

## PSYC\*4460, Course Outline: Fall 2016

### General Information

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

### Course Description:

Students in this class will enhance their knowledge and critically think about a variety of mental health difficulties. This will be accomplished by examining and reflecting on mental health difficulties through multiple perspectives and engaging in both individual and group work. Among the projects comprising this course are: a) the development of a public service announcement; b) a presentation in which students will analyze media portrayals of mental illness; and c) a paper contrasting empirical literature with an individual's lived experience. As this is a clinical psychology seminar, time will also be dedicated to the discussion of research-informed intervention strategies used to address a variety of mental health difficulties.

**Credit Weight:** 0.5

**Semester Offering:** Fall, 2016

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

**Class Schedule and Location:** Wednesdays 2:30PM-5:20PM in MacKinnon (MCKN) 236

### 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 and Thursday: 10:30AM until 11:30AM and by appointment

### TA Information

TBA

**Course Content:****Specific Learning Outcomes:**

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

1. Reflect on empirical literature regarding self-injury and other mental health difficulties
2. Discuss key contributing and maintaining processes involved in self-injury
3. Work effectively with other students in groups
4. Disseminate a message to a non-academic audience (via a public service announcement)
5. Develop and edit a video public service announcement
6. Identify and consolidate relevant empirical literature pertinent to mental health difficulties
7. Communicate empirical knowledge via a presentation and a paper
8. Contrast empirical literature with visual media portrayals of mental health difficulties
9. Discuss how popular visual media may impact mental illness in society
10. Discuss the interplay between empirical knowledge and lived experiences with self-injury and associated mental health difficulties
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 own work on a project

**Lecture (In-Class) Content:**

<b>DATE</b>	<b>TOPICS AND REQUIRED READINGS (underlined)</b>	<b>DUE</b>
Sept 14	<b>Course overview, groups formed, view sample PSAs</b>	
Sept 21	<b>OVERVIEW OF SELF-INJURY (EMPHASIS: YOUTH &amp; YOUNG ADULTS)</b> <b>Lewis &amp; Heath 2015; Whitlock et al., 2006; Klonsky &amp; Olino, 2008</b>	<b>Reflections</b>
Sept 28	<b>WHY PEOPLE SELF-INJURE: FUNCTIONS &amp; MODELS</b> <b>Klonsky (2007); Klonsky (2009); Nock (2009)</b>	<b>Reflections</b>
Oct 5	<b>SELF-INJURY ASSESSMENT + TREATMENT</b> <b>Klonsky &amp; Lewis, 2014; Klonsky &amp; Muehlenkamp, 2007; Washburn, et al. 2012</b>	<b>Reflections + PSA Script</b>
Oct 12	<b>PSA/Presentation Group Meeting Time</b>	
Oct 19	<b>THERAPEUTIC APPROACHES RE: SELF-INJURY &amp; RELATED MH DIFFICULTIES</b>	
Oct 26	<b>Class Presentations: Topics, TBA</b>	<b>Slides, Workload Form</b>
Nov 2	<b>Class Presentations: Topics, TBA</b>	<b>Slides, Workload Form</b>
Nov 9	<b>PSA Group Meeting Time</b>	<b>Paper -- by 5pm</b>
Nov 16	<b>Class Presentations: Topics, TBA</b>	<b>Slides, Workload Form</b>
Nov 23	<b>PSA Group Meeting Time (Last week to edit!)</b>	
Nov 30	<b>Final Class (PSAs will be viewed and we'll recap the term)</b>	<b>PSA, Reflection, Workload Form</b>

## Course Assignments:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Brief Reflections	Sept 21, 28 & Oct 5	10	1, 2, 11, 12
Group Presentation	Oct 26, Nov 2, Nov 16	20	3, 6, 7, 8, 9, 11, 12
PSA Script	Oct 5	10	3, 4
PSA Reflection	Nov 30	10	4, 13
PSA Video	Nov 30	20	3, 4, 5
Final Paper	Nov 9	30	1, 2, 7, 10, 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 (& listed below).

## Course Policies

### Grading Policies

**The 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. In general, with the exception of the Empirical Reflections, 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 their contribution of effort as well as that of other students in their 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 [csdexams@uoguelph.ca](mailto:csdexams@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 4, 2016. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendar](#)

## **ADDITIONAL COURSE INFO: PROJECT OVERVIEWS & REQUIREMENTS**

### **Project #1: Group Presentation: Mental Illness in Popular Visual Media**

#### **OVERVIEW:**

Students will work in groups to deliver class presentations on a form of mental illness (e.g., schizophrenia) or a major mental health concern (e.g., suicide) and how it has been portrayed in popular visual media (i.e., TV or film). Groups may select the same topic they will use for their PSA (Project #2) but this is not mandatory.

#### **PRESENTATION PREPARATION & REQUIRED CONTENT:**

##### **PREPARING:**

- Once you have formed your group, create a list of possible topics that your group would like to cover. Please submit your list to Dr. Lewis via email. Your list should include several rank-ordered options as noted above. This list must be submitted no later than September 16. Submitting your list of preferred topics will ensure there are no duplicate presentations and that your choices are feasible (some topics may not be feasible given the state of the literature or lack of media portrayals). Every effort will be made to ensure groups get one of your top-ranked choices.
- 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 film or television show in which your chosen topic has been portrayed. You only need to identify one visual media portrayal per topic; so if your topic has been portrayed in both film and television, you only need to focus on one of these. Please be sure that each member of your group has watched the film or relevant television episode(s) for your topic.
- Next, as a group, identify AT LEAST 5 empirical resources (e.g., books, chapters, journal articles) that pertain to the mental illness your group has selected. These resources should be used to provide an overview of the mental illness in the context of your presentation. This should go **FIRST** in your presentation as the summary will permit your audience to gain an understanding of the mental illness you are covering, thereby facilitating their understanding of the analysis/contrast you conduct between the literature presented and the media portrayal.

##### **PRESENTATIONS - REQUIRED CONTENT:**

- Overview of your topic:
  - Diagnostic criteria (from the DSM-5) or official definition(s) if not a mental illness
  - Prevalence and demographic information
  - Major aetiology / potential causes or explanatory theories
  - Major risks / risk factors
  - Recommended and research-informed treatments/interventions
- Portrayal and analysis of topic in popular visual media:
  - Next, discuss/describe the media portrayal of the topic your group selected.
  - You may – but do not need to – present relevant video clips.

- In this part of the presentation, you will need to 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). This can involve but is not limited to the potential impact this may have on society (good, bad, or both), the impact on those who experience the topic you've covered, the impact this may have on others (family members, romantic partners, peers, etc.).
- Recommendations regarding media portrayals:
  - Here, discuss how your group thinks the topic you've chosen *should* be portrayed in film or TV AND how this could be facilitated (so, if you offer a recommendation, what should be done to increase the likelihood of this occurring).
- Within your presentation, you must involve your audience in some kind of discussion. This can involve asking questions, engaging them in an exercise, etc. Thus, all presentations must include discussion questions (or equivalent) for the class. This can be on anything related to the topic or what you are presenting.

#### **PRESENTATIONS – GENERAL REQUIREMENTS:**

- All presentations must use PowerPoint or Keynote as a visual aid. Slides must be submitted following your presentation via Dropbox. 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** (you will be stopped at 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 okay if your question period/discussion exceeds the above time limit).
- 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 may wish 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 own ideas.

#### **DUE DATE & SUBMISSION INSTRUCTIONS**

Presentations will occur in-class on one of the above presentation dates: Oct. 26, Nov. 2 or Nov 16. In addition to presenting during class time, presentation slides and workload forms must be submitted via Dropbox on the day of your presentation.

**GRADING: 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> Includes accurate, clear, and relevant coverage of your group's topic. This must address each of the above domains related to your topic. 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.	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 visual media. Importantly, your group should provide a clear rationale for your recommendation and an indication of how you believe the recommendation could be implemented. So, you want to go beyond just presenting the recommendation(s) and clearly indicate why you have made this recommendation and how you believe it should be enacted.	10 Pts
<b>4. Organization/Effectiveness of the Presentation</b> When delivering your presentation, it is important to present with good quality of voice, a balanced pace, enthusiasm, eye contact, appropriate audio-visual aids (including slide quality), and smooth transitions between slides/speakers. Finally, it is important to remain within the allotted time of 30-minutes (you will get a 5-minute warning at 25 minutes but will be cut off at 30 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.

## **PROJECT #2: Public Service Announcement (PSA) on Mental Illness**

### **OVERVIEW:**

The PSA has 3 components (outlined below), two of which will involve working in the same group as your presentation. For this project, you will develop a video PSA focusing on a specific mental illness (e.g., major depression, anorexia) or major mental health concern (e.g., suicide). Similar to the presentation, please create and submit a rank-ordered list of possible topics that your group would like to address. This should be submitted to Dr. Lewis no later than September 16. Topics must be approved by Dr. Lewis to avoid repetition of topics and to ensure topics are feasible. Accordingly, it is critical that your group select several possible topics as you may not be guaranteed your first choice. The goals of your PSA could include but are certainly not limited to: enhancing understanding or awareness about a topic, providing resources about it (e.g., phone numbers, websites), changing a negative attitude, challenging a stereotype, etc. This tends to (and should) be done in a creative/novel way. **An effective PSA is clear, to the point, relevant, and free of technical information /jargon.**

### **PART 1 -- PSA SCRIPTS.**

As an initial step, you will work with your group to develop a preliminary script. All scripts must outline, step-by-step, how your PSA will look when finished. The script must include: a) a timeline for the PSA (e.g., at 10-seconds, X happens, at 30 seconds, Y happens, etc.) and b) a clearly articulated and detailed outline of the content of your PSA. Among the items you will want to consider and include (if relevant) might be: if you will have 'actors' or will you have 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, etc.)? Will you have music? At this stage, you do not have to decide which music but you should have an idea of what you would like to use – e.g., a slow piano piece, a hopeful tone, vocals, etc.

### **DUE DATE & SUBMISSION INSTRUCTIONS:**

Submit 1 e-copy by 2:30pm on Oct. 5. If your script 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:**

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 PSA original/new and creative? Is it appropriate/sensitive in nature?	<b>5 Pts</b>
<b>Clarity of Script:</b> Is there a clear and coherent message or purpose presented in the script and the envisioned PSA?	<b>7 Pts</b>
<b>Specificity of Script Plan:</b> Is there sufficient detail to understand what transpires in the planned video?	<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>

**2. PSA VIDEO.**

Based on PSA scripts, groups will develop an original PSA video. The message conveyed and overall purpose of the video is entirely up to you. Be creative, innovative, interesting -- and most of all, have some fun with this. That being said, you do not want to trivialize or any topics in your video. As you are likely aware, mental health difficulties are serious and impact a large number of people globally; moreover, they are frequently and unfortunately stigmatized and misunderstood. When creating your video, be mindful of its content. Some content can be quite sensitive or upsetting to others. To help, consider your audience and what we discuss in class over the semester. Indeed, you should avoid potentially triggering or potentially upsetting material (e.g., graphic images, offensive or controversial messages). Consider what will most resonate with your target audience. So, who do 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., teens, university students, parents, etc.

**MAKING YOUR PSA:****Video Filming:**

Teaching Support Services (TSS) has graciously offered to let students borrow video equipment and to assist students with video editing. You will be able to sign-out video equipment from TSS to film your video PSA. Keep in mind that other groups will also need this equipment, as will students and faculty in other courses. It is strongly advised that you start sooner than later in the term.

**Video Editing Tutorial:**

Please email Richard Gorrie via email: rgorrie@uoguelph.ca to book a 1-hour appointment for a video-editing tutorial. Please note that you will need a piece of film for this meeting. You do not have to have filming completed at this time. However, it must be started as you cannot take part in the tutorial and edit without some film.

**Editing Timeline:**

A schedule listing the times you can book the editing suite will be posted on Courselink once TSS

confirms timeslots. The editing suite is located on the main level of the TSS building; this is the same building where you can borrow video filming equipment. Please note that you **MUST** book all sessions in advance. Do not show up without an appointment. Please book through Richard Gorrie via the email above.

### **Editing on Your Own.**

Although the editing suite is available for all groups to use, you may have video-editing software and know how to do some editing already. Feel free edit as much as you want on your own with your own software. The option to use the Editing Suite is only there if you need or want it. Regardless of whether you use the editing suite, it is advised that you start working on your PSA early. You do not want to be in a situation in which your final PSA is incomplete by the due date.

### **PSA VIDEO REQUIREMENTS**

1. PSAs must be an original work (please see for section on Academic Integrity)
2. PSAs should be no longer than 2-minutes (many are effective in as little as a minute!)
3. ALL group members must participate (please see grading rubric and workload forms section)
4. Refrain from copyright infringement when using music or other media (see Courselink).
5. PSAs **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**

PSAs should be uploaded to Dropbox no later than the start of class on November 30. We are watching all videos on the final day of class. IF your PSA 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**

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 PSA:</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 PSA 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 (or are resources) provided? Are they of high quality and relevant? Is any music or other content copyright free (or has approval been granted)?	<b>12 Pts</b>
<b>Impact:</b> Is there overall video potentially impactful? Is it sensitive given the topic?	<b>8 Pts</b>
<b>TOTAL</b>	<b>40 Pts</b>

**UPDATES: PSA PROGRESS REPORTS (not graded)**

As a group, you are required to send a very short (i.e., a paragraph) update of how your group is working on the project (e.g., progress made such as meetings held, email correspondence, plans for next steps, and 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 you go and to keep everyone on task. This can be done directly on Courselink under "Groups." As a group, you can take turns doing this if you like.

**Due:** September 28, October 19, November 2, and November 23 via Dropbox

**GROUP WORKLOAD FORMS.**

Each group member must submit 1 PSA Workload Form on November 30. 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. PSA REFLECTION.**

This is an individual grade (i.e., each student in each group submits 1 reflection) and involves writing a brief reflection (i.e., about 3 pages double-spaced, not including a title page). To write your reflection, draw on your own experience with the PSA and the process of working with a group. Examples of what you can discuss are provided below in the grading description.

**DUE DATE & SUBMISSION INSTRUCTIONS**

Reflections **MUST** be uploaded to Dropbox no later than the start of class on November 30. If your PSA 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**

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

All group members receive the same grade

<b>Quality of Reflection:</b> It is important to do more than just provide a summary of what went into making your PSA. Instead, reflect on the experience. For instance, you could discuss how you worked as a group to develop, your thoughts on the project (was it useful, interesting, etc.), your unique contribution(s) to the project, did you learn anything about working with a group or about yourself, how did you resolve any difficulties/conflict within your group (if applicable, of course), how you experienced the project (e.g., thoughts/feelings), the positive/challenging aspects of working with a group, your thoughts on your particular PSA message or PSAS more broadly, 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>

**PROJECT #3: Paper – Empirical vs. Learned Experience Perspectives on Self-injury****OVERVIEW:**

The only required book for this course is *Skin Game* by Caroline Kettlewell in which she shares her personal story and experiences with non-suicidal self-injury (NSSI). After reading her story, you will write a paper integrating the content we discuss in class (and the PDF readings assigned) with Caroline's experiences. Part of this will entail a discussion of the similarities and differences between what the empirical literature (i.e., the required readings) and Caroline's experiences. This should highlight the DEPTH of your understanding of NSSI based on the current literature (i.e., it is more than simple/superficial comparisons so please be sure to explain why you are making different comparisons). You may, but you do not need to, incorporate additional papers.

The paper should also include a reflection on the book and your experience reading it. Questions that could be addressed include but are not limited to: What do you think about her experience in terms of what it must have been like for her? Why do you think she self-injured (i.e., what do you think led to it)? Why do you think it continued? What do you think helped in her recovery? How did you feel as you read the book? 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 PREPARATION & REQUIREMENTS:**

1. Papers must be your own work (please see p. 12 for section on Academic Integrity)
2. The paper should be approximately 10-12 pages (give or take 1 page) in length and double-spaced
3. At least 50% of your paper needs to contrast what you read in Caroline's story with the required course readings (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 sections if you prefer (to separate the reflection from the first part) though this is not required.
6. Papers must be formally written (i.e., no colloquial statements, no slang, no 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. Lecture slides are not primary sources. This means that you should not be making reference to 1 paper as it is cited in another paper (e.g., Author X, 2006 as cited in Author Y, 2009). Moreover, for each article (or source used) cited in your paper, it is assumed that you have read the paper. For example, let's say you wanted to cite a particular study (let's call it Author A, 2005) that was cited in the review paper by Klonsky (2007). If you plan to cite "Author A (2005)" your paper, you should locate the original paper by Author A (2005) and read it prior to citing it in your paper. This ensures that you have appropriate referencing; moreover, it ensures that you are appropriately contextualizing the finding you are including in your paper. Alternatively, you could state that the finding (e.g., people report feeling less negative affect after self-injury) was reported in a comprehensive review by Klonsky (2007). This way you are indicating that it is Klonsky who reports the finding vs. the authors of the original paper themselves; again, this ensures that the finding you cite is appropriately contextualized.
11. All in-text references must be in APA format; an APA-formatted Reference section is also required.

### **DUE DATE & SUBMISSION INSTRUCTIONS:**

Please submit 1 hardcopy to my office no later than 5pm on November 9. Please also submit 1 e-copy via Dropbox. If no paper (of any kind) is submitted by 5pm on November 9, it is considered late. A 10% per calendar day late policy will then take effect; after 5 days, the grade will be zero.

**GRADING:**

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> Accuracy is important here. As noted above, it is also critical to demonstrate your DEPTH of understanding of the readings you select to write about when drawing comparisons with Caroline’s story (as noted above, you’ll want to avoid superficial comparisons).	<b>50 Pts</b>
<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 and 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, proper grammar, etc.)	<b>10 Pts</b>
<b>TOTAL</b>	<b>100 Pts</b>

**Required Empirical Reflections****OVERVIEW:**

In addition to the book, there are several required readings which will help tremendously when you write your paper, develop your PSA, and prepare your presentations. Suggested/additional readings are available upon request. We will be discussing each required reading during class as well as other relevant literature. It is essential that you read and understand the material (especially, since you will be using much of this information for class projects).

To get you thinking critically about the NSSI literature, you are required to write a short reflection on each reading (i.e., one paragraph, single spaced). What you write is up to you but it has to be a good quality reflection. This should go beyond summarizing the article (this is what the abstract has already done). It should offer your own insights (not just those by the authors of the paper). A good reflection could include but would not be limited to: discussing a potential limitation in the study (e.g., why it’s a limitation and what can be done in future work); discussing a clinical implication of the research (e.g., how/why you think something you read about might be useful for clinicians working with a patient who self-injures); proposing ideas for future research (i.e., something to study in the future and why).

**REFLECTIONS Due by 11:59PM the night (Tuesday) prior to each corresponding class**

**1. OVERVIEW OF SELF-INJURY (EMPHASIS: YOUTH & YOUNG ADULTS): Due Sept 20**

Lewis, S. P. & Heath, N. L. (2015) Non-suicidal Self-injury Among Youth. *Journal of Pediatrics*, 3(166), 526-530  
 Whitlock, J.L., Eckenrode, J.E. & Silverman, D. (2006). The epidemiology of self-injurious behavior in a college population. *Pediatrics*, 117(6), 1939-1948.  
 Klonsky, E.D. & Olino, T.M. (2008). Identifying clinically distinct subgroups of self-injurers among young adults: A latent class analysis. *Journal of Consulting and Clinical Psychology*, 76, 22-27.

**2. WHY PEOPLE SELF-INJURE: NSSI FUNCTIONS & MODELS: Due Sept 27**

Klonsky, E.D. (2007). The functions of deliberate self-injury. A review of the evidence. *Clinical Psychology Review*, 27, 226-239.  
 Klonsky, E.D. (2009). The functions of self-injury in young adults who cut themselves: Clarifying the evidence for affect-regulation. *Psychiatry Research*, 166(2), 260-268.  
 Nock, M. K. (2010). Self-injury. *Annual Review of Clinical Psychology*, 6, 339-363.

**3. SELF-INJURY ASSESSMENT & TREATMENT: Due Oct 4**

Klonsky, E.D. & Lewis, S.P. (2014) Assessment of Non-suicidal Self-injury. In M. Nock (Ed.) *Oxford Handbook of Suicide and Self-Injury*. New York, NY: Oxford University Press  
 Klonsky E.D. & Muehlenkamp, J.J. (2007). Self-injury: A review for the practitioner. *Journal of Clinical Psychology: In Session*, 63, 1045-1056.  
 Washburn, J. J., Richardt, S. L., Styer, D. M., Gebhardt, M., Juzwin, K. R., Yourek, A., & Aldridge, D. (2012). Psychotherapeutic approaches to non-suicidal self-injury in adolescents. *Child and Adolescent Psychiatry and Mental Health*, 6(1), 1-8.

**DUE DATE & SUBMISSION INSTRUCTIONS:**

Each reflection is due 11:59PM the night (i.e., Tuesday) prior to the corresponding lecture. These are submitted via Dropbox (one per article). Without proper documentation (in line with university policy), extensions are not permitted for reflections. Late reflections receive a grade of 0.

**GRADING:**

There are 9 total reflections and a total reflection grade will be computed out of 10. Individual reflections are graded out of 1.

Nothing submitted; or a summary/reiteration of the article content	<b>0.0</b>
A reflection is submitted but only somewhat provides a reflection (see above)	<b>0.5</b>
A good, thoughtful reflection (see above)	<b>1.0</b>