

PSYC 438 (W26)

Self-Injury and Suicide

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General Course Information

Course: PSYC 438

Course title: Self-Injury and Suicide

Pre-requisites: PSYC 203 and PSYC 236

Semester and year: Winter 2026

Number of credits: 3.0

Learning hours: 120

Dates: Winter 2026 (January 6th to March 31st)

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

Classroom accessibility: Classroom is accessible for students and instructors

Course Instructor: Dr. Jeremy G. Stewart

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 [NSSI]).

In this course, students will develop an advanced understanding of the empirical and theoretical literature on self-injurious behaviors, specifically suicide and NSSI. The course will focus on the following broad areas: (a) definition, phenomenology, assessment, and epidemiology; (b) modern theories (e.g., ideation-to-action frameworks for understanding suicide); (c) transdiagnostic risk factors (i.e., social, cognitive-affective, and biological processes); and (d) intervention and prevention

Topics

| Date | Topics | Readings |
|-------------------------|--|--|
| Week 1 Jan 6 | Definitions. Lived Experience and Stigma | Muehlenkamp et al., 2017; Nock, 2010; Sheehan et al., 2016 |
| Week 2 Jan 13 | Epidemiology and Assessment | Blades et al., 2018 Gillies et al., 2018 |
| Week 3 Jan 20 | Theories | Hooley & Franklin, 2018 Klonsky et al., 2018 |
| Week 4 Jan 27 | Under-Represented Groups Writing Assignment 1 DUE (Jan 27) | McQuaid et al., 2017 Smith et al., 2020 |
| Week 5 Feb 3 | Suicide Risk Factors I: Mental Disorders. Stress | Alqueza et al., 2021 Stewart et al., 2017 |
| Week 6 Feb 10 | Suicide Risk Factors II: Cognition. Neuropsychological Processes | Rosario-Williams et al., 2023 Ruch et al., 2020 |

| | Reading Week - NO CLASSES (Feb 16-20) | |
|--------------------------|--|--|
| Week 7 Feb 24 | Suicide Risk Factors III: Reward Processes. Decision-Making Writing Assignment 2 DUE (Feb 24) | Millner et al., 2019 Tsypes et al., 2021 |
| Week 8 Mar 3 | NSSI Risk Factors I: Emotion Regulation. Social Factors | Miller et al., 2019 Robinson et al., 2019 |
| Week 9 Mar 10 | NSSI Risk Factors II: Pain. Self-Criticism | Fox et al., 2017 Funkhouser et al., 2019 |
| Week 10 Mar 17 | Intervention Writing Assignment 3 DUE (Mar 17) | Franklin et al., 2016 McCauley et al., 2018 |
| Week 11 Mar 24 | Prevention | Anestis et al., 2020 Bauer et al., 2019 |
| Week 12 Mar 31 | Student Presentations "Debunking Myths" Project DUE (Mar 31) | |

Weekly Schedule

Course content for the week (recorded lectures, slides, articles, etc.) will appear on OnQ before the lesson (at the latest, the previous Thursday before at 5PM EST). Students should aim to review course material before class. As part of the "Course Engagement" component of the course (see [Description of Learning Activities and Assessments](#) below), students should watch pre-recorded lectures, and in some cases, respond to and/or post questions, **before class (by 9AM) on Tuesday.**

When students are assigned to lead discussions for a class (schedule available on OnQ), they should post their discussion questions directly onto assigned articles with *Feedback Fruits* **before 1159PM EST on Friday the week before class.** For example, a student leading discussion in Week 9 (March 10) would make their posts before 1159PM EST on Friday, March 6, 2026.

Course Learning Outcomes (CLOs)

By the end of this course, you should be able to do the following:

- CLO1 Define and differentiate different kinds of suicidal and nonsuicidal thoughts and behaviours
- CLO2 Apply knowledge of the etiology and dominant theoretical frameworks of suicide and NSSI to critically evaluate research evidence
- CLO3 Identify and analyze key issues in how suicidal and nonsuicidal behaviours are defined, assessed, and treated
- CLO4 Understand the impacts that the stigma about self-injurious thoughts and behaviours has on research on self-injurious thoughts and behaviours

CL05 Debunk common myths about suicide and nonsuicidal self-injury using scientific findings

Land Acknowledgement

Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).

Commitment to Equity, Diversity, and Inclusivity

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples.

Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

I espouse the values held above which are described in more detail in the University's [Educational Equity Policy](#). I will create a class environment that is safe and rich for all students and where diverse perspectives and experiences are embraced.

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu

6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Teaching Philosophy

The *transformational teaching*¹ approach provides the instructional framework for this course's activities and assessments. Transformational teaching aims "to increase students' mastery of key course concepts while transforming their learning-related attitudes, values, beliefs, and skills" (Slavich & Zimbardo, 2012, p. 576). Among transformational teaching's core methods, this course will particularly focus on (a) establishing a shared vision of the course (especially regarding how we discuss course content), (b) providing modeling and mastery experiences, (c) experiential lessons that transcend classroom boundaries, and (d) opportunities for prelection and reflection.

Practically, this means that students will reflect on their individual learning goals for the course, and as a group, we will determine how we can meet our learning goals in a safe and supportive way. Class time will be committed to student-led discussions, problem-solving and/or activities in small groups, and class demonstrations. The instructor will model critical thinking about research findings in suicide science, and students will have many chances to practice this key skill informal in class and in formal assignments. The class takes a formative assessment approach wherein students build skills in early assignments that are required to make the most out of later assignments and activities. Students will be prompted to think about their key takeaways from readings and lectures prior to in-class discussion and will be given time to reflect on the discussion nearing the end of each class.

Course Materials and Technologies

There is no textbook for this course.

Readings for the course will consist of primary empirical articles and review papers. The articles are all available to download from Queen's library. The URL for each of the readings is provided in the reading list (see [Required Reading List](#)). To access the readings, first ensure that you are connected to the Queen's server (either from an on-campus computer, or remotely). Then, simply click on the URL and you will be directed to a page that will allow you to download a copy of the article.

****You must be connected to the Queen's server to receive free downloads of these articles****

All students are required to read the article(s) listed in the [Required Reading List](#). A separate reading list presents articles that are NOT required, but that may be helpful ([Supplemental](#)

¹ Slavich, G. M., & Zimbardo, P. G. (2012). Transformational teaching: Theoretical underpinnings, basic principles, and core methods. *Educational Psychology Review*, 24, 569-608.

[Reading List](#)). The supplemental readings are a good start for assignments where the expectation is to move beyond the mandatory articles.

There are no material costs associated with this course.

Educational Technologies

This course makes use of the following website(s), program(s), and/or application(s) for specific educational use/purposes:

onQ – all course content is available on the course onQ page. Recorded lectures and slides can be found organized by week. All assignments are described on the course onQ page, and work is submitted through the website.

Feedback Fruits on onQ – the course uses an app (Feedback Fruits) through onQ that allows students to engage with course readings (i.e., post questions/comments) and recorded lectures.

Jamboards – we use Google *Jamboards* in the first class for a group activity. The following link provides a basic guide to *Jamboards*, <https://www.youtube.com/watch?v=f1nVeBHEAaI>

Mentimeter – I sometimes use a program called *Mentimeter* (<https://www.mentimeter.com/>) to survey students in my courses.

Our World in Data – In one class, we use <https://ourworldindata.org/> for a group activity. This is a website that allows the user to search and visualize key statistics in countries and regions around the world.

Assessments

| | | |
|----------------------------------|-----|---------------------------------|
| Writing Assignments | 60% | |
| Assignment 1 | 10% | (DUE January 27, 2026, at 5PM) |
| Assignment 2 | 20% | (DUE February 24, 2026, at 5PM) |
| Assignment 3 | 30% | (DUE March 17, 2026, at 5PM) |
| Discussion Leader | 5% | (schedule on OnQ) |
| “Debunking Myths” Project | 20% | (DUE March 31, 2026) |
| “Flash Talk” | 15% | |
| Infographic | 5% | (group assignments on OnQ) |
| Course Engagement | 15% | |
| Recorded Videos | 5% | (assessed by March 27, 2026) |
| Posts and In-Class Participation | | |
| Part 1 | 5% | (assessed by February 27, 2026) |
| Part 2 | 5% | (assessed by March 27, 2026) |

Assessment Learning Outcomes Matrix

| Course Assessment | CLO1 | CLO2 | CLO3 | CLO4 | CLO5 | Weight |
|---------------------------|------|------|------|------|------|--------|
| Writing Assignments | | X | X | | | 60% |
| Discussion Leader | X | X | X | X | | 5% |
| “Debunking Myths” Project | | X | X | X | X | 20% |
| Course Engagement | X | X | X | X | X | 15% |

Description of Learning Activities and Assessments

1. Writing Assignments (60% of Final Grade)

Three (3) writing assignments, worth 10-30% of students’ final grade, will be assigned throughout the term. These will require students to **BRIEFLY (500 words max)** respond to one or more specific questions. The grading rubric for writing assignments is below.

| Criterion | Weight |
|---|--------|
| Clear, accurate, and concise summary of relevant information (e.g., articles) | 40% |
| Synthesize information into a central thesis <i>supported by reviewed evidence</i> | 20% |
| Presenting <i>your own</i> unique ideas and perspectives (i.e., creativity) | 20% |
| Sentence structure, grammar, spelling, etc., and staying <i>within the word limit</i> | 10% |
| Organization, structure, and readability of the assignment | 10% |

Because Writing Assignments are worth different percentages of the final course grade (10% to 30%), the criteria above are given weights, rather than stating how many grades each criterion is worth. For the first Writing Assignment (worth 10%), the first criterion is worth 4 points (i.e., 40% of the Writing Assignment grade). However, for Writing Assignment 3 (worth 30%), the first criterion is worth 12 points (i.e., 40% of the Writing Assignment grade).

Sources used for Writing Assignments must be cited in text and the full citation should be provided in a reference section immediately following the assignment. **In-text citations and reference sections do not count towards the maximum word count.** Citation and reference style will not be evaluated; students may use any style they would like as long as there is enough information for the instructor to retrieve the source if needed.

2. Discussion Leader (5% of Final Grade)

Students will lead class discussion for one (1) topic during the semester. They will be randomly assigned this role in one of the classes from Week 3 to 11 inclusive.

Being a discussion leader involves (a) posting a minimum of three (3) questions **on the OnQ assigned readings** using *Feedback Fruits* and (b) leading a small group discussion based on your content/topic area in class. NOTE: Students are encouraged to post more than three (3) questions. If you have posted more than three, please identify the ones that the instructor should use for grading purposes (e.g., with a small note like “for grading” in brackets).

The posted questions must be completed **by 1159PM EST on Friday the week before the class in which students are scheduled to lead the small group discussion.** If there is more than one required article, students are still only required to post three (3) questions; these can centre on one of the required articles or can be spread across multiple articles.

In Weeks 3-11, three to four students will be assigned to the “Discussion Leader” role. To make sure that we do not duplicate questions or discussion themes, students will be assigned one of several Content Areas. Note, below I give examples of very general questions; students are expected to ask **more specific** questions that demonstrate their knowledge of the material. NOTE: these examples apply best to empirical articles.

| Content Area / Topic to be Addressed | |
|--------------------------------------|---|
| Rationale | These types of questions should focus on the Introduction section. For example, questions could touch on some or all of the following themes: (1) what is the principal reason for doing this work and why is it important? (2) how is the research question related to theories of suicide and/or self-injury? (3) what prior research lays the foundation for the current study, and how does the current study add to that prior research? |
| Methods/Results | These types of questions should focus on the Method and/or Results sections. For example, questions could touch on some or all of the following themes: (1) were the methods appropriate to meeting the research goals? (2) what were the strengths and weaknesses of the authors’ measures of key variables? (3) were statistically significant effects also practically meaningful? (4) how likely are the results to replicate or be confirmed in future studies? What aspects of the methodological approach tell you the results will or will not replicate? |
| Implications | 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 authors’ findings and why? (3) what were the main implications for advancing our basic understanding of the nature of self-injurious thoughts and behaviours? (4) what were the main clinical 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. **However, the instructor must be**

notified of any changes no later than the end of class on Tuesday before the earliest changes will be relevant. 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 Tuesday 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. NOTE: 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.

| Category | Points | Description |
|--------------------------|--------|--|
| Exemplary | 4-5 | The student demonstrates a deep and comprehensive understanding of course materials. The student integrates readings, lectures, other course material, and outside sources (where applicable). The students' questions are clear and concise. The student engages their group (and the class) in a rich discussion that connects assigned materials to themes across the course. The student generates creative, "outside-of-the-box" discussion. |
| Accomplished | 3 | The student demonstrates a strong understanding of course materials for that week. The student somewhat integrates readings, lectures, and other course materials within the week. The students' questions are clear and concise. The student engages their group (and the class) in a discussion that hits on points that are separate from what is written in the target article(s). |
| Developing | 2 | The students' questions do not fully address the themes of the content area. The students' questions do not expand beyond the 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. Alternatively, the students' questions focus mostly or entirely on generic points. The questions are disorganized; their length and/or organizational structure makes it difficult to identify central points, which inhibits in-class discussion. |
| Needs Improvement | 0-1 | The students' questions do not fully address the themes of the 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. Alternatively, or |

| Category | Points | Description |
|----------|--------|--|
| | | in addition, there is evidence (e.g., factual errors) that the student has not reviewed the course content that they are discussing. |

Questions posted on articles in *Feedback Fruits* should be brief, although there is no official minimum or maximum word count. Students can provide some brief context for their question (e.g., 1-2 sentences) if they feel this is needed to enhance clarity (it is not required). The “Content Area / Topic to be Addressed” table above is only a rough guide for students. You do not need to address everything listed in the table for a given content area to craft excellent questions.

Spelling, grammar, syntax, and sentence structure are not part of the grading key. However, students should aim to write clearly so that their ideas shine. If a student is referring to an outside source in a question, please provide enough citation details so that the instructor and other students can follow up on the source if desired.

3. “Debunking Myths” Project (20% of final grade)

Students will be randomly assigned to teams of four to five for the debunking myths project. A list of the group assignments for Winter 2026 will be available on OnQ by the end of Week 3. Together, they will prepare a “flash talk” and accompanying infographic that discuss and challenge a common misunderstanding about self-injurious behaviours. The instructor will assign a myth about self-injurious behaviours in advance. For the “Debunking Myths” Project, the instructor will assign a grade to the group; that is, all members of the group will receive whatever grade the group earns. Students should contact the instructor **before 5PM on Friday, March 27, 2026** if they strongly feel members in the group should be graded separately. The group and the instructor will collaboratively develop an alternative to the group grade.

a. *Flash Talk (15% of final grade)*. The “flash talk” will be **no more than 10 minutes long** and will include **up to five (5) content slides** (a title slide does not count as a content slide, nor do slides listing works cited in the flash talk). Students will prepare the “flash talk” as though 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 AND the groups’ own literature search/review. The grading rubric for the mock blog post is below.

| Criterion | Points |
|--|--------|
| Clearly describing the topic (i.e., the myth) and <i>motivating its importance</i> | 2 |
| Appropriateness of the literature (course readings; outside sources) used AND the groups' <i>demonstrated understanding of research they include</i> | 4 |
| Synthesis of the content and demonstrating <i>exactly how it challenges the myth</i> | 4 |
| Creativity. The group has a unique perspective and information is delivered in their own "voice" (i.e., not just repeated conclusions from papers reviewed in the course 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 clarification 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 as long as there is enough information for the instructor to retrieve the source if needed.

Students must submit their slides to the instructor by email by the end of class.

Groups must adhere to the 10 minute time limit. Groups that exceed the time limit will be penalized 10% (i.e., 2 marks) from the overall "Debunking Myths" Project grade.

- b. *Infographic (5% of final grade)*. Students will create a single page infographic to accompany their "flash talk". The infographic will be presented to the class at the end of the "flash talk" 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 content of the group's "flash talk". Like the "flash talk", the infographic should be designed for a non-scientific audience, and students' should imagine that this would be posted in community and online settings most relevant to transitional-aged youth and their parents. Like the slides for the "flash talk", the infographic should be emailed to the instructor by the 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 [here](#). Infographics will be assessed using the following criteria.

| Criterion | Points |
|---|--------|
| The infographic “stands alone”. The information is clear and interpretable without hearing the “flash talk” | 1 |
| Choice of key points (i.e., using the most salient information from “flash talk”) | 2 |
| Appearance (e.g., colours / images; readability; organization) | 1 |
| Creativity. Visuals and/or the way the content is delivered is unique. | 1 |

4. Course Engagement (15% of final grade)

The course blends self-paced, asynchronous learning opportunities with in-class discussions. Students will be credited for participating in each of these forms of learning.

- a. *Recorded Videos (5% of final grade)*. Students are expected to watch recorded lectures to supplement in-class discussion. This component is graded as pass/fail. Students who review the video for the week and complete the (very brief) connected activity will receive full credit for that week. An example of a connected activity could be responding to a question from the instructor, completing a poll about lecture content, or posting your own question anywhere in the lecture. Instructions for each week’s video(s) will appear in *Feedback Fruits* and the program will automatically track completion of the video engagement activities. **Students must complete the recorded lecture activity before 9AM on the day of class (Tuesday) to receive credit.**

Engagement with recorded videos will be evaluated on Weeks 1-11 inclusive. With that said, I understand that some weeks are busier than others. **Consequently, students must only receive a "pass" on 8 of the 11 weeks to receive the full 5% credit.** If students do not complete the engagement activity for 8 recorded lectures, they will receive a fraction of the 5%. As each week is worth approximately 0.625 marks (i.e., $5/8 = 0.625$), missing one full week would result in a score of approximate 4.38% for the Recorded Lecture component of the course.

- 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 [Policies - 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 also demonstrate course engagement by interacting with course content on OnQ. For example, students can post discussion threads on assigned articles using *Feedback Fruits* on weeks where they are not a Discussion Leader.

Responding to instructor- or student-generated questions on assigned articles is another way to participate. Finally, course engagement involves completing prelection and reflection prompts for some classes.

The instructor will provide brief, informal feedback on Posts and In-Class Participation to students after Week 3. However, participation in these weeks will not be graded. Students will receive graded feedback on Posts and In-Class Participation at the end of Week 7 (Part 1; assessed by February 27, 2026) and Week 11 (Part 2; assessed by March 27, 2026). Part 1 (5%) of the Posts and In-Class Participation grade will be based on Weeks 4-7 (inclusive) and Part 2 (5%) will be based on Weeks 8-11 (inclusive).

The instructor will use the rubric below to evaluate students' contributions to in-class and asynchronous (e.g., online discussions) course activities for each of the Posts and In-Class Participation evaluations.

| Category | Points | Description |
|--------------------------|--------|---|
| Exemplary | 4-5 | The student routinely makes comments on other students' questions/observations and/or asks questions and/or initiates discussions over the course of the term. Comments always or nearly always reflect a strong understanding of the material. The students' contributions reflect an understanding of the themes and controversies in suicide science. The student's comments sometimes shape the overall class discussion. |
| Accomplished | 3 | The student routinely makes comments on other students' 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 students' comments sometimes extend and enrich overall class discussion. |
| Developing | 2 | The student makes a few comments on other students' 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 students' contributions reflect a surface-level understanding of the course material. |
| Needs Improvement | 0-1 | The student rarely or never engages in discussions, whether in-class (small group; whole class) or on OnQ. The student's comments do not exhibit understanding of the course content or engagement with the material. |

Assignment Submission Policy

All Writing Assignment deadlines (listed in the Course Timeline and Assessment sections) have a **grace period** of 72 hours. Students may use the 72-hour extension (i.e., the grace period) for any Writing Assignment without contacting the instructor. Students are encouraged to meet the posted deadlines whenever possible, but any assignment handed in before the end of the grace period will be considered and will not be penalized. I am committed to accommodating anyone with a compassionate reason (e.g., illness; pressing personal obligation, etc) for turning in assignments late. If these circumstances apply to you, please be in touch with me before the assignment is due, if possible.

If compassionate reasons do not apply, I will deduct 10% for each day that the Written Assignments are late. When students are a *Discussion Leader* for the week (see [Description of Learning Activities and Assessments](#) above), I will deduct 20% from the grade for this part of the assessment for discussion questions that are posted after 1159 PM EST on the Friday of the week before class.

Rubrics

Marking rubrics have been created to help guide you toward success on assignments, and they highlight key criteria essential to your success. However, marking rubrics are not exhaustive lists of success criteria. The instructor will be providing marks on the assignments using the criteria outlined in the marking rubrics, the instructor also reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. Review the marking rubric in detail and connect with the instructor if you have any questions.

Grading Scheme

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

| Grade | Numerical Course Average (Range) |
|--------------|---|
| A+ | 90-100 |
| A | 85-89 |
| A- | 80-84 |
| B+ | 77-79 |
| B | 73-76 |
| B- | 70-72 |
| C+ | 67-69 |
| C | 63-66 |
| C- | 60-62 |
| D+ | 57-59 |
| D | 53-56 |

| | |
|----|--------------|
| D- | 50-52 |
| F | 49 and below |

Policies – Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.

If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Policies - Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to:

<https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Policies - Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is

not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Policies – Queen's Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, “respect” appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors “show respect by taking students’ ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals” (“[The Fundamental Values of Academic Integrity](#)”, 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – “the capacity to act in accordance with one’s values despite fear” (“[The Fundamental Values of Academic Integrity](#)”, 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another’s material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact. All of these values are not merely abstract but are expressed in and reinforced by the University’s policies and practices.

Acknowledging Sources: 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

Policies – Generative Artificial Intelligence (AI) Tools

Use of generative AI tools is NOT ALLOWED in any part of student work for this course.

Submitting AI-generated content constitutes a departure from academic integrity as defined by university Academic Integrity procedures.

Copyright of Course Materials

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. 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, 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's individual response to any question unless I receive express permission from that 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.

Required Reading List

The required readings for each week are listed below. Supplemental readings, organized by week, can be found [here](#).

Week 1

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).
3. 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. *Crisis, 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 participants about suicide: A meta-analysis of the impact of exposure to suicide-related content. *Clinical Psychology Review, 64*, 1-12. <https://doi.org/10.1016/j.cpr.2018.07.001>
2. Gillies, D., Christou, M. A., Dixon, A. C., Featherston, O. J., Rapti, I., Garcia-Anguita, A., ... & Christou, P. A. (2018). Prevalence and characteristics of self-harm in adolescents: Meta-analyses of community-based studies 1990–2015. *Journal of the American Academy of Child & Adolescent Psychiatry, 57*(10), 733-741. <https://doi.org/10.1016/j.jaac.2018.06.018>

NOTE: Global estimates of suicidal thoughts and behaviours that are reviewed in the recorded lecture and that we will discuss in class are available [here](#). However, the most up-to-date publication from the WHO can be found [here](#)

Week 3

1. Hooley, J. M., & Franklin, J. C. (2018). Why do people hurt themselves? A new conceptual model of nonsuicidal self-injury. *Clinical Psychological Science, 6*(3), 428-451. <https://doi.org/10.1177/2167702617745641>
2. Klonsky, E. D., Saffer, B. Y., & Bryan, C. J. (2018). Ideation-to-action theories of suicide: A conceptual and empirical update. *Current Opinion in Psychology, 22*, 38-43. <https://doi.org/10.1016/j.copsy.2017.07.020>

Week 4

1. McQuaid, R. J., Bombay, A., McInnis, O. A., Humeny, C., Matheson, K., & Anisman, H. (2017). Suicide ideation and attempts among First Nations peoples living on-reserve in Canada: The intergenerational and cumulative effects of Indian residential schools. *Canadian Journal of Psychiatry*, 62(6), 422-430. <https://doi.org/10.1177/0706743717702075>
2. Edirisinghe, S., Drobotenko, N., Meghji, S., Rajesh, Z., Barry, C., Coyle, S., Pukall, C. F., & Stewart, J. G. (2025). Examining the relation between negative health care experiences and suicide ideation in transgender and nonbinary adults. *Psychology of Sexual Orientation and Gender Diversity*. Advance online publication. <https://doi.org/10.1037/sgd0000825>

Week 5

1. Alqueza, K. L., Pagliaccio, D., Durham, K., Srinivasan, A., Stewart, J. G., & Auerbach, R. P. (2021). Suicidal thoughts and behaviors among adolescent psychiatric inpatients. *Archives of Suicide Research*. Epub ahead of print: <https://doi.org/10.1080/13811118.2021.1999874>
2. Stewart, J. G., Shields, G. S., Esposito, E. C., Cosby, E. A., Allen, N. B., Slavich, G. M., & Auerbach, R. P. (2019). Life stress and suicide in adolescents. *Journal of Abnormal Child Psychology*, 47(10), 1707-1722. <https://doi.org/10.1007/s10802-019-00534-5>

Week 6

1. Rosario-Williams, B., Akter, S., Kaur, S., & Miranda, R. (2023). Suicide-related construct accessibility and attention disengagement bias in suicide ideation. *Journal of Psychopathology and Clinical Science*, 132(2), 173–184. <https://doi.org/10.1037/abn0000808>
2. Ruch, D., Sheftall, A. H., Heck, K., McBee-Strayer, S. M., Tissue, J., Reynolds, B., ... & Bridge, J. A. (2020). Neurocognitive vulnerability to youth suicidal behavior. *Journal of Psychiatric Research*, 131, 119-126. <https://doi.org/10.1016/j.jpsychires.2020.08.032>

READING WEEK - NO CLASSES (February 16-20)

Week 7

1. Millner, A. J., den Ouden, H. E. M., Gershman, S. J., Glenn, C. R., Kearns, J. C., Bornstein, A. M., . . . Nock, M. K. (2019). Suicidal thoughts and behaviors are associated with an increased decision-making bias for active responses to escape aversive states. *Journal of Abnormal Psychology*, 128(2), 106-118. <https://doi.org/10.1037/abn0000395>
2. Tsypes, A., Owens, M., & Gibb, B. E. (2021). Reward responsiveness in suicide attempters: An EEG/ERP Study. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*, 6(1), 99 - 106. <https://doi.org/10.1016/j.bpsc.2020.04.003>

Week 8

1. Miller, A. B., Eisenlohr-Moul, T., Glenn, C. R., Turner, B. J., Chapman, A. L., Nock, M. K., & Prinstein, M. J. (2019). Does higher-than-usual stress predict nonsuicidal self-injury?

Evidence from two prospective studies in adolescent and emerging adult females. *Journal of Child Psychology and Psychiatry*, 60(10), 1076-1084. <https://doi.org/10.1111/jcpp.13072>

2. Robinson, K., Garisch, J. A., Kingi, T., Brocklesby, M., O'Connell, A., Langlands, R. L., ... & Wilson, M. S. (2019). Reciprocal risk: The longitudinal relationship between emotion regulation and non-suicidal self-injury in adolescents. *Journal of Abnormal Child Psychology*, 47(2), 325-332. <https://doi.org/10.1007/s10802-018-0450-6>

Week 9

1. Fox, K. R., Toole, K. E., Franklin, J. C., & Hooley, J. M. (2017). Why does nonsuicidal self-injury improve mood? A preliminary test of three hypotheses. *Clinical Psychological Science*, 5(1), 111-121. <https://doi.org/10.1177/2167702616662270>
2. Funkhouser, C. J., Correa, K. A., Carrillo, V. L., Klemballa, D. M., & Shankman, S. A. (2019). The time course of responding to aversiveness in females with a history of non-suicidal self-injury. *International Journal of Psychophysiology*, 141, 1-8. <https://doi.org/10.1016/j.ijpsycho.2019.04.008>

Week 10

1. Franklin, J., Fox, K., Franklin, C., Kleiman, E., Ribeiro, J., Jaroszewski, A., ... & Nock, M. (2016). A brief mobile app reduces nonsuicidal and suicidal self-injury: Evidence from three randomized controlled trials. *Journal of Consulting and Clinical Psychology*, 84(6), 544-557. <http://dx.doi.org/10.1037/ccp0000093>
2. McCauley, E., Berk, M. S., Asarnow, J. R., Adrian, M., Cohen, J., Korslund, K., ... & Linehan, M. M. (2018). Efficacy of dialectical behavior therapy for adolescents at high risk for suicide: A randomized clinical trial. *JAMA Psychiatry*, 75(8), 777-785. DOI: [10.1001/jamapsychiatry.2018.1109](https://doi.org/10.1001/jamapsychiatry.2018.1109)

Week 11

1. Anestis, M. D., Bryan, C. J., Capron, D. W., & Bryan, A. O. (2020). Lethal means counseling, distribution of cable locks, and safe firearm storage practices among the Mississippi National Guard: A factorial randomized controlled trial, 2018-2020. *American Journal of Public Health*, 111(2), 309-317. <https://doi.org/10.2105/AJPH.2020.306019>
2. Bauer, B. W., Tucker, R. P., & Capron, D. W. (2019). A nudge in a new direction: Integrating behavioral economic strategies into suicide prevention work. *Clinical Psychological Science*, 7(3), 612-620. <https://doi.org/10.1177/2167702618809367>

Week 12

Student "flash talks"