

**PSYCHOPATHOLOGY AND MENTAL HEALTH
CIEP 413
SECOND SUMMER SESSION**

Instructor: Pamela Fenning, Ph.D.

Instructor's Work Phone: (312) 915-6803

Instructor's Cell Phone: (847) 722-1134

Instructor's E-mail: pfennin@luc.edu

Instructor's Office: Lewis Towers 1137 (Water Tower Campus)

Instructor's Office hours: Monday and Wednesday 2-3 and by appointment

Classroom: Corboy Law Center (CLC) 303

Doctoral Clerks: Ms. Julia Behen and Ms. Keeshawna Brooks

Days and Time: Monday/Wednesday 11:00 am -2:00 pm

CLASS READINGS REQUIRED

Wilmshurst, L. (2015). *Child and adolescent psychopathology: A case book*. (3rd edition). Los Angeles: Sage. ISBN 978-1-4522-4232-3

Required journal articles and related materials (e.g., national reports, position papers) will be posted on Sakai by the instructor

PRIMARY PURPOSE AND GOALS OF COURSE

The purpose of this course is to develop a working knowledge of childhood/adolescent psychopathology from multiple theoretical perspectives. In addition, the interactions of individual diversity, families, communities, schools and mental health providers in either etiology and/or treatment planning will be considered. Set within an ecological framework, emphasis will be placed on understanding the relationship between various diagnostic systems (e.g., DSM-V and IDEA 2004) and their impact on societal conceptualizations of mental health/illness.

This class has two primary goals. The first goal is to provide an introduction to school-based mental health, with a particular emphasis placed on the ethics of school mental health service provision, as well as the provision of a social justice framework for considering how popular culture defines "abnormal." The second goal of this course is for students to obtain a working knowledge of child/adolescent psychopathology, both in terms of diagnosis (including obtaining a working knowledge of the DSM-V; IDEA, 2004) and in terms of prevention and intervention.

COURSE EVALUATION IDEA OBJECTIVES

The following course objectives are considered to be **important** objectives for the course:

- **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
- **Learning how to find, evaluate and use resources to explore a topic in depth**

The following course objective is considered to be an **essential** objective for the course:

- **Learning to *apply* course material (to improve thinking, problem solving, and decisions)**

You will be asked to evaluate the degree to which the objectives of the course were met by completing an online evaluation at the end of the semester. Please complete this evaluation as it provides valuable information about the course and informs changes in the future. You can find the link for student IDEA login to complete the course evaluation at the end of the term at: <http://luc.edu/idea/>.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Our School of Education Conceptual Framework ***Social Action through Education*** is available at: <http://www.luc.edu/education/mission/>. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on critically examining the school-based mental health knowledge and application literature base from a social justice and context-specific lens. We focus on broadening our understanding of youth and family lives from a focus solely on diagnostic nomenclature to understanding the broader socio-cultural contexts by which children learn and live. We explore how school psychologists can serve as a key member of cross-disciplinary team that prioritizes the voices of families and the youth themselves in seeking culturally relevant and evidence-supported assessment and interventions within the wellness and mental health arenas. .

DISPOSITIONS

Dispositions are an essential component of becoming a school-based professional, such as a school psychologist. The School of Education dispositions of ***professionalism, fairness*** and a ***belief that all students can learn*** is evaluated with specific behaviors and professional skills that are contained in the School Psychology graduate program rubric, which is located for those in the PhD School Psychology

program at: http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-phd-2014.pdf
and for those in the Ed.S. School Psychology program at:
http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-eds.pdf/

Dispositions for school psychology graduate students are assessed in each course using all items contained in the rubric. In this course, students should demonstrate an understanding of ethical practice as it relates to the provision of school-based mental health diagnosis and practice. Students should also show competencies in the application of ethical principles to the solution of dilemmas related to school-based mental health issues. In addition, students should carefully review the literature and write all papers with adherence to ethical guidelines invoked in proper citation and credit of work.

LIVE TEXT

Students in the school psychology program are required to enroll in Live Text for submission of course assignments tied to the required program portfolio and NASP program accreditation requirements. The link for information and registration within Live Text is as follows:

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

Within this course, Ed.S. and PhD School Psychology students will be required to submit the “What Should you do if” paper and Ed.S. Students will be required to submit the Scholarly Review of the Literature Paper to Live Text. Students should first submit their papers to Sakai for grading and completion of the rubric by the instructor. Once the graded assignment is returned, students should upload their graded paper (with instructor comments) to Live Text as part of the portfolio requirements. The instructor will then access Live Text and complete the Live Text rubric and corresponding portfolio assessment.

DIVERSITY STATEMENT

Culturally responsive service delivery that addresses the needs of our most vulnerable students, inclusive of those with mental health concerns, is a primary component of this course. Children from under-represented groups, particularly children of color, those who are in poverty and from families who are disenfranchised from the school system, are the least likely to be on the receiving end of appropriate mental health services. A major focus of the course will be on how as school psychologists, we can advocate for appropriate diagnostic and intervention services for those who require mental health supports. We also focus on meaningfully understanding sociocultural context in our determination of how best to support students and families. Our advocacy for appropriate mental health diagnostic, intervention and evaluation services is a component of our mission and commitment to social justice. Thus, psychopathology and school-based mental health is not something done “to” and individual or family, but rather in terms of how school psychology practice can focus on mental health needs as part of a larger context. The importance of our shared growth and understanding of how

the larger context might impact students who reside in a society where inequity may exist for some is a significant thread which undergirds the course.

SCHOOL OF EDUCATION POLICIES AND STATEMENTS

The School of Education policies and statements related to Academic Honesty, Accessibility, the SOE Conceptual Framework, Ethics Line Reporting Hotline, Electronic Communication Policies and Guidelines are available at: <http://www.luc.edu/education/syllabus-addendum/>. Please review these policies and statements as they apply to this course and all others within the School of Education.

CLASS ASSIGNMENTS

1) Class Participation- 20% (20 points)

There are a number of planned in-class activities and discussions. In-class activities are designed to achieve various learning goals but implicit in all in-class activities is the idea that often the best way to learn new material is through active engagement. You cannot be actively engaged in classroom-based learning if you are not in class and/or are consistently late. As such, students with two or more absences and/or who frequently miss parts of classes are subject to a "0" for their class participation grade and perhaps a failing grade for the course depending on severity. In addition, it is also my expectation that you do not engage in checking e-mail, texting or other activities unrelated to class during class time. I am fine with you having your computers in class if you are following along on a presentation that is being covered in class. However, working on activities unrelated to class is not acceptable.

2. "What Should You Do If" Paper -30%: SOE CF 8 (25 points)

Culturally responsive mental health service delivery involves, among other things, a thorough knowledge of the ethics code of your profession, and having a problem solving focus in addressing situations that are often not clear-cut in terms of what is the most ethical choice among several options. School-based mental health situations are among those that are difficult to solve. For this assignment, you will be provided with a short-vignette describing an ethical dilemma that could arise when providing school-based mental health services in the schools. You will use a problem-solving model to analyze the situation and then summarize the solution you would select after going through a problem-solving process. You will submit a paper with the following components that outline your problem-solving steps and final decision:

- 1). Briefly summarize the ethical issues that are raised in the scenario
- 2). Describe the most relevant laws/ethical principles to draw from in considering the most optimal solution
- 3) Analyze how you would approach this situation by following an ethical problem solving model (e.g., Armistead, Williams, & Jacob, 2010; NASP, 2010) to organize your thinking

4). Arrive at a solution that you believe would be the most optimal one, based on your review of ethical principles and relevant laws and your systematic problem-solving analysis

5). Incorporate steps 1-4 above into a written product describing your problem-solving analysis of the ethical dilemma from start to finish.

Your paper will be evaluated based on your coverage of items 1-4 above. The scoring rubric for this assignment is appended in this syllabus. Please include a copy of the rubric when you submit your assignment. Please note that this assignment has been designed to **meet Loyola University Chicago's School of Education Conceptual Framework #8/Portfolio requirement**. The assignment should be submitted through Sakai. Once the instructor returns the graded assignment via Sakai, then students should upload the graded assignment (with instructor's comments) to LiveText. Once the graded assignment is submitted on LiveText, the instructor will complete a second Live-Test rubric to complete the assignment for the portfolio. **The due date for this assignment is July 18th.**

3. Applying a Problem-Solving Framework to a Comprehensive Case Study 30% (30 points)

The school psychology program at Loyola endorses a problem-solving orientation that is aligned with multi-tiered systems of supports (MTSS). According to a report disseminated by the Surgeon General, there is a significant shortage in mental health services provided to children and adolescents, a shortage only exacerbated by the country's recent economic woes, and particularly in Illinois, cuts at the state level in mental health service provision. Children of ethnic minority backgrounds, English Language Learners (ELL), highly transient and homeless youth, and those in poverty experience significant disparities in access to appropriate health care, including mental health services. When mental health services are delivered, school is the most common setting where this happens. While many professions have the knowledge base and skills to contribute in this regard, school psychologists, with their knowledge of school systems, combined with their expertise in mental health assessment, problem-solving, and intervention, are in a unique position to facilitate needed support/services for students. As such, it is crucial that school psychologists are not only experts in the problem-solving model, but that they are able to connect this model with knowledge of psychopathology/mental health diagnoses (e.g., DSM-V), eligibility for special education services (e.g., IDEA, 2004) and other educational supports (e.g. section 504) for children and adolescents. It is also important for school psychologists to consider contextual issues that impact students and families (e.g., homelessness, frequent school transitions, exposure to chronic trauma, recent death of a loved one) when engaging in assessment and diagnosis.

In this assignment, you are asked to apply a problem-solving model to a case scenario, provided by the instructor and doctoral clerks, in which you identify the most pressing issues to explore by creating an assessment plan and then drawing initial clinical and diagnostic considerations. You will first create two to three guiding assessment questions, one of which should focus on a mental health/social emotional domain. You will use your guiding questions to create interview questions that you will use to play the role of "school psychologist" with a partner. Your partner will play the

role of a key person of your choosing in the fictional youth's life (e.g., the actual student, parent, teacher, grandparent, guardian). You will then switch roles so that your partner can play the role of school psychologist and you can assume the role of a key individual in the student's life. Using the results of the interview, you will modify your guiding assessment questions (if needed), and then create a proposed assessment plan that will include activities (e.g., observations, further interviews), assessment tools (e.g., depression inventories, results of formative assessment, social-emotional assessment, record review, results of CBM screenings, cognitive/achievement testing, etc.) that you would guide your assessment and culminating diagnosis and treatment considerations. You will want to show how your assessment plan relates directly to your guiding questions and the findings from the interview. As part of your proposed assessment plan, you will also analyze contextual issues that are important to the case (e.g. homelessness, life transitions, sudden trauma, ongoing poverty, community violence, frequent moves). Finally, you will describe your initial clinical impressions that would need to be substantiated as part of your proposed assessment. In your clinical impression section, write about which diagnostic areas you would focus your attention on, which could include DSM-V diagnoses, special education eligibility, or other accommodations that would be important to consider (e.g., Section 504) . As always, you will want to consider contextual issues that are germane to the case (an example is clinical considerations in the DSM-V). You are not making a formal diagnosis as part of this fictional case because you have not conducted a diagnostic assessment, but you will want to include in this section some diagnostic consideration to rule in or rule out. You will submit a written document that includes the following and you will also present your "case" to the class. The due date for this assignment **is July 25th, 2016**. The scoring rubric is appended to this syllabus. Your written document should contain the following:

- 1). Initial 2-3 guiding assessment questions (at least one focused on a social-emotional/mental health domain)
- 2). Completed interview protocol that was role-played with a partner, including questions and written responses (type-written interview questions and responses)
- 3). Completion of assessment plan to answer guiding questions
- 4). Analysis of contextual issues that are important to the case
- 5). Description of initial clinical impressions, including diagnostic criteria (e.g., DSM-V, IDEA, section 504) that should be explored as part of the diagnostic assessment)
- 6). You will present your comprehensive case study in class as if you are in a staffing and are describing the assessments you will be completing and your initial findings from your interview. This mirrors a domain meeting process in schools. In your presentation, you will want to include the presenting problem, initial guiding questions, a summary of the interview findings, whether your

guiding questions were revised, and major components of your assessment plan, contextual issues and initial clinical impressions. Please include a visual aide, such as a power point or handout as part of the presentation

4. Scholarly Review of Literature- 25% (25 points)

For this assignment, students will write a scholarly review of a topic that falls within the general framework of child/adolescent psychopathology and is applicable to school-based mental health. **The purpose of this paper, due on August 3rd**, is to gain practice in writing a well-organized and salient summary of prior knowledge on a particular topic. Developing skills in presenting written information professionally is the purpose behind this assignment.

It is important to understand that in an applied field such as School Psychology that embraces a problem-solving orientation, emphasis must be placed on both theoretical concerns and treatment/practice applications. Topics should be cleared with the instructor prior to beginning your review. While the topic should be germane to the field of school-based mental health, this is considered broadly and topics that impact mental health and wellness are within the scope of the assignment (e.g., mental health application of being homeless, facing community violence, mental health considerations of bullying and victimization as some examples). This assignment will be submitted electronically through Sakai. Since this is a required portfolio assignment for the Ed.S. School Psychology students, once the instructor returns the graded assignment, the graded assignment should be uploaded into Live Text and the instructor will complete a second rubric on Live Text. The scoring rubric is appended to this syllabus. **The due date for this assignment is August 3rd.**

Requirements

Your paper will be scored out of 25 possible points

- Appropriate topic focus as explained above (4 points)
- A minimum of 20 relevant primary sources that have been published with the past 5-7 years (except “classics” or current research threads whose seminal article is longer than five years ago). (3 points)
- Demonstration of critical critique and analysis of the literature. (5 points)
- Well organized; correct grammar and spelling; professional writing quality (4 points)
- Conclusions regarding etiology and treatment considerations are supported by the reviewed literature. (4 points)
- No new information is introduced in the Summary. (3 points)
- Maximum length: 15 typed double-spaced pages (excluding references) with a font size minimum of 12 pt. and page margins of at least one inch and in APA format. (2 points)

As you write the paper, focus on making connections among the articles you locate, with an analysis of gaps in the literature, rather than summarizing each article in

isolation. Your focus should be on integration and analysis of the literature rather than summarizing it. The key point is to be able to make connections between the different ideas that you will be reading about. My primary suggestions for how best to do this are twofold. First, within the main body of your paper, you should use transition sentences and references to other articles/chapters that you cite as much as possible (e.g., similar to the findings of Smith (2010), Jones and his colleagues also reported...). Second, I would strongly urge you include in your paper a section just ahead of your conclusion section in which you critique existing research as it relates to your topic. If the research is clear, complete and consistent, say so and why. It is more likely that the research contains conflicting findings and is incomplete in some areas. So, you would want to describe these inconsistencies/limitations and their implication for practice. You will also draw conclusions for treatment considerations based on what is known in the field and how school psychologists can use the available literature to engage in best practices and interventions in the schools. The scoring rubric for this assignment is appended in this syllabus. The assignment will be submitted electronically through Sakai.

Grades:

A= 92.5 total points or more

A-= 89.5-92.49 total points

B+= 87.5-89.49 total points

B= 82.5-87.49 total points

Etc.

COURSE SCHEDULE

Note: All reading is to be completed by the day it is assigned. Schedule, assignments, and reading subject to change at instructor’s discretion. All additional required readings (e.g., articles) will be posted to the Sakai site.

July 6, 2016	<i>Introduction to the Course and School-based Mental Health; Case Conceptualization and Formation; Beginning Problem Solving Stages in Addressing Mental Health Issues; Ecological Perspectives in Mental Health Treatment</i>
July 11, 2016	<i>Ethics and School Mental Health/Developing a Mental Health Intervention Plan</i>

Readings:

Wilmshurst, Introduction and Part 1 (pages 1-64)

American Psychological Association (2010 Amendments). *Ethical Principles of Psychologists and Code of Conduct*. Available at:
<http://www.apa.org/ethics/code/index.aspx>

National Association of School Psychologists (2010). *Principles for Professional Ethics*.

Bethesda, MD: National Association of School Psychologists. Available at www.naspoline.org

July 13, 2016	<i>Assessment, Diagnosis, and Treatment; Diagnostic Issues and the Use of the DSM-V and IDEA Special Education Category; Related Educational Accommodations (Section 504)</i>
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Readings:

American Psychiatric Association (2014). *DSM-5 Implementation and Support*, Available at: <http://www.dsm5.org/Pages/Default.aspx>

Wilmhurst (Appendix B; Pages 383-398)

July 18, 2016	<i>Behavioral Disorders: Oppositional Defiant Disorder and Attention Deficit/Hyperactivity Disorder</i>
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Readings:

Wilmhurst, Chapter 2 (pages 71-80) and Wilmhurst Chapter 3 (pages 149-164)

Pringsheim, T., Hirsch, L., Gardner, D., & Gorman, D.A. (2015). The pharmacological management of oppositional behavior, conduct problems, and aggression in childhood and adolescents with attention-deficit hyperactivity disorder, oppositional defiant disorder, and conduct disorder: A systematic review and meta-analysis. *Canadian Journal of Psychiatry*, 60(2), 42-51.

Kuja-Halkoaho, R., Lichtenstein, P., D'Onofrio, B.A. & Larsson, H. (2015). Codevelopment of ADHD and externalizing behavior from childhood to adulthood. *Journal of Child Psychology and Psychiatry*, 56(6), 640-647.

July 20, 2016	<i>Autism Spectrum Disorder/Learning Disabilities and Mental Retardation/Cognitive Disabilities</i>
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Readings:

Wilmhurst, Chapter 2 (pages 81-100) and Wilmhurst Chapter 2 (pages 101-143)

Bacon, E.C., Dufek, S., Schreibman, L., Stahmer, A.C., Pierce, K., & Courschesne, E. (2014). Measuring outcome in an early intervention program for toddlers with autism spectrum disorder: Use of a curriculum-based assessment. *Autism Research and Treatment*. 1-9. doi: 10.1155/2014/964704.

July 25, 2016 Behavioral Disorders: Conduct Disorder/Gang Affiliation/Chronic Community Violence

Readings:

Wilmhurst, Chapter 3 (pages 165-176)

Chen, P., Voisin, P.R., Jacobson, K.C. (2013). Community violence exposure and adolescent delinquency: Examining a spectrum of promotive factors. Retrieved online at <http://yas.sagepub.com/content/early/2013.02/06/0044118X13475832>. doi: 10.1177/0044118x13475827

Scheeringa, M.S., Weems, C.F., Cohen, J.A., Amaya-Jackson, L., Guthrie, D. (2011). Trauma-focused cognitive behavioral therapy for posttraumatic stress disorder in three-through six year old children; A randomized clinical trial, *Journal of Child Psychology and Psychiatry*, 52(8), 853-860.

July 27, 2016 Emotional Disorders: Affective Disorders

Readings:

Wilmhurst, Chapter 5 (pages 241-270)

Picouto, M.D. & Braquehaus, M.D. (2013). Use of antidepressants for major depressive disorder in children and adolescents: Clinical considerations. *International Journal of Adolescent Medical Health*, 25(3), 213-219.

Cristea, I.A., Mogoase, C., David, D., Cuijpers, P. (2015). Practitioner review: Cognitive bias modification for mental health problems in children and adolescents: A meta-analysis, *Journal of Child Psychology and Psychiatry*, 56(7), 723-734.

August 1, 2016 Suicide Prevention and Intervention

Readings:

Wilmhurst, Chapters 16 (pages 225-240)

American Foundation for Suicide Prevention (2011). After a suicide: A toolkit for schools. American Foundation for Suicide Prevention: Author. Retrieved from: <http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>

Ruby, E. & Sher, L. (2013). Prevention of suicidal behavior in adolescents with post-traumatic stress disorder. *International Journal of Adolescent Medical Health*, 25(3), 283-293

August 3, 2016 *Emotional Disorders: Anxiety Disorders*

Readings:

Wilmhurst, Chapter 4 (pages 177-218)

Hudson et al. (2015). Clinical predictors of response to cognitive-behavioral therapy in pediatric anxiety disorders: The genes for treatment (G X T) study. *Journal of the Academy of Child and Adolescent Psychiatry*, 54(6), 454-463.

August 8th, 2016 *Eating Disorders/ Health-Related Issues/Wellness*

Readings:

Wilmhurst, Chapter 6 (279-294)

Tiggemann, M. & Slater, A.S. (2013). Netgirls: The Internet, Facebook and body image concern in adolescent girls. *International Journal of Eating Disorders*, 46, 630-633.

August 10th, 2016 *Post-Traumatic Stress Disorder and Trauma-Informed Schools*

Readings:

National Child Traumatic Stress Network Schools Committee. (October 2008). *Child Trauma Toolkit for Educators*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

Ko, S.J., Ford, J.D., Kassan-Adama, N., Berkowitz, S.J., Wilson, C, Wong, M. ...Layne, C.M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology: Research and Practice*, 39(4), 396-404.

Appendix A: Rubrics for Class Assignments

“What Should You Do If” Paper?

Name: _____

	Target	Acceptable	Unacceptable
Summary of Ethical Issues Raised in the Scenario (5 points)	Description of relevant ethical issues is extremely clear.	Description of relevant ethical issues is mostly clear.	Description of relevant ethical issues is unclear
Description of the most pertinent ethical/legal issues (5 points)	Most pertinent ethical/legal issues delineated in an exceptionally clear manner.	Most pertinent ethical/legal issues delineated in an acceptable manner.	Most pertinent ethical/legal issues missing and/or inadequately covered.
Adequate use of professional ethical problem-solving model (5 points)	Ethical problem solving model is applied and described at an exceptionally high level.	Ethical problem solving model is applied and described in an acceptable manner.	Ethical problem solving is applied and described in a weak manner.
Solution based on problem-solving model and relevant legal and ethical issues (5 points)	Solution is highly sound and described in an excellent manner	Solution is sound and described in an acceptable manner	Solution is not sound and/or described in a weak manner.
Overall Quality of Writing (5 points)	Writing done at an exceptionally professional level	Writing done at an acceptable graduate level with some writing errors and acceptable organization and clarity.	Writing done below acceptable levels with significant writing errors or unclear organization and clarity

Total Points Earned (25 possible) and Comments:

Applying a Problem-Solving Framework to a Comprehensive Case Study (30 points)

Name: _____

Component	Target	Acceptable	Unacceptable
Initial 2-3 Assessment Guiding Questions (one of which is from the social-emotional/mental health domain) (3 points)	Assessment guiding questions conceptualized at an exceptional level to match the case scenario	Assessment guiding questions conceptualized at an acceptable level to match the case scenario	Assessment guiding questions inadequately/weak as match to the case scenario
Completed Interview Protocol with Partner (3 points)	Interview protocol is exceptionally well developed as a match to the guiding questions and case scenario	Interview protocol is developed as an acceptable level in relation to the guiding questions and case scenario	Interview protocol is developed below acceptable levels/weak match to the guiding questions and case scenario
Assessment Plan (10 points)	Assessment plan is exceptionally well conceptualized and a fit for the case scenario and interview findings	Assessment plan is conceptualized and a fit for the case scenario and interview findings at an acceptable level	Assessment plan is weakly conceptualized and/or a poor fit for the case scenario and interview findings
Contextual Issues (3 points)	Contextual issues are exceptionally well described and conceptualized	Contextual issues are adequately described and conceptualized	Contextual issues are poorly described and/or contextualized
Initial Clinical Impressions (3 points)	Clinical impressions are exceptionally sound and conceptualized	Clinical impressions are adequate and acceptably sound and conceptualized	Clinical impressions are inadequate and minimally sound and/or poorly conceptualized

In-Class Presentation of Case Study (8 points)	In-class presentation is an exceptionally strong summary of the case scenario and required written components, visual aid is incorporated	In-class presentation is an acceptable summary of the case scenario and required written components, visual aid is incorporated	In-class presentation is a weak summary of the case scenario and required components and/or visual aid is not incorporated
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Total Points Earned (30 possible):

Comments:

Rubric for Evaluating Scholarly Review of Literature

Name: _____

	Total Points Possible	Descriptor				
Appropriate Topic/Focus	4	Topic Not Appropriate (1)	Topic Marginally Appropriate (2)	Topic Adequate Fit (3)	Topic Excellent and Appropriate Fit (4)	
A Minimum of 20 Relevant Primary Sources	3	Inadequate Number and Irrelevant Citations (1)	Minimally Relevant Citation but Adequate Number (2)	Citations are Very Relevant and Adequate Number (3)		
Critical Critique and Analysis of the Literature	5	Weak Critical Thinking (1)	Marginal Critical Thinking (2)	Adequate Critical Thinking (3)	Evidence of Sound Critical Thinking (4)	Evidence of Outstanding Critical Thinking (5)
Well-Organized, Correct Grammar and Spelling, Professional Writing Quality	4	Grammar and Spelling Weak and Distracts from Writing (1)	Some Grammar Errors present (2)	Grammar Adequate; Professional Tone Acceptable (3)	Free of Grammar Errors and Written in a Highly Professional Manner (4)	
Conclusions Regarding Etiology and Treatment Considerations are Supported by the Reviewed Literature	4	Conclusions not Research Based or Supported by Literature (2)	Weak or Marginal Support for Conclusions (2)	Adequate Research Support for Conclusions (3)	Strong and Solid Research Support for Conclusions (4)	
No New Information is Introduced in the Summary	3	New Concepts Introduced in the Summary/ Weak Summary (1)	No New Concepts in the Summary, but Summary is Minimally Content to	Summary Fits the Major Concepts in the Literature Review/ No New		

			the Content (2)	Concepts (3)		
APA Format Followed	2	APA Format Not Followed (1)	APA Format Followed (2)			

Total Points Earned (25 possible):

Comments: