

**SOC 4205: Seminar in Medical Sociology**  
**Course Syllabus**

Class time: Mon. & Wed., 11:30am-12:45pm

Class location: Old Main, Room 0105

Instructor: Dr. Shirin Montazer

Office: Faculty Administration Building (FAB), Room 2270

Office hours: Mondays/Wednesday., 2:30-3:30pm

Email: [shirin.montazer@wayne.edu](mailto:shirin.montazer@wayne.edu)

I usually respond within 1-2 business days. I, generally, do not respond to e-mails on weekends/holidays.

**Course Description**

Medical Sociology is the study of the social causes and consequences of health and illness using sociological perspectives, theories, and methods. While there are many areas of investigation within this field, this course focuses on the influence of the social environment and social experience on *mental health and disorder*. The course will focus especially on differences in mental health across social groups, and explanations of these differences in terms of the exposure to different types of stress and access to social and personal coping resources. The emphasis is on recent trends in mental health research, while addressing traditional concerns as well. The course can be viewed as a logical sequence of issues that arise in considering the experiential course of a person at risk for mental health problems. We begin with an in-depth discussion of the Stress Process Model, which has for over three decades guided efforts by researchers to identify social experiences and circumstances that are associated with variations in mental health outcomes. Finally, we consider variations in mental health that are related to social position or category, such as social class, gender, race, immigration, marital status, and age.

**A note on class interactions:** We may read texts that explore sensitive topics or may represent sensitive issues for some. The materials and our discussions may make you uncomfortable. Students must be ready to keep an open mind, engage thoughtfully with the material and be willing to struggle with the material and its implications, while also treating one another with respect. We will work to create a space to think about various questions together in a respectful manner.

**Course Objectives**

- Develop an understanding of the importance of sociology of mental health, including the substantive, disciplinary, and practical implications of the research area.
- To demonstrate an understanding of the Stress Process Model and to identify how it's three major interrelated components impact, individually and in concert, mental health.
- Be able to effectively present, interpret, and critique research findings on mental health outcomes from a sociological perspective
- Be familiar with the interpretation of mental health as a continuous or fluid experience, divorced from diagnosis, and influenced by social context.

**Required Materials**

Weekly readings from reading list.

Some of these readings will be posted on Canvas throughout the semester (others you are responsible to find, download/print from the WSU library). Please check Canvas regularly to access these materials.

Website: <https://canvas.wayne.edu/>

### **Attendance and Classroom Participation/Discussion**

Class participation is essential to student success. This is a seminar course; I expect students to be engaged in discussions and demonstrate understanding of readings and concepts. Active classroom participation means voicing ideas, asking questions, and carefully listening. ***I expect students to respond to questions I, or discussion leaders, ask in class. Responses must be more than yes/no answers and must rely on engaging readings/concepts from the weekly readings.***

Students should try to create an environment that encourages everyone's participation, regardless of ideology or personality. Your deeply held beliefs may be challenged by what you read and hear. I ask that you are non-judgmental towards others who may have different perspectives, are open to new ideas, and thoughtfully consider ways of expressing your ideas that are respectful of those who may disagree. Disrespect of the professor, students, or the academic environment will not be tolerated.

**Academic Dishonesty -- Plagiarism and Cheating:** Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct. Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- ***Cheating:*** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- ***Fabrication:*** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- ***Plagiarism:*** To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
- ***Unauthorized reuse of work product:*** submission for academic credit, without the prior permission of the instructor, of substantial work previously submitted for credit in another course. Example: submitting a paper in a current course that was written for, and submitted in, a previous course. o
- ***Other forms of academic misbehavior include, but are not limited to:*** (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

### **Americans with Disabilities Act (ADA)**

If you have a documented disability that requires accommodations, first you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability

Services office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The Student Disability Services telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, I will be glad to meet with you privately during my office hours to discuss your accommodations. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu).

*Student Disability Services*

Location: David Adamany Undergraduate Library, Room 1600

Phone: 313-577- 1851; 313-202-4216 for videophone use

Online registration form: [https://wayne-accommodate.symplicity.com/public\\_accommodation/](https://wayne-accommodate.symplicity.com/public_accommodation/)

Website: <https://studentdisability.wayne.edu/>

**Writing Resources**

WSU offers resources for writing through their WRT Zone, including WSU's Writing Center:

<http://clas.wayne.edu/WRITING/>

<http://www.clas.wayne.edu/Sociology/Writing-Resources>

**Students are encouraged to use these resources before handing in any writing assignments.** You will be graded on your grammar, spelling and writing.

**Class recordings:** I do not allow students to audio or video record in this class.

**Course Drops and Withdrawals:** In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week, there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request in Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <https://wayne.edu/students/register/dropping>.

**Note:** I will not sign off on a withdraw from the course for a student who committed academic dishonestly, such as cheating and/or plagiarism.

**Grades**

| <b>Traditional Students:</b>                     |     | <b>Honors Students:</b>                          |     |
|--|-----|--|-----|
| Final grade will be determined by the following: |     | Final grade will be determined by the following: |     |
| Attendance                                       | 5%  | Attendance                                       | 5%  |
| Discussion questions                             | 15% | Discussion questions                             | 15% |
| Class participation                              | 15% | Class participation                              | 10% |
| Weekly tweets                                    | 15% | Weekly tweets                                    | 10% |
| Lead discussion                                  | 20% | Lead discussion                                  | 20% |
| Discussion board post 1                          | 10% | Discussion board post 1                          | 10% |
| Discussion board post 2                          | 10% | Discussion board post 2                          | 10% |
| Mental Health project: Presentation              | 10% | Discussion board post 3                          | 10% |
|  |     | Mental Health project: Presentation              | 10% |

Grading scale:

A: 94 and above

A-: 90-93

B+: 87-89

B: 84-86

B-: 80-83

C+: 77-79

C: 74-76

C-: 70-73

D+: 67-69

D: 64-66

D-: 60-63

F: below 60

### Description of Graded Work

#### Weekly work

##### **Attendance (5%):**

There will be a daily sign-in sheet for attendance. The sheet will be passed around during class and it is your responsibility to make sure you sign it (you may not sign for a friend – points will be deducted for those who sign for an absent student). Students are allowed **one** unexcused absence. After that, each additional unexcused absence will result in losing attendance points. Students also are graded on their in-class participation and discussion questions that are submitted (see below), which require attendance. Thus, attendance is highly recommended.

##### **Discussion questions (15%):**

Each week, beginning on January 8, 2020, students must submit at least ONE question for each reading at the beginning of the class (so, 2 readings x 1 questions = 2 questions; 3 readings x 1 = 3 questions, 4 readings x 1 = 4, etc). Generally, questions for the readings for each week will have to be submitted on Mondays (beginning of class to the discussion leaders). If we do not have class on a Monday, then the questions must be handed in on the Wednesday of that week.

***Each question must come from a different reading (i.e., students cannot submit two questions about the same paper).*** However, students may have questions that link the readings. This can be a critical question about the article, or a more basic question about how the study was conducted or the theories driving the study. ***The questions must be typed and the reading from which each question is derived must be clearly specified.*** These questions are extremely important, as they will help guide discussion for the week. Discussion leaders will compile all questions and present them the best way they see fit.

The purpose of the questions are threefold: (1) to encourage the practice of notetaking and critically engaging with the readings; (2) to help spark class discussion; and (3) to let me know that you have, in fact, done the reading.

The questions will be given a letter grade (A, A-, B, C, D, and F-fail). I will collect them at the end of each class. ***Questions that require simple yes/no answers, do not engage the readings, and do not lead to thoughtful classroom discussions will receive an F.***

***If you are absent, you are not allowed to turn in the discussion question via email. If you come into class, hand in the questions, and duck out the back door, you will not get credit.*** For this reason, students are

allowed to miss one discussion question submission. After that, each additional “miss” will result in point deductions for this portion of the course.

***Class Participation (Traditional students: 15%; Honors students: 10%):***

*Just showing up to class and signing the attendance sheet will not get students points for participation.*

What does class participation entail? It means you must be an active participant in the class and contribute to class discussion. If you come into class, sit quietly every day, and do not contribute to class discussion you will receive a 0 for class participation.

This is a seminar course, which means that I do not lecture and the class revolves around student discussion based on the weekly readings. Therefore, ***all weekly readings must be read before class begins and participation in class discussions is required.*** Regarding class discussions, please make well-thought-out and appropriate comments related to the course material; quality is better than quantity. If you make short comments or respond with yes/no answers, you will not get full grades for participation. **Each week students can get up to 5 points for class participation.** *I will be keeping note of student participation in each class.*

***Old-School Weekly Tweets\* (Traditional Students: 15%; Honors students 10%)***

Each Monday students will write at least one “old-school” tweet (i.e., 140 characters or less) related to the weekly readings. These will follow tweet formats, so students can use shorthand, hashtags, or other acceptable ways of communication in the “Twitterverse” (minus trolling or anything else that violates the respect policy). Have fun with this! Tweets can focus on findings, theory, methods, or other ideas related to the readings. *Students will type tweets before class meets to discuss the readings, have the option to share in-class, and will submit tweets to instructor at the end of the discussion.* Tweets must be typed using reasonable and legible font choices (e.g., 12pt Times New Roman font, double-spaced). The purpose of this activity is to practice summarizing academic articles. Each tweet is worth 10 points. ***\*Borrowed From Morton, 2018***

Throughout the semester

***Lead Discussion (All students: 20%)***

Each week (on both days that we meet), we will discuss weekly readings together as a class. During these discussions, two or three students (depending on class size) will lead the discussion/class. ***The class size dictates how many times students will lead discussions.*** There will be a sign-up sheet for students to choose what topics they will lead the discussion. ***Students will briefly summarize the weekly readings before delving into discussion of the material (this will go on to our Wednesday class).*** It is up to the leaders how they want to encourage discussion (use of questions, group activity, debates, etc). Whatever the method, the discussion must be well informed and must use information from the readings. If students veer off course, it is up to the discussion leader to get them back on track and focused on the material at hand.

***Discussion board post (10% for each posting = 20% total; Honors students: 10% for each posting = 30% total)***

***You are required to post an original post describing your informed position or reaction to the week’s topic two times*** during the semester ***beginning week 3*** (*Honors students have to post three times during the semester*). You will sign up for the week that you want to post your reaction at the beginning of the course. So make sure to keep track of this. Failure to post a reaction to the weekly readings for the week you were supposed to will result in a grade of zero. Posts should be approximately a paragraph in length (150-200 words) and must be posted by Sunday night before the lecture for that week. So, if, for

example, you have to post on the weekly readings for gender (Feb 10/12), you will have to post on Canvas by 11:59 pm on Sunday February 9).

### **Mental Health Project Presentation (all students: 10%)**

Throughout the semester, we will thoughtfully reflect on the weekly readings together as a class. Toward the end of the semester, you will do this on your own for the presentation.

The presentation will be a response to the three questions below. The purpose of the presentation is to apply concepts and theories discussed in the course. This presentation will be a case study of someone you know, using course concepts and findings to help explain their emotional or psychological problems, or alternatively, to help explain why they do *not* have problems given a high-risk life history. The anonymity of the person should be protected. Your current knowledge of the person and their life circumstances must be sufficient to write the paper.

In the course of the presentation, you will answer the following three questions:

1. Give a short history of the problem, or circumstances that could have led to a problem, including important circumstances that must be included to answer questions #2 and #3. Discuss the specific content of the problem, relating it to known criteria for disorder or distress. Also briefly discuss, if appropriate, issues of duration of symptoms, timing in the life course, and severity.
2. Comment on the specific risk for these problems suggested by findings on the social distribution of mental health from the course. Does your case fit these findings or not, and if not, suggest a reason? Do not assume that the class remembers the social distribution of mental health from the readings. Present on these, and then apply to your case study.
3. Discuss the role of social statuses, stress exposures and coping resources in explaining the development of their problem and whether the problem has diminished or grown over time (if applicable). It is important here that you focus only on what you argue are the “crucial” stressors or coping resource problems that explain why the problem occurred when it occurred, and how it was maintained over time. *Again, make sure you define and explain these resources and their importance to the class.* If you choose to analyze someone who has avoided mental health problems despite stress, present why you think the stressors they have experienced are important and how their coping resources helped avoid problems. This is good place to also draw on the tenets of the stress process model.
4. The presentation has to be professional and well thought out. It should be around 10 minutes in length

***\*\*Since the details for this assignment are provided from the beginning of the term, students have many weeks to work on their presentation. Thus, I will not provide any extensions for this assignment. It is my expectation, that students start working on their presentation long before it is due. We only have a few days allotted to the presentations, failure to present during that time, will result in a grade of zero. Students are encouraged to come and see me with any questions they may have long before their presentation date.***

**Schedule\***

| Date                 |  | Assignments  |
|----------------------|--|--|
| Week 1<br>1/6 & 8    | 1/6: Introduction to the course and each other<br>1/8: How to read research articles | Wed: Sign up for discussion leader (DL)<br>Wed: Sign up for discussion post<br>Wed: Sign up for Mental health presentation |
| Week 2<br>1/13&15    | Mental Health and Mental Illness: Perspectives                                       | Mon: Tweet due<br>Mon: Discussion Questions  |
| Week 3<br>1/20 & 22  | <b>**No Class on 1/20</b><br>Stressors   | Sun 1/19: Discussion board post on week 3 topic due on Canvas<br>Wed: Tweet due<br>Wed: Discussion Questions               |
| Week 4<br>1/27 & 29  | Personal and Social Resources  | Sun 1/26: Discussion board post on week 4 topic due on Canvas<br>Mon: Tweet due<br>Mon: Discussion Questions               |
| Week 5<br>2/3 & 5    | <b>The Social Distribution of Mental Health:</b><br>Basic Social Patterns and Causes | Sun 2/2: Discussion board post on week 5 topic due on Canvas<br>Mon: Tweet due<br>Mon: Discussion Questions                |
| Week 6<br>2/10 & 12  | Gender/Marital Status/Sexual orientation   | Sun 2/9: Discussion board post on week 6 topic due on Canvas<br>Mon: Tweet due<br>Mon: Discussion Questions                |
| Week 7<br>2/17 & 19  | Parental Status  | Sun 2/16: Discussion board post on week 7 topic due on Canvas<br>Mon: Tweet due<br>Mon: Discussion Questions               |
| Week 8<br>2/24 & 26  | Age and the Life course  | Sun 2/23: Discussion board post on week 8 topic due on Canvas<br>Mon: Tweet due<br>Mon: Discussion Questions               |
| Week 9<br>3/2 & 4    | Social class: Income, Education, and Employment                                      | Sun 3/1: Discussion board post on week 9 topic due on Canvas<br>Mon: Tweet due<br>Mon: Discussion Questions                |
| Week 10<br>3/9 & 11  | Spring Break – No Class.   |  |
| Week 11<br>3/16 & 18 | Race, Racism, and Discrimination   | Sun 3/15: Discussion board post on week 11 topic due on Canvas<br>Mon: Tweet due<br>Mon: Discussion Questions              |
| Week 12<br>3/23 & 25 | Immigration/Immigrant Status   | Sun 3/23: Discussion board post on week 12 topic due on Canvas<br>Mon: Tweet due   |

|                        |                               |   |
|------------------------|-------------------------------|---|
|                        |                               | Mon: Discussion Questions   |
| Week 13<br>3/30 & 4/1  | Neighborhood Contexts         | Sun 2/12: Discussion board post on week 13 topic due on Canvas<br>Mon: Tweet due<br>Mon: Discussion Questions |
| Week 14<br>4/6 & 4/8   | Mon/Wed: STUDENT RESENTATIONS |   |
| Week 15<br>4/13 & 4/15 | Mon/Wed: STUDENT RESENTATIONS |   |
| Week 16<br>4/20        | Mon: STUDENT RESENTATIONS     |   |

\*This schedule is tentative and subject to change at the instructor's discretion and pace of the class. Please check **Canvas** and attend class for in-class announcements regarding changes made to course.

## **READINGS**

\*\*Denotes that article is available on Canvas. Otherwise, please access articles using <https://library.wayne.edu/> and/or <https://scholar.google.com/>. WSU library homepage has a direct quick search bar in addition to several digital databases such as JSTOR that you can access and search within for articles.

### **Week 2: Introductions and Conceptualization of Mental Health and Illness: Perspectives**

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\*\*Thoits, Peggy A. 2010 "Sociological approaches to mental illness." Pp. 106-124 in *A Handbook for the Study of Mental Health*, Second Edition, edited by T. Scheid and T. Brown. New York: Cambridge University Press.

Pearlin, Leonard I. 1989. "The Sociological Study of Stress." *Journal of health and Social Behavior* 30: 241-56.

### **Week 3: Stressors**

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\*\* Wheaton, Blair and Shirin Montazer. 2010. "Stressors, Stress, and Distress." Ch. 9 in Horwitz and Scheid, *A Handbook for the Study of Mental Health*.(pg. 171-189, only)

Wheaton, Blair. 1990. "Life Transitions, Role Histories, and Mental Health." *American Sociological Review* 55: 209-223.

### **Week 4: Personal and Social Resources**

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\*\* Turner, R. Jay & Robyn Lewis Brown. 2010 "Social Support and Mental Health." Pp. 200-212 in *A Handbook for the Study of Mental Health*, Second Edition, edited by T. Scheid and T. Brown. New York: Cambridge University Press.

\*\* Ross, Catherine E. and John Mirowsky. 2013. "The Sense of Control: Social Structural Causes and Emotional Consequences." Pp. 379-399 in *Handbook of the Sociology of Mental Health*, edited by Carol Aneshensel, Jo Phelan, and Alex Bierman.

\*\* Schieman, Scott, Alex Bierman and Christopher G. Ellison. 2013. "Religion and Mental Health." Pp. 457-478 in *Handbook of the Sociology of Mental Health*, edited by Carol Aneshensel, Jo Phelan, and Alex Bierman.

### **Week 5: The Social Distribution of Mental Health: Basic Social Patterns and Causes**

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Aneshensel, Carol. 2009. "Toward Explaining Mental Health Disparities." *Journal of Health and Social Behavior* 50(4): 377-94.

Mirowsky, John and Catherine E. Ross. 1986. "Social Patterns of Distress." *Annual Review of Sociology* 12:23-45.

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**Week 6: Gender/Marital Status/Sexual orientation**

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\*\*Kristi Williams, Adrienne Frech and Daniel L. Carlson. "Marital Status and Mental Health" pp. 306-320 in Horwitz and Scheid, *A Handbook for the Study of Mental Health*.

Cherlin, Andrew J. 2013. "Health, Marriage, and Same-Sex Partnerships." *Journal of Health and Behavior* 54:64-66.

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**Week 7: Parental Status**

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Robin Simon, and Jennifer Caputo. 2019. "The Costs and Benefits of Parenthood for Mental and Physical Health in the United States: The Importance of Parenting Stage" *Society and Mental Health* 9: 296-315.

Katrina Leupp. 2019. "Even Supermoms Get the Blues: Employment, Gender Attitudes, and Depression." *Society and Mental Health* 9: 296-315.

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**Week 8: Age and the Life course**

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\*\*George, Linda K. 2013. "Life Course Perspectives on Mental Health." Pp. 585-599 in *The Handbook of the Sociology of Mental Health*. 2nd edition, edited by C. S. Aneshensel, J. C. Phelan, and A. Bierman. New York: Springer.

Mirowsky, John. 1992. "Age and Depression," *Journal of Health and Social Behavior* 33:187-205.

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**Week 9: Social class: Income, Education, and Employment**

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\*\*William W. Eaton, Carles Muntaner and Jaime C. Sapag. 2010. "Socioeconomic Stratification and Mental Disorder." 226-255 in Horwitz and Scheid, *A Handbook for the Study of Mental Health*.

Ross, Catherine E. and Marieke Van Willigen. 1997. "Education and the Subjective Quality of Life." *Journal of Health and Social Behavior* 38:275-297.

Glavin, Paul and Marisa Young. 2017. "Insecure people in insecure places: The influence of regional unemployment on Workers' reactions to the threat of job loss." *Journal of Health and Social Behavior* 58:232-251.

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**Week 11: Race, Ethnicity, Racism, and Discrimination**

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\*\*David R. Williams, Manuela costa and Jacinta P. Leavell "Race and Mental Health: Patterns and Challenges." 268-290 in Horwitz and Scheid, *A Handbook for the Study of Mental Health*.

Shah, Sarah. 2019. "Does Religion buffer the Effects of Discrimination on Distress for Religious Minorities? The Case of Arab Americans." *Society and Mental Health* 9:171-191

Louie, Patricia and Blair Wheaton. 2019. "The Black-White Paradox Revisited: Understanding the Role of Counterbalancing Mechanisms during Adolescence." *Journal of Health and Social Behavior* 60:169-187.

## **Week 12: Immigration/Immigrant Status**

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Takeuchi, David T. 2016. "Vintage Wine in New Bottles: Infusing Select Ideas into the Study of Immigration, Immigrants, and Mental Health." *Journal of Health and Social Behavior* 57:423-435

Landale, Nancy S. et al. 2015. "Behavioral Functioning among Mexican-Origin Children: Does Parental Legal Status Matter?" *Journal of Health and Social Behavior* 56:2-18.

Diaz, Christina J. and Michael Nino. 2019. "Familism and the Hispanic Health Advantage: The Role of Immigrant Status." *Journal of Health and Social Behavior* 60:274-290.

## **Week 13: Neighborhood Contexts**

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\*\*Aneshensel, Carol. S. 2009. "Neighborhood as a Social Context of the Stress Process." Pp. 35-52 in *Advances in the Conceptualization of the Stress Process: Essays in Honor of Leonard I. Pearlin*. Edited by William Avison, Carol Aneshensel, Scott Schieman, and Blair Wheaton. New York: Springer

Ross, Mirowsky, and Prebish. 2001. "Powerlessness and the Amplification of Threat: Neighborhood Disadvantage, Disorder, and Mistrust." *American Sociological Review* 66: 568-591.

## **Weeks 14 and 16: Student Presentations**

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**Grading Rubric for Discussion post (10% each):**

| <b>Criteria</b>                         | <b>Unsatisfactory-Beginning</b>   | <b>Developing</b>  | <b>Accomplished</b>   | <b>Exemplary</b>  |
|---|---|--|---|---|
| <b>Ideas, Arguments, &amp; Analysis</b> | <b>0</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>  |
|   | Ideas expressed lack an understanding of the weekly topic. Comments are irrelevant, off-topic, and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples. | Ideas expressed in discussion posts show a minimal understanding of the weekly topic. Comments are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas with limited analysis, original thought, and/or supported viewpoints. | Ideas expressed in discussion posts are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part. Viewpoint is supported with evidence and/or examples. | Ideas expressed in discussion posts include original thought, substantial depth, and are relevant to weekly topic. Viewpoint shows strong logical thinking, reasoning, and analysis with evidence and examples. Construction of new meaning and insights are evident. |
| <b>Connection to Course Materials</b>   | No connections are made to readings, and/or if made, are not clearly stated and are largely personal opinions.  | Minimal direct connections are made to readings. Connections are largely inferred and somewhat unclear at times.   | Some direct connections are made to readings and are clearly stated for the most part.  | Strong, direct connections are made to readings and are clearly stated.   |

**Grading Rubric for Group Discussion Lead (20% of final grade):**

**Student names:** \_\_\_\_\_

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| All members of the group appear prepared  | 0 | 1 | 2 | 3 | 4 | 5 |
| Equitable distribution of work between groups is evident (each member is prepared to discuss all readings and takes turns leading the class)    | 0 | 1 | 2 | 3 | 4 | 5 |
| Group as a whole is well prepared and organized   | 0 | 1 | 2 | 3 | 4 | 5 |
| Discussion component is engaging and well-thought-out   | 0 | 1 | 2 | 3 | 4 | 5 |
| Group members provide answers or polite corrections should discussion questions not be answered or inappropriate/ incorrect responses are given | 0 | 1 | 2 | 3 | 4 | 5 |

- 5 – Excellent
- 4 – Very Good
- 3 – Good
- 2 – Fair
- 1 – Poor
- 0 – Extremely poor

**Mental Health Project Presentation (10% of final grade):**

**Student name:** \_\_\_\_\_

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Student appears prepared  | 0 | 1 | 2 | 3 | 4 | 5 |
| Student discusses all relevant concepts (stressors, resources, etc.), theories, material from the course that related to their case study   | 0 | 1 | 2 | 3 | 4 | 5 |
| Short history of problem (circumstances) discussed clearly and related to known criteria for disorder or distress. If appropriate, discusses duration of symptoms, timing in the life course, and severity.               | 0 | 1 | 2 | 3 | 4 | 5 |
| Clearly elaborates on the specific risk for problems suggested by the readings and links case to these findings. If case does not fit the findings, student provides an appropriate reason.                               | 0 | 1 | 2 | 3 | 4 | 5 |
| Clearly discusses the role of social statuses, stress exposure and coping resources in explaining the development of their case study's problems and whether the problem(s) diminished or grew over time (if applicable). | 0 | 1 | 2 | 3 | 4 | 5 |

- 5 – Excellent
- 4 – Very Good
- 3 – Good
- 2 – Fair
- 1 – Poor
- 0 – Extremely poor