

# IDS 2935: Stigma and Mental Health

## Quest 2

### I. General Information

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#### Class Meetings

- Spring 2024
- Time & location per section listed below (please be sure to refer to your section number):

#### Section 2SM8(26722)

- T | Period 3 – 4 (9:35 AM - 11:30 AM), Location: MAT 0002
- R | Period 3 (9:35 AM - 10:25 AM), Location: AND 0021

#### Section 2SM9(28617)

- T | Period 5 – 6 (11:45 AM - 1:40 PM), Location: AND 0021
- R | Period 5 (11:45 AM - 12:35 PM), Location: MCCA 3194

#### Instructor

- Marisa Luciano, M.Ed./Ed.S
- Office Location (Zoom office link): <https://ufl.zoom.us/j/93351742632>
- Office hours: Wednesdays 8:00-10:00
- Email: [marisaluciano@ufl.edu](mailto:marisaluciano@ufl.edu)

#### Teaching Assistant

- John B Roland
- Office Location: TBA (will be listed in Canvas)
- Office hours: TBA (will be listed in Canvas)
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#### Course Description

What if there was no stigma related to mental health problems in the U.S.? How would our lived experiences be changed, and what outcomes would improve? In this course students will explore these pressing questions about stigma related to mental health from a social-cultural lens, including confronting myths and misperceptions, exploring intrapersonal and interpersonal skills that lead to optimal mental health, and challenging perceptions to create societal and personal change. To meet this aim, the course will explore the root causes of mental health stigma, and why it remains pervasive by examining facets of today's culture. The arts, media, and historical and social science disciplines' portrayals of mental health will be deconstructed and regenerated through group discourse and hands-on activities. Students will acquire critical

skills to effectively analyze, respond, and take action to counter current policies, practices, and beliefs that perpetuate the stigmatization of mental health. (3 credits)

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences (S)
- Diversity (D)
- Writing Requirement (WR) 2000 words
  - **Recommended Writing Manual:**  
*American Psychological Association. (2020). Publication manual of the American Psychological Association 2020: the official guide to APA style (7th ed.). American Psychological Association.*
  - **Writing Requirement Assignments:**
    - Semester wellness report (1,400 + words)
    - Stigma in the arts and media (600 + words)

*\*Assignment details are listed below in the section of this syllabus titled 'Descriptions of Course Graded Activities and Assignments'.*

## Quest and General Education Subject Area Objectives:

- Social & Behavioral Sciences (S)- “Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.” (<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>)
- Diversity (D) - “In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.” (<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>)

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Required Readings and Works

There is no textbook required for this course, but various articles, videos, etc. (listed below and noted in the course schedule below) can be accessed through the UF library online and/or will be made available through the class Canvas page.

Materials and Supplies Fees: n/a

American Counseling Association. (n.d.). Advocacy tips.

<https://www.counseling.org/government-affairs/advocacy-tips-tools>

American Counseling Association. (n.d.). Steps to effective meetings with members of Congress, state legislators, and staffers.

<https://www.counseling.org/government-affairs/advocacy-tips-tools>

Bertram, C. (December, 2020). Inside Brian Wilson's Mental Health Struggles. Biography [Website].

<https://www.biography.com/news/brian-wilson-mental-health-illness>

Bonvisutto, D. (July, 2018). Coming out about mental illness. WebMD [blog].

<https://www.webmd.com/mental-health/features/coming-out-about-mental-illness>

Boyson, G., Ebersole, A., Casner, R., & Coston, N. (2014). Gendered mental disorders: Masculine and feminine stereotypes about mental disorders and their relation to stigma. *The Journal of Social Psychology, 154*, 546-565. <https://doi.org/10.1080/00224545.2014.953028>

Canada, K., Berringer, S. & Ray, B. (2019). Bridging mental health and justice systems: A systematic review of the impact of mental health courts on individuals and communities. *Psychology, Public Policy, and Law, 25*(2), 73-91. <http://dx.doi.org/10.1037/law0000194>

Corrigan, P. W., Kosyluk, K. A. (2013). Erasing the stigma: Where science meets advocacy.

*Basic and Applied Social Psychology, 35*, 131-140.

<https://doi.org/10.1080/01973533.2012.746598>

Corrigan, P. W., Powell, K. J., & Michaels, P. J. (2013). The effects of news stories on the stigma of mental illness. *The Journal of Nervous and Mental Disease, 201*, 179-182.

<https://doi.org/10.1097/NMD.0b013e3182848c24>

Corrigan, P. W., & Rao, D. (2012). On the self-stigma of mental illness: Stages, disclosure, and strategies for change. *The Canadian Journal of Psychiatry, 57*, 464-469.

<https://doi.org/10.1177/070674371205700804>

Corrigan, P. W., Morris, S., Larson, J., Rafacz, J., Wassel, A., Michaels, P., Wilkins, S. et al. (2010). Self-stigma and coming out about one's mental illness. *Journal of community psychology, 38*(3), 259-275. <https://doi.org/10.1002/jcop.20363>

Helmus, K., Schaars, I.K., Wierenga, H., Glint, E., & van Os, J. (2019). Decreasing stigmatization: Reducing the discrepancy between "Us" and "Them". An Intervention for mental health care professionals. *Frontiers in Psychiatry, 10*, 1-8.

<https://doi.org/10.3389/fpsy.2019.00243>

Galanek, J. D. (2013). The cultural construction of mental illness in prison: A perfect storm of pathology. *Culture, medicine, and Psychiatry, 37*, 195-225. <https://doi.org/10.1007/s11013-012-9295-6>

Gee, A., & McGarty, C. (2013). Developing cooperative communities to reduce stigma about mental disorders. *Analyses of Social Issues and Public Policy, 13*, 137-164.

<https://doi.org/10.1111/j.1530-2415.2012.01296.x>

Goldman, Z.W. (2018). Responding to mental health issues in the college classroom. *Communication Education, 67*, 399-404. <https://doi.org/10.1080/03634523.2018.1465191>

Holder, S. M., Peterson, E. R., Stephens, R., & Crandall, L. A. (2019). Stigma in Mental Health at the Macro

- and Micro Levels: Implications for Mental Health Consumers and Professionals. *Community Mental Health Journal*, 55, 369-374. <https://doi.org/10.1007/s10597-018-0308-y>
- Kegelaers, J., Jessen, L., Van Audenaerde, E., & Oudejans, R. D. (2021). Performers of the night: Examining the mental health of electronic music artists. *Psychology of Music*, 50(1), 69-85. <https://doi.org/10.1177/0305735620976985>
- Knaak, S., Mantler, E., & Szeto, A. (2017). Mental illness-related stigma in healthcare: Barriers to access and care and evidence-based solutions. *Healthcare Management Forum*, 30, 111-116. <https://doi.org/10.1177/0840470416679413>
- Kresovich, A. (2022). The Influence of Pop Songs Referencing Anxiety, Depression, and Suicidal Ideation on College Students' Mental Health Empathy, Stigma, and Behavioral Intentions. *Health Communication*, 37(5), 617-627. <https://doi.org/10.1080/10410236.2020.1859724>
- Larson, J. E., & Corrigan, P. W. (2008). The stigma of families with mental illness. *Academic Psychiatry*, 32, 87-91. <https://doi.org/10.1176/appi.ap.32.2.87>
- Lieberman J. (2016). What if there was no stigma in mental health? <https://www.youtube.com/watch?v=WrbTbB9tTtA>
- Maxfield, P. (2018). Whiskey & tangerines: An ethnodrama exploring a couple's transition from alcoholism to long-term recovery [Doctoral Dissertation, Kansas State University]. Kansas State Research Exchange Mental Health Commission of Canada. (2013). Opening Minds: Interim Report. [https://www.mentalhealthcommission.ca/sites/default/files/opening\\_minds\\_interim\\_report\\_0.pdf](https://www.mentalhealthcommission.ca/sites/default/files/opening_minds_interim_report_0.pdf)
- Olmos, E. (July, 2021). Musicians' and roadies' lament: Anxiety, distress, and the battle for mental health. Local Spins [Website]. <https://localspins.com/musicians-and-roadies-lament-anxiety-distress-and-the-battle-for-mental-health-local-spins/>
- Pescosolido, B. A. (2013). The public stigma of mental illness: What do we think; what do we know; what can we prove? *Journal of Health and Social Behavior*, 54, 1–21. <https://doi.org/10.1177/0022146512471197>
- Raphelson, S. (2017, November). How the loss of U.S. psychiatric hospitals led to a mental health crisis. NPR. Retrieved from <https://www.npr.org/2017/11/30/567477160/how-the-loss-of-u-s-psychiatric-hospitals-led-to-a-mental-health-crisis>
- Rudick, C. K., & Dannels, D. P. (2018). Yes, and ...: Continuing the scholarly conversation about mental health stigma in higher education. *Communication Education*, 67, 404–408. <https://doi.org/10.1080/03634523.2018.1467563>
- Schomerus, G., Schindler, S., Rechenberg, T., Gfesser, T., Grabe, H. J., Liebergesell, M., Ulke, C., & Speerforck, S. (2021). Stigma as a barrier to addressing childhood trauma in conversation with trauma survivors: A study in the general population. *PLoS ONE* 16(10): e0258782. <https://doi.org/10.1371/journal.pone.0258782>
- Schulze, B. (2007). Stigma and mental health professionals: A review of the evidence of an intricate relationship. *International Review of Psychiatry*, 19, 137-155. <https://doi.org/10.1080/09540260701278929>
- Simonds, C. J., & Hooker, J. F. (2018). Creating a culture of accommodation in the public-speaking course. *Communication Education*, 67, 393-399. <https://doi.org/10.1080/03634523.2018.1465190>
- Smith, R. A., & Applegate, A. (2018). Mental health stigma and communication and their intersections with education. *Communication Education*, 67, 382-393. <https://doi.org/10.1080/03634523.2018.1465988>
- Stuart, K. (2006). Media portrayal of mental illness and its treatments. *CNS Drugs*, 20, 99-106. <https://doi.org/10.2165/00023210-200620020-00002>

## II. Graded Work

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### Description of Graded Work

#### Points Assignment Breakdown

Graded Activity	Points	Percent of Grade
Attendance & Participation	300	30%
Mental Health in the News	50	5%
Weekly Reading Response Notes	130	13%
Wellness Plan	70	7%
Semester Wellness Report	80	8%
Stigma in the Arts and Media	80	8%
Social Media Campaign Project Written Proposal	100	10%
Social Media Video Presentation	100	10%
Exam A	50	5%
Exam B	40	4%
<b>Total Points</b>	<b>1000</b>	<b>100%</b>

#### Descriptions of Course Graded Activities and Assignments

**Attendance & Participation (Total: 300 points):**

**Reading Notes (130 points total):**

**Mental Health in the News (50 points total):**

**Wellness Plan (70 points total):**

**Semester Wellness Report (80 points total):**

**Stigma in the Arts and Media (80 points total):**

**Social Media Campaign Project Written Proposal (100 points total):**

**Social Media Video Presentation (100 points total):**

**Exams (90 points total):**

### Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	100 %	to 94.0%	C	< 77.0 %	to 74.0%
A-	< 94.0 %	to 90.0%	C-	< 74.0 %	to 70.0%
B+	< 90.0 %	to 87.0%	D+	< 70.0 %	to 67.0%
B	< 87.0 %	to 84.0%	D	< 67.0 %	to 64.0%
B-	< 84.0 %	to 80.0%	D-	< 64.0 %	to 61.0%
C+	< 80.0 %	to 77.0%	F	< 61.0 %	to 0.0%

## Grading Rubric(s)

### Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

### Participation Rubric

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective of others into account.			

## III. Annotated Weekly Schedule

Week/Date	Topics, Summary, Required Reading, & Course materials
Week 1 Jan 8	<p><b>Topics: Introductions, Course Syllabus Overview, and Begin discussion on ‘what is stigma?’</b></p> <p>Summary:</p> <ul style="list-style-type: none"> <li>• Tuesday:</li> <li>• Introduction activity</li> <li>• Review syllabus and course assignments</li> <li>• Thursday:</li> <li>• Introductory discussion on Stigma and Mental Health</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Please have reviewed course syllabus for Tuesday</li> <li>• <b>Watch Video:</b></li> <li>• How to talk about mental health... (16:50 minutes)</li> </ul>
Week 2 Jan 15	<p><b>Topic: What is stigma and how is it presented in our society?</b></p> <p>Summary:</p> <ul style="list-style-type: none"> <li>• Defining stigma and how it occurs within our society and stigma self-assessment pretest.</li> <li>• Exercise: What if (pick any person, place, or thing) was stigmatized?</li> <li>• Class discussion: What would (pick any positionality) look like if there were no stigma in mental illness?</li> <li>• Will provide information on wellness plan assignment/Wellness data.</li> <li>• Class Q&amp;A</li> </ul> <p>Reading &amp; Material:</p>

Week/Date	Topics, Summary, Required Reading, & Course materials
	<ul style="list-style-type: none"> <li>• Holder, Peterson, Stephens, &amp; Crandall (2019)</li> <li>• <b>Watch Videos:</b></li> <li>• Imagine there was no stigma... (22:08 minutes)</li> <li>• Breaking the stigma and shame of mental health (10:26 minutes)</li> </ul> <p><b>Assignments Due:</b>  Reading Response Notes due Monday  Mental Health in the News Sign Ups</p>
Week 3 Jan 22	<p><b>Topic: What is self- stigma?</b>  Summary:</p> <ul style="list-style-type: none"> <li>• Lecture and class discussion on stages and model of self-stigma, and concept of schema</li> <li>• Small group discussion on media and create a short survey (survey at least 2 people before the next class).</li> <li>• F: Exercise: Analyze results of small group survey.</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Corrigan &amp; Rao (2012)</li> <li>• Lucksted &amp; Drapalski (2015)</li> <li>• CBS News Poll: Mental Health Stigma Survey</li> <li>• <b>Watch Videos:</b> CBS This morning: Stop the Stigma: A Conversation About Mental Health (33:48 minutes)</li> <li>• Connection Video and Schemas Videos on Canvas</li> <li>• <b>Assignments Due:</b></li> </ul> <p>Reading Response Notes due Monday  Wellness Plans Due Friday and tracking begins Monday Week 4</p>
Week 4 Jan 29	<p><b>Topic: What is the history of mental health and stigmatization of it?</b>  Summary:</p> <ul style="list-style-type: none"> <li>• Lecture on past, present, and future of stigma in mental illness.</li> <li>• Class discussion: In a world without stigmatization, prejudice, or discrimination, how would prevention programs work?</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Image Gallery: A Short History of Medicine (In Canvas Course Shell)</li> <li>• Pescosolido (2013)</li> <li>• Boyson, Ebersole, Casner, &amp; Coston (2014)</li> <li>• How the loss of U.S. Psychiatric....  <a href="https://www.npr.org/2017/11/30/567477160/how-the-loss-of-u-s-psychiatric-hospitals-led-to-a-mental-health-crisis">https://www.npr.org/2017/11/30/567477160/how-the-loss-of-u-s-psychiatric-hospitals-led-to-a-mental-health-crisis</a></li> <li>• <b>Watch videos:</b></li> <li>• Mad History Episode 1: The History of Mental Health (21:34 minutes)</li> <li>• George Carlin, Shell Shock (2:40 minutes)</li> </ul> <p><b>Assignments Due:</b>  Reading Response Notes due the Monday</p>



Week/Date	Topics, Summary, Required Reading, & Course materials
<p>Week 5 Feb 5</p>	<p><b>Topic: How do we understand mental disorders? Several Perspectives</b></p> <p>Summary:</p> <ul style="list-style-type: none"> <li>• Lecture on models of mental health treatment.</li> <li>• Small group discussions on trauma, addiction, and grief.</li> <li>• Class discussion of how trauma, addiction, and grief are socially stigmatized.</li> <li>• How does stigma impact help-seeking?</li> <li>• Completion of first week of wellness tracking/journaling experiences.</li> <li>• Class Q&amp;A</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Maxfield (2018)</li> <li>• Trauma and grief videos</li> <li>• Schomerus et al. (2021) Stigma as a barrier to addressing childhood trauma...</li> <li>• <b>Watch videos:</b></li> <li>• Trauma and the brain (8:45 minutes)</li> <li>• Trauma and the nervous system... (8:58 minutes)</li> <li>• How childhood trauma affects health... (16:03 minutes)</li> <li>• The truth about the five stages of grief (12:05 minutes)</li> </ul> <p><b>Assignments Due:</b> Reading Response Notes due Monday</p>
<p>Week 6 Feb 12</p>	<p><b>Topic: How is mental health portrayed in visual art and literature?</b></p> <p>Summary:</p> <ul style="list-style-type: none"> <li>• Lecture on mental health within literature and art.</li> <li>• Small group analysis of art pieces and literary passages</li> <li>• Class discussion: What would literature and art look like without stigma related to MH?</li> <li>• Externalizing exercise</li> <li>• Class Q&amp;A</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Listen to Madness in Art podcast, titled Reflecting ‘Madness’ in Art, Episode 51 (23 minutes)</li> <li>• Art image gallery (on canvas)</li> <li>• Vincent Van Gogh</li> <li>• <b>Watch videos:</b></li> <li>• The myth of the tortured artist (10:56 minutes)</li> <li>• Another Random Bit: The perspective of (28:02 minutes)</li> <li>• This is water! By David Foster Wallace (9:23 minutes)</li> </ul> <p><b>Assignments Due:</b> Reading Response Notes due Monday</p>

Week/Date	Topics, Summary, Required Reading, & Course materials
<p>Week 7 Feb 19</p>	<p><b>Topic: Mental Health in Movies, TV, and the News</b>  <b>Summary:</b></p> <ul style="list-style-type: none"> <li>• Lecture on mental health in the media</li> <li>• Review of movie and television clips</li> <li>• Class discussion: What would movies and television look like without stigma related to mental health?</li> <li>• Class Q&amp;A</li> </ul> <p><b>Reading &amp; Material:</b></p> <ul style="list-style-type: none"> <li>• Stuart (2006)</li> <li>• Corrigan et al. (2013)</li> <li>• Chouinard (2009)</li> <li>• <b>Watch videos on Mental Health in Movies &amp; TV:</b></li> <li>• Psychiatrist Breaks Down Mental Health Scenes (41:22 minutes)</li> </ul> <p><b>Assignments Due:</b>  Reading Response Notes due Monday</p>
<p>Week 8 Feb 26</p>	<p><b>Topic: Mental Health in Music</b>  <b>Summary:</b></p> <ul style="list-style-type: none"> <li>• Lecture on mental health in music- Mental health in music videos and discussion about music lyrics and artists Brian Wilson, Syd Barrett, Pink Floyd, Red Hot Chili Peppers, and others.</li> <li>• Small group review of music lyrics.</li> <li>• Class discussion: What would the music look like without stigma related to MH?</li> <li>• Class Q&amp;A</li> </ul> <p><b>Reading &amp; Material:</b></p> <ul style="list-style-type: none"> <li>• Kegelaers et al. (2021)</li> <li>• Olmos, (2021)</li> <li>• Bertram, (2020)</li> <li>• <b>Watch videos:</b></li> <li>• Syd Barrett- Up Close &amp; Personal (56:07 minutes)</li> <li>• How Grunge Changed Rock n Roll (32:54 minutes)</li> </ul> <p><b>Assignments Due:</b>  Reading Response Notes due Monday  Stigma in the Arts Project Due</p>
<p>Week 9 Mar 4</p>	<p><b>Topic: Mental Health in Music and Film II</b>  <b>Summary:</b></p> <ul style="list-style-type: none"> <li>• In class movie viewing, Whale Music</li> <li>• Class discussion: How were themes of mental health and stigma depicted in the film? How do these themes relate to the ways that mental health is portrayed in literature, art, movies, or music?</li> <li>• Class Q&amp;A</li> </ul> <p><b>Reading &amp; Material:</b></p> <ul style="list-style-type: none"> <li>• Kresovich (2022)</li> </ul>

Week/Date	Topics, Summary, Required Reading, & Course materials
	<p><b>Assignments Due:</b> Reading Response Notes due Monday</p>
Mar 11	<p><b>Spring Break Week- No Class</b></p>
<p>Week 10 Mar 18</p>	<p><b>Topic: How is mental health portrayed in the medical/ psychiatric field?</b> Summary:</p> <ul style="list-style-type: none"> <li>• Lecture and discussion on mental health portrayed within medicine and psychiatry.</li> <li>• Critique report and class discussion of article and anti- stigma efforts in the medical field.</li> <li>• Toxic positivity</li> <li>• Class debate: Influence of pharmaceuticals in MH</li> <li>• Mental Health Professional Panel</li> <li>• Class Q&amp;A</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Knaak, Mantler, &amp; Szeto (2017)</li> <li>• Opening Minds Interim Report</li> <li>• Schulze (2006)</li> <li>• Helmus et al. (2019)</li> <li>• <b>Watch videos on Psychiatric Medication:</b></li> <li>• Myths and truths about psychiatric medications (5:06 minutes)</li> <li>• The benefits of medication for mental illness (5:05 minutes)</li> </ul> <p><b>Assignments Due:</b> Reading Response Notes due Monday</p>
<p>Week 11 Mar 25</p>	<p><b>Topic: How is mental health portrayed in the correctional system?</b> Summary:</p> <ul style="list-style-type: none"> <li>• Lecture on history of mental health in the correctional system</li> <li>• Understanding the process of the insanity plea</li> <li>• Case study analysis related to the insanity plea and mental health court.</li> <li>• Watched in class- Stanford Prison Experiment (13:38 minutes)</li> <li>• Class Q&amp;A</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Galanek (2013)</li> <li>• Canada, Berringer, &amp; Ray (2019)</li> <li>• <b>Watch videos on Mental Health and Criminal Justice:</b></li> <li>• Mental Health &amp; Incarceration (20:01 minutes)</li> <li>• Canada’s mental health courts (9:30 minutes)</li> </ul> <p><b>Assignments Due:</b> Reading Response Notes due Monday</p>
<p>Week 12 Apr 1</p>	<p><b>Topic: How is mental health portrayed in the education system?</b> Summary:</p> <ul style="list-style-type: none"> <li>• Lecture on mental health portrayed within the education system.</li> <li>• Small group exercise on critiquing MH in higher education</li> </ul>

Week/Date	Topics, Summary, Required Reading, & Course materials
	<ul style="list-style-type: none"> <li>• Class Q&amp;A</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Smith &amp; Applegate (2018)</li> <li>• Simond &amp; Hooker (2018)</li> <li>• Goldman (2018)</li> <li>• Rudick &amp; Dannels (2018)</li> <li>• <b>Watch videos:</b></li> <li>• Combatting mental health crisis ... (11:37 minutes)</li> <li>• How to deal with negative emotions (9:06 minutes)</li> </ul> <p><b>Assignments Due:</b>  Reading Response Notes due Monday  All Social Media Campaign Projects Written Proposals Due</p>
<p>Week 13 Apr 8</p>	<p><b>Topic: What would it take to destigmatize mental health– Political/ community Advocacy?</b></p> <p>Summary:</p> <ul style="list-style-type: none"> <li>• Lecture on advocacy within the political system</li> <li>• Role play activity: Meeting with politicians.</li> <li>• Mental health in the community: Locating resources internet scavenger hunt.</li> <li>• Speaker from UF Counseling and Wellness Center (CWC)</li> <li>• Class Q&amp;A</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• ACA Advocacy Tips (counseling)</li> <li>• Corrigan &amp; Kosyluk (2013)</li> <li>• Gee &amp; McGarty (2013)</li> <li>• <b>Watch video:</b></li> <li>• Six Steps to Effective Advocacy Video (1:51 minutes)</li> </ul> <p><b>Assignments Due:</b>  Reading Response Notes due Monday  Semester Wellness Reports Due</p>
<p>Week 14 Apr 15</p>	<p><b>Topic: What would it take to destigmatize mental health – Personally</b></p> <p>Summary:</p> <ul style="list-style-type: none"> <li>• Lecture on self-advocacy and advocacy for one’s family.</li> <li>• Class discussion: Family advocacy.</li> <li>• Stigma self-assessment post-test</li> <li>• Class Discussion: What will you do beyond this class to destigmatize mental health?</li> <li>• Class Q&amp;A</li> </ul> <p>Reading &amp; Material:</p> <ul style="list-style-type: none"> <li>• Corrigan et al. (2010)</li> <li>• Watch videos on awareness and de-escalation:</li> <li>• We all have mental health (5:40 minutes)</li> <li>• Mental health awareness and de-escalation (39:32 minutes)</li> </ul>

Week/Date	Topics, Summary, Required Reading, & Course materials
	<ul style="list-style-type: none"> <li>The journey from self-stigma to self-worth (16:35 minutes)</li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>Students Present Social Media Video Presentations</li> <li>Reading Response Notes due Monday</li> </ul>
Week 15 Apr 22	<p><b>Topic: Social Media Presentations</b></p> <ul style="list-style-type: none"> <li>Students Present Social Media Video Presentations</li> <li>Exam Review- Review for Exams A and B</li> </ul>
Week 16 Apr 29	<p><b>Topic: Exam</b></p> <ul style="list-style-type: none"> <li>Exams on Canvas</li> </ul>

## IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline(s).*

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes (Quest 2, S). Identify, describe, and explain the evolution of mental health in the United States. Assessment: Class participation, Social Media Campaign Project Written Proposal, Semester Wellness Report
- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Quest 2, D). Identify, describe, and explain how social structures and processes related to stigma about mental health differentially affect people based on intersections such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability. Assessment: Class participation, Stigma in the Arts and Media Critical Analysis, Semester Wellness Report.

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions (Quest 2, S). Analyze and evaluate how mental health is portrayed in society in the United States. Assessment: Class participation, Stigma in the Arts and Media: Critical Analysis, Social Media Campaign Project Written Proposal, Semester Wellness Report.
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Quest 2, D). Analyze and evaluate stigma and social inequities related to mental health and strategies for

reducing them in the United States. Assessment: Class participation, Social Media Campaign Project Written Proposal, Empowering Change Reflection

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Communicate knowledge, thoughts, and reasoning clearly and effectively. Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Quest 2, S). Develop and present a novel solution to a real-world problem. Assessment: Class participation, Social Media Campaign Project Written Proposal, Social Media Video Presentation, and Semester Wellness Report.
- The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas (Quest 2, D).

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Quest 2). Connect course content through reflection and evaluation of one's own beliefs and behaviors related to own mental health and advocacy for self and others. Assessment: Class participation, Group Social Media Campaign Project, and Semester Wellness Report.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

- A guest speaker from the UF Counseling and Wellness Center (CWC) will talk to the class regarding the CWC. The guest speaker will provide the students with information about the CWC and discuss mental health services available at the CWC. Students will be asked to participate in a class activity regarding the information provided by the guest speaker that further connects the topics of stigma and mental health among college students.
- A guest panel of mental health professionals will present to class and provide information regarding students' questions. Prior to the panel, students will develop questions for the panel of mental health professionals from the local community. Questions will be related to the professional roles, responsibilities, and focus on providing information to the presence and effects of mental health stigma observed by members of the panel.
- Class activities will regularly include questions and discussions regarding the application of concepts covered over the course of the semester. Activities often include components asking students to further reflect on, identify, and discuss about how these concepts might apply to daily life scenarios, real-world problems, various social systems, structures, cultures, and/or groups.

### 2. Details of Self-Reflection Component

As discussed in the graded work section and assignment details, you will be asked to reflect on the information presented to you each week in class discussion. This includes students engaging in reflection

and examination of their own thoughts, opinions, feelings, reactions to information presented, and to examine the reasons or origin of their identified thoughts, feelings, and reactions, and to further examine and identify the implication of their thoughts, feelings, and reactions for themselves and others. Additionally, student self-reflection will be included in their Semester Wellness Reports. This assignment asks you to discuss your reflections to the following:

- Your overall experience of following your wellness plan over the course of this semester?
- What messages have you received about mental health and what it means to be well?
- How have/can you challenge stereotypes about mental health? Address barriers that are constructed by social institutions, structures, and processes, and how to approach them to maximize wellness. Further assignment details are listed in the assignment description located in an earlier section of this syllabus.

## VI. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Please arrange a meeting with the professor during the first two weeks of the course.

### UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at



<http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **VII. Additional Class Policies**

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### **Confidentiality & Professionalism**

Due to the experiential and practical nature of this experience, professionalism is critical. Within mental health & stigma course, students will need to use discretion and uphold privacy and confidentiality, particularly related to any information shared by peers.

Professionalism matters. Please be on time. Be polite and respectful in your feedback to your colleagues. Please do not hold side conversations during class discussions. Turn off cell phones, etc. to silent and place them out of sight (i.e., not on your desk or in your lap). Please keep coming and going from the class at a minimum to limit disruptions. Ample breaks will be provided. Expect to stay for the entire class period.

### **Trigger Warning**

This course deals with issues of mental health including but not limited to topics of trauma,

discrimination, and substance abuse. Though these topics may be uncomfortable for some students, it is important for the educational objectives of this class that we are able to engage in open and honest discussions of them. Should students feel emotionally triggered, they may consider it a signal of an area of their mental health and/ or personal wellness requiring attention. Students are strongly encouraged to take advantage of the services of the [Counseling and Wellness Center](#) and/or U Matter, We Care as appropriate.

## VIII. List of Campus Resources

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### *Health and Wellness*

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352- 392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress. <https://umatter.ufl.edu/>
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website <https://counseling.ufl.edu/> or call 352-392- 1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website <https://ufhealth.org/emergency-room-trauma-center>
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, website <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

### *Academic Resources*

- *E-learning technical support*: Contact the UF Computing Help Desk website <http://helpdesk.ufl.edu/> or by phone at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources. <https://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>
- *Student Complaints On-Campus*: Visit the Student Honor Code and Student Conduct Code webpage for more information. <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>
- *On-Line Students Complaints*: View the Distance Learning Student Complaint Process. <https://distance.ufl.edu/getting-help/student-complaint-process/>