

S Y L L A B U S – SPRING 2014 (CRN 14644)
PSYCHOLOGY 231 - COMMUNITY PSYCHOLOGY
Tues & Thurs 9:30 – 10:45 a.m., LC D4
Dr. Karina Reyes, 413-2627, Rm. 1056A (BSB)

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. If you make an appointment and don't show up, you will lose 2 points from your overall course grade.

Karina Reyes, kreyes@uic.edu Tuesdays 12:30 – 2:00 p.m.

TA: Lyndsay Bynum, lbynum2@uic.edu, TBA

TA: Sean Lee, slee306@uic.edu, TBA

EMAIL (IMPORTANT, PLEASE): When sending an email, always enter the course number and time in the subject line (231-930am) as the TAs and I are responsible for more than one class during the term. Without this information, your email will not receive a response.

The instructor is available to read and respond to emails:

1. M-F from 8 a.m.–5 p.m.
2. Saturdays from 9 a.m.–12 p.m., and
3. Not at all on Sundays.

If you do not send an email within these hours, do not expect a response until the next block of available time. This does not mean you will never get a response during 'off' times. It just means that you cannot be certain of getting a response within that day if you email outside of the stated hours.

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.

TEXTBOOK:

1. Dalton, J.H., Elias, M.J., & Wandersman, A. (2007). Community Psychology: Linking Individuals and Communities. Wadsworth Press. **EARLIER OR LATER VERSION NOT OK.**

ADDITIONAL READINGS AVAILABLE ON BLACKBOARD

1. **Week 1:** Rosenhan, D.L. (1975). On being sane in insane places. In D. Rosenhan & P. London (Eds.) Theory and research in abnormal psychology. New York: Holt, Rinehart, and Winston.
2. **Week 1:** Heller, K. (1984). Historical trends in mental health beliefs and practices.
3. **Week 15:** Alinsky, Saul D. (1971). Tactics (pp. 126-164). Rules for Radicals. New York: Random.

Format: The format of the class will be mix of lecture, discussion, and classroom activities. Class discussion, student questions, assignments, and instruction through lecture or in response to questions are designed to serve the purpose of clarifying key concepts and content in general.

Punishable Offenses: I discuss this topic at the very end of the syllabus when I review my teaching philosophy. But given the stiffness of the penalty, I have elected to note punishable behaviors and their penalty here as well. If a student is disruptive in class, they will be issued a 20-point penalty that will count against his/her grade. Disruptive behavior includes texting, talking on your cell phone, your cell phone ringing or even vibrating which is still audible, and internet surfing. In addition to this point penalty, you may be asked to leave the room. If you have an emergency situation in which you need to be available to respond to a text or a phone call, please inform me and then sit in the front row. At the time of the text or the phone call, you can then leave the room and respond to it. Talking to other students in class (during non-exam time) is also a disruptive behavior, but I realize that sometimes this has to do with students asking their neighbor for clarification on class content or a reaction to a comment made in class. Still, students' discussion should not continue to the point of disrupting the class. Thus, in this case, students will simply be asked to leave the room and finish their discussion outside of the classroom before returning.

NOTE-TAKING: Students will be provided very limited notes/slides. Thus, students will largely be on their own for note-taking. Slides/notes will be provided in instances where figures are too complicated to explain without a visual cue. In light of this, students are strongly encouraged to ask questions, ask me to slow down as needed, and ask me to repeat material as needed.

COURSE REQUIREMENTS & GRADING: Three exams and one assignment will contribute toward the final grade as follows:

1. Three Exams (each estimated to be worth 100 points): There will be three exams.

- a. Exams will be generally non-cumulative;
- b. They will consist of multiple choice questions;
- c. Exam content will be based on readings **and** lecture material which may not necessarily be in readings;
- d. Exams will **NOT** be available for make-up unless there has been a catastrophic event (e.g., some serious illness or a death in the family, not oversleeping) 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**. Persons who do not contact Dr. Reyes in this time frame are much less likely to be allowed to make up any missed exam.
- f. Cell phone use (e.g., talking/texting) will result in automatic failure of exam.
- g. For all exams, on the scantron, you must include your name (last name first or else a -2 point penalty) and UIN (-2 points if missing or wrong). Point '3.' below outlines when your name should and should not be included on hard copy of the exams and the paper assignment.

2 Paper Assignment (8-9 pages): The assignment provides you an opportunity to apply the concepts discussed in reading 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 of the assignment according to the schedule shown below. You must use APA style. Here's a good website for APA formatting: <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/>.

The assignment broken down for you:

Part 1 (10 points) (need 2 references—all journal articles)

a. State a Problem (2 points) and the Rates of the Problem (8 points). (½ page).

Identify a social problem (e.g., substance abuse, teen pregnancy, domestic violence, elder depression, elder abuse) and provide evidence that the problem exists by describing the extent of the problem (e.g., rate of the problem, who is affected, etc.). You must include at least two references in this section.

Part 2 (30 points) (need 2 references—all journal articles)

b. Previous Interventions (section of paper labeled this way; approximate length of section: 3 pages) (15 points for each intervention)

Describe 2 interventions that have been implemented to alleviate your chosen social problem.

- 1. A Traditional Psychological Oriented Intervention (this sub-section of Previous Interventions section labeled this way):*** This intervention must involve a traditional psychological approach to fixing the problem (e.g., therapy).
- 2. A Community Psychological Oriented Intervention (this sub-section of Previous Interventions section labeled this way):*** This intervention must be a community psychology oriented intervention. For this intervention type, you must identify an intervention that looks at fixing or preventing the problem. An intervention is NOT a research question that tries to understand why something causes something else. It is a project that tries to actually fix something, to change/improve something.

Each intervention must have actually been implemented in a particular setting with a particular group (e.g., 8th graders; elderly people in a nursing home) by researchers who employ a study design that allows them to evaluate the effectiveness of their intervention (either shown to work or not). 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, subjects showed significant improvement in...”). This section CANNOT include general studies that have been done with no reference to specific experimental design, method, and results. You must have at least two references in this section, one for each of the two types of previous interventions. The purpose of this “***Previous Interventions***” part of the study is so that you can see how a community oriented intervention is different from a traditional psychological approach.

Part 3 (30 points) (use references from Part 2)

c. Critique of Previous Interventions (this section labeled this way; approximate length of this section: 2 pages) (30 pts., that is, 15 pts. each)

- 1. Critique of the Traditional Psychological Oriented Intervention (this sub-section of Critique of Previous Interventions section labeled this way; approximate length of section: 1 page) (15 pts):*** In this section you discuss the aspects of your Traditional Psychological Oriented Intervention that are not community psychology oriented. In addition, you talk about any aspects of that intervention that might possibly be adapted to be community oriented. For example, a traditional intervention might use therapists in their treatment of a social problem, but that may be able to be adapted to a community intervention by using mentors instead of therapists. Don’t forget to also look in the Discussion section of your traditional intervention paper because oftentimes, researchers talk about how to improve upon their work. There might be an idea there that you could use.
- 2. Critique of the Community Psychological Oriented Intervention (this sub-section of Critique of Previous Interventions section labeled this way; approximate length of section: 1 page) (15 pts):*** In this section you discuss the aspects of your Community Oriented Intervention and what makes them community oriented. Since your community oriented intervention is already likely to be quite community oriented, to look for ideas for how to improve upon what they did in that study, as above, look at the Discussion section and see what the researchers recommend for improving upon their work. For example, they maybe used peer mentors in their study, a component that produced positive results. But they might suggest that even more positive results might be found if mentors met with mentees more often.

Part 4 (30 points) (when you refer to Part 2, use those references)

d. Original Intervention Based on Critique. (this section labeled this way; approximate length of section: 2½ – 3 pages) (30 pts)

In this part of the Assignment, you come up with your own original intervention idea for the social problem you identified in Part 1 (Statement of Problem). You ARE REQUIRED to build on the community-psychology oriented intervention that you describe in Part 2. Do this by referring to your Critique section and keep what worked from one or both interventions and leave out what didn't work. If your intervention did not work, you, of course, you would not want to include that as part of your intervention design. The only way you would include a 'failed component' of a previous intervention in your own creative design of a new intervention is if in the Discussion section of the journal article where you got the community-oriented intervention, the authors of the article suggest ideas for how to improve that component so it would be more likely to work. Be specific! That is, just as the interventions you identify in the "Previous Interventions" section are specific in describing the intervention, its components, how they worked, and effectiveness. You must design your own intervention with that level of specificity. To show that you are building on the previous intervention(s), you must use language like "As in Jones and Jones (2008) study, in my proposed intervention, I will also use mentors to work with high school students. But in my intervention, I will include...as these authors suggested should be done to strengthen the intervention..." You will be graded on:

- A. How well your program builds on previous intervention(s) based on the Critique section (10 pts)
- B. The content and quality of your program (10 pts)
- C. How well-based your program is on actual research and a non-clinical approach (10 pts)

3. **When to put your name on assignments.** When a course requirement involves any subjective grading—that is, it doesn't involve concrete choices like a, b, c, d, or e—leave your name off of the assignment. The obvious case here is your paper. But it might also be that on an exam you are asked something open-ended, which we need to subjectively grade. In such a case, do not put your name on it. But on scantrons, you must always include your name (last name first or else a -2 point penalty) and UIN (-2 points if missing or wrong).

4. **Extra Credit.** There will be no extra credit offered.

5. **Grading.** If you have an issue with your grade on any exam or assignment, you must:

1. meet with the TA or instructor within 2 weeks from date that assignment is returned to the class; if you are not present the day the assignment is handed back, you still only have 2 weeks from when assignment was returned in class;
2. prior to this meeting, submit a 1-paragraph email explaining what you think is the problem with the grading of your exam/assignment; you won't be seen until we receive this email
3. attend this meeting with the parts of the exam/assignment that you find problematic highlighted

Regarding final course grade, sometimes students are disappointed with their grades 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. This is plainly and simply, an unreasonable request—since a student is essentially asking for favoritism. Students will get the grade dictated by their total course points. Only if students are within ½ point—not a ½ a percentage point, which is something different—of the next highest letter grade, will their grade be raised to the next grade. This means that if you are 6/10 or 7/10 or 1 point or 4 points, etc., from the next highest grade, your grade will not be raised. If a request of this nature is made by anyone, they will actually lose 2 points just for requesting.

6. **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 2014 CLASS SCHEDULE

Week	Date	Topic	Reading
1 Tuesday	1-14	Course Overview What is Community Psychology (CP)?	Chapter 1: Pages 1-16, 22-32 Rosenhan (1975)
Thursday	1-16	What is Community Psychology (CP)? What Is Its History?	Chapter 1: pp. 1-16, 22-32, Heller Chapter Rosenhan (1975)
2 T & Th	1-21, 1-23	The Aims of Community Research	Chapter 3
3 T & Th	1-28, 1-30	Community Psychology Theory	Chapter 5
4 T & Th	2-4, 2-6	Community Psychology Theory	Chapter 5
5 Tuesday	2-11	Exam 1	
Thursday	2-13	Discussion of Assignment Community Research Methods	Chapter 4
6 Tuesday	2-18	Community Research Methods	Chapter 4
Thursday	2-20	Community Research Methods BY 4:30 TODAY, STUDENTS CAN SUBMIT PAPER DRAFTS TO THE TA (VIA EMAIL: slee306@uic.edu; lbynum2@uic.edu) FOR FEEDBACK; PAPERS WILL BE EMAILED BACK BY NO LATER THAN 2-25, 4:30 P.M	Chapter 4
7 Tuesday	2-25	Community Research Methods, Epidemiology Example	Chapter 4
Thursday	2-27	Community Research Methods 'PRACTICE' SAFEASSIGNMENT LINK BECOMES AVAILABLE TODAY AT 9 A.M.	Chapter 4
8 Tuesday	3-4	Community Research Methods	Chapter 4
Thursday	3-6	Prevention & Promotion	Chapter 9
9 Tuesday	3-11	Prevention & Promotion: Key Concepts 1. 'PRACTICE' SAFEASSIGNMENT LINK BECOMES UNAVAILABLE TODAY AT 6 P.M. 2. 'FINAL PAPER SUBMISSION' SAFEASSIGNMENT LINK BECOMES AVAILABLE AT 6:05 P.M.	Chapter 9
Thursday	3-13	Prevention & Promotion: Key Concepts Paper Assignment Due via SafeAssignment by 9:25 (NO HARD COPY NEED BE SUBMITTED) Submissions after this time but by 4:30 p.m. today= -5 points Submissions after 4:30 p.m. of any weekday are considered a next day submission and will lose 10 points per each late day, on top of the -5 for the original due date lateness	Chapter 9
10 Tuesday	3-18	Prevention/Promotion: Implementation	Chapter 11
Thursday	3-20	Exam 2	
Spring Break		Spring Break 3-24-14 to 3-28-14	
11 T & Th	4-1, 4-3	Prevention/Promotion: Implementation	Chapter 11
12 T & Th	4-8, 4-10	Coping and Social Support	Chapter 8
13 Tuesday	4-12	Diversity	Chapter 7
Thursday	4-17	Diversity, Community & Social Change	Chapters 7 & 13, Alinsky(1971)
14 Tuesday	4-19	Community & Social Change	Chapter 13, Alinsky(1971)
Thursday	4-24	Citizen Participation & Empowerment	Chapter 12
15 Tuesday	4-26	Citizen Participation & Empowerment & Future Directions	Chapter 12
Thursday	4-28	Exam 3	

TEACHING PHILOSOPHY & IMPLICATIONS FOR YOUR USE OF CLASS

Here I provide an abbreviated version of my Teaching Philosophy which may help you think about how you want to use this class. The metaphor that guides my thinking about teaching is the idea of shopping, involving consumer and merchant with the student as consumer and the teacher as merchant. My instruction is what you and/or your parents pay for. Choosing to “buy” this instruction here at UIC is another important part of your purchase. This was your choice. Because you “bought” instruction from me at UIC, it is your business and right to use your purchase as you please. With this philosophy, my goal is to promote your sense of ownership of your education and how you use it, including your experience in my class.

As the merchant, my responsibility is to be worth what you and/or your family spent on the purchase of my instruction. In short, I must do my job and do it well in performing the service of teaching you. This includes providing you with an environment that maximally facilitates your learning. To this end, I try to provide students a safe environment for learning, like welcoming any and all matter of question no matter how “dumb” a student may think a question is, not tolerating students’ denigration of other students like laughing at questions that are asked, reminding students that some of the concepts I teach are very difficult and that I would be surprised if you didn’t have questions about them.

Important implications of this philosophy follow:

1. If you are dissatisfied with your “purchase”, it is up to you what you do with that dissatisfaction. You can go to the merchant and ask that your purchase get “fixed.” My duty is to address your dissatisfaction. If you do look for some kind of way of making sure you get what you paid for, then it is strongly recommended that you not wait until the last moment to seek assistance from your instructor and/or your TA. You are entitled not just to instruction but assistance to help you realize the maximum level of achievement for which you are aiming. Thus, you should each feel free to contact me and/or the TAs throughout the semester.
2. In the same spirit of ‘choice’ of purchase and taking responsibility for this purchase, I do not make students use class as I want them to use it. Thus, attendance is your choice and is not required. You must be aware, however, that if you miss classes, this may interfere with what you want to get out of the class (your purchase). For example, it may interfere with your opportunity to participate and obtain necessary information to perform well on course requirements. If, however, the benefit of participation is unnecessary given how you want to use this class and what you want to get out of it (a certain grade, whether a ‘B’ or a ‘C’), then it is your choice to use the class that way. If students miss class, though, they are still responsible for securing their own notes (e.g., like from other students) but not *from the instructor* unless they are notes that are also made available to the rest of the class, like on Blackboard. Students are also responsible for learning about announcements, course requirement changes, and handouts.
3. There are no exceptions to any policies noted in this syllabus. The only exception is if you unfortunately experience a documented personal emergency (e.g., serious personal illness or family death). If you do, e-mail or phone Professor Reyes immediately. If you are able to provide acceptable documentation of your emergency, she will approve the delayed submission of an assignment or a missed exam. Otherwise, lateness in meeting course requirement due dates will not be allowed.

4. 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://www.uic.edu/ucatalog/GR.shtml#qa>). 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. The Guidelines on Academic Integrity describe what constitutes “Academic Dishonesty,” including but not limited to:
- Cheating,
 - Fabrication,
 - Facilitating academic dishonesty/plagiarism,
 - Bribes, favors, threats
 - Examination by proxy
 - Grade tampering
 - Non-original works

A student who admits to, or is proven to have committed, an act of academic dishonesty on any quiz, examination, or assignment will receive a score of zero, will automatically fail the course, and judicial charges will be filed against him/her (see UIC [Student Disciplinary Policy](#)). You are responsible for knowing and understanding what the forms of academic dishonesty listed above mean.

5. You can use your purchase as you want but you cannot use it in a way that interferes with others’ use of their own instructional purchase. Thus, disrespect to other students in the class is unacceptable. Talking to other students during lecture disrupts the classroom, bothers other students, and distracts the professor from delivering the service of instruction. Other disruptive behaviors include coming to class late, leaving class early, talking on your cell phone, etc. So, please be respectful, and understand that anyone who disrupts the classroom in these or other ways will be asked to leave the classroom. Any cell phone ringing in class will result in an automatic loss of 5 points.

PAPER ASSIGNMENT CHECKLIST (SO IMPORTANT):

- _____ 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.
- _____ Is due on Safe Assignment on week 9, Thursday 3-13-14 by 9:25 a.m. Be sure to print a receipt of submission for your records. This is not a special ‘receipt’ of any kind. It is simply a shot of what appears on your computer screen once you have submitted your paper—make sure there is a date and time on this paper. This ‘receipt’ will save all of us from grief if there ends up being some problem with your paper submission. Any submission not received by the due date/time BUT still received on the 3-13-14 date and by 4:30 p.m., will lose 5 pts (½ a letter grade). Any papers turned in later than that will lose 10 points, or 1 letter grade, for being turned in sometime during the next business day (business day ends at 4:30 p.m. M-F). If you submit the wrong copy, there will be NO possibility of resubmitting the correct version. So please please be careful when submitting your assignment.
- _____ As with exam make-ups, only some catastrophic event will exempt a student from these restrictions (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, death certificate copy) 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. If I receive notification one day (24 hours) AFTER the paper is due, no documentation will be accepted and you will receive a zero for your assignment.

- d. _____ Must include a cover page (0 points); does not count toward page limit requirement, but you will lose points if you don't include it (-2): Title of paper, course name and number, semester and year, instructor name, UIN only (no name!)
- e. _____ Must be typed or will not be accepted.
- 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 (so 1994 is oldest you can use).
- 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/ucatalog/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." The following is a link that explains what plagiarism is and how it can be avoided. <http://www.uic.edu/depts/pols/Plagiarism1.pdf>.
- l. _____ Must include headings according to the different sections of the paper (e.g., Introduction, Treatments of the Disorder, Causes of the Disorder, Conclusion, and page numbers).

COVER SHEET TO BE ATTACHED TO PAPER ASSIGNMENT AS LAST PAGE (-2 for not including this)

UIN _____ (NO NAME OR -2)

(-2 for not putting as last page)
TOTAL GRADE _____ /100

COVER PAGE 0 PTS (does not count toward page limit), but points will be deducted for not including and for excluding required information (Title of paper, course name and number, semester and year, instructor name, UIN only, and NO page number)

PART 1: _____ of 10PTS
 _____ of 10 STATEMENT OF PROBLEM (including rates of problem)
8-10 pts=clear, articulate description of the targeted problem with 2 or 2+ references
5-7 pts=average problem description and no more than 1 reference missing
0-4 pts=two references missing, poor description of targeted problem

PART 2: _____ of 30PTS TOTAL
 _____ of 15 FOR CLINICAL PREVIOUS INTERVENTION
13-15 pts=the previous intervention is well-described and includes references
9-12 pts= average description provided of the previous intervention references
0-8 pts=below average description of the previous intervention with insufficient refs
 _____ of 15 FOR COMMUNITY-PSYCHOLOGY ORIENTED PREVIOUS INTERVENTION
13-15 pts=the previous intervention is well-described and includes references
9-12 pts= average description provided of the previous intervention references
0-8 pts=below average description of the previous intervention with insufficient refs

PART 3: _____ of 30PTS
 a. _____ of 15 FOR CRITIQUE OF CLINICAL-ORIENTED PREVIOUS INTERVENTION
10-15 pts=thoughtful critique of this intervention
5-9 pts=superficial coverage of previous intervention's shortcomings
0-4 pts=clear absence of where the intervention falls short
 b. _____ of 15 FOR CRITIQUE OF COMMUNITY-ORIENTED PREVIOUS INTERVENTION
10-15 pts=thoughtful critique of this intervention
5-9 pts=superficial coverage of previous intervention's shortcomings
0-4 pts=clear absence of where the intervention falls short

PART 4: _____ of 30PTS FOR DEVELOPMENT OF A CRITIQUE-BASED (ON PARTS 2 & 3) COMMUNITY-ORIENTED INTERVENTION
24-30 pts= intervention builds on critiques in PART 3
17-23 pts=intervention builds on only marginally relevant critiques in PART 3
0-16 pts=weak or non-existent link to PART 3 critiques

OTHER GRADING

- a. _____ LOSS OF PTS FOR PAPER BEING TOO SHORT (< 8 PAGES, 2 PTS PER PAGE)
- b. _____ LOSS OF PTS FOR PAPER BEING LATE (see syllabus for specifics on this)
- c. _____ MINUS 5 POINTS FOR A MISSING REFERENCE PAGE
- d. _____ MINUS 2 POINTS FOR PUTTING NAME ANYWHERE ON PAPER
- e. _____ MINUS 4 POINTS FOR NOT INCLUDING THIS GRADING RUBRIC (-2)
- f. _____ MINUS 4 POINTS FOR NOT INCLUDING THIS GRADING RUBRIC AT END OF PAPER(-2)
- g. _____ MINUS 2 POINTS FOR NOT STAPLING PAPER
- h. _____ MINUS 2 POINTS FOR NOT NUMBERING PAGES
- i. _____ **TOTAL LOST POINTS**

