

# PSYC\*4460, Course Outline: Fall 2023

## General Information

Due to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.**

**Course Title:** Advanced Topics in Clinical Psychology

**Course Description:** Students in this class will enhance their knowledge and critically thinking about a variety of mental health difficulties. Focus will be on stigmatisation, media portrayals of mental health difficulties, and lived experience perspectives. Thus, students 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 in this course are individual and group based. Throughout the term, time will 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

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

**Semester Offering:** Fall, 2023

**Class Schedule and Location:** Mondays 2:30PM-5:20PM in MacKinnon (MCKN) 228

## Instructor Information

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

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

**Office location:** 3001, MacKinnon Extension

Office hours Tuesdays: 11AM until 12PM (in-person) and by appointment

## GTA Information

GTA Name: Erin Vander Hoeven

GTA Email: [vanderhe@uoguelph.ca](mailto:vanderhe@uoguelph.ca)

GTA office location and office hours: TBD

## Course Content

### Specific Learning Outcomes:

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

1. Discuss and critically think about scholarly literature on self-injury and related topics.
2. Discuss stigma associated with mental health difficulties.
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 impacts of media portrayals regarding 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 groupwork.

### Lecture Content:

DATE	TOPICS & REQUIRED READINGS	DUE
Sept 11	Course overview, forming groups for group projects, viewing sample videos	Email topics & dates for presentation by Sept 12.
Sept 18	STIGMA & RECOVERY Readings available upon request	
Sept 25	OVERVIEW OF SELF-INJURY Readings posted on Courselink	Video Progress Reports (Not Graded)
Oct 2	Class Presentations: Topics, TBA	Slides, Workload Form
<b>Oct 9 - Fall Break (No Class)</b>		
Oct 16	Class Presentations: Topics, TBA	Slides, Workload Form Video Progress Reports (Not Graded)
Oct 23	Class Presentations: Topics, TBA	Slides, Workload Form
Oct 30	Class Presentations: Topics, TBA	Slides, Workload Form
Nov 6	SELF-INJURY RECOVERY & INTERVENTION Readings posted on Courselink	Video Progress Reports (Not Graded)
Nov 13	Group Meeting + Consultation Time	
Nov 20	CLINICAL & APPLIED THERAPEUTIC APPROACHES Approaches to address self-injury & associated difficulties (including examples/exercises)	Video Progress Reports (Not Graded)
Nov 27	Group Meeting + Consultation Time	Paper, by 11:59pm
Dec 1	Final Class (video screenings, recap of term) <i>NB: Per UoG's calendar, this class is on a Friday due to no classes on Oct. 9 (Fall Break).</i>	Video Group Work Reflections Workload Form

## Course Assignments:

Assignment	Due Date	Contribution to Grade (%)	Learning Outcomes Assessed
Video Script	Friday, October 6 by 11:59pm	10	3- 5
Group Presentation	October 2, 16, 23, 30	25	2, 3, 6-9, 11, 12
Paper	November 27 by 11:59pm	30	1, 7, 10, 11, 12
Anti-Stigma Video	December 1	20	3- 5
Groupwork Reflection	December 1	10	3, 13
Participation	In-Class - Throughout Term	5	1-12

## 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 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); this 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, please carefully read the Additional Course Information for each group project.

### Course Policy regarding use of electronic devices and recording of lectures:

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**

**Disclaimer:** Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **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](#)

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **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 [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](#)

## **Student Feedback Questionnaire**

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday December 1, 2023. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[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 illness in television or film. As a group, you can select a particular mental illness (e.g., schizophrenia). Please note that the topic of the presentation can mirror the topic of the video project if you like.

##### Presentation Preparation & Required Content:

###### Preparation

- Upon forming your group at the end of our first class, rank order the specific topics posted on Courselink.
- **Please submit your list to via email no later than 11:59pm on Sept. 12.**
- **You should rank ALL topics listed on Courselink.** Submitting a full list of preferred topics will help ensure there are no duplicate presentations and that groups get more (vs less) preferred topics. 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 dates.**
- Once your topic and presentation date are confirmed, identify a specific television show or film in which your chosen topic has been portrayed. You only need to identify one media portrayal (even if there are several portrayal options). Please be sure that each member of your group has watched the television episode(s) or film related to your topic as this will be essential when developing the presentation.
- As a group, **identify and use at least 5 peer-reviewed journal articles** relevant to your topic. You may use as many sources as needed but there must be at least 5 articles; the DSM does not count toward this total. The sources used will inform the first part of the presentation (please see below). Ensuring your audience understands your chosen topic is essential when considering the other presentation components.
- The reference list must be submitted along with your slides on the day of your presentation; you can do this after class if you like.

###### Required Content for Presentations

- Overview of your topic:
  - Diagnostic criteria (from the DSM-5)
  - Prevalence and demographic information
  - Coverage of major potential causes/etiologies and relevant explanatory theories
  - Recommended research-informed treatments/interventions
- Portrayal and analysis of topic in popular visual media:
  - Introduce how your topic was portrayed in a specific TV show or film (you can

- show a clip if you like but this is not required). Please avoid graphic/triggering content; please feel free to consult with Dr. Lewis about this in advance.
- Address how the media portrayal compares with what you read/discussed from the empirical literature. This should address all of the following:
    - Key similarities/accuracies of the media portrayal
    - Key differences/inaccuracies of the media portrayal
    - Implications of the media portrayal, including the potential impacts the media portrayal might have on:
      - stigma in relation to your topic (is the impact good/bad/both)
      - people with lived experience (including internalized stigma and inclusion)
      - other key stakeholders (e.g., families, peer/partners, mental health professionals).
  - Media Guidelines:
    - Finally, discuss how you think your topic should be portrayed in the media (you can discuss various media types if you like). Importantly, this part of the presentation must include a set of guidelines that your group develops for how you think your topic *should* be portrayed in film or TV. This part of the presentation must also include strategies that can work toward ensuring the media guidelines are followed.
  - Class Engagement:
    - All presentations must have an interactive component to engage other students. How you do this (e.g., via questions, a class exercise/activity) is up to you.

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

- All presentations must use PowerPoint or Keynote as a visual aid. Given the use of a visual aid, the quality of slides is considered in the final grade as noted below. You may use your own computers when presenting. If you need a computer or adapter (e.g., for a Mac), please let me know in advance of your presentation date.
- Presentations should be **between 35-40 minutes**. There will be a 5-minute warning at 35 minutes; presentations **cannot** exceed 40 minutes. There should be about 5 minutes at the end for questions; however, the question period is not included in this timeframe. As such, it is okay if the question period brings the total time over 40 minutes.
- All group members must present and contribute to the presentation.
- **Presentation slides and a reference list must be submitted via Dropbox.** 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 prefer. The reference list can be submitted as a slide or separately (whichever is easier for you).
- **Please note:** Although either PowerPoint or Keynote is required to guide your presentation, groups are welcome to add more content to their presentations to engage the audience and/or illustrate a concept or important issue. For example, you could use YouTube videos, interactive activities (e.g., skits, debates), news stories, mock clinical sessions, media interviews, a short passage from a book, an in-class debate, etc....the options are only limited by your ideas.

**Due Date & Submission Instructions:** Presentations will occur in-class on one of the above presentation dates: Oct. 2, 16, 23, or 30. On your presentation day, your slides and individual group workload forms should be uploaded to Dropbox.

### Grading Rubric for Presentations

Presentations are graded out of 50 and computed into a grade out of 25. 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.	15 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. There should be a clear presentation of key similarities/accuracies and differences/inaccuracies between the media portrayal and the empirical literature. Finally, you should address the main impacts and implications you believe the portrayal of your topic in the media may have.	15 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 stick to the 40-minute time limit (you will get a 5-minute warning at 35 minutes).	10 Pts
<b>TOTAL</b>	<b>50 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 associated with your group presentation topic OR about mental illness more broadly. The choice is up to you. Either way, you will need to become familiar with your topic and 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.**

### Part 1: Script

Here, you will work with your group to develop a video script. Scripts must outline, step-by-step, how the final video will look. The script must include both: a) a precise 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 should indicate what this would generally involve (e.g., a hopeful piano piece) and when in the video it will be heard. Scripts can take any format (e.g., A detailed table, Word doc) but it should be **clear, detailed/specific, and easy to follow.**

**Script Due Date & Submission Instructions: Submit via Dropbox by 11:59pm on Friday, Oct. 6.** If your script is not submitted by this time, it is deemed late. A 10% per calendar day late penalty 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>

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## Part 2: Anti-Stigma 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 (i.e., the one from your group presentation) or mental illness in general. 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.
- You may wish to book a filming studio and/or a sound booth through the library when working on this project; the latter is helpful if you wanted to do voice-over or record sound that will be added to the video at a later date. You are not required to use these library resources, but the option is there if you think it would be helpful. **Information about booking can be found on Courselink.**

### Video Editing Resources:

- 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.

Indeed, most computers come with standard editing software (e.g., iMovie). Thus, you may elect to not use any of the above resources and do this on your own. 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

- Videos must be an original work (please see for section on Academic Integrity)
- Videos cannot exceed more than 2-minutes
- ALL group members must participate (please see grading rubric and workload forms section)
- Refrain from copyright infringement when using music, video, or other media (see CourseLink).
- Videos **MUST** include “Credits” acknowledging all relevant contributors to the video.
- 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 1pm on December 1. We are watching all videos on the final day of class so time is needed to collate these in advance 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/appropriate given the topic and intended audience?	<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 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 the dates noted below via Dropbox. Submitting these helps identify and trouble-shoot issues as they emerge. Only one submission per group is needed; thus, 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 December 1. 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; you should explain why you are making comparisons and what is behind your arguments). 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? What do you think made you feel this way? What thoughts did you have as you read the book? What do you think made you think this way? You should also discuss whether and how the book helped you to understand NSSI and whether and how it changed your perspective on the topic.

#### Paper Requirements:

- Papers must be your own work (please see section on Academic Integrity)
- The paper should be approximately 10-12 pages (give or take 1 page) in length and double-spaced.
- The first part of the paper (Part 1, above) 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.
- You may use the first person when doing the reflection component of this paper (Part 2, above). However, the first part of the paper (Part 1, above) must be in third person.
- You may separate the paper into two formal sections if you prefer though this is not required; please do what works best for you.
- Papers must be formally written (no colloquial statements, slang, contractions, etc.). Proper grammar is important.
- Please use 12-point black font (in Times New Roman, Calibri, or Arial). Margins MUST be

1-inch (2.54 cm). You should also have page numbers in the upper right corner. You must submit as a Word Document (no PDFs or other formats)

- 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.*
- Drafts are not reviewed but you may meet with Dr. Lewis or your TA (Erin) to discuss ideas/outlines.
- All references MUST be primary sources. If you are unsure about this contact Dr. Lewis or your TA, Erin. You should not be making reference to 1 paper if it is cited in another paper (e.g., Author X, 2016 as cited in Author Y, 2019). The only exception would be if you are using a review paper, which will always refer to other papers (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).
- All in-text references must be in APA format; an APA-formatted Reference section is also required. All required readings for the paper on CourseLink should be used.

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

Please submit your paper as a Word Document via Dropbox by 11:59pm on November 27. 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 submits 1 reflection) and involves writing a brief reflection discussing your group work and experience over the semester. To write your reflection, draw on your personal and group experience with the presentation and video project. 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 December 1 (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

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Reflections are graded out of 20 and computed into a grade out of 10.	
<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>

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## **5. PARTICIPATION**

As this is a fourth-year course, class attendance and participation are expected. You should thus contribute to class discussions and engage with class content over the term. At the start of each class, a class list will be sent around the room. You will be asked to write your initials by your name. As you can see in the Table on page 2 of the course outline, we have 10 in-person meetings this semester (2 classes are reserved for group work and consultation); accordingly, each in-class meeting is worth 0.5% for a total of 5% toward your final grade. Although you are expected to attend and take part in all classes, it is recognized that unforeseen circumstances may prevent this now and then. As such, each student must attend at least 80% of class meetings and initial the class list to receive the full 5% toward your final grade; if you miss a class (up to 2) due to sickness or another extenuating reason, this will not count against you.