

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	UGS 302	<b>Instructor's name:</b>	Dr. Beth Pomeroy, PhD bpomeroy@mail.utexas.edu
<b>Unique Number:</b>	(Undergrad) 92340	<b>Office Number:</b>	SSW 3.106b
<b>Semester:</b>	Summer, 2015	<b>Office Phone:</b>	512-232-3405
<b>Meeting Time/Place:</b>	TWTH 11:00-1:30pm SSW 2.130	<b>Office Hours:</b>	Thurs. after class or By appointment

**Separating Fact from Fiction in Mental Illness  
Through Film and Literature**

**I. Standardized Course Description**

This course will give students an opportunity to explore and understand their perceptions and beliefs about mental illness separating facts from fiction. We will examine the myths and realities of mental illness as portrayed in literature and film beginning with Wally Lamb's award winning book, "I Know This Much Is True." Students will explore the myths and realities of emotional disorders and critically analyze works of literature and film in terms of the perpetuation of stereotypes in our society. Prominent mental disorders such as schizophrenia, bipolar disorders, and addictive disorders will be discussed and the impact that media has on cultural beliefs about mental illness will be explored. The role of family and community in caring for persons with emotional disorders will be discussed.

**Writing Flag**

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

**II. Course Objectives:** At the end of this course, students are expected to be able to:

1. Critically analyze and assess values and ethical dilemma's regarding mental illness and those person affected by mental disorders.
2. Demonstrate and appraise diverse cultural, geographical, spiritual, ethnic, and psychosocial factors related to mental illness;
3. Demonstrate strategies designed to reduce discrimination and oppression regarding death and dying issues and explore the various determinants of grief and their impact on the tasks of mourning with various populations at risk;
4. Compare and contrast fiction from factual information regarding mental illness in film and literature.
5. Examine and critically evaluate various community referral networks for mental health services and treatment of persons with mental disorders.
6. Identify their own beliefs about mental and emotional disorders and contrast them with factual information about various disorders;
7. Critically evaluate and research issues related to emotional disorders.
8. Demonstrate the ability to analyze, synthesize and summarize through written expression the myths and realities of mental illness as portrayed through the media.

**III. Teaching Methods:**

The teaching format will consist of experiential exercises, lectures, discussions, and audiovisual media to help students understand and integrate their own beliefs of death and dying into their social work practice. Throughout the course, students will be asked to focus on cultural influences that include gender, age, sexual orientation, spiritual beliefs, socio-economic, and language differences and individuals with developmental disabilities. Ethics and values associated with the dying process, death and grief reactions will also be examined throughout the course with a variety of populations.

**IV. Required and Recommended Texts, and Materials**

1. Lamb, Wally. *I Know This Much is True*
2. Parkhurst, Carolyn. *The Dogs of Babel*
3. Robison, John Elder. *Look Me in the Eye: My Life with Asperger's*.

**Grade distribution:**

Attendance and Participation	30 points
Critical Analysis Paper #1	100 points
Critical Analysis Paper #2	100 points
Group Research Presentation	100 points
<u>Final Paper</u>	<u>100 points</u>
TOTAL	430 points

**ACADEMIC POLICIES AND REGULATIONS**

**Grading**

A total of 430 points may be earned for this course, with percentage grading as follows:

95	– 100	= A
90	– 94	= A-
87	– 89	= B+
84	– 86	= B
80	– 83	= B-
77	– 79	= C+
74	– 76	= C
70	– 73	= C-
67	– 69	= D+
64	– 66	= D
60	– 63	= D-
59 and below		= F

Students should note that a considerable portion of your grade involves writing. An inability to present clear and concise work will have an impact on the grade you receive for the class. Cheating, plagiarism, and submitting the same assignment or essay for two or more courses (without the permission of the instructors involved) are classified as academic offenses and will be dealt with accordingly.

Each student should note that computer disks must be backed-up and you should have hard copies of any data used/assignments completed. Computer hardware or software problems WILL NOT be a valid reason for a late assignment. The group paper and the individual assignments must be typed, as computer facilities are available for every student.

## **Classroom Policies**

The primary goal of the UT Austin is to prepare you for a beginning professional career. As a result, it is important that you begin to demonstrate professionalism in every aspect of your attendance, social interactions and academic performance. The following guidelines should provide you with a general overview of what is expected.

### **Class Attendance**

One of the goals of the program is to provide students with a curriculum that will adequately prepare them for beginning professional careers. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at a job. Given the requirements for professional behavior, attendance for all classes is required. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students must present a written excuse from a health care provider for excused absences due to illness or other documentation as requested by the instructor for excused absences. If a student misses more than 3 classes - whether or not there is a documented, excused absence – the student may receive a failing grade. Except in the case of emergencies, and then only with the permission of the instructor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the Scheduled due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, the student must see the instructor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date.

### **Participation and Professionalism**

A crucial component of professional college education relates to an understanding of and adherence to a set of values and work ethics. Active participation in the classroom setting facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers. Given that you are attending one of the top rated colleges in the country, students must practice professional behavior in class. This includes participating constructively in class. Students can demonstrate constructive participation in a variety of ways:

1. Physical attendance at classes;
2. Verbal involvement in class and group discussions;
3. Active participation in role plays or other group exercises;
4. Initiating discussion or bringing in information from assigned readings, other readings and/or experiences;
5. One-to-one dialogue with the instructor, inside or outside of class;
6. Written dialogue (email or paper); and
7. Timely submission of assignments.

When considering the quantity and quality of participation, the following issues should be considered:

- An appropriate level of participation from each student is related to the number of students in the class, the format of the class (e.g., lecture versus workshop), and the desirability of conciseness;
- Respect the rights of others in the class, including privacy and safety (physical and emotional);
- Good questions can include admitting one's lack of knowledge about a subject (if one person is feeling self-conscious about asking a question that may be seen as "stupid", there are probably several others in the class who want to know the same thing);
- Students do not need to agree with statements made by the instructor or other students, however, respect for differences should be shown. Students are encouraged to think for themselves, ask challenging questions (in a respectful manner), and arrive at their own understandings;
- Questions/comments which are not relevant to the class or which are stated clearly in the materials can detract from the class and consume valuable time (e.g., before asking, "Is that single-spaced or double-spaced?" and "When is the assignment due?", please check to see if these types of questions are covered in the Course Syllabus).
- Students should respect for the dignity and self-worth of all individuals, regardless of ethnicity, culture, nationality, race, religion, sexual orientation, gender, disability, political belief, or other aspects of diversity.
- If a student is away due to illness or other reason, it is that student's responsibility to obtain notes, handout material, etc. from another student. The student may also suggest ways that they can make up for time lost (e.g., if you miss a class and you want to propose an extra assignment, such as a journaling exercise, to make up for not being able to participate in the class).
- If you have concerns about the class, or recommendations for it, please make these suggestions early so that they can be addressed and incorporated as early as possible.

### **Classroom Conduct**

a. **Arriving on time for class; returning from break in a timely fashion.** It is important to demonstrate to your clients or colleagues that they are important to you. Being prompt for all appointments is one way to demonstrate this professional behavior. You should therefore be prompt for class.

b. **Being prepared for class.** As a professional you should be prepared for all appointments and meetings. You can begin to demonstrate your ability to be prepared by always being prepared for class.

c. **Paying attention in class.** As a professional you need to be an active listener to appropriately understand the needs of your clients. This skill can be demonstrated by being an active listener in class as well.

d. **Remaining in class until the class is over or until the professor announces a break.** As a professional you are committed to treating your colleagues with respect and courtesy. This can be demonstrated in class by treating faculty and fellow students with respect and courtesy by remaining in class while it is in session.

e. **Handing in assignments in a timely fashion.** It is of vital importance to your clients that you meet deadlines. This can be demonstrated in class by completing the required readings by the dates listed in the syllabus and turning in papers and projects by the expected due dates.

f. **Demonstrating respect for the opinions of others.** Professionals should be tolerant of different points of view. In practice, this applies to clients and colleagues. In the classroom, this can be demonstrated by the manner in which we respect the opinions of faculty and fellow students.

### **Academic Irregularities**

The following shall constitute academic irregularities:

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor from or to other persons while taking an examination unless specifically authorized by the instructor--acts defined as cheating.
2. The presentation of works or ideas from any other source as ones own--an act defined as plagiarism.
3. Unauthorized obtaining, distributing or receiving material which is purported to be an examination, or part of an examination, without the consent of the instructor.
4. Taking of an examination for another person or having another person take an examination.
5. Other activities that interfere with the academic mission within the classroom.
6. Submission of the same or essentially the same paper, project, assignment or finished project to an instructor which has been submitted to another instructor unless specifically authorized by both instructors.

### **Incomplete Policy**

A grade of Incomplete will be considered by the instructor to be a privilege, not a right. Therefore, it must be earned and the following criteria met:

1. The student must be performing a least C-level work on all assignments due to date at the time that the Incomplete is requested.

2. In addition, evidence of adult responsibility on the student's part will be considered in evaluating the request.
3. The student and faculty must complete an Incomplete Contract.
4. Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments in a timely manner, following the contract stipulations.

## **University Policies**

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Professional Conduct in Class**

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and

announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **Use of Blackboard in Class**

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

### **Course Requirements**

This is a seminar, writing emphasis course, which means that contributions from each student are needed to advance the learning process. In order to count as a substantial writing component course, this Signature Course requires at least sixteen (16) pages of written work during the semester. Students will be expected to come to class prepared to participate in class learning. See Class Participation and Attendance portion of the syllabus for more details.



The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the course. **Blackboard assigned readings will be posted for some class sessions and should be considered part of your required homework assignments.**

### **Assignment # 1 & #2**

#### ***Critical Analysis Paper***

To achieve success in academia, you must be able to read, understand, integrate and critique. Thus, to demonstrate your understanding, and to practice your technical writing ability, you will submit a *critical analysis* for each section of work we cover in class. This paper should be five to six pages long. It should cover class discussions, book chapters (and other readings) and films that have been covered in class and as assignments. Potential analyses that could be addressed will be handed out in class. Outlines for paper content and organization will be discussed in class.

#### **Writing Flag**

You will also have the opportunity to revise Assignment #1 or #2, to be selected by the student and course professor.

**Details concerning this assignment will be provided in class.**

**100 points**

### **Assignment #3**

#### **Group Research Presentation on Mental Health Issue**

This assignment is designed to learn about a mental illness other than the ones discussed in class. You will identify a specific disorder that you would like to research and work collectively on the assignment. You will be required to meet outside of class to complete the assignment and will receive a grade as a group. Group members will decide how to divide the assignment as well as how to divide responsibilities for the class presentation. The idea is to work cohesively as a team to put together the best presentation you can. Think of this as a TEAM CHALLENGE. Each group will have forty five minutes for their presentation.

**Details concerning this assignment will be provided in class. 100 points**

### **Assignment #4**

#### **Final Critical Thinking Paper:**

#### **Separating Fact from Fiction in Mental Illness**

This final paper will examine the issue of mental health/mental illness and integrate the material that we have covered during the course of the semester. It will also include a section on self-reflection and insights gained from your understanding and comprehension of the material both in class and the material you have discovered through research and assignments. The goal of this paper is to integrate what you have learned

and to discuss the issue of societal stereotypes and social stigma versus the facts about mental illness related to various mental disorders.

**Details concerning this assignment will be provided in class.**

**100 points**

**Class Attendance and Participation:**

Discussions will have two basic components. Each student will be given a chance to comment about an aspect of the readings/movie that is important to him or her. This could mean talking about what part of the readings/movie most impact or resonate with you. It could mean taking issue with some aspect of the readings/film. I will assume that everyone has completed the readings and is prepared to respond (we will be watching films in class). So, come to class each week prepared to speak coherently about the readings or watch a film with a critical eye. I will act as discussion leader, and sometimes will provide informative notes and lecture material to supplement class readings and discussion.

At the end of the semester I will judge your overall contribution to class discussion. This portion of your participation grade will be based on your: (a) familiarity with readings; (b) ability to hear and understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights, conclusions, or questions; (e) ability to disagree constructively; (f) cooperation in building a stimulating and supportive intellectual atmosphere in class; and g) ability to use Socratic questioning.

Because a significant portion of your grade is based on class participation, it is obvious that attendance is crucial; you cannot participate if you aren't physically present. Missed classes will be addressed on a case-by-case basis. If you have to miss a class and have a good excuse, please let me know as soon as possible.

**Writing Center:** I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.fac.utexas.edu/>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work

**Course Schedule**

<b>Date</b>	<b>Description</b>	<b>Homework Assignments</b>
June 4, Thurs.	Introduction Overview of Syllabus What is mental illness? Stereotypes about mental illness Stigma and mental illness	Sign up for Presentation Groups. <i>Begin reading: I know this much is true</i>
June 9, Tues.	Signs and Symptoms of Schizophrenia <i>Movie: One Flew Over the Cuckoo's Nest, Part 1</i> Presentation Groups Announced	<b>Homework:</b> <i>Continue reading: I know this much is true</i>
June 10, Wed.	<i>Movie: One Flew Over the Cuckoo's Nest, Part 2</i> Cuckoo's Nest Group Reflection Exercise Mock Trial of Chief and Nurse Ratchett	<b>Homework:</b> <i>Reading: I know this much is true</i>
June 11, Thurs.	Understanding the Schizophrenic Mind <i>Video interviews of 3 persons with schizophrenia</i>	<b>Homework:</b> <i>Reading: I know this much is true</i>  <b>Short summary of reading due</b>
June 16, Tues.	Overview of Autism and Asperger's (pwrpt) <i>Movie: Adam</i>	<b>Homework:</b> <i>Reading: I know this much is true</i>

June 17, Wed.	<p>Overview of Depression</p> <p>Fact and Fiction about Depression and Grief</p> <p><i>Movie: Breakfast with Scot, Part 1</i></p>	<p><b>Required Reading for class:</b> Pomeroy &amp; Garcia (2011). Theories of Grief and Loss: An Overview. In <i>Children and Loss</i>, Chap. 1, p. 1-16. (on blackboard)</p> <p><b>Homework:</b> <i>Reading: I know this much is true</i></p>
June 18, Thurs.	<p>Children: Grief and Loss, Depression</p> <p><i>Movie: Breakfast with Scot, Part 2</i></p> <p><b>Critical Analysis Paper #1 Due</b></p> <p><i>Group Reflection exercise</i></p>	<p><b>Required Reading for class:</b> Pomeroy &amp; Garcia (2011). Children and Grief. In <i>Children and Loss</i>, Chap. 2, p. 17-38. (on blackboard)</p> <p><b>Homework:</b> <i>Reading: I know this much is true (FINISH)</i></p>
June 23, Tues.	<p>Bipolar and Delusional Disorders</p> <p><i>MTV True Life Series: College students w/ Bipolar</i></p>	<p><b>Homework:</b> <i>Reading: <u>Dogs of Babel</u></i></p>
June 24, Wed.	<p><i>Movie: Lars and the Real Girl</i></p>	<p><b>Homework:</b> <i>Begin Reading: <u>Dogs of Babel</u></i></p>
June 25, Thurs.	<p>Work on group presentations</p> <p><b>No formal class; groups will have the opportunity to get together and work on their presentations.</b></p>	<p><b>Homework:</b> <i>Reading: <u>Dogs of Babel</u></i></p>
June 30, Tues.	<p><b>Group Research Presentations</b></p> <p>Assignment #3</p> <p><b>Critical Analysis Paper #2 due</b></p>	<p><b>Homework:</b> <i>Reading: <u>Look me in the Eye</u></i></p>

July 1, Wed.	<b>Group Research Presentations</b> Assignment #3	<b>Homework:</b> <i>Reading <u>Look me in the Eye</u></i>
July 2, Thurs.	<b>Library Day-Work on Final Paper</b>	<b>Homework:</b> <i>Reading, Look Me in the Eye</i>
July 7, Tues.	<i>Movie: K-Pax</i> <i>Follow-up group discussion</i>	<b>Homework:</b> <i>Reading <u>Look me in the Eye</u></i> <i>(FINISH)</i>
July 8, Wed.	<b><i>Final Paper Due</i></b>	<b>Final Paper Due</b>
July 9, Thursday	End of Class Celebration	

### **Assignment #1, #2 – Critical Analysis Papers**

To achieve success in academia, you must be able to read, understand, and critique. Thus, to demonstrate your understanding, and to practice your technical writing ability, you will turn in **two critical analysis papers related to the material covered in class, films and readings**. These papers should be a minimum of 5-6 pages, double-spaced in 12 font type.

Critical Analysis papers are an opportunity to express critical thinking and your opinions based on what you have learned in lecture, the film and readings. **Your papers should not be a summary of the material. Instead, you should integrate your analysis and knowledge of the topic along with the class material.** Again, a critical analysis paper should be more than a simple summary of the material; it should contain your opinion or critique of the material. This may take on a variety of forms: you may compare the work to other related material (including but not limited to other readings from the class); you may hypothesize about ways in which the work could have been improved; you may think about ways to expand on the work, or extend it to cover new domains; or you may argue against the work, questioning its assumptions, or value. Your personal insights and awareness can be integrated into these papers, also.

Critical Analysis papers will be graded on your communication skills, and on the content and originality of your ideas. The ability to express oneself clearly is an important skill in college (and in life!). Therefore, your paper, like all good essays, should include an introductory paragraph stating your main premise, a body where you detail your ideas, and a brief concluding paragraph. Although the paper should not summarize the material, it should include enough

information about the book, movie or lecture to make your ideas or criticisms well-grounded. Try to avoid the temptation of having two sections: (1) summary, and (2) critique. Instead, it is best if you can interweave these two components (while being clear about which is which, of course).

Although all writing rules are subjective and heuristic, here are a few editing pet-peeves of mine:

- 1) Use active voice. Passive tense sounds amorphous and wishy-washy. The use of first person ("I") is appropriate for these papers.
- 2) Avoid overly complex sentences. In scientific writing, these often are a death-knell for comprehension. If you do have a complex sentence, make certain it uses parallel construction.
- 3) Use paragraphs appropriately as partitions for your ideas. Each paragraph should generally have at least three sentences.
- 4) Obviously, correct spelling and grammar are necessary components to any well-written essay and improve the clarity of your paper.

### **Assignment #3** **Group Research Presentation- Mental Health Issue**

#### **Due date: June 30 / July 1**

The goals of this assignment are:

- 1) To encourage you to seek information about issues related to mental illness and mental health,
- 2) To provide a forum for the class to benefit from the information and knowledge that you have gained.
- 3) To encourage all of us to remember that our cultural background can influence our perception of other cultures' expression of mental health and illness.

#### **Part I:**

Identify a specific mental health issue that will not be discussed in class (I will provide a handout of potential subjects). You will work as a team of students collaboratively on this assignment. You will be required to meet outside of class to complete the assignment and will receive a grade as a group. Group members will decide how to divide the assignment as well as how to divide responsibilities for the class presentation. Each group will have 45 minutes for their presentation. **Consider this a TEAM CHALLENGE!!!!**

#### **Part II:**

Research the mental health issue that you choose. What are the signs, symptoms, populations affected, controversial issues and most common treatment options for the specific disorder. Examine the common beliefs and misperceptions about the mental health issue. Find one scholarly journal article per student in your group and integrate it into your presentation.

You may want to reflect on geographic, generational, or gender differences regarding the issue you choose. For example, depression is more frequently diagnosed in women vs. men but doesn't necessarily mean more women than men become depressed at some point in their lives. Remember to use cultural humility throughout--recognizing that your cultural/ ethnic/ spiritual background will inform your understanding of this disorder.

You may also want to discuss the pros and cons of pharmacological versus counseling treatments.

### **Part III:**

You are required to hand in a detailed written outline of the information, including references. The outline should have enough information on it to communicate your key points in this presentation. Follow the content outline from the assignment. Bring copies of your outline and handouts to distribute to the class. Include a list of references or sources of information in APA format.

As always, you are encouraged to be creative with this assignment! Feel free to include photography, artwork, poetry, popular culture, videos, food, visual aids, music or anything that will illustrate your points about the mental health issue that you are researching.

Here is the breakdown of the group presentation:

**Effort rating (10 points):** You will rate the contribution of all group members (including yourself) in the planning, preparation, and presentation of your topic.

**Handout (10 points):** Your group must prepare a handout for the class of the key points to give to your classmates on the day of your presentation. In your handout, you should cite the sources of your information and include a page of references in APA format. I will photocopy your handout if you can get it to me (either via email or in my mailbox) by 5pm the Wednesday before your presentation.

**Summary (20 points):** Your group must hand in a summary of your presentation (4-5 pages, double-spaced, typed, in Times New Roman font, 12 point, with 1" margins) on the due date. It should include the main issue of your presentation, a discussion of how theories, research findings, etc apply to your mental health issues, and a list of outside references (**cited using APA format**). Do not go over or under the page limit.

**Presentation (60 points):** The presentation will be evaluated on **(a) quality of preparation** (e.g. level of organization and thoughtfulness), **(b) the content of the presentation** (e.g. have you interpreted and presented the issues correctly? Have you provided more than one viewpoint? Have you related your topic to theories, concepts, and research? Have you given attention to how these issues operate for people from diverse groups? How well have you done outside research on the topic?) and **(c) the extent to which you engage** the class in a meaningful discussion of your topic.

#### **Assignment #4 Final Integration Paper**

This final paper will be an integration of the material you have read and learned about in class through readings, lectures and films. It will involve your creative ability to integrate the material from class and develop an informed understanding of mental illness and your own ideas about how it is portrayed in the media and how it is for real people experiencing real emotional problems. A handout for this assignment will be provided in class to guide your discussion.