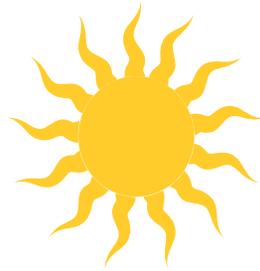


The University of Lethbridge
The Faculty of Health Sciences



HLSC/PSYCH 3570

Contemporary Issues in Mental Health

Jan – April, 2012

Instructor: Brad Hagen, Ph.D., R.N., R. Psych, C.C.C.
Office: Markin Hall, M3055
Office hours: By appointment
Phone: 403-329-2299
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“Noble deeds and hot baths are the best cures for depression.”

- Dodie Smith (1896-1990) English dramatist

“Madness need not be all breakdown. It may also be break-through. It is potential liberation and renewal as well as enslavement and existential death.”

- R.D. Laing, Scottish Psychiatrist

“But not only creativeness and enjoyment are meaningful. If there is a meaning in life at all, then there must be a meaning in suffering.”

- Victor E. Frankl

“No excellent soul is exempt from a mixture of madness”

- Aristotle



Course Description:

The above quotes are but a small sample of the different kinds of thoughts and opinions about mental health, mental ‘illness,’ and emotional suffering. The whole area of mental health is complex, fascinating and controversial, and by its very nature, tends to elicit strong opinions and reactions.

This course is designed to give course participants an introduction to some of the more important and controversial issues surrounding mental health in today’s society. In particular, this course will endeavor to critically examine some of the research in the mental health literature, explore the subjective and human aspects of mental health and illness, and offer various kinds of critiques of the present mental health/psychiatric system in today’s North American society.

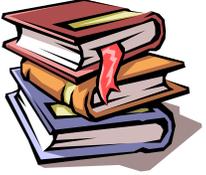
Learning Objectives: Students will utilize use a variety of individual and team-based learning strategies to achieve the following learning objectives:



- ☞ To understand individual, societal, and cultural attitudes towards mental health, and the impact of these attitudes on personal and family experiences of mental health.
- ☞ To appreciate the impact of the media and advertising on the way we view mental illness.
- ☞ To better comprehend the nature of how our mental health system is set up, and advantages and disadvantages of the current mental health system.
- ☞ To be able to identify the various biases, worldviews and vested interests that various mental health professionals and professions may hold, and how these factors may influence mental health care and research.
- ☞ To better understand the relationships between the modern pharmaceutical industry and the mental health system.
- ☞ To appreciate how mental health and illness are experienced by persons living with mental health challenges.
- ☞ To be able to articulate the various positions that people hold regarding a number of mental health controversies, and to be able to critique the evidence used to support these positions.

When and Where:

The course is (tentatively) scheduled from 16:30 to 19:20 on Tuesdays, in room TH204

Required Textbook:

Required course readings will be made available (free) through the course Moodle site. These readings are for on-line use only, and are not to be copied/distributed.

In addition, other articles on the internet will be required reading as part of the Moodle component of the course (see below). These are available on the Moodle website – you do not need to purchase anything else.

Instructor Availability:***Brad can be reached a number of ways:***

E-mail: brad.hagen@uleth.ca (best way to reach Brad!)

Phone: 403-329-2299

Office: Markin Hall, M3055



Rather than regularly scheduled office hours, please contact Brad for an individual appointment should you need to meet with him.

Please note two things about Brad's availability:

- Brad is generally unavailable all day Mondays (clinical counselling psychology practice day)
- Brad will make every effort to respond to your emails in a timely manner; typically within 48 hours (not including Saturdays, Sundays and/or Holidays).

Course Process:

It has been well documented that we all learn better when our learning is ***active***, and when we ***learn in teams and groups***. In addition, being able to perform effectively in teams and groups is not only an essential skill required in most employment settings and careers, but learning how to work and relate well with others can be an important factor in our own mental, emotional and physical well-being.

Therefore, this course will require that as well as working as an individual, you will be working throughout the semester in a small randomly assigned team designed to increase your learning in this course. A minority of your grade (30%) will be assigned for team work and participation. Please see the 'assignments' section for more information.

**How to Succeed in This Course**

Everyone generally likes to do well in their courses, and as this course has some components that you may not be familiar with (e.g., Moodle, team-based learning), you may find the following tips and pointers helpful for your success in this course:

- 1) Please read the course outline, particularly the sections on assignment marking and grading.
- 2) Be sure to ask your instructor if there is anything you do not understand about the course.
- 3) There are no big mid-terms or finals in this course. However, there are weekly work/readings you need to keep on top of. ***Make sure you budget at least 3-4 hours a week for this course*** – 1-2 hours for the weekly readings, and 1-2 hours for the Moodle component of the course.
- 4) Be sure to fully participate both as an individual learner, and as an important team member. You will be depending on your team for your portion of the team/group work in this course – and they will be depending on you – so please strive to be an involved and active member within your team.
- 5) Pay careful attention to the general feedback (non-graded) you will be receiving on your Moodle and group participation parts of this course roughly $\frac{1}{3}$ of the way through the course – it's the main way you'll find out how you need to improve on these two aspects of the course.
- 6) If you find you would like to improve the marks on your quizzes, ask your team members and/or instructor on ways that you might improve your weekly reading and review of the course material.

Creating a Positive Learning Environment:

You've invested a lot of time and money in your education, and it's important that everyone helps to contribute to a positive learning environment. Therefore, all students will be expected to display (and encourage in each other) courtesy and respect during class. Therefore, please:



- Please ensure that you have shut off cell phones prior to class.
- Come to class on time, and stay the entire class, unless you have informed the instructor that you will be late or must leave early. ***In particular, entering class late can be very disruptive and disrespectful to your fellow classmates and the instructor.*** If you must come in late for some reason, please make sure you are ready for class (i.e., coat off, laptop turned on, etc.) ***before*** you enter the class, and please sit at the back of the class until a break, at which point you can re-join your team/group. If the instructor notes that you are consistently late for class, he will have a discussion with you to help develop a plan to arrive on time for class.
- If you miss a class for any reason, you are responsible for the material covered, announcements made in class, materials distributed, etc.
- Please keep your team informed of any absences you may have due to illness or other extenuating reasons, so these absences do not negatively influence their peer evaluations of you.
- Please stay focused on the class/discussion (e.g., please do not check your e-mail on your laptop during class, read your horoscope, do other un-related work in class, etc.).
- Please demonstrate respect to everyone by helping to ensure that during large group discussions only one person at a time in the class is speaking. In particular, side-conversations with people beside you during large group discussions – as tempting as they are – are distracting for students and instructors alike, and should not occur in a courteous and respectful learning environment. ***This is very important, and will be insisted on by the instructor, who may stop the class/sit down/remain quiet if side-discussions between students are occurring.***
- Student behavior that interferes with instruction/learning may constitute a non-academic offence, and may require steps to preserve a positive learning environment, as per the U of L calendar.

HLSC 3570 Course Schedule (tentative)

Class	Date	Topic(s) / Assignments	Required Reading for week
1	Tues., Jan. 10 th	<ul style="list-style-type: none"> Intro. to instructor & course, class structure, philosophy, intro to teams, picking topics 	N/A
2	Tues., Jan. 17 th	<ul style="list-style-type: none"> Psychiatry vs. Psychology vs. psychotherapy, dev'p of psychiatry, mental health theories, intro to Moodle Quiz #1 	Course Outline Readings in Moodle Folder for Week 2
3	Tues., Jan. 24 th	<ul style="list-style-type: none"> Research and evidence based practice – “how we know what we think we know” Logical fallacies, biases, values & vested interests Quiz #2 	Readings in Moodle Folder for Week 3
4	Tues., Jan. 31 st	<ul style="list-style-type: none"> Diagnoses and labels -- The DSM: Pros and Cons Quiz #3 	Readings in Moodle Folder for Week 4 Moodle forum discussion #1
5	Tues., Feb. 7 th	<ul style="list-style-type: none"> The mental health care system and pharmaceutical companies: Gifts, ghostwriting, etc. Quiz #4 Informal team and peer evaluations 	Readings in Moodle Folder for Week 5 Moodle Forum #2
6	Tues., Feb. 14 th	<ul style="list-style-type: none"> Depression: Brain illness or human despair? Quiz #5 Sample of 3 Moodle postings due on Feb 14th Give yourself a Valentine' card! ☺ 	Readings in Moodle Folder for Week 6 Moodle Forum #3
	Tues., Feb. 21 st	*No class or Moodle this week (Reading Week)*	
7	Tues., Feb. 28 th	<ul style="list-style-type: none"> Antidepressants and ECT: correcting chemical imbalances or placebo effect? Quiz #6 	Readings in Moodle Folder for Week 7 Moodle Forum #4
8	Tues., March 6 th	<ul style="list-style-type: none"> “Billy can't sit still.” Children's mental health issues (e.g., ADHD) Quiz #7 	Readings in Moodle Folder for Week 8 Moodle Forum #5
9	Tues., March 13 th	<ul style="list-style-type: none"> Schizophrenia & antipsychotics: Contrasting views Quiz #8 	Readings in Moodle Folder for Week 9 Moodle Forum #6
10	Tues., March 20 th	<ul style="list-style-type: none"> Trauma, PTSD, and mental health Quiz #9 Guest speaker 	Readings in Moodle Folder for Week 10 Moodle Forum #7
11	Tues., March 27 th	<ul style="list-style-type: none"> Topic TBA Quiz #10 	Readings in Moodle Folder for Week 11 Moodle Forum #8
12	Tues., April 3 rd	<ul style="list-style-type: none"> Topic TBA Moodle assignment due April 9th 	Readings in Moodle Folder for Week 12
13	Tues., April 10 th	<ul style="list-style-type: none"> Topic TBA Final team peer evaluations (mandatory) Course wrap-up/course and instructor evaluations 	Readings in Moodle Folder for Week 13

Overall grades: The determination of final grades for all Health Sciences courses is as follows:

Letter		GPA	Percent	Letter		GPA	Percent
A+		4.0	95-100%	C+		2.3	71-74.9%
A	Excellent	4.0	91-94.9%	C	Satisfactory	2.0	67-70.9%
A-		3.7	87-90.9%	C-		1.7	63-66.9%
B+		3.3	83-86.9%	D+		1.3	59-62.9%
B	Good	3.0	79-82.9%	D	Poor	1.0	55-58.9%
B-		2.7	75-78.9%	F	Fail	0	0-54.9%

Assignments:



1) Individual Moodle Forum Participation

- a) (10%) **First Three Moodle Postings – Due Feb 14th**
- b) (30%) **Final Five Moodle Postings & Analysis – Due April 9th**

This overall assignment – split into two parts – entails reading various websites/articles on the course Moodle site, and responding to instructor-posted questions, as well as responding to other students' postings. There will be new readings and questions posted each week which you will be expected to read and make two replies to – one that answers the posted questions, and another that comments on another student's posting. ***Thus, a minimum of two responses per week are expected.*** This assignment takes approximately 1-2 hours per week, although this may vary from person to person, depending upon how efficient you are. Please budget your time accordingly.

Instructions for Weekly Moodle Forum Postings:

- 1) These instructions for using Moodle will be reviewed again during the second day of class.
- 2) Students read Moodle articles and instructor's posted discussion question each week, read other students' responses, and make at least two postings per week (one that answers the instructor's questions, and another one that makes comments on another student's posting). ***Shorter postings are easier to read than longer postings, and should generally not be any longer than about 500 words each.***
- 3) Ideally, students should **first** do their postings using a word processor, ***doing word counts and spell checks on their postings***, save them, and then cut and paste them into Moodle. ***Using a word processor first and saving your files will help you when it comes time to submit your final assignment*** (see below).



- 4) Each week's Moodle reading will be available immediately following the previous week's class (e.g., readings for week 4 will be available immediately after week 3 class). **Your postings must be made before midnight on the Sunday prior to the following class on Tuesday**, although you are also encouraged to post earlier if you wish. *Please try not to always post your postings at the last minute as this doesn't give other students time to read and/or respond to your postings.*
- 5) Students should review the marking guide for Moodle postings, and compose their postings with the marking guide clearly in mind.
- 6) Moodle entries must include the Moodle material up to week 11, which is a total of 8 weeks of Moodle, or a total of 16 postings (i.e., 8 to instructor, 8 to fellow students). Please note that you hand in your Moodle postings in two separate assignments – your first six due February 14th, and your last ten due April 9th. Handing in your first six postings in February gives you a chance to get some feedback on how you are doing (rather than waiting until the very end).
- 7) Finally, please note that each week of missed or late Moodle will result in 10% being taken off your final Moodle grade (out of 100%), unless a note from a professional (counselor, MD, etc.) is provided that attests to circumstances beyond your control that did not allow you to post that week. *Therefore, please do whatever you need to do (e.g., program a reminder into your cell phone) to remember that you need to do Moodle each week.*

Instructions for First Three Moodle Forum Postings (worth 10%) **Due Feb. 14th**

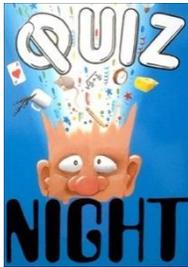
For this portion of the assignment, all you need to do is take your first three weeks' postings (6 in total – 3 postings in response to your instructor's question, and 3 postings in response to your classmates' postings), and cut and paste them into a Word document (you will have already saved this step if you've been saving your postings in a Word file format). Then, simply "drop" this file into the Moodle Assignment drop box by the due date (February 14th). You will then receive feedback (and a grade) on these postings to date, which you are strongly encouraged to incorporate into your remaining six postings).

Instructions for Final Moodle Forum Summary: (worth 30%) **Due April 9th**

- a) At the end of the course, students will include all of their remaining postings (not including the first 3) for weeks 7 through 11 (**that is, 10 postings – 5 of their most recent postings to the instructor's questions, and 5 of their most recent responses to other students' postings**) in a Word document, along with a 4-7 page summary (double-spaced, can be in point form) of their postings. This summary should include the following (**used as APA style headings**):
 - a. Overall strengths and weaknesses (if any) of your postings, based on the criteria for grading this assignment (in this course outline) – including the grade you believe you should receive for this assignment. Also, be sure to include some examples from your Moodle postings to substantiate your statements (2-3 pages).

- b. Your overall learning, growth, awareness and insights that have occurred as a result of your Moodle participation (2-4 pages). ***Please use the following sub-headings when writing this section :***
- i. Changes (if any) in any major beliefs, biases, stereotypes, etc. you may have had about mental health/illness during this semester, including how you view mental health – not only with others, but also with your own mental health – ***especially compared to your responses to the “mental health belief inventory”*** (at the very end of this course outline) ***that you completed at the beginning of the semester – please make sure you give examples from your responses to your initial inventory.***
 - ii. Changes(if any) in the way you use and/or critique evidence and arguments.
 - iii. Which Moodle/course readings were most meaningful to you, and why – and how you might use this information in the future (work or personally)
 - iv. Beliefs/attitudes/values that have ***not*** changed, and why.
- b) Your final Moodle summary ***must be submitted in the course Moodle assignment drop box by April 8th @ 4:30 p.m.*** Your grade for the Moodle assignment will be deducted 5% per business day it is late, unless extenuating circumstances can be documented.
- c) Please note that your assignment may be marked in part or wholly by a teaching assistant, under the direct supervision of the course instructor.

2) Individual Weekly Quizzes on Readings (30%) **Beginning Week 2 (Jan. 17th)**



To help you master the material for this course – and to help prepare you for productive team work and discussions – there will be ten quizzes throughout the semester. These multiple choice quizzes will be based on the weekly readings in your course pack. The quizzes will not focus on ridiculously small details from your readings. Instead, the quizzes will assess your ability to learn and apply the main broad ideas and concepts presented each week in the course pack readings. These short quizzes will be marked in class, so students will get immediate feedback on their performance each week.

Although there are ten weekly quizzes, ***your final mark for the quizzes will only include the marks from your seven highest quiz scores.*** If you miss a quiz for any reason at all (illness, dead battery in car, you missed your bus, your best friend’s wedding, your cat’s birthday, etc.), this missed quiz will be given a score of 0, and will be considered one of the quizzes not included in your final mark. Or, if you manage to write all ten quizzes, your three lowest quiz scores will be dropped. Students are encouraged to write as many of the quizzes as they can, in case illness or other extenuating circumstances dictate that you must miss some of the quizzes. ***In most cases, students will not be allowed to re-write any missed quizzes.*** If, however, you have a serious and prolonged illness and/or condition that persists for more than three weeks and can be documented in writing by a health care professional, re-writes of some quizzes (i.e., any above and beyond 3 quizzes) may be allowed on a special case-by-case basis.

In addition to the **individual components of your grade** (worth 70% of your overall mark), there are also **team components of your grade** (worth 30% of your overall mark) in this course. These include:

- 3) Team Weekly Quizzes on Readings (15%) **Beginning Week 2** (Jan. 17th)



These are *exactly* the same quizzes as the weekly individual quizzes (above). However, these quizzes will be written **as a team** (one quiz per team). That is, after all individuals having finished writing their individual quizzes (and turned them over and put them together as a pile), your team will then work on the quiz **as a team**. You will be allowed to discuss each question as a team, arrive at a consensus for each question, and continue until you have answered all questions – and then submit one quiz for your group. All quizzes will then be marked, so you will receive an individual score for your individual quiz, and a team score for your team quiz. *Please note that you only receive a team quiz score if you also wrote the corresponding individual quiz.* As per the individual quizzes, **the lowest three team quiz scores will be deleted, so only your highest 7 out of 10 group quiz scores will count towards your final grade.**

- 4) Team Participation Peer Evaluations (15%) **Ongoing – Due April 14th**



Relating and working well with others is incredibly important for our well-being, and it's therefore important to receive feedback on our work with others. You will have two formal evaluations on how your peers feel you are contributing to your team: informal feedback one-third of the way through the course (which does not contribute to your grade), and a formal evaluation at the end of the course (which will contribute to your final grade).

You will be peer-evaluated on several team-based performance criteria, including preparation, contribution, respect, flexibility, and group dedication. Your final team participation peer evaluation mark will consist of the average of your peer evaluations. For example, each of your team members will score you out of 50 for your team performance, so if you had 5 other team members, you will be given the average score out of 50 for the five peer evaluations. This average score out of 50 will then be transformed to a score out of 15, for your final team participation mark out of 15. **** Please be aware that if you do not participate in the final peer evaluations (by submitting evaluations for your peers by the due date), you will receive a grade of "0" for this assignment (unless you can document extenuating circumstances preventing you from doing so). **** If you cannot submit the peer evaluations on April 12th, you are encouraged to submit them directly to the instructor prior to that date. For more information on how you will be assessed, please carefully review the criteria for team participation peer evaluations towards the end of this course outline.

Plagiarism Statement:



The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request. Also, please note that academic integrity, particularly during quizzes, is very important. Therefore, if the instructor suspects that students are 'borrowing' the answers of other students, a friendly warning will be given. After that, future such instances will likely result in a zero on the quiz, and/or other academic discipline as per the current University of Lethbridge calendar.

What if my life falls apart and I can't get my work done on time?



I realize that life can be stressful, and that unforeseen challenges can make it hard to meet deadlines. If you need a little bit of extra time, small extensions can usually be negotiated, ***but only if you contact the instructor ahead of time*** (*the sooner, the better*). Otherwise, to be fair to everyone in the class, late assignments will be deducted 5% per day of lateness, unless you provide written documentation (e.g., from counsellor, nurse, physician, etc.) as to why you could not get the assignment in on time (e.g., due to illness, emotional difficulties, etc).

Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

Mid-Term Informal Assessment of Overall Contributions of Team Members:

Team # _____

Please use this form to evaluate your team work to date. You do NOT need to hand this in – this is simply information for your team to see how the team as a whole – and the various members – are doing with regards to team work so far.

1. As a group, please list 2 or 3 ways in which the members of your team have helped your team to be successful, and if appropriate, identify the member(s) who might be particularly good at each one.

2. As a group, please identify what the members of your team could do that would help most to improve your team’s performance.

Please make sure that by the end of this exercise, each team member has a reasonably good member of how they are doing in the team – including things that they are doing well in terms of contributing to the team’s success, and anything they need to do to improve.

Marking Guide for Moodle Participation: First 3 Postings, Due Feb 15th:

Student: _____

10

Introduction of New Moodle Resources

- *Actively and consistently brings in a variety of new materials and resources to the Moodle Forum at least once a week (e.g., websites, books, articles, video clips, etc.) (10 marks)*

20

Identification of Author Background(s) for Moodle Resources

- *For all Moodle resources (from instructor, fellow students, and/or ones you have found), demonstrates the ability to identify and/or infer the author's background, professional training and/or designation, potential biases, values, worldviews, and/or potential conflicts of interest(s) – realizing that not all this information may not be possible for all authors (10 marks)*
- *Able to discuss how the author's background may be influencing the information being presented, and/or the particular approach towards the topic the author is taking. (10 marks)*

20

Identification of the Strengths and Weaknesses of Author's Arguments

- *Where applicable, able to speak to potential strengths of the author's arguments and/or points they are making (i.e., author (s) of the Moodle Resources being discussed). (10 marks)*
- *Where applicable, able to speak to the potential weaknesses of the author's arguments and/or points they are making – particularly with regards to the use of logical fallacies. (10 marks)*

30

Depth and Quality of Responses to Instructor and Fellow Student Postings

- *Clear evidence of critically engaging with the various issues and points raised by the Moodle Resource authors, instructor and/or fellow students in the weekly forum discussion. That is, student clearly explains his or her position on what the Moodle authors, instructor and/or fellow students have to say, rather than more superficial posts such as "I totally agree with what you said Jane; great points" (10 marks)*
- *Where appropriate, use of personal insights, experiences, and/or examples as evidence of personal engagement with topic. (10 marks)*
- *Comments to other posters (instructor and/or students) clearly demonstrate respect and courtesy, particularly when people within the discussion forum disagree with each other and/or see things differently. (10 marks)*

20

Expression of Ideas of weekly postings

- *Few if any grammatical or spelling errors (10 marks)*
- *Succinct (keeps within 500 word limit for postings), clear expression of ideas (10 marks)*

100

Total mark (_____ out of 100)

Comments: _____

Marking Guide for Final Moodle Participation & Analysis (due April 9th): Student: _____

12

Introduction of New Moodle Resources

- *Actively and consistently brings in a variety of new materials and resources to the Moodle Forum at least once a week (e.g., websites, books, articles, video clips, etc.) (12 marks)*

14

Identification of Author Background(s) for Moodle Resources

- *For all Moodle resources (from instructor, fellow students, and/or ones you have found), demonstrates the ability to identify and/or infer the author's background, professional training and/or designation, potential biases, values, worldviews, and/or potential conflicts of interest(s) – realizing that not all this information may not be possible for all authors (7 marks)*
- *Able to discuss how the author's background may be influencing the information being presented, and/or the particular approach towards the topic the author is taking. (7 marks)*

14

Identification of the Strengths and Weaknesses of Author's Arguments

- *Where applicable, able to speak to potential strengths of the author's arguments and/or points they are making (i.e., author (s) of the Moodle Resources being discussed). (7 marks)*
- *Where applicable, able to speak to the potential weaknesses of the author's arguments and/or points they are making – particularly with regards to the use of logical fallacies. (7 marks)*

15

Depth and Quality of Responses to Instructor and Fellow Student Postings

- *Clear evidence of critically engaging with the various issues and points raised by the Moodle Resource authors, instructor and/or fellow students in the weekly forum discussion. That is, student clearly explains his or her position on what the Moodle authors, instructor and/or fellow students have to say, rather than more superficial posts such as "I totally agree with what you said Jane; great points" (5 marks)*
- *Where appropriate, use of personal insights, experiences, and/or examples as evidence of personal engagement with topic. (5 marks)*
- *Comments to other posters (instructor and/or fellow students) demonstrate respect and courtesy, particularly when people within the discussion forum disagree with each other / see things differently (5 marks)*

10

Expression of Ideas of weekly postings

- *Few if any grammatical or spelling errors (5 marks)*
- *Succinct (keeps within 500 word limit for postings), clear expression of ideas (5 marks)*

35

Final Summary of Postings and Analysis of Learning

- *Clear use of headings (e.g., APA style) to organize material in final summary (5 marks)*
- *The strengths and limitations of your weekly postings are clearly identified, using both: (10 marks)*
 - *Specific examples from your Moodle postings*
 - *the marking guide for Moodle participation*
- *Evidence of learning, growth, insights, etc. gained from Moodle participation (i.e., points i through vii on page 7 of course outline), and examples given from your original mental health beliefs inventory (10 marks)*

_____ / 100

Total mark (will count towards 30% of your final grade)

Formal Final Assessment of Contributions of Your Team Members

Your Team # _____ Your Name _____

Please rate your team members (**EVERYONE BUT YOURSELF**) from 1 to 10 to reflect how you really feel about the extent to which the other members of your team contributed to your team’s learning and performance, using the following five team performance characteristics. ***Please also be sure to write short point-form comments about each person’s performance to substantiate your score.*** This is your main opportunity to reward the members of your team who worked hard and helped make your team a positive and productive one. *Please note that if you give everyone pretty much the same score/rating, you may be penalizing those who worked the hardest, and rewarding those who did not work as hard.*

Preparation (Had they prepared & done readings prior to class?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Completely inadequate preparation

Just adequate preparation

Extremely well prepared

Contribution (Did they contribute productively to group discussion and work?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no contributions

Contributes, but just enough to get by

Exceptional contributions

Respect (Did they show respect for other people, and encourage others’ ideas?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no Respect

Generally respectful of others

Extremely respectful

Flexibility (Were they flexible and open-minded during disagreements?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no flexibility

Sufficiently flexible

Exceedingly flexible and open

Dedication (Punctuality, class attendance, communication with group during absences)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no Dedication

Acceptable dedication to team

Excellent dedication to team

Your Team #: _____ Your Name: _____

1) Team Member's Name: _____

Comments (required)

- a) Preparation: _____
- b) Contribution: _____
- c) Respect: _____
- d) Flexibility: _____
- e) Dedication: _____

2) Team Member's Name: _____

Comments (required)

- a) Preparation: _____
- b) Contribution: _____
- c) Respect: _____
- d) Flexibility: _____
- e) Dedication: _____

3) Team Member's Name: _____

Comments (required)

- a) Preparation: _____
- b) Contribution: _____
- c) Respect: _____
- d) Flexibility: _____
- e) Dedication: _____

4) Team Member's Name: _____

Comments (required)

- a) Preparation: _____
- b) Contribution: _____
- c) Respect: _____
- d) Flexibility: _____
- e) Dedication: _____

5) Team Member's Name: _____

Comments (required)

- a) Preparation: _____
- b) Contribution: _____
- c) Respect: _____
- d) Flexibility: _____
- e) Dedication: _____

6) Team Member's Name: _____

Comments (required)

- f) Preparation: _____
- g) Contribution: _____
- h) Respect: _____
- i) Flexibility: _____
- j) Dedication: _____

