

## **PSYC\*4460, Course Outline: Fall 2019**

### **General Information**

**Course Title:** Clinical Psychology Seminar: *Perspectives on Mental Health Difficulties* (PSYC\*4460)

**Course Description:**

Students in this class will enhance their knowledge and critically thinking about a variety of mental health difficulties with attention to the role of stigma, media presentations, and lived experience. In particular, students in the course will: a) develop and present an anti-stigma message using visual media; b) analyze media portrayals of mental health difficulties in the context of a group presentation; and c) write a paper contrasting empirical and clinical literature on self-injury with an individual's lived experience of self-injury. Projects are group-based and individual in nature. Over the course of the term, time will also be dedicated to the discussion of stigma, lived experience, and research-informed intervention strategies used to address a variety of mental health difficulties.

**Credit Weight:** 0.5

**Semester Offering:** Fall, 2019

**Academic Department (or campus):** University of Guelph, Main Campus

**Class Schedule and Location:** Wednesdays 2:30PM-5:20PM in Rozanski (ROZH) 105

### **Instructor Information**

**Instructor Name:** Dr. Stephen P. Lewis

**Email:** [stephen.lewis@uoguelph.ca](mailto:stephen.lewis@uoguelph.ca)

**Office Location:** 3001, MacKinnon Extension.

**Office Hours:** Tuesdays: 11AM until 12PM and by appointment

### **TA Information**

Chantel Ritter, MSc

**Email:** [ritterc@uoguelph.ca](mailto:ritterc@uoguelph.ca)

**Office Hours:** Please see Courselink (hours will be posted a bit later in the term, closer to due dates)

## Course Content:

### Specific Learning Outcomes:

Following successful completion of this course, students will be able to:

1. Discuss and critically think about empirical and clinical literature on self-injury
2. Discuss stigma associated with mental health difficulties and ways to it
3. Work effectively with other students in groups
4. Disseminate messages about mental health difficulties to non-academic audiences
5. Develop and edit video content
6. Identify, consolidate, and discuss empirical literature pertinent to mental health difficulties
7. Communicate empirical knowledge (orally and in writing)
8. Contrast empirical literature with visual media portrayals of mental health difficulties
9. Discuss the impact of popular media portrayals of mental health difficulties
10. Discuss the interplay between empirical/clinical literature and lived experience
11. Reflect on the impact that mental health difficulties have on people's lives
12. Identify clinical approaches used to address self-injury and related mental health difficulties
13. Reflect on group process issues and one's role in groups

### Lecture (In-Class) Content:

DATE	TOPICS AND REQUIRED READINGS ( <u>underlined</u> )	DUE
Sept 11	Course overview, groups formed (send groups via email), view sample videos	Submit topics for presentation & video by Sept 15 (via email)
Sept 18	<b>STIGMA &amp; MENTAL HEALTH DIFFICULTIES</b> Readings available upon request	
Sept 25	<b>OVERVIEW OF SELF-INJURY: PART I</b> Hooley & Franklin, 2018; Mars et al., 2019; Swanell et al., 2014; Taylor et al., 2018	
Oct 2	<b>OVERVIEW OF SELF-INJURY: PART II</b> Glenn et al., 2015; Lewis et al., 2019; Lewis & Hasking, 2019; Turner et al., 2013	Video Script
Oct 9	<b>CLINICAL &amp; APPLIED THERAPEUTIC APPROACHES</b> Approaches to address self-injury & associated difficulties (including examples/exercises)	
Oct 16	Group Meeting Time + Consultation Time	
Oct 23	Class Presentations: Topics, TBA	Slides, Workload Form
Oct 30	Class Presentations: Topics, TBA	Slides, Workload Form
Nov 6	Group Meeting Time + Consultation Time	Paper -- by 11:59pm
Nov 13	Class Presentations: Topics, TBA	Slides, Workload Form
Nov 20	Group Meeting Time + Consultation Time	
Nov 27	Final Class (video screenings, recap of term)	Video, Group Work Reflection, Workload Form
Dec 6	NA	Integrated Thought Paper

**Course Assignments:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Grade (%)</b>	<b>Learning Outcomes Assessed</b>
Video Script	Oct 2	10	3, 4, 5
Group Presentation	Oct 23, Oct 30, Nov 13	20	2, 3, 6, 7, 8, 9, 11, 12
Final Paper	Nov 6 (11:59PM)	30	1, 7, 10, 11, 12
Anti-Stigma Video	Nov 27	20	3, 4, 5
Group Work Reflection	Nov 27	10	3, 13
Integrated Thought Paper	Dec 6	10	1, 2, 11, 12

**Course Resources**

**Required Book:** Kettlewell, C. (1999). *Skin game: A cutter's memoir*. New York: St. Martin's Press, Inc.

**Other Required Readings:** PDF articles indicated on Courselink (these are critical to the paper)

**Course Policies****Grading Policies**

Specific grading policies are presented within the description of each course assignment under "Additional Course Information." Here, you will also find submission instructions and late policies for each assignment. Generally, there is a 10% penalty per day for late assignments; after 5 days, the grade is zero.

**Course Policy on Group Work**

This course has several group-based projects. In all cases, it is expected that each student contributes equally. Accordingly, for each group project, students are required to submit a Workload Form (available on Courselink) which indicates one's contribution of effort as well as that of other students in the group. These will be considered in the context of grading. For more information about Workload forms and group-based work within this class, please carefully read the Additional Course Information which details each of the group-based projects and group-related issues therein.

**Missed Assignments**

Consistent with University Policy, students who miss an assignment must provide an original copy of appropriate documentation. Reasons for a missed assignment can be found through the link below under Academic Consideration. With appropriate documentation, students will have the opportunity to submit the late assignment within a reasonable timeframe from the originally scheduled due date. When an assignment will be/is missed, contact Dr. Lewis via email.

**Course Policy regarding use of electronic devices and recording of lectures/classes**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. **Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt.** Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#)

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday November 29, 2019. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendar](#)

## **ADDITIONAL COURSE INFORMATION: PROJECT/ASSIGNMENT OVERVIEW**

### **1. GROUP PRESENTATION: MENTAL ILLNESS IN TELEVISION & FILM**

#### **Overview:**

Students will work in groups to deliver class presentations focusing on and critically analyzing the portrayal of a mental health difficulty in television or film. Thus, you can select a particular mental illness (e.g., schizophrenia) or a major mental health concern (e.g., suicide). The topic of the presentation will mirror the topic of the video project (described later in the syllabus).

#### **Presentation Preparation & Required Content:**

##### **Preparation:**

- Upon forming your group, create a list of possible topics that your group would like to cover. **Please submit your list to Dr. Lewis via email no later than 11:59pm September 15. Your list must include several rank-ordered options.** Submitting your list of preferred topics will help ensure there are no duplicate presentations and that your topic is feasible (some topics may not be feasible if there is scant literature or no media portrayal). Every effort will be made to ensure groups get a top-ranked choice.
- **When submitting your topic list, please also provide a rank-ordered preference of presentation dates (noted below). You must rank-order ALL presentation dates.**
- Once your topic and presentation date are confirmed, identify a specific television show/film in which your chosen topic has been portrayed. You only need to identify one media portrayal per topic. Some topics may have numerous portrayals so just select one of these. Please be sure that each member of your group has watched the film or relevant television episode(s) for your topic; this will help in preparation for the presentation and ensure everyone is on the same page with regard to the presentation requirements.
- Next, as a group, **identify at least 5 peer-reviewed journal articles** that pertain to your topic. Of course, you may use as many sources as needed. The sources are intended to inform the first part of the presentation (please see below). Ensuring your audience understands your chosen topic is conducive to ensuring a clear linkage to the remainder of the presentation.

##### **Required Content for Presentations:**

- Overview of your topic:
  - Diagnostic criteria (from the DSM-5) or official definition(s) if not a mental illness
  - Prevalence and demographic information
  - Coverage of major potential causes or explanatory theories
  - Recommended, research-informed treatments/interventions
- Portrayal and analysis of topic in popular visual media:
  - Next, analyze how the media portrayal compares with what you presented from the empirical literature. This should include the following:
    - Key similarities/accuracies of the media portrayal
    - Key differences/inaccuracies of the media portrayal

- Implications of the media portrayal (i.e., the impact this may have on viewers). This can involve but is not limited to the potential impact on a) stigma more generally (good, bad, or both), b) people with lived experience (including internalized stigma), and c) others (e.g., families, romantic partners, peers, general public).
    - You may – but do not need to – present video clips. If you do, please avoid graphic/triggering content; you may consult with Dr. Lewis as needed about this.
- Media Recommendations:
  - Finally, discuss how your group thinks the topic you've chosen *should* be portrayed in film or TV AND the corresponding media recommendations you have. This should include strategies that can work toward ensuring the media guidelines are followed.
- All presentations must involve your audience (e.g., via questions, an exercise, task). Your group can choose how to do this, but you must engage the class in some form of interaction.

### **Presentations – General Requirements:**

- All presentations must use PowerPoint or Keynote as a visual aid. Slides must be submitted following your presentation via Dropbox. You may use your own computers. If you need one, please let me know in advance. Given the use of a visual aid when presenting, the quality of slides is considered in the final grade as noted below.
- Presentations should be **no more than 30 minutes**. There should also be about 5 minutes for questions from your classmates. The question period is not included in this timeframe (so if your presentation runs close to 30 minutes it is fine if your question period/discussion exceeds the above time limit). Likewise, if your question period goes over 5-minutes, this is okay.
- All group members must present and contribute to the development of the presentation.
- Please submit your slides on Courselink via Dropbox on the day of your presentation (under “Groups”). You can do this after the presentation if you like.

**Please note:** While either PowerPoint or Keynote is required to guide your presentation, groups are welcome to add more content to their presentations in order to engage the audience and/or illustrate a concept or important issue. For example, you could use clips from the TV show or film your group selected. You could also use YouTube videos, interactive activities (e.g., skits, debates), a news story, a mock clinical session, a radio/TV interview, a short passage from a fiction or non-fiction book, a class debate, etc....options are really only limited by your ideas.

### **Due Date & Submission Instructions**

Presentations will occur in-class on one of the above presentation dates: Oct. 23, Oct. 30 or Nov 13. In addition to presenting during class time, presentation slides and workload forms must be submitted via Dropbox on the day of your presentation.

## Grading Rubric for Presentations

Presentations are graded out of 40 and computed into a grade out of 20. All group members receive the same grade	
<b>1. Overview of Your Topic</b> This includes accurate, clear, and relevant coverage of your group's topic while addressing the above domains. Information presented should be appropriately contextualized (so avoid gross generalizations, over-stating findings, etc.). You should also be prepared to answer any questions the class may have during the question period. Information should also be properly cited throughout the slides.	10 Pts
<b>2. Analysis/Contrast with Media Portrayal</b> This includes a clear overview of how the topic has been presented in the chosen TV show/episode or film. This also entails a clear presentation of the major similarities/accuracies and differences/inaccuracies between the media portrayal and the empirical literature. Finally, this must involve presentation of the most important implications you believe the portrayal of your topic in the media may have.	10 Pts
<b>3. Recommendations for Media</b> This includes a clear set of recommendations for how your group believes your topic should be portrayed in future depictions via TV/film. Importantly, your group should provide a clear rationale for any recommendations as well as strategies for their implementation.	10 Pts
<b>4. Organization/Effectiveness of the Presentation</b> When delivering your presentation, it is important to use good quality of voice, a balanced pace, enthusiasm, eye contact, appropriate audio-visual aids (includes slide quality), and smooth transitions between slides/speakers. Finally, please adhere to the 30-minute duration as this is firm (you will get a 5-minute warning at 25 minutes).	10 Pts
<b>TOTAL</b>	<b>40 Pts</b>

### Group Workload Forms:

All group members must submit 1 Workload Form on the day of your presentation. Please submit these via Dropbox. On each form, please indicate the percentage of group effort for each member in your group; group effort percentages must total 100% (e.g., if your group has 5 students who all contributed equally, you would put 20% by each person's name). Please provide an e-signature on your form by typing your name in the appropriate field. Workload ratings will be taken into account when assigning individual grades. Forms are available on Courselink. All students MUST contribute to group projects. If any group member(s) feels that a team member is not contributing over the term (e.g., not showing up for meetings, not completing tasks, not responding to email), and you have not had success managing the issue as a group, it is your responsibility to contact me. Please do not leave this until the last minute. In the event a student is not contributing, alternative options for grading will be discussed in accord with policy.

## 2. ANTI-STIGMA VIDEO

### Overview:

This project has 2 components (outlined below) and involves working in the same group as your presentation. For this project, you will develop a video to address stigma, which may include (though does not need to) major misconceptions about the topic you selected for your presentation. In this way, you will need to not only be familiar with your topic but also think critically about how to present an effective and impactful message to a lay audience. **An effective video ought to be clear, focused, accurate, and free from technical information/jargon. Because the topic for the video will be akin to that of the presentation, a list of possible topics should be emailed to Dr. Lewis no later than 11:59PM September 15.**

### Part 1: Script

As an initial step, you will work with your group to develop a script for your video. All scripts must outline, step-by-step, how the final product of your video will look. The script must include both: a) a timeline (e.g., at 10-seconds, X happens, at 30 seconds, Y happens, etc.) and b) a clearly articulated and detailed outline of the video's content. Things to address include: whether you will have 'actors' or images and text? If you have actors, who will they be and what will they say exactly? Will you have narration or text on the screen? If so, what will it say exactly? Where will you film (e.g., in a house, outside on campus, in a field)? Will you have music? At this stage, you do not have to decide which precise piece of music but you should have an idea of what you would like to use (e.g., a slow piano piece, a hopeful tone on guitar, vocals).

### Script Due Date & Submission Instructions:

Submit via Dropbox by 2:30pm on Oct. 2. If your script is not submitted by this time, it is deemed late. A 10% per calendar day late policy will then take effect; after 5 days, the grade will be zero.

### Grading Rubric for Script:

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Scripts are graded out of 20 and computed into a grade out of 10.

All group members receive the same grade

<b>Quality and Originality of Ideas:</b> Are the central ideas and vision for the video original, creative, and new? Is it appropriate/sensitive in nature?	<b>5 Pts</b>
<b>Clarity of Script:</b> Is the vision clear based on the script presented? Is there a clear message or purpose of the script and the envisioned video?	<b>7 Pts</b>
<b>Specificity of Script Plan:</b> Is there sufficient detail to understand what transpires in the planned video? Specificity is key here.	<b>5 Pts</b>
<b>Inclusion of a Timeline:</b> Is there a well-planned and precise timeline? Does the timing make sense? Does it conform to the max video length?	<b>3 Pts</b>
<b>TOTAL</b>	<b>20 Pts</b>



## **Part 2: Video.**

Based on your group's video script, you will develop an original video that addresses stigma or attempts to address a major misconception about a mental illness or mental health difficulty. The message conveyed and how this is done is entirely up to you. So, please feel free to get creative. At the same time, you do not want to trivialize the topic in your video. As you are likely aware, mental health difficulties are serious and impact a large number of people across the globe; moreover, as we'll discuss early in the term, the stigma associated with them is robust and impactful.

When creating your video, be mindful of its content. Some content can be quite sensitive or upsetting to others. To this end, consider your audience and what we discuss in class over the semester. Indeed, you should avoid potentially triggering or upsetting material (e.g., graphic images, offensive or controversial messages). Consider what will *most* resonate with your target audience. So, think about who you want to reach most. You may want to make a video for the general public; alternatively, you may want to focus on a specific audience (e.g., university students, parents).

## **Making Your Video:**

### **Video Filming:**

To assist with filming students may borrow video equipment (e.g., cameras, tripods, microphones) throughout the term from Open Learning and Educational Support. Please keep in mind that other groups will also need this equipment, as will students and faculty in other courses. Hence, it is strongly advised that you start sooner than later with filming.

Borrowing Location: Day Hall, Room 108.

Depending on the vision you have for your video, you may wish to book a filming studio and/or a sound booth through the library; the latter is helpful if you wanted to do voice-over or record sound to add to the video at a later date. You are not required to use either - but the option is there.

Information about booking can be found on Courselink.

### **Video Editing:**

To assist with video editing, the library has numerous resources and guides for commonly used (and free) editing programs. You can also book an appointment in an editing station should you not have access to software on your own. Please note that if you book an appointment at an editing station, you will NEED at least some video already filmed (though you would not need to have the video completed). During editing sessions, staff are available to assist with any questions you may have.

Links to editing resources/information about booking an editing station can be found on Courselink.

### **Editing on Your Own:**

Although the above resources are available for use, some groups may have members with video filming equipment or who have experience with editing. Thus, you may elect to not use any of the above resources. Regardless of whether you use the above resources, it is advised that you start

working on your video early to avoid it not being finished on its due date.

### Video Requirements

1. Videos must be an original work (please see for section on Academic Integrity)
2. Videos should be no longer than 2-minutes
3. ALL group members must participate (please see grading rubric and workload forms section)
4. Refrain from copyright infringement when using music, video, or other media (see Courselink).
5. Videos **MUST** include “Credits” acknowledging all relevant contributions to the video.
6. Videos **MUST** have at least 1 recommended resource (e.g., website, phone number). This must be relevant and of good quality (e.g., you wouldn’t recommend a potentially controversial website).

### Due Date & Submission Instructions

Videos should be uploaded to Dropbox no later than the start of class (2:30PM) on November 27. We are watching all videos on the final day of class. If your video is not submitted by this time, it is late. A 10% per calendar day late policy will then take effect; after 5 days, the grade will be zero.

### Grading Rubric for Video

Videos are graded out of 40 and computed into a grade out of 20.

All group members receive the same grade

<b>Quality of final video:</b> Is the video well edited? Do scenes transition well? Is the audio/text/video clear? Is the timing sufficient for each scene?	<b>10 Pts</b>
<b>Clarity &amp; Originality:</b> Is the video unique and creative in nature? Is the message or purpose of the video conveyed clearly to the audience?	<b>10 Pts</b>
<b>Adherence to Requirements &amp; Recommendations:</b> Does the video adhere to the timeline? Are there credits? Has feedback from the script been incorporated? Is a resource provided? Are they of good quality and relevant? Is any music or other content copyright free (or has approval been granted)?	<b>10 Pts</b>
<b>Impact:</b> Is there overall video potentially impactful? Is it sensitive given the topic?	<b>10 Pts</b>
<b>TOTAL</b>	<b>40 Pts</b>

### Updates: Video Progress Reports (Not Graded)

Groups are required to send a very short (i.e., a paragraph) update of their progress on the project (e.g., meetings held, email correspondence, plans for next steps, any group process issues). These are due by 11:59pm on each due dates noted below. These are intended to help trouble-shoot issues as they emerge. Submissions should be made on Courselink under “Groups.” As a group, you can take turns doing this if you like.

**Due:** September 25, October 16, November 6, and November 20 via Dropbox

## Group Workload Forms.

Each group member must submit 1 Video Workload Form on November 27. Please submit these via Dropbox on Courselink. On each, please indicate the percentage of group effort for each member in your group; group effort percentages must total 100% (e.g., if your group has 5 students who all contributed equally, you would put 20% by each person's name). Please also provide your electronic signature by typing your name in the appropriate field. Workload ratings will be taken into account when assigning individual grades. All students **MUST** contribute to group projects. If any group feels that a team member is not contributing over the term (e.g., not showing up for meetings, not completing tasks, not responding to email), and you have not had successfully managed the issue as a group, it is your responsibility to contact me. Please do not leave this until the last minute. If a student is not contributing, alternative options for grading will be discussed in accord with policy.

## **3. PAPER: EMPIRICAL AND LIVED EXPERIENCE PERSPECTIVES ON SELF-INJURY**

### **Overview:**

The only required book for this course is *Skin Game* in which the author, Caroline Kettlewell, shares her lived experiences with non-suicidal self-injury (NSSI) and other mental health difficulties. After reading her story, you will write a paper comprising two parts. This is an individual grade.

### **Part 1.**

For the first part of the paper, you will contrast the empirical and clinical literatures (derived from in-class discussions and posted readings) with Caroline's experiences. The readings that correspond to the empirical and clinical literature will be posted on Courselink (all must be used and cited). We will dedicate class time to discuss these readings (and the broader literature) to ensure you understand their content as this is critical to a successful paper; **you are strongly encouraged to read the papers prior to class**. Therefore, this section of the paper must demonstrate the DEPTH of your understanding of the readings (i.e., it needs to be more than simple/superficial comparisons; rather, you should explain why you are making different comparisons). You may, but you do not need to, incorporate additional papers and resources when writing your papers.

### **Part 2.**

The second part of the paper is a reflection on the book and your experience reading it. Part of this section should comment on the value of hearing about an individual's experience in the context of understanding a mental health difficulty (e.g., did you find it useful/helpful, why or why not?). Beyond this, you should reflect on other experiences. Questions that could be addressed include but are not limited to: What do you think about Caroline's experience in terms of what it must have been like for her? What do you think helped (or did not help) in her recovery and why? How did you feel as you read the book? Why do you think this was the case? What thoughts did you have as you read the book? Why do you think this was the case? You should discuss how the book helped (or did not) you to understand NSSI and/or how it broadened your perspective on the topic.

### Paper Requirements:

1. Papers must be your own work (please see section on Academic Integrity)
2. The paper should be approximately 10-12 pages (give or take 1 page) in length and double-spaced
3. The first part of the paper should comprise about two thirds of your paper (i.e., discussing similarities/differences and what this might mean). As noted below in the grade breakdown, it is important to avoid superficial comparisons.
4. You may use the first person when doing the reflection component of this paper. However, the first part of the paper (comparing/contrasting Caroline's story with the NSSI literature) should be in third person, only.
5. You may separate the paper into two formal sections if you prefer (to separate the reflection from the first part) though this is not required.
6. Papers must be formally written (no colloquial statements, slang, contractions, etc.). Proper grammar is important.
7. Please use 12-point font (Times New Roman/Arial) & print in black ink. Margins MUST be 1-inch (2.54 cm). You should also have page numbers (upper right corner)
8. Include a proper APA title page with a paper title, your name, your student number, and course number. *The title page is NOT included as a part of the page limit.*
9. Drafts are not reviewed but you may meet with Dr. Lewis or your TA to discuss ideas/outlines.
10. All references MUST be primary sources. If you are unsure about this contact Dr. Lewis or your TA. Thus, you should not be making reference to 1 paper cited in another paper (e.g., Author X, 2006 as cited in Author Y, 2009). The only exception is a review paper, which may refer to other sources (in these cases, you may simply cite the review paper versus the individual sources the review paper cites – unless you have reviewed and read these yourself).
11. All in-text references must be in APA format; an APA-formatted Reference section is also required.

### Due Date & Submission Instructions:

Please submit your paper via Dropbox by 11:59pm on November 6. Papers submitted after this time are deemed late. A 10% per calendar day late policy then takes effect; after 5 days, the grade is zero.

### Grading Rubric for Paper:

Papers are graded out of 100 and computed into a grade out of 30.	
<b>Analysis of Caroline's story and comparing it to the NSSI literature.</b>	<b>50 Pts</b>
Accuracy is important here. As noted above, it is also critical to demonstrate your DEPTH of understanding of the readings used when drawing comparisons with Caroline's story (as noted above, you'll want to avoid superficial comparisons).	
<b>Breadth of Focus</b> (i.e., not just talking about one or two major issues or papers)	<b>5 Pts</b>
<b>Identification of similarities <i>and</i> differences</b>	<b>5 Pts</b>
<b>Reflection</b> (please see paper description, above)	<b>20 Pts</b>
<b>APA Style</b>	<b>10 Pts</b>
<b>Overall Impression/Written Style</b> (quality of writing, clarity, grammar, etc.)	<b>10 Pts</b>
<b>TOTAL</b>	<b>100 Pts</b>

## **4. GROUP WORK REFLECTION**

### **Overview:**

This is an individual grade (i.e., each student in each group submits 1 reflection) and involves writing a brief reflection discussing the group work you have engaged in over the semester. To write your reflection, draw on your own experience with the presentation and video projects and the process of working with a group. Examples of what you can discuss are provided below in the grading description. The paper should be about 3-4 pages, not including a required title page.

### **Due Date & Submission Instructions**

Reflections **MUST** be uploaded to Dropbox no later than the end of day on November 27 (i.e., 11:59PM). If your reflection is not submitted by this time, it is considered late. A 10% per calendar day late policy will then take effect; after 5 days, the grade will be zero.

### **Grading Rubric for Group Work Reflection**

Reflections are graded out of 20 and computed into a grade out of 10.  
All group members receive the same grad

<b>Quality of Reflection:</b> It is important to do more than just provide a summary of what your group did for each project. Instead, reflect on your overall experience and the process of working with others. For instance, you could discuss: a) how you worked as a group to come up with ideas for the projects, b) your unique contribution(s) to the project, c) whether you learned anything about working with a group or about yourself, d) how you and your group resolved any difficulties/conflict (if applicable), e) the positive/challenging aspects of working with a group, f) your thoughts about working in groups in the future (recognizing, of course, that this is likely inevitable for most of you!), g) anything you might do differently in the future when working with groups, etc.	<b>15 Pts</b>
<b>Overall Impression/Written Style</b> (quality of writing, proper grammar, etc.)	<b>5 Pts</b>
<b>TOTAL</b>	<b>20 Pts</b>

## **5. INTEGRATED THOUGHT PAPER**

### **Overview:**

By the end of the semester we will have discussed stigma associated with mental health difficulties and mental illness (Class 2 and throughout the course), considered the role of media in the portrayal of these concerns (on course presentation dates), developed a message to combat stigma via video, and discussed the value of people's lived experience in the context of understanding mental health difficulties (through the book and paper).

With these collective experiences in mind, and as you look back on the entire semester, write a brief thought paper that addresses what you think needs to be done to address the stigma associated with mental health difficulties in society. In doing so, be sure to address what role people with lived experience can play as well as the benefits and potential concerns that may arise with their involvement; for the latter, please briefly address how any concerns could be mitigated. When writing, you can may focus on mental health difficulties or mental illness in general or narrow your focus to a particular topic (e.g., the one from your presentation/video, one another group covered).

This brief paper does not warrant you doing additional research. Rather, I'd like to hear your thoughts, ideas, and views that incorporates what we will have covered over the entire semester. This allows you to apply and synthesize the course content in a novel manner. The paper should be about 3-4 pages, not including a required title page.

### **Due Date & Submission Instructions**

Reflections **MUST** be uploaded to Dropbox no later than the end of day on December 6 (i.e., 11:59PM). If your reflection is not submitted by this time, it is considered late. A 10% per calendar day late policy will then take effect; after 5 days, the grade will be zero.

### **Grading Rubric for Thought Paper**

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Thought Papers are graded out of 20 and computed into a grade out of 10.  
All group members receive the same grad

<b>Quality and clarity of ideas.</b> Clear presentation of suggestions that can address the societal stigma associated with mental health difficulties and WHY you've recommended them.	<b>8 Pts</b>
<b>The role of people with lived experience:</b> Clear articulation of what role(s) people with lived experience can have and in what contexts (e.g., advocacy, research, clinical work). Included within this part of the paper should be any benefits this may have as well as concerns that may arise with their involvement; please also briefly address any mitigation strategies that may be warranted.	<b>7 Pts</b>
<b>Overall Impression/Written Style</b> (quality of writing, proper grammar, etc.)	<b>5 Pts</b>
<b>TOTAL</b>	<b>20 Pts</b>

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