UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC/PSYCH 3570 – CONTEMPORARY ISSUES IN MENTAL HEALTH
Course Outline – Fall, 2014

Instructor: Rebecca E. Hudson Breen, PhD
Office: Markin Hall, M3039
Office hours: Tuesdays, 2:00 – 3:00 p.m.; Thursdays 1:00 – 2:00 p.m.
Phone: 403-394-3946
E-mail: rebecca.hudsonbreen@uleth.ca
Class Time: Tuesdays, 4:30 – 7:15 p.m.
Room: TH204

“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.

COURSE OBJECTIVES:

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

- To better comprehend the nature and history of how our mental health system is set up the way it is, 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.
To understand how people argue various positions and worldviews in the area of mental health, and how logical fallacies are used to advance these arguments.

REQUIRED READINGS:

Required course readings will be made available (without charge) 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: Please see the sign-up sheet outside my office to book a specific time within office hours if you would like to meet with me. Email is typically the best way to get in touch with me. I will make every effort to respond to your emails in a timely manner, typically within 24-48 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 ⅓ 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, so we need a positive learning environment. Therefore, all students will be expected to display courtesy and respect during class. Therefore, please:

- **Please do not use your phones during 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 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 I note that you are consistently late for class, I 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, check your dating profile, 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.**
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic(s)/Assignments</th>
<th>Required Reading for that week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues., Sept. 9</td>
<td>• Intro. to instructor &amp; course, teaching evals, class structure, philosophy, intro to teams, picking topics</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Tues., Sept. 16</td>
<td>• Psychiatry vs. Psychology vs. psychotherapy, dev’p of psychiatry, mental health theories, Moodle intro • Quiz #1</td>
<td>• Course Outline • Readings in Moodle Folder for Wk 2</td>
</tr>
<tr>
<td>3</td>
<td>Tues., Sept. 23</td>
<td>• Research and evidence based practice – “how we know what we think we know” • Logical fallacies, biases, values &amp; vested interests • Quiz #2</td>
<td>• Readings in Moodle Folder for Wk 3 • Moodle discussion forum #1 - due by Sept. 21 at the latest</td>
</tr>
<tr>
<td>4</td>
<td>Tues., Sept. 30</td>
<td>• Diagnoses and labels -- The DSM: Pros and Cons, alternatives to the DSM &amp; psychiatric taxonomy. • Quiz #3</td>
<td>• Readings in Moodle Folder for Wk 4 • Moodle Forum #2 – due by Sept. 28 at latest</td>
</tr>
<tr>
<td>5</td>
<td>Tues., Oct 7</td>
<td>• The mental health care system and drug companies: Gifts, ghostwriting, etc. • Quiz #4 • Informal team and peer evaluations</td>
<td>• Readings in Moodle Folder for Wk 5 • Moodle Forum #3 – due Oct. 5 at latest • <strong>First Moodle postings Assignment due on Oct. 7</strong></td>
</tr>
<tr>
<td>6</td>
<td>Tues., Oct. 14</td>
<td>• Depression: (Brain illness or human despair?) • Quiz #5</td>
<td>• Readings in Moodle Folder for Wk 6 • Moodle Forum #4 – due Oct. 12 at latest</td>
</tr>
<tr>
<td>7</td>
<td>Tues., Oct. 21</td>
<td>• Antidepressants and ECT: correcting chemical imbalances or placebo effect? • Quiz #6</td>
<td>• Readings in Moodle Folder for Wk 7 • Moodle Forum #5 – due Oct. 19 at latest</td>
</tr>
<tr>
<td>8</td>
<td>Tues., Oct. 28</td>
<td>• “Billy can’t sit still.” Children’s mental health issues (e.g., ADHD, childhood bipolar, etc.) • Quiz #7</td>
<td>• Readings in Moodle Folder for Wk 8 • Moodle Forum #6 – due Oct. 26 at latest</td>
</tr>
<tr>
<td>9</td>
<td>Tues., Nov. 4</td>
<td>• Gender issues and mental health (possibility of transgendered issues) • Quiz #8</td>
<td>• Readings in Moodle Folder for Wk 9 • Moodle Forum #7 – due Nov. 2 at latest</td>
</tr>
<tr>
<td></td>
<td>Tues., Nov. 11</td>
<td>• No class or Moodle this week</td>
<td>• No Moodle this week</td>
</tr>
<tr>
<td>10</td>
<td>Tues., Nov. 18</td>
<td>• Trauma, PTSD, Trauma Informed Practice and mental health • Quiz #9</td>
<td>• Readings in Moodle Folder: Wk 10 • Moodle Forum #8 – due Nov. 23 at latest</td>
</tr>
<tr>
<td>11</td>
<td>Tues., Nov. 25</td>
<td>• Topic TBA • Quiz #10 • Moodle assignment due Nov 25</td>
<td>• Readings in Moodle Folder: Wk 11 • ** Final Moodle assignment due Nov. 25**</td>
</tr>
<tr>
<td>12</td>
<td>Tues., Dec. 2</td>
<td>• Topic TBA • Final team peer evaluations (mandatory) • Course wrap-up/course/ instructor evaluations</td>
<td>• No required reading for this week</td>
</tr>
</tbody>
</table>
OVERALL GRADES: The determination of final grades for all Health Sciences courses is as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100%</td>
<td>C+</td>
<td>2.3</td>
<td>71-74.9%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>87-90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>83-86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59-62.9%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>79-82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55-58.9%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>75-78.9%</td>
<td>F</td>
<td>0</td>
<td>0-54.9%</td>
</tr>
</tbody>
</table>

ASSIGNMENTS:

1) Individual Moodle Forum Participation

   a) (10%) First 3 Moodle Postings – Due Oct. 7

   b) (30%) Final 5 Moodle Postings & Analysis – Due Nov. 25

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) Please compose your Moodle postings first 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).

   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.**

4) Students should review the marking guide for Moodle postings, and compose their postings with the marking guide clearly in mind.

5) Moodle entries must include the Moodle material up to week 10, 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 10, and your last ten due April 1. 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).

6) 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
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 (10%) Due Oct 7 (4:30 p.m.)**

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. You will then receive feedback (and a grade) on these postings to date, which you are strongly encouraged to incorporate into your remaining postings.

**Instructions for Final Moodle Forum Summary: (30%) Due Nov 25 (4:30 p.m.)**

a) At the end of the course, students will include all of their remaining postings (not including the first 3) for weeks 6 through 10 (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 November 25 at 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 (Sept 16)**

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
A 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 (Sept. 16)

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 Dec. 2

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 the last day of class, 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.

5) Bonus Marks for Online Course Evaluation  (2%)  Dec. 4 at latest.

Student course evaluations are an important tool I use to improve my courses and my teaching, but many students do not take the time to actually complete them. Therefore, when online course evaluations become available at the end of the semester, please complete your evaluation – and email me to let me know you completed it – and I will give you bonus marks worth 2%. The actual content of your course evaluation remains completely confidential. I must receive your email by Dec. 4 in order for you to get your 2% bonus. Thanks!
PLAGIARISM & ACADEMIC HONESTY 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 Accommodated Learning Centre at 403-329-2766 http://www.uleth.ca/ross/counselling/index.html to set up an appointment. After registering with the Accommodated Learning 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.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University’s Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:
• answers to common copyright questions (see the FAQs),
• guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
• guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
• a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.
Mid-Term Informal Assessment of Overall Contributions of Team Members:

Team # _________

Please use this form to informally 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 identify the member(s) who might be particularly good at each one.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. As a group, please identify what each of 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

Student: ________________________________

Introduction of New Moodle Resources

10

• 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.)

Identification of Author Background(s) for Moodle Resources

20

• 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
• 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.

Identification of the Strengths and Weaknesses of Author’s Arguments

20

• 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)

Depth and Quality of Responses to Instructor and Fellow Student Postings

30

• 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.” Evidence of critical thinking, synthesis and integration, ability to connect ideas and concepts across topics.
• Where appropriate, use of personal insights, experiences, and/or examples as evidence of personal engagement with topic.
• 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.

Expression of Ideas of weekly postings

20

• Few if any grammatical or spelling errors; use of specific, concrete language and “I” statements
• Succinct (keeps within 500 word limit for postings), clear expression of ideas

Total mark (_______ out of 100)

Comments: _________________________________________________________________________
Marking Guide for Final Moodle Participation & Analysis

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)

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)

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)

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.” Evidence of critical thinking, synthesis and integration, ability to connect ideas and concepts across topics.
- 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)

Expression of Ideas of weekly postings

- Few if any grammatical or spelling errors; use of specific, concrete language and “I” statements
- Succinct (keeps within 500 word limit for postings), clear expression of ideas
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:
  - 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 (15 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                Just adequate                    Extremely well
preparation                          preparation                     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
Generally respectful of others       respectful                      respectful

**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 and open 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
<table>
<thead>
<tr>
<th></th>
<th>Team Member's Name: ________________________</th>
<th>a) Preparation: _______</th>
<th>b) Contribution: _______</th>
<th>c) Respect: _______</th>
<th>d) Flexibility: _______</th>
<th>e) Dedication: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Comments (required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>Comments (required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>Comments (required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>Comments (required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>Comments (required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td>Comments (required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MENTAL HEALTH BELIEFS INVENTORY

Please answer the following questions in point form – and hang onto them until the end of the course. You will need to use your answers as a resource for writing your final Moodle summary assignment (for helping to document any learning/changes that may have occurred during this course – you need to give examples of your answers from this inventory).

1. In your opinion/personal experience/professional experience, what does “mental health” mean? How would you define and/or describe it? How would you know if someone is mentally “healthy” as opposed to not “mentally healthy?”

2. In your opinion/personal experience/professional experience, what is ‘mental illness,’ and what is it caused by?

3. In your opinion/personal experience/professional experience, what are the best responses to (or treatments for) ‘mental illnesses’?

4. For your answers given in #2 and #3, on what basis did you give your answers? In other words, how do you know what you know? What kinds of information are you using to answer these questions (i.e., personal experience, something you’ve read, something somebody told you, etc.)?

5. What have your own life and your life experiences taught you about mental health and/or mental illness? What do you do to maintain and nourish your own mental health?

6. Where would you go for help if you had problems with your mental health (or where have you gone)? – and why would you go there, as opposed to somewhere else?