

PSYCHOLOGY 231 - COMMUNITY PSYCHOLOGY, Room LC D5

S Y L L A B U S – SPRING 2016 (11:00 A.M., CRN 14644)

Instructor: Karina Reyes, Ph.D.

kreyes@uic.edu, Office, Room 1056A BSB, 3-2627

COURSE DESCRIPTION: This course is designed as an introduction to the topic of Community Psychology. Students will learn about the history of this young field, its scientific roots, and the social movements that propelled its founding. The course will further expose students to the theoretical foundations, CP's approach to research, basic concepts of the field, and perspectives on community and social change.

PREREQUISITE(S): PSCH 100. Students who have not completed this prerequisite, even if they stay in the class, will not receive credit for the class.

TEXT/READINGS:

1. **Cengage Advantage; Community Psychology: Linking Individuals and Communities (Cengage Advantage Books)** 3rd Edition

by Bret Kloos, Jean Hill, Elizabeth Thomas, Abraham Wandersman, & James H. Dalton

ISBN-10: 111183038X

ISBN-13: 978-1111830380

2. Readings (available on Blackboard):

Week 1: Heller, K. (1984). Historical trends in mental health beliefs and practices.

Week 15: Alinsky, Saul D. (1971). Tactics (pp. 126-164). Rules for Radicals. New York: Random.

OFFICE HOURS, CONTACTING INSTRUCTOR/TA, AND EMAIL: For instructor and TAs, students must always make appointment even during office hours; no walk-ins; this is done for your convenience so you don't find yourself waiting on a line of people who showed up before you). Of course, if you are not able to meet during any of our office hours, we will come up with another time that fits with instructor/TA and your schedules.

Karina Reyes kreyes@uic.edu Tues & Thurs 9:30-10:30 a.m. (**must make appt!!!**), Room1056A BSB, 3-2627

Drexler James djames21@uic.edu Wednesdays 11a.m. – 1pm. (**must make appt!!!**), Room 1049 BSB

Gincy George ggeorg23@uic.edu. Mondays from 11a.m.-1 p.m. (**must make appt!!!**), **Location TBA**

The Instructor is available to read and respond to emails:

1. T & Th from 1:30 p.m.–4:30 p.m.; MWF 9 a.m. – 4:30 p.m.
2. Saturdays from 9 a.m.–12 p.m., and
3. Not available on Sundays

Regarding email, when sending it, always enter “231” in the **subject line so that there is no delay in our response to your email.**

TEXTING/INTERNET SURFING: Whether students will be penalized for texting/internet surfing will be decided during the first week of classes by student vote. The vote will be announced in class. You will be responsible for knowing it. An excuse of “I didn't know the policy or what the vote was” will not be accepted. So if you plan on texting or internet surfing, please be sure you know what is at stake for you points-wise. In addition, regardless of this vote, if we have a guest speaker, students may not, not, not text or internet surf. Any students who do will lose 20 points. Finally, please note that students will be voting only on texting or internet surfing. If a student's phone rings, however, that student will automatically lose 10 points under any circumstances in the class, whether for ringing during a regular class or during an exam. If a student's phone rings and leaves class before submitting their name to the instructor, the instructor will identify the student via the class photo roster and issue a 20 point penalty instead.

STUDENT NOTES: In order to assist students with note taking, I provide some guiding notes in powerpoint format on Blackboard—not *all* the notes. The most productive way to make use of these notes is to download them for each lecture so you can take notes as we go along.

WHAT IF YOU MISS CLASS: I do not take attendance in class. But you are responsible for anything you miss during the class. I will be audio-recording the classes using the Blackboard “Echo360” system (found under “Course Totals on BB). Most of the time, this works fine. Sometimes it fails, however. You are responsible figuring out a way to get what you missed, but not from the instructor. For this reason, it is always best to have a “back up” source for getting missed material, for example, from a classmate, but once again, not from the instructor.

COURSE REQUIREMENTS & GRADING: Three exams and one assignment will contribute equally toward the final grade as follows, and will be calculated, all together totaling making up your final grade:

1. Exams: There will be three exams;

- a. Exams will be generally non-cumulative;
- b. They will consist mostly of close-ended questions like multiple choice and true/false questions; there may be some open-ended questions.
- c. Exam content will be based on readings **and** lecture material which may not necessarily be in text or readings;
- d. Exams will **NOT** be available for make-up unless there has been some catastrophic event (e.g., some serious illness or a death in the family) that can be documented (e.g., physician’s note, copy of a death certificate). In such a case, Dr. Reyes must be contacted **before the exam, on the day of the exam, or no more than 1 day (24 hours) after the exam** so that we can work on some resolution to the issue. Persons who do not contact Dr. Reyes in this time frame are significantly less likely to be allowed to make up any missed exam.
- e. Cell phone use (e.g., talking/texting) during an exam is forbidden and will result in automatic failure of exam. Cell phone ringing during an exam will result in a loss of 10 points.

2. Assignment (11-13 pages): The assignment provides you an opportunity to apply the concepts discussed in the assigned readings and/or in class to a population or group in which you have some interest. It is a way to determine your understanding of Community Psychology principles, as well as a way to make this course relevant to the real world and your personal interests. The assignment will be evaluated on how well you understand the concepts and how well you are able to apply them. The Instructor/TAs will be available to review drafts and give you feedback on your paper as indicated on the syllabus. Below is an outline of the paper sections and information about the sections. Also see the grading rubric at the end of the syllabus for more guidance; there will also be a discussion of the assignment in class and a powerpoint based on this discussion will be posted on BB:

Parts 1 & 2 (5 pts)

Title Page (1 page) and Abstract (1 page)

These pages count toward your page requirement

Part 3 (5 points)

State a Problem

(Approx. length of Part 3: ½ page)

At least 2 references for this section.

Identify a social problem (i.e., substance abuse, teen pregnancy, domestic violence) or population (i.e., the elderly, homeless, high-risk school children) and provide evidence that the problem exists by describing the extent of the problem (e.g., rate of the problem, who is affected, etc.).

Part 4 (10 pts)***Negative Consequences******(Approx. length of Part 4: 1 ½ pages)******Total of 2 references for this section.***

Identify a social problem (i.e., substance abuse, teen pregnancy, domestic violence) or population (i.e., the elderly, homeless, high-risk school children) and provide evidence that the problem exists by describing the extent of the problem (e.g., rate of the problem, who is affected, etc.). Also, describe the negative effects of having that problem. Do not just cite one or two negative consequences; remember that you are building a case for why anyone should care about/pay attention to the particular problem you've identified.

Parts 5a & 5b (20 points)***Causes/Explanations of the Problem******(Approx. length of part 5a & 5b: 2-4 pages)******Total of 4 references for 5a and 5b.******5a & b. One Clinical and one Community Psychology Explanation of the Problem.***

Provide one clinical explanation and one community-oriented explanation for the problem you described in part 3. You must have at least two references for 5a and two references for 5b.

Parts 6a & 6b (60 total points)***Treatments of/Interventions to Alleviating the Problem******(Approx. length of part 6a & 6b: 4-5 pages)******Total of 2 references for 6a and 6b.******6a. One Clinical Treatment Approach (30 points)***

You must have at least one reference for 6a, your Clinical Treatment Approach.

6b. One Community Psychology Approach (30 points).

You must have at least one reference for 6b for your Community Psychology Approach.

Parts 6a and 6b will consist of descriptions of 2 different approaches (one for each) to alleviating the problem outlined in Part 3 above. For this assignment you will be building on this part, specifically, by identifying treatment and intervention studies that look to address the causes of the problems you identify in your 'Causes' section (Parts 5a and 5b). Each treatment/intervention must have actually been done by researchers, implemented in a particular setting with a particular group (e.g., 8th graders at a public elementary school), and evaluated to determine how it worked out. The specific findings of these studies must be discussed (e.g., "these researchers collected pre- and post-data on subjects' self-esteem, academic self-concept, depression, and attitudes toward school and found that following the intervention, participants showed significant improvements in..."). This section CANNOT include general studies that have been done with no reference to specific experimental design, method, and results.

Part 7

Reference Page (doesn't add any points to your grade but there will be less than zero points for poor quality of reference page and a 5-point loss of points if it is not included)

Part 8***Additional Grading***

This section consists of penalties for any of the technical requirements of the paper (see grading rubric at end of syllabus).

PAPER ASSIGNMENT CHECKLIST
(SO IMPORTANT; IF YOU CHALLENGE YOUR PAPER GRADE, VERY LIKELY IT WILL BE FOR NOT DOING SOMETHING ON THIS LIST. SO KNOW THAT MANY OF THE GRADING ISSUES YOU HAVE COULD HAVE BEEN AVOIDED):

- a. _____ Must be submitted only in electronic form through Safe Assignment, a plagiarism detection system (see Blackboard, “General information” under “Assignments”). Safe Assignment searches to see if any parts of your work were copied from other sources and creates a record of exactly when your work was submitted. While it is a good tool, it is not foolproof. If you run into trouble getting something to upload into Safe Assignment, immediately send it as an attachment to your TAs and to me. That proves that you had it completed on time. After you have done that, arrange to get help from your TAs to get the work accepted through Safe Assignment. Please note that the re-use of papers or parts of papers that a student has completed in other classes will not be accepted for this class. The content from these previous works will not be graded as part of the assignment for this course. That is, if 6 paragraphs are used in the current assignment that the student used in a paper from a previous class, these will not be considered in grading the current assignment.
- b. _____ Is due via SafeAssignment on the date indicated on the Class Schedule. Safe Assignment submissions not received by the due date will lose 10 points per day late beginning one minute after the day and time due. Please, please, please be careful when submitting your assignment. You do not want to submit the wrong copy because that is the copy that will be graded. If you decide to submit a different copy than the incorrectly submitted one, you will lose points for however long it takes you to submit the correct version, counting from the date and time due.
- c. _____ As with exam make-ups, only some catastrophic event will exempt a student from these rules. Printer breakdowns, for example, do not count as catastrophic given that advanced planning can prevent such things from happening. The reason (e.g., serious illness, car accident, death of a family member) and proof (e.g., physician's note, police report) for the lateness must be furnished immediately upon realizing that you won't be able to turn your paper in on time—that means no later than the day that the paper is due.
- d. _____ Must include a cover page
- e. _____ Must be written in APA style; You must use APA style in writing the paper. Here's a website for APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/>
- f. _____ Margins: 1 inch at top, 1 inch at bottom, 1 inch on right, 1 inch on left.
- g. _____ Must use psychological, medical, education, and/or health journals as references; **NOT** books, magazines, Wikipedia, or any electronic references. To help you, following is a link that will connect you to a 3-minute video that will briefly describe the difference between popular and scholarly sources: <http://www.library.vanderbilt.edu/peabody/tutorials/scholarlyfree/>.
- h. _____ Must cite the sources that are used and must use APA style in doing so. Here are a couple of links on how to correctly cite sources in APA format: <http://www.lib.berkeley.edu/instruct/guides/apastyle.pdf>; <https://owl.english.purdue.edu/owl/resource/560/01/> and here is a website about reference formatting, see: <https://owl.english.purdue.edu/owl/resource/560/06/>.
- i. _____ Must use references that are no more than 20 years old.

- j. _____ Must adhere to the page limits indicated in the assignment description.
- k. _____ Must not violate any of UIC's Guidelines of Academic Integrity as described in the UIC Student Handbook and the UIC Undergraduate Catalog (<http://www.uic.edu/ucat/catalog/GR.shtml#qa>) in the preparation and completion of this assignment. Violation of these guidelines, that is, committing academic dishonesty will not be tolerated and will be subject to consequences as outlined in the [Student Disciplinary Policy](#). Within the context of the class, aside from any sanction the University might impose, the student who violates the Guidelines of Academic Integrity will automatically fail the assignment and the class. The most common problem of academic dishonesty in the preparation of assignments is cheating by plagiarizing or using non-original works (e.g., like using the same paper or parts of that paper for two classes or using someone else's paper). You are responsible for knowing what plagiarism is and avoiding it. According to UIC's policy "plagiarism is the act of taking the words, ideas, or research of another person and putting them forward without citation as if they were your own." But, in addition, because you are supposed to follow APA style in your paper assignment for this class, you must also follow APA's policy on plagiarism. The following link provides an excerpt from the *Publication manual of the American Psychological Association* that describes this policy: https://docs.google.com/document/d/1nq6KIhBwrzOW3oDqrTuejWLSAL_hiE4BsI-M00HyXR/edit. Please note that this policy includes limits to the re-use of any previous paper you've written as "self-plagiarism." Please read the policy carefully so you understand it.

FILMS/GUEST SPEAKERS. This class deals with many sensitive issues, such as sexual assault, domestic violence, and sexual harassment—topics whose content may be distressing for some students. In instances where content, whether via lecture, film, or a guest speakers, is too uncomfortable for students to be present for, the student needs to inform me (details are not necessary), though, so that I can make any necessary adjustments as a result of the content they miss.

EXTRA CREDIT: There will be extra credit offered on exams ranging from 10-20 or so points. In addition, there are likely to be EC opportunities offered in class. There are no make-ups for missing these.

GRADING.

1. If students have an issue with their grade on the paper assignment, they must contact the TA who graded their paper within **no more than** 3 days from the date that the paper is returned. This does not mean you have to see them within 3 days, only that you must have made contact with the TA within 3 days to set up a time to see them. If the student is not satisfied with the response from the TA, the student then has 1 day from the time that they meet with the TA to contact the instructor for a meeting. In the case of exams, students have 3 days from when the exams are returned to challenge or question any grading.
2. Prior to a meeting with either the TA and/or the instructor, the student must submit a one-paragraph email explaining what he/she thinks is the problem with the grading of the exam/assignment; students will not be seen until we receive such an email
3. Students must attend this meeting with a copy of their email (with date and time of email) and with highlighting of the parts of the exam/assignment that are in question.

Regarding the final course grade, sometimes students are disappointed with grades they earn on course requirements and ask if "there is anything I [the student] can do" to bring up their grade, for example, to re-do a portion of a paper or re-do one of the exam questions. Students will get the grade dictated by the point total of exam points and paper assignment points. Students' grades will be raised to the next highest grade **ONLY** if students are within ½ point—not a ½ percentage point, which is something different—from the next highest letter grade. This means that if you are 6/10 or 7/10 from the next highest grade, your grade will not be raised.

ACCOMMODATIONS FOR DISABILITIES. Consistent with UIC policy, I will make accommodations for disabilities as indicated by the Disability Resource Center. In keeping with the university policy: “Students with disabilities must provide the instructor in writing the need for accommodations and what they are. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center.” Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY).”

PSYCHOLOGY 231 SPRING, 2015 S Y L L A B U S

Week	Date	Topic	Readings
1 Tuesday	1-12	Course Overview Introducing Community Psychology	Ch 1 + Ch 1 from Heller et al. reading + from Rosenhan reading
Thursday	1-14	The Development and Practice of Community Psychology	Ch 2
2 Tuesday	1-19	Community Research: The Aims of Community Research	Chapter 3
Thursday	1-21	Community Research: The Aims of Community Research	Chapter 3
3 Tuesday	1-26	Understanding Individuals Within Environments	Chapter 5
Thursday	1-28	Understanding Individuals Within Environments	Chapter 5
4 Tuesday	2-2	Understanding Community	Chapter 6
Thursday	2-4	Understanding Community	Chapter 6
5 Tuesday	2-9	Understanding Human Diversity in Context OPTIONAL: You can submit a paper for feedback from TA. by 6 p.m. today. Submit directly to TA 30 minutes of class reserved for a Study Session	Chapter 7
Thursday	2-11	Exam 1	
6 Monday	2-15	OPTIONAL: Safeassignment link (link is called “Self-Check” SafeAssignment submission”) for students to check their plagiarism percentage: available as of 9 a.m. today	
Tuesday	2-16	Understanding Stress and Coping in Context	Chapter 8
Thursday	2-18	Understanding Stress and Coping in Context Paper drafts submitted in wk 5 are returned	Chapter 8
7 Tuesday	2-23	Methods of Community Psychology Research	Chapter 4
Wednesday	2-24	1. Self-check SafeAssignment link unavailable today at 6 p.m. 2. ‘Final paper submission’ link available today at 6:01 p.m.	
Thursday	2-25	Methods of Community Psychology Research PAPER DUE TODAY by 8:05 a.m. on Final Paper SA link Late SA site opens at 8:06 a.m. today DO NOT SUBMIT A HARD COPY! -10pts for submissions starting at 8:06 and thru 11:59 p.m. -10pts per late day beginning 12 a.m., ending at 11:59 p.m. Late points are also calculated for weekends because submissions are electronic and can therefore be made during non-school days/times	Chapter 4
8 Tuesday	3-2	Methods of Community Psychology Research	Chapter 4
Thursday	3-4	Methods of Community Psychology Research	Chapter 4
9 Tuesday	3-9	Prevention & Promotion	Chapter 9

Thursday	3-11	Prevention & Promotion	Chapter 9
10 Tuesday	3-16	Prevention & Promotion 30 minutes of class reserved for a Study Session	Chapter 9
Thursday	3-18	Exam 2	
Break		Spring Break 3-21- to 3-25-16	
11 Tuesday	3-29	Prevention/Promotion: Implementation	Chapter 10
Thursday	3-31	Prevention/Promotion: Implementation	Chapter 10
12 Tuesday	4-5	Prevention/Promotion: Implementation	Chapter 10
Thursday	4-7	Diversity	Chapter 7
13 Tuesday	4-12	Diversity	Chapter 7
Thursday	4-14	Empowerment & Citizen Participation	Chapter 11
14 Tuesday	4-19	Citizen Participation & Empowerment	Chapter 11
Thursday	4-21	Community & Social Change	Chapter 12, Alinsky (1971)
15 Tuesday	4-26	Program Evaluation & Program Development 30 minutes of class reserved for a Study Session	Chapter 13
Thursday	4-28	Last Exam	

ADDITIONAL IMPORTANT INFORMATION:

The following points reflect my basic teaching philosophy:

1. I see students at this educational level as young adults. I will treat you this way and not like a high school student.
2. Because college is not an expected educational step to take in our society, I assume you are in college because you chose it.
3. Somebody is paying for your education at UIC, whether by you, your parents, some scholarship/loan money, or some combination of these different sources. Given your monetary investment in school, I see you as being free to use your education in my class the way that you see fit, just as if you bought a treadmill or a gym membership. This means that I have no rules about attendance or tardiness. All of this is your call.
4. Because you are paying for my teaching, you are entitled to get what you paid for. Given the nature of what you are paying for, however, what you give out of it depends on both of us. So it is important for you to think about what you want out of the class, for example, what grade you want. My part is to work with you to achieve this grade, whatever that might be. So we will each play a part in helping you realize your goal. I am prepared to offer whatever reasonable support I can to help you in this process.
5. If you are not getting what you want out of the course both with the effort you are putting into the class and the help I am giving you, you always have the option of pursuing a grievance against me. This link is to the procedures for filing a grievance:
http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf. Additional resources for you are our Director of Undergraduate Studies, Dr. Evelyn Behar (behar@uic.edu), and our Department head, Dr. Mike Ragozzino (mrago@uic.edu).
6. In any work performed for this class, students must follow the guidelines regarding academic integrity as described in the UIC Student Handbook and the UIC Undergraduate Catalogue

(<http://dos.uic.edu/handbook.shtml>;
http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf;
<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>;
<http://www.uic.edu/depts/dos/conductforstudents.shtml>). Violation of these guidelines, that is, committing academic dishonesty or violating the school's code of conduct, will not be tolerated and will be subject to consequences as outlined in the Student Disciplinary Policy. The Guidelines on Academic Integrity describe what constitutes "Academic Dishonesty."

The most common problem of academic dishonesty in the preparation of assignments is cheating by plagiarizing or using non-original works. This includes using the words, ideas, or research of another person and representing them as your own without citing them. To be even more specific, plagiarism also includes copying the words or ideas of a fellow student or any other author in your papers, copying even short phrases from written work that you are using as a reference (even if you cite it properly), handing in papers you've gotten from the internet or other students, etc. You are responsible for knowing what plagiarism is and for avoiding its use. If you do not clearly understand what constitutes plagiarism, including how to properly cite a source within your paper, you should ask the instructor or your TA(s). Not knowing this has cost many a student a lot of grief and penalty via both the instructor and the university. Violation of these guidelines, that is, committing academic dishonesty will not be tolerated. The student will, at minimum, automatically fail that assignment, and judicial charges will be filed against him/her. Other penalties might be imposed depending on the specific context of the cheating (for example, in the case of the student dropping the class after the dishonesty event for whatever reason).

Page 1 of 3
Grading Rubric for Psychology 231 Paper

NOTE: This is as specific as possible a grading rubric as I was able to create. If I tried to generate a rubric that accounted for every possible grading scenario, the rubric would be unreasonably long. So if the specific grading of your paper is not captured in the different scenarios below, know that whatever grade you get is **generally** captured by the assigned grade.

	Parts of Paper	Totals
Part 1	TITLE PAGE - 1 POINT (note: the running head on this page is different from the rest of the pages of the paper!) Comments:	pts.
Part 2	ABSTRACT 4 pts (this is the title that you should use for this section)	pts.
4 =excellent	Outstanding quality and correct content	
3.6-3.9=close to excell	Near-perfect quality and correct content	
3.2-3.5=above avg	High quality and correct content	
2.8-3.1= average	Good quality and/or incorrect content	
2.4-2.7=below avg	Very poor quality and/or incorrect content	
below 2.4=fail	Very weak/failing quality and/or incorrect content	
Part 3	STATEMENT OF PROBLEM – 5 pts (this is the title that you should use for this section) Comments:	pts.
5=excellent	Outstanding description of the targeted problem with 2 or more references	
4=close to excellent	Clear, articulately documented description of the targeted problem with at least 2 references	
3=above average	High quality problem description and no reference missing	
2=average	Good quality problem description and no more than 1 reference missing	
1=below average	1 or 2 references missing and poor description of targeted problem	
0=fail	1-2 refs missing, no or very weak/failing description of targeted problem	
Part 4	NEGATIVE CONSEQUENCES OF PROBLEM – 10 pts (this is the title that you should use for this section) Comments:	pts.
10=excellent	Outstanding description of 2 negative consequences of the targeted problem with 2 or more references	
9=close to excell	Clear, articulately documented description of 2 negative consequences of the targeted problem with at least 2 references	
8=above avg	High quality description of negative consequences of the targeted problem and no reference missing	
7=average	Good quality description of negative consequences and no more than 1 reference missing	
6=below avg	1 or 2 references missing and poor description of targeted problem	
0-5=fail	1 or 2 refs missing, no or very weak/failing description of targeted prob.	

Page 2 of 3

COMMUNITY PSYCHOLOGY CAUSES/EXPLANATIONS PART OF PAPER

Part 5a	CLINICAL-PSYCHOLOGY-ORIENTED CAUSE/EXPLANATION (this is the title that you should use for this section) – 10 pts Comments:	pts.
10=excellent	Outstanding and specific description of a clinical-oriented cause of problem, including references	
9=near excellent	Sufficient and close to perfect specific description of a clinical-oriented, including references	
8=above avg	Very good, specific description of a clinical-oriented cause, with two references	
7=average	Good description, not detailed enough or somewhat general clinical-oriented cause with two references	
6=below avg	Weak description (e.g., too general) a clinical-oriented cause with at least 1 reference missing	
0-5=fail	Very weak/failing description (e.g., too general) a clinical-oriented cause with no, or only 1, reference missing	
Part 5b	COMMUNITY-PSYCHOLOGY-ORIENTED CAUSE/EXPLANATION (this is the title that you should use for this section) – 10 pts Comments:	pts.
10=excellent	Outstanding and specific description of a community-oriented cause of problem, including references	
9=near excellent	Sufficient and close to perfect specific description of a community-oriented, including references	
8=above avg	Very good, specific description of a community-oriented cause, with two references	
7=average	Good description, not detailed enough or somewhat general community-oriented cause with two references	
6=below avg	Weak description (e.g., too general) a community-oriented cause with at least 1 reference missing	
0-5=fail	Very weak/failing description (e.g., too general) a community-oriented cause with no, or only 1, reference missing	

Page 3 of 3

INTERVENTIONS, REFERENCE, ADDITIONAL GRADING PARTS OF PAPER

Part 6a	ONE CLINICAL-PSYCHOLOGY-ORIENTED INTERVENTION (this is the title that you should use for this section) – 30 pts Comments:	pts.
30=excellent	Outstanding, thorough description of a clinical-oriented treatment program, including refs	
27=close to excellent	Sufficient and close to perfect description of a clinical-oriented program, including refs	
24=above avg	Very good description provided of a clinical-oriented with two refs	
21=average	Good description (e.g., too general or not detailed enough) of a clinical-oriented program with two references	
18=below avg	Weak description (e.g., too general or not detailed enough) of a clinical-oriented program with 1 ref missing	
0-17=fail	Very weak/failing description (e.g., too general or not detailed enough) of a clinical-oriented program with no, or only one, reference missing	
Part 6b	ONE COMMUNITY-PSYCHOLOGY-ORIENTED INTERVENTION (this is the title that you should use for this section) 30 pts Comments:	pts.
30=excellent	Outstanding, thorough description of a community-oriented treatment program, including refs	
27=close to excellent	Sufficient and close to perfect description of a community-oriented program, including refs	
24=above avg	Very good description provided of a community-oriented with two refs	
21=average	Good description (e.g., too general or not detailed enough) of a community-oriented program with two references	
18=below avg	Weak description (e.g., too general or not detailed enough) of a community-oriented program with 1 ref missing	
0-17=fail	Very weak/failing description (e.g., too general or not detailed enough) of a community-oriented program with no, or only one, reference missing	
Part 7	REFERENCES (this is the title that you should use for this section not things like ‘works cited’)	pts.
0=pass	You lose no points for including a reference page	
-1 to -4	You lose points for a less-than-pass quality of reference page	
-5=missing ref pg.	Points for leaving reference page off	
Part 8	ADDITIONAL GRADING	pts.
	Minus 2 points per page for paper being too short	
	Minus points for paper being late (see syllabus for specifics on this)	
	Minus 2 pts for putting name anywhere on paper—use your UIN instead!	
	Minus 2 points for not including this grading rubric	
Total	Total Paper Points	pts.