Articulate the nature of mental health disorders, integrating biopsychosocial, neurobiological, and spiritual dimensions.
- CO.3 - Apply diagnostic skills, screening, and assessment techniques, focusing on culturally sensitive assessments and evidence-based treatment modalities while considering ethical considerations.
- CO.4 - Apply social justice principles and advocacy in diverse social and cultural contexts with the aim of decreasing mental health stigma.

Using Generative AI Tools

In all academic work completed in this course, the ideas and contributions of others (including generative AI tools) must be acknowledged and provided with proper attribution. Work that is presented as original must be, in fact, original by the learner. The use of generative AI tools, such as Bard or ChatGPT, when completing coursework without proper attribution is a form of academic dishonesty and violates the university's Academic Integrity policy. Unless otherwise explicitly noted, all work on graded tasks must be the sole work of the learner without assistance or collaboration with others (including generative AI tools). If learners have questions about what constitutes academic dishonesty or plagiarism, they should contact the instructor.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Course Activities	20%
Quizzes	10%
Exams	30%

Paper 1 – Application	15%
Paper 2 – Synthesis: Mental Health & Movies	25%
TOTAL	100%

Course Activities (20% of Final Grade)

Purpose:

Class participation through discussion is an integral part of this online course although it is typically less formal than other work submitted throughout the course. Students will participate in weekly discussion posts, equally weighed over the 10-week quarter. Participation is defined as active engagement in a discussion or other online activity. Discussions provide students the opportunity to collaborate in constructing new knowledge about course topics through their online interactions with the instructor and peers.

Task:

To provide a structure for balanced participation and allow students to maximize the benefit of the discussion activities, it is recommended that students follow these guidelines:

1. Post responses to initial discussion questions from Monday to Wednesday as you complete the module.
2. Post three or more thoughtful and topic-relevant replies to the initial posts made by classmates during the last four days of the module (Thursday through Sunday).
3. Reply to questions the instructor and peers have regarding the initial post by the end of the module.

Criteria for Success:

As a rule, to score high and exceed standard:

- Participation should be early and consistent throughout the module week.
- Initial posts should respond to all parts of the prompt.
- Required replies to classmates' initial posts should be submitted before Sunday and contribute more to the discussion than already provided.
- Participation should be more than the minimum expectations. In other words, to *exceed* standard, students should participate at a level beyond *meeting* standard.

Course activities are evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Initial Post: Content & Contributions	35%
Initial Post: Timeliness	5%
Replies: Content & Contributions	35%
Replies: Timeliness	5%
Grammar, Style, & Mechanics	20%
TOTAL	100%

Course Outcome(s) assessed:

- COs 1-4

Quizzes (10% of Final Grade)

Purpose:

The Quizzes in this course reinforce the course materials and test students' ability to utilize course concepts and terminology.

Task:

Students complete ten equally weighted online Quizzes throughout the term. Students should try to complete Quizzes without the textbook or other resources.

Criteria for Success:

Students have two attempts to complete each Quiz. Answers are graded on correctness. The highest score on the Quiz will be recorded.

Course Outcome(s) assessed:

- COs 1-4

Exams (30% of Final Grade)

Purpose:

The purpose of the exams in this course is to gauge students' comprehensive understanding of the course concepts and assess their proficiency in applying these concepts and associated terminology in practical scenarios.

Task:

Students complete two equally weighted exams, with the midterm based on Quizzes from weeks 1-5 and the final covering weeks 6-10.

Criteria for Success:

Students have one attempt to complete the exams. Answers are graded on correctness.

Course Outcome(s) assessed:

- COs 1-4

Course Paper 1 - Application (15% of Final Grade)

Purpose:

The application paper aims to comprehensively explore a selected DSM-5-TR disorder, providing an academic perspective and addressing its implications on patients, families, and society.

Task:

The paper should include subheadings: etiology, progression, symptoms, treatment approaches, impact on patients, families, and society, and a section addressing how the disorder presents differently or impacts a specific marginalized population. Students will analyze unique considerations for the chosen population, including specific circumstances, conditions, or issues faced by individuals with the disorder. The analysis extends to the broader impact on patients, families, and society.

Students will select a disorder from the DSM-5-TR for their six- to eight-page application paper. The paper, adhering to APA 7th edition guidelines, requires the incorporation of personal analysis alongside insights from at least **three** peer-reviewed journal articles published within the last three years and the DSM-5-TR. While older or alternative materials may be used, they are not part of the specific requirement for the three journal articles and DSM-5-TR. The focus is on analytical depth rather than summarization, with an emphasis on critical assessment and proper citation to prevent plagiarism.

Criteria for Success:

Course Paper 1- Application is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Organization & Coherence	20%
Evidence & Support	30%
Analysis & Use of Course Concepts	30%
Style, Mechanics, & APA	20%
TOTAL	100%

Course Outcome(s) assessed:

- COs 2-4

Course Paper 2 - Synthesis: Mental Health & Movies (25% of Final Grade)

Purpose:

This paper demonstrates the student's synthesis of learning in an analytical exploration of abnormal psychology, integrating DSM-5-TR Diagnosis, treatment modalities, socio-cultural and developmental factors, and examination of potential legal and ethical issues. The chosen context involves analyzing a character from an approved movie or television series.

Task:

Students will assume the role of a "counselor" and write an eight- to ten-page, double-spaced synthesis paper, applying course concepts to analyze main characters in a chosen movie or television show. The paper will assess presenting circumstances, symptomology, and offer comprehensive provisional diagnoses and rule-outs based on DSM-5-TR criteria. Students should address potential avenues for diagnosis clarification and propose treatment plans. The instructor will provide guidelines and a list of approved movies and shows. Students choosing other options must seek approval by module four.

Papers should integrate personal analysis with course materials and meet APA 7th edition format requirements, including proper citation of sources. The structure will include a brief statement and summary of the chosen media, articulation of the selected character, subheadings detailing pertinent issues, socio-cultural factors, diagnosis with rule-outs, theoretical approach, treatment plan, and considerations of legal and ethical issues as approached by a "counselor." Students are required to utilize the DSM-5-TR and **three** supportive, peer-reviewed journal articles that are no more than three years old.

Criteria for Success:

Course Paper 2 – Synthesis: Mental Health & Movies is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Organization & Coherence	20%
Evidence & Support	30%
Analysis & Use of Course Concepts	30%
Style, Mechanics, & APA	20%
TOTAL	100%

Course Outcome(s) assessed:

- COs 2-4

Course Policies

Late Assignments

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the

education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Online Tutoring

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.

Course Rubrics

Course Activities

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.99%	62.00 – 74.99%	75.00 - 91.99%	92.00- 100.00%
Scaled score	0.0 – 0.6	0.7 - 1.9	2.0 - 3.6	3.7 - 4.0
Initial Post: Content & Contribution 35%	Initial post is mostly superficial or undeveloped and does not adequately respond to all parts of the prompt.	Initial post is generally competent and reasonably developed but lacks detailed connection to relevant course topics or does not cover all aspects of the prompt.	Initial post provides a competent and adequately developed response to all parts of the prompt with detailed connection to relevant course topics and resources.	Initial post provides an insightful and well-developed response to all parts of the prompt with detailed connection to relevant course topics/resources and includes new ideas or real-world examples.
Initial Post: Timeliness 5%	All questions in the initial post are submitted late, after Friday.	Some questions in the initial post are submitted late on Thursday or Friday.	All questions in the initial post are submitted by Wednesday.	All questions in the initial post are submitted early, before Wednesday.
Replies: Content & Contribution 35%	Replies are mostly superficial or undeveloped and do not contribute beyond what is already provided in the discussions.	Replies are generally competent and reasonably developed, but do not contribute beyond what is already provided in the discussions.	Replies are competent, adequately developed, and provide limited contribution beyond what is already in the discussions.	Replies are insightful, well-developed, and provide new or extended contributions beyond what is already in the discussions.

Replies: Timeliness 5%	Fewer than three replies are submitted on Sunday.	Fewer than three replies are submitted between Thursday and Saturday and all on the same day.	Three replies are submitted by Sunday and on at least two separate days.	At least four replies are submitted by Saturday and on at least three separate days.
Grammar, Style, & Mechanics 20%	Pervasive obvious errors in grammar or style/mechanics interfere somewhat with readability or understanding.	Multiple obvious errors in grammar or style/mechanics interfere somewhat with readability or understanding.	Several errors in grammar or style/mechanics, but not interfering with readability or understanding. Credit provided for sources used (if applicable).	Few, or no, errors in grammar with proper writing style/mechanics ensuring readability and understanding. Credit provided for sources used (if applicable).

Course Paper 1 - Application

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 74.99%	75.00 – 81.99%	82.00 - 91.99%	92.00- 100%
Scaled score	0.0 – 1.9	2.0 – 2.6	2.7 - 3.6	3.7 - 4.0
Organization & Coherence 20%	Is unclear with no or minimal organization, so ideas appear to be arranged in a random order. Few or inappropriate transitions between paragraphs, and ideas are not developed clearly.	Minimal organization so ideas appear as a list. Transitions between ideas are minimal, and development of ideas may lack coherence.	Follows a logical organization. Ideas are developed but not all pertain directly to the topic. Meets average number of page requirements.	Uses logical structure with introduction, body, and conclusion. Sophisticated development of one idea to another, and reader is guided through the progression of ideas.

	<p>More than 4 Incomplete paragraphs.</p> <p>Does not meet minimum page requirements.</p> <p>Does not appropriately respond to the assignment.</p>	<p>Less than 3 incomplete paragraphs.</p> <p>Not all aspects of the assignment are addressed.</p> <p>Meets minimum page requirements.</p>	<p>Less than 2 incomplete paragraphs.</p> <p>The topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed.</p>	<p>All paragraphs are complete.</p> <p>Meets outer limit of page requirements.</p> <p>Clearly communicated topic, and all aspects of assignment are addressed.</p>
<p>Evidence & Support</p> <p>30%</p>	<p>Does not use DSM-5-TR.</p> <p>Does not use any peer reviewed journal articles.</p>	<p>Uses DSM-5-TR website.</p> <p>Uses DSM-5-TR and less than three peer reviewed journal articles, but mostly uses websites.</p>	<p>Uses DSM-5-TR and three peer reviewed journal articles.</p>	<p>Uses DSM-5-TR and more than three peer reviewed journal articles.</p>

<p>Analysis & Use of Course Concepts</p> <p>30%</p>	<p>Does not provide explanation or rule out for diagnosis, and includes inaccurate or lack of diagnosis etiology, progression, and/or symptoms.</p> <p>Does not explain the diagnosis, etiology, progression, or symptoms in context of socio-cultural context.</p> <p>Does not provide analysis of the disorder among a specific marginalized group.</p> <p>Does not provide impact of diagnosis on patients, families, and society.</p>	<p>Provides limited explanation or rule out for diagnosis and includes inaccurate or unsubstantiated diagnosis, etiology, progression, and/or symptoms.</p> <p>Provides limited explanation of the diagnosis, etiology, progression, and symptoms in context of socio-cultural context.</p> <p>Provides minimal analysis of the disorder among a specific marginalized group.</p> <p>Provides minimal impact of diagnosis on patients, families, and society.</p>	<p>Places diagnosis, etiology, progression, and symptoms in context of socio-cultural context.</p> <p>Provides analysis of the disorder among a specific marginalized group.</p> <p>Provides impact of diagnosis on patients, families, and society.</p>	<p>Places diagnosis, etiology, progression, and symptoms in context of socio-cultural context. Includes a multipath model of explanation.</p> <p>Provides analysis of the disorder among a specific marginalized group. Incorporates specific potential culture bound syndrome.</p> <p>Provides impact of diagnosis on patients, families, and society using a social justice lens.</p>
<p>Style, Mechanics, & APA</p>	<p>Contains spelling, punctuation, and/or grammatical errors, so</p>	<p>Contains spelling, punctuation, and/or grammatical errors which</p>	<p>Contains spelling, punctuation, and/or grammatical errors, but does</p>	<p>Almost entirely free of spelling, punctuation, and/or grammatical errors.</p>

<p>20%</p>	<p>understanding is difficult.</p> <p>Tone is conversational rather than academic for 80% of the paper.</p> <p>Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous.</p> <p>Misuses words, or uses words that are too vague and abstract or too personal and specific for the topic.</p> <p>Format and references are incomplete and have many errors in APA style.</p>	<p>may temporarily confuse the reader but does not generally impede the overall understanding.</p> <p>Tone is conversational rather than academic for 50% of the paper.</p> <p>Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing.</p> <p>Uses relatively vague or general words and sometimes inappropriate words.</p> <p>Format and references have some errors in APA style and/or is incomplete.</p>	<p>not impede understanding.</p> <p>Sentences are generally clear, well structured, and focused, but some may be awkward or ineffective.</p> <p>Tone is conversational 40% or less of the paper.</p> <p>Generally uses words accurately and effectively, but sometimes may be too general.</p> <p>Format and references are complete and have few errors in APA style.</p>	<p>Sentences are varied, clearly structured, carefully focused, and fit assignment's purpose and audience.</p> <p>Tone of the paper is academic through its entirety.</p> <p>Words chosen for their precise meaning and an appropriate level of specificity is used.</p> <p>Format and references are in correct APA style and are complete.</p>
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Course Paper 2 – Synthesis: Mental Health & Movies

	<p>Below Standard</p>	<p>Approaching Standard</p>	<p>At Standard</p>	<p>Exceeds Standard</p>
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Percentage scale:	0.00 – 74.99%	75.00 – 81.99%	82.00 - 91.99%	92.00- 100%
Scaled score	0.0 – 1.9	2.0 – 2.6	2.7 - 3.6	3.7 - 4.0
Organization & Coherence 20%	<p>Is unclear with no or minimal organization, so ideas appear to be arranged in a random order.</p> <p>Few or inappropriate transitions between paragraphs, and ideas are not developed clearly.</p> <p>More than 4 Incomplete paragraphs.</p> <p>Does not meet minimum page requirements.</p> <p>Does not appropriately respond to the assignment.</p>	<p>Minimal organization so ideas appear as a list.</p> <p>Transitions between ideas are minimal, and development of ideas may lack coherence.</p> <p>Less than 3 incomplete paragraphs.</p> <p>Not all aspects of the assignment are addressed.</p> <p>Meets minimum page requirements.</p>	<p>Follows a logical organization.</p> <p>Ideas are developed but not all pertain directly to the topic.</p> <p>Meets average number of page requirements.</p> <p>Less than 2 incomplete paragraphs.</p> <p>Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed.</p>	<p>Uses logical structure with introduction, body, and conclusion.</p> <p>Sophisticated development of one idea to another, and reader is guided through the progression of ideas.</p> <p>All paragraphs are complete.</p> <p>Meets outer limit of page requirements.</p> <p>Clearly communicated topic, and all aspects of assignment are addressed.</p>
Evidence & Support 30%	<p>Does not use DSM-5-TR.</p> <p>Does not use any peer reviewed journal articles.</p>	<p>Uses DSM-5-TR website.</p> <p>Uses DSM-5-TR and less than three peer reviewed journal articles, but mostly uses websites.</p>	<p>Uses DSM-5-TR and three peer reviewed journal articles.</p>	<p>Uses DSM-5-TR and more than three peer reviewed journal articles.</p>

<p>Analysis & Use of Course Concepts</p> <p>30%</p>	<p>Does not provide explanation or rule out for diagnosis and provides inaccurate or lack of diagnosis, etiology, progression, symptoms.</p> <p>Does not provide limited explanation of the diagnosis, etiology, progression, and symptoms in context of socio-cultural context.</p> <p>Does not address potential legal or ethical issues.</p> <p>Does not provide evidence of the diagnosis in context of a specific marginalized group.</p> <p>Does not provide impact of diagnosis on patients, families, and society.</p>	<p>Provides limited explanation or rule out for diagnosis, and provides some inaccurate or unsubstantiated diagnosis, etiology, progression, symptoms.</p> <p>Provides limited explanation of the diagnosis, etiology, progression, and symptoms in context of socio-cultural context.</p> <p>Provides minimal evidence of the diagnosis in context of a specific marginalized group.</p> <p>Provides either legal or ethical issue but not both.</p> <p>Provides minimal impact of diagnosis on patients, families, and society.</p>	<p>Places diagnosis, etiology, progression, and symptoms in context of socio-cultural context.</p> <p>Provides an analysis of the disorder among a specific marginalized group.</p> <p>Provides impact of diagnosis on patients, families, and society.</p> <p>Provides potential legal and ethical issues.</p>	<p>Places diagnosis, etiology, progression, and symptoms in context of socio-cultural context. Includes a multipath model of explanation.</p> <p>Provides an analysis of the disorder among a specific marginalized group. Incorporates specific potential culture bound syndrome.</p> <p>Addresses legal and ethical issues in terms of impact to patient, family system, and developmental stage.</p> <p>Provides impact of diagnosis on patients, families, and society using a social justice lens.</p>
<p>Style, Mechanics, & APA</p>	<p>Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult.</p>	<p>Contains spelling, punctuation, and/or grammatical errors which may temporarily</p>	<p>Contains spelling, punctuation, and/or grammatical errors, but does</p>	<p>Almost entirely free of spelling, punctuation, and/or grammatical errors.</p>

<p>20%</p>	<p>Tone is conversational rather than academic for 80% of the paper.</p> <p>Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous.</p> <p>Misuses words or uses words that are too vague and abstract or too personal and specific for the topic.</p> <p>Format and references are incomplete and have many errors in APA style.</p>	<p>confuse the reader but does not generally impede the overall understanding.</p> <p>Tone is conversational rather than academic for 50% of the paper.</p> <p>Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing.</p> <p>Uses relatively vague or general words and sometimes inappropriate words.</p> <p>Format and references have some errors in APA style and/or is incomplete.</p>	<p>not impede understanding.</p> <p>Sentences are generally clear, well structured, and focused, but some may be awkward or ineffective.</p> <p>Tone is conversational 40% or less of the paper.</p> <p>Generally uses words accurately and effectively, but sometimes may be too general.</p> <p>Format and references are complete and have few errors in APA style.</p>	<p>Sentences are varied, clearly structured, carefully focused, and fit assignment's purpose and audience.</p> <p>Tone of the paper is academic through its entirety.</p> <p>Words chosen for their precise meaning and an appropriate level of specificity is used.</p> <p>Format and references are in correct APA style and are complete.</p>
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