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Dates: Fall 2023 (September 11th to December 4th)

Modality: blended (online asynchronous material; on campus seminar)

Pre-requisites: PSYC203 and PSYC236

The transformational teaching¹

Brief Course Description

Why do people intentionally hurt themselves? Humans are instinctively driven (and biologically programmed) to preserve our own lives and avoid harm. Yet, worldwide, more than 800,000 people die by suicide, and many more purposefully hurt themselves without intending to die as a result (i.e., nonsuicidal self-injury [NSS]).

These types of questions should focus on the Results and/or Discussion sections. For example, questions could touch on some or all of the following themes: (1) what was the main takeaway from the article(s) and why is it important? (2) what was counterintuitive or surprising about the

advancing our basic understanding of the nature of self-injurious thoughts and behaviours? (4) what were the main dinical implications?

Students can view their assigned weeks and content areas on OnQ. Students are permitted to exchange days and/or roles with other students as needed.

For example, if two students - one presenting in Week 3 and one presenting in Week 6 - exchange spots, the instructor needs to be notified by the end of class on Thursday in Week 2. Please notify the instructor by email so that there is a record.

The grading for the Discussion Leader role will be based on (a) the questions the student posts on Feedback Fruits, (b) in-class discussion with their small group, (c) in-class discussion on their topic involving all students. <u>NOTE</u>: the weighting of these facets will be individualized based on the amount of time devoted to (b) and (c) on the assigned week. The grading rubric is below.

4-5 The student demonstrates a deep and comprehensive understanding of course materials. The student integrates readings, lectures, other course material, and outside sources

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	content presented in lectures, readings, and other materials assigned for the week. In small-group and whole class discussions, the student repeats points from the target article(s) and/or recorded lectures, or presents ideas and/or asks questions that are very closely based on information from course materials.
	generic points. The questions are disorganized; their length and/or organizational structure makes it difficult to identify central points, which inhibits in-class discussion.

0-1

content area. The questions and discussion exclusively involve surface level details. The questions repeat what is written in the target article(s) or repeat points made in lectures. Alterna5 482. 453

a. Hash Talk (15% of final grade).	and
will include	(a title slide does not count as a content slide, no

the audience is a group of late teenagers (17-18 years old) and their parents. Students can imagine that the audience has assembled for a community information session about self-injurious thoughts and behaviours; the information session is being offered because of the impacts that suicide and nonsuicidal self-injury have on transitional-aged youth.

The main goal of the flash talk is to share findings from suicide science in an approachable and accurate manner with a non-scientific audience. In service of correcting misinformation about self-injurious thoughts and behaviours, the flash talk should include scientific findings from the course mock blog post is below.

Gearly describing the topic (i.e., the myth) and motivating its importance	2
Appropriateness of the literature (course readings; outside sources) used AND the demonstrated understanding of research they include	4
Synthesis of the content and demonstrating exactly how it challenges the myth	4
Oreativity. The group has a unique perspective and information is delivered in their and/or information from the lectures)	2
The appropriateness of the flash talk for the audience (e.g., presentation is engaging and not overly technical; limited use of jargon)	2
Clarity, organization and overall appearance of the slides	1

There will be a brief period (approximately 3 minutes) after the presentation where the audience will be permitted to ask darification questions. Questions from the instructor will be prioritized, but the floor will be open to other students afterwards.

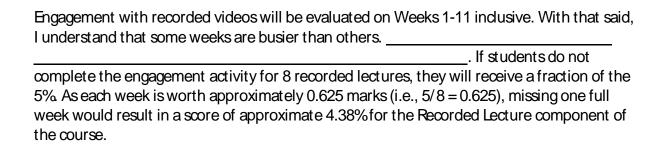
At the end of their slide deck, students should provide a list of works cited in their presentation. As with Writing Assignments, students may use any style they would like provided that there is enough information for the instructor to retrieve the source if needed.

Groups must adhere to the 10 minute time limit. Groups that exceed the time limit will be

b. Infographic (5% of final grade). Students will create a single page infographic to accompany during the question period. The purpose of the infographic is to condense the flash talk so that the key points are highlighted. It is essentially a pithy, eye-catching summary of the

for a non-community and online settings most relevant to transitional-aged youth and their parents. end of class.

Infographics must be in digital form (e.g., PDF, PNG, etc.) but groups can choose any program they would like to create them. Research groups commonly create infographics in PowerPoint or Canva (free to use here: https://www.canva.com/). Examples of infographics can be found https://www.canva.com/).



b. Posts and In-Class Participation. Students are expected to attend every class and, where possible, should notify the instructor in advance if they will be absent. Absences due to any reasonable circumstances and/or due to compliance with public health guidelines will be excused (see Academic Considerations for Students in Extenuating Circumstances).

In class, students are expected to discuss course content (assigned readings, lectures, and/or other course materials), engage in small-group discussions and activities, and contribute to a safe and respectful class environment. Students can aP2 Tf1 0 0 1 / F1 12 Tfr(r)-4(e)3(ceive)-5(io)or ath erials

3	The student routinely makes questions/observations and/or asks questions and/or initiates discussions over the course of the term. More often than not, comments show a strong understanding of the material. The overall class discussion.
2	questions/observations and/or asks questions and/or initiates discussions over the course of the term. Comments rarely expand beyond the basic content of course materials. The -level understanding of the course material.
0-1	The student rarely or never engages in discussions, whether in- comments do not exhibit understanding of the course content or engagement with the material.

Late Policy

that may impact but is not limited to:

Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID-19 diagnosis, vaccination, etc.)

Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)

Requirements by law or public health authorities (e.g., court date, isolation due to COVID-19 exposure, etc.)

extenuating circumstances. For more information, please see the <u>Senate Policy on Academic Consideration for Students in Extenuating Circumstances</u>.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating

	- Impersonating someone in an examination or
ersity	test
	- Submitting a take-home examination written, in whole or in part, by someone else
	- Fabricating or falsifying laboratory or research
	data

Students are responsible for acknowledging the sources that they use. APA style is preferred, although not required. For a primer on APA style, see: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

These websites can help you make sure that you are able to write things in your own words: https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating
https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Using generative AI writing tools such as ChatGPT in your submitted work <u>is not permitted in this class</u>. This type of use constitutes a Departure from Academic Integrity. Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT <u>is not permitted</u>.

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Sharing Course Information

Suicide science is a young subfield and best practices in teaching about suicide and nonsuicidal self-injury are evolving. To disseminate insights and ideas relevant to teaching these topics, some instructors share student responses to activities and/or class discussions with colleagues, or more widely on social media platforms. I may occasionally share the activities we do in class, and your responses to these activities, on social media and/or with colleagues. Individual students will never be identified, and I will only share general class responses. I will not share a

student in advance. I anticipate mostly, or exclusively, sharing some activities we do and my own general impressions about how students respond to these activities.

Technology Requirements

To best participate in the course, the following technology specifications are encouraged.

e4 Toleb browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers cause issues with OnQ.

Internet speed: While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, https://www.speedtest.net/

The required readings for each week are listed below. Supplemental readings, organized by week, can be found here.

Week 1

- Muehlenkamp, J. J., Brausch, A. M., & Washburn, J. J. (2017). How much is enough? Examining frequency criteria for NSSI disorder in adolescent inpatients. Journal of Consulting and Clinical Psychology, 85(6), 611-619. https://doi.org/10.1037/ccp0000209
- 2. Nock, M. K (2010). Self-injury. Annual Review of Clinical Psychology, 6, 339-363. https://doi.org/10.1146/annurev.clinpsy.121208.131258 (pp. 340-344 only).
- Sheehan, L. L., Corrigan, P. W., Al-Khouja, M. A., & Stigma of Suicide Research Team. (2016). Stakeholder perspectives on the stigma of suicide attempt survivors. Orisis, 38(2), 73 - 81. https://doi.org/10.1027/0227-5910/a000413

Week 2

1. Blades, C. A., Stritzke, W. G., Page, A. C., & Brown, J. D. (2018). The benefits and risks of asking research 433Dnicidatts.adoun survi3(id)-4(e)8(:)o2010). Se7G[(askW*nreW*nh8nBT/F1 12 Tf1 0 / F1 1

Canadian Journal of Psychiatry, 62(6), 422-430. https://doi.org/10.1177/0706743717702075

2. Smith, D. g, S. Ber, eW6- L, Fox, K. R., & HooW6ley, J. eW6- (2020)- LoW6nW6gituW6dW6inW6al predictors of self-inW6juriouW6s thoughts anbehaviors in sexuW6al nW6d5()-3(gen)W6dW6er minority adolescts. Journal of Abnrma5(I)-3(Ps)-3(y)-22(S)(B)(h)(6d)(d)(2)1. https://doi.org/10.1037/abn0000483

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Archives of suicide Research. Epub and of prinW6thttps://dW6oi.org/10.1080/13811118.2021.1999874

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