



UNIVERSITY OF FLORIDA
COLLEGE OF EDUCATION

School of Human Development and Organizational Studies (HDOSE)
Counselor Education Program

QUEST2:

Instructor: Dr. Paul Maxfield, Ph.D.
IDS 2935: Stigma and Mental Health
Fall Semester 2021

Meeting Location:	NRNA 1709	Date:	Aug 24 – Dec 16
Meeting Day, Time:	Tuesdays, 3:00 – 4:55 Thursdays, 3:00 – 3:50	Mobile:	361-813-9647
Credit Hours:	3.0	E-Mail:	pmaxfield@coe.ufl.edu
Office Hours:	By appointment	Office:	2-107 Norman

COURSE DESCRIPTION AND PREREQUISITES

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? The purpose of this course is to explore stigma related to mental health from a social-cultural lens, including confronting myths and misperceptions, exploring intra 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.

REQUIRED TEXTS AND/OR READINGS

- 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>
- Bonvisutto, D. (July, 2018). Coming out about mental illness. *WebMD* [blog]. Retrieved from <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 reviews 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>
- 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>
- 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
- Olmos, E. (July, 2021). Musicians' and roadies' lament: Anxiety, distress, and the battle for mental health. *Local Spins* [Website]. Retrieved from: <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>
- 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>
- Simons, 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>

***Course readings will be available through the library and posted on canvas when possible. There is no required textbook for this course.**

QUEST COURSE OBJECTIVES/KNOWLEDGE AND SKILL OUTCOMES

Social and 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.

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

CLASS POLICIES

Disability Accommodation Policy and Procedure Statement

To receive reasonable accommodations for a disability at The University of Florida, students are to meet with a support coordinator through the Disability Resource Center (DRC) in the Dean of Students Office and develop a support strategy. Please keep in mind that a specific process must be completed before the DRC staff can make any accommodation recommendations to faculty. On average, the process takes at least two weeks to complete; however, if the student's documentation does not meet all of the requirements listed from the documentation guidelines, the process will be delayed. For more detailed information about our services, please see below or contact the DRC Monday – Friday between 8:00 a.m. and 5:00 p.m. at (352) 392-8565.

Accommodating Students with Special Learning Needs

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Florida provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the professor to discuss accommodations. Please arrange a meeting with the professor during the first two weeks of the course.

Attendance and Participation

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/UGRD/academic-regulations/attendance-policies/>

- **Attendance:** will be taken daily. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a ten-point deduction from your final grade. Please notify the instructor before missing class.
- **Participation:** Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date at the beginning of Unit 3 and schedule a conference if you are earning below 70% of the possible points.
- **NOTE:** If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

This class will primarily take place in a face to face classroom format, which will include lectures, discussion, and interactive experiential activities. Students are expected to engage and interact with each other and the instructor, and to observe deadlines for discussions and other assignments. Any request for extensions due to extenuating circumstances should be made *before* the assignment deadline. Assignments and other course work that is not submitted on time may be susceptible to point deduction penalties. Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at: <http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#attendance>

Online Evaluation policy

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/>.

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.

Recording of class sessions

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

Classes will not be recorded by the instructor. If you miss class for any reason, it is your responsibility to catch up on what was missed from peers in the class. The instructor has no responsibility to fill you in on what was missed.

UF Honesty Policy

As a result of completing the registration form at UF, every student has signed the following statement: “*I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University*” (see Student Handbook).

Additionally, the university’s policy regarding cheating, plagiarism, etc. states: “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 (<http://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.”

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.

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

Campus Resources:

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact 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.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website 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 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.
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* Visit the Student Honor Code and Student Conduct Code webpage for more information.
- *On-Line Students Complaints:* View the Distance Learning Student Complaint Process.

METHODS OF INSTRUCTION

This course will be taught through interactive face to face meetings, lectures, experiential activities, assignments, and evaluations. It will also integrate Canvas for the posting of course materials and submission of work. Typical weekly structure: Tuesdays will be for structured class discussion, instruction, and activities. Thursdays will be for Q&A. This structure may change during the semester based on class needs. Attendance for both class periods each week is required.

COURSE REQUIREMENTS

Attendance (Total: 305 points):

Show up to class and participate, and you get points. Easy! 5 points per class meeting, except for presentation days (Dec. 1, 3, & 8) which are worth 15 points each = 305 points total.

Reading Notes (130 points total):

Each week, students will create notes in reaction to their readings. These notes will include:

- a) 2 important ideas that they learned from the reading, with a summary of the idea, and a brief discussion of why it is important or interesting to know this idea.
- b) 1 question or curiosity that was raised by the reading, and a rationale for why it would be important to know the answer to this question.

NOTE: Reading notes should aim to demonstrate a depth of engagement with the material and *your own original thinking and insight*. I don't need to know what the readings said, I need to know what you thought about them. Aim for a paragraph or two per section.

Questions for Q&A Thursdays will come directly from these reading notes, which are due Tuesdays by 11:59. 10 points per reading note. *130 points total*.

Mental Health in the News (50 points total):

Each week, students will present news stories around the topic of mental health from a reputable newspaper (e.g. The New York Times, Washington Post, Gainesville Sun, Miami Herald, Times of India, etc. – If you have questions about whether a source is reputable, run it by me). Stories may be about individuals with mental health issues (e.g. “Woman with autism wins baking contest”), social policies about or influencing mental health (e.g. “Alachua county to increase mental health training for police officers”) or innovations in the treatment of mental health (e.g. “New findings reveal time in nature may reduce anxiety symptoms”). Students will give a brief presentation for the class summarizing the news story, exploring the implications for mental health (why is this important? What questions or concerns does this raise?), and noting any stigma or biases in the way the story was reported (were the views on mental health supportive or negative?).

Students will sign up for a week to present (on Tuesday at the beginning of class). They will also submit a direct link to the news story through Canvas. Stories should be no older than two weeks. Presentations should aim for around 3 minutes or so followed by possible questions from the audience.

Wellness Plan (75 points total):

Write about your personal wellness and coping skills, and areas for growth (1-2 pages). Then, create a wellness plan. In your plan, identify the culture and beliefs that mediate your approach to wellness. (Rubric distributed and reviewed in class.)

Wellness Report (80 points total):

Write a 1-2 page reflection about following your wellness plan this semester. Describe your progress and update your plan to reflect ongoing or new goals of personal wellness. 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. (Rubric distributed and reviewed in class.)

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

Choose one of the following (A, B, C, or D) (Rubric distributed and reviewed in class.):

Option A. Select a character from the following works (*Trainspotting*, *Catcher in the Rye*, *American Psycho*, *The Virgin Suicides*, *One Flew Over the Cuckoo's Nest*, *The Curious Incident of the Dog in the Night*, *About a Boy* – other novels may be approved by the instructor). Describe their struggle with mental health in the context of their story. Critically analyze a passage from the novels and how the character's mental health is stigmatized in this context. Next, imagine how their mental health would be portrayed in today's society. Would it be de-stigmatized? How could it be de-stigmatized? What help could you offer that character? Your analysis should be roughly 4-5 pages.

Option B. Select a scene from a movie or tv show that focuses on mental health. Critically analyze the director's portrayal of mental health in the scene, including the messages communicated to the audience. Rewrite the scene to create a counter argument to any stigmatizing messages presented in the scene. De-stigmatize and empower the character coping with their mental health. Create a video reenacting the scene or write screenplay of the characters' dialogues in the scene. 1-2 pages of analysis, plus a rewritten script and video.

Option C. Select a piece of art that address mental health, and critically analyze the work and the artist's potential meaning. Does the art present a message that stigmatizes mental health? Create your own artwork that represents your connection with mental health. Write a brief reflection on your experience creating this work.

Option D. Select a song that addresses mental health, and critically analyze the lyrics and the artist's potential meaning. Is mental health stigmatized in the lyrics? Next, provide an example of three songs that influence your mental health. What message do they send regarding mental health? Do they de-stigmatize mental health? Describe how they influence your mental health, and who else could benefit from hearing these songs.

Social Media Campaign Project (100 points total):

In small groups, create your own social media mental health awareness campaign that is aimed at reducing stigma and social inequities, and challenging misconceptions about mental illness. It should include the following components:

1. Determine the specific component of mental health (i.e., general wellness, de-stigmatizing seeing a counselor, eating disorders, depression).
2. Identify your target population.
3. Integrate an analytical review of data about your topic area, target population, and social media platform to provide a strong rationale for your choice for each area, as well as critically evaluate the social-cultural ideas about mental health.
4. Add a challenge, initiative, or event to get other users involved.
5. Design a social media account or webpage for the campaign.
6. Create a research proposal encompassing how you would examine the effectiveness of the campaign, including design, research questions/hypotheses, data collection, data analysis, and potential implications of the findings. (Rubric distributed and reviewed in class.)

Total: 100 points.

Group Social Media Presentation (100 points total):

Produce an engaging and informative 10-15-minute video presentation on your topic, including a critical group discussion of your social media campaign. (Rubric distributed and reviewed in class.)

Exams (90 points total):

The final exam will be in two parts covering material from the entire semester. Part A will consist of multiple choice (50 points). Part B will consist of short answers (40 points). Both parts will be submitted on Canvas.

ASSIGNMENT POINT SUMMARY

ASSIGNMENT	POINT VALUE
Attendance	305
Weekly Reading Notes	130
Mental Health in the News	50
Wellness Plan	75
Wellness Report	80
Stigma in the Arts and Media	80
Social Media Campaign Project	100
Social Media Presentation	100
Exam A	50
Exam B	40
Total	1000

GRADING SCALE/EVALUATION CRITERIA

(Divide total points by 10 for your final grade)

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	F	below 60

Please see the UF catalog for grading point information:

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

Tentative Topical Outline/ Content Areas

Week	Topic	Material	Assignments
1. Aug 24; Aug 26	What is stigma and how is it presented in our society?	<ul style="list-style-type: none"> • Holder, Peterson, Stephens, & Crandall (2019) • Video: Imagine there was no stigma... 	Reading notes due Tuesday
	Class Activities	<ul style="list-style-type: none"> • Lecture on defining stigma and how it occurs within our society and stigma self-assessment pretest • Exercise: What if ____ (pick any person, place, or thing) was stigmatized? • Class discussion: What would ____ (pick any positionality) look like if there were no stigma in mental illness? • Class Q&A 	
2. Aug 31; Sept 2	What is self-stigma?	<ul style="list-style-type: none"> • Corrigan & Rao (2012) • Video: CBS This morning: Stop the stigma... • CBS: Mental Health Stigma survey 	Reading notes due Tuesday
	Class Activities	<ul style="list-style-type: none"> • Lecture on stages and model of self-stigma • Small group discussion on media and create a short survey (survey at least 2 people before the next class). • F: Exercise: Analyze results of small group survey. • Class Q&A 	
3. Sept 7; Sept 9	What is the history of mental health and stigmatization of it?	<ul style="list-style-type: none"> • Image Gallery: A Short History of Medicine • Pescosolido (2013) • Boyson, Ebersole, Casner, & Coston (2014) • Video: History of Mental Health 	Reading notes due Tuesday Wellness Plan due Thursday Sept 9
	Class Activities	<ul style="list-style-type: none"> • Lecture on past, present, and future of stigma in mental illness; • Class discussion: In a world without stigmatization, prejudice, or discrimination, how would prevention programs work? • Visit the UF Counseling and Wellness Center (CWC) • Class Q&A 	
4. Sept 14; Sept 16	How do we understand mental disorders? Several Perspectives	<ul style="list-style-type: none"> • Maxfield (2018) • Trauma and grief videos 	Reading notes due Tuesday

	Class Activities	<ul style="list-style-type: none"> • Lecture on models of mental health treatment • Small group discussions on trauma, addiction, and grief. • Class discussion of how trauma, addiction, and grief are socially stigmatized. • How does stigma impact help-seeking? • Class Q&A 	
5. Sept 21; Sept 23	How is mental health portrayed in visual art and literature?	<ul style="list-style-type: none"> • Madness in Art podcast and image gallery • David Foster Wallace • Vincent Van Gogh 	Reading notes due Tuesday
	Class Activities	<ul style="list-style-type: none"> • Lecture on mental health within literature and art. • Small group analysis of art pieces and literary passages • Class discussion: What would literature and art look like without stigma related to MH? • Class Q&A 	
6. Sept 28; Sept 30	Mental Health in Movies, TV, and the News	<ul style="list-style-type: none"> • Stuart, 2006 • Corrigan et al. (2013) • Mental Health in Movies & TV videos 	Reading notes due Tuesday
	Class Activities	<ul style="list-style-type: none"> • Lecture on mental health in the media • Review of movie and television clips • Class discussion: What would movies and television look like without stigma related to mental health • Class Q&A 	
7. Oct 5; Oct 7	Mental Health in Music	<ul style="list-style-type: none"> • Olmos, 2021 • Brian Wilson video • Syd Barret video • Mental Health in Music Videos 	Reading notes due Tuesday
	Class Activities	<ul style="list-style-type: none"> • Lecture on mental health in music • Small group review of music lyrics/ videos • Class discussion: What would the music look like without stigma related to MH? • Class Q&A 	
8. Oct 12; Oct 14	Mental Health in Music and Film II	<ul style="list-style-type: none"> • Whale Music 	Reading notes due Tuesday Stigma in the Media and Arts Project Due Thursday, Oct 14.
	Class	<ul style="list-style-type: none"> • Class movie viewing: Whale Music • Class discussion: How were themes of mental health and 	

	Activities	<p>stigma depicted in the film? How do these themes relate to the ways that mental health is portrayed in literature, art, movies, or music?</p> <ul style="list-style-type: none"> • Class Q&A 	
9. Oct 19; Oct 21	How is mental health portrayed in the medical/psychiatric field?	<ul style="list-style-type: none"> • Knaak, Mantler, & Szeto (2017) • Opening Minds Interim Report • Schulze (2006) • Helmus et al. (2019) • Psychiatric Medication Videos 	Reading notes due Tuesday
	Class Activities	<ul style="list-style-type: none"> • Lecture on mental health portrayed within medicine and psychiatry • Critique report and class discussion of article and anti-stigma efforts in the medical field. • Class debate: Influence of pharmaceuticals in MH • MH professional panel • Class Q&A 	
10. Oct 26; Oct 28	How is mental health portrayed in the correctional system?	<ul style="list-style-type: none"> • Galanek (2013) • Canada, Berringer, & Ray (2019) • Mental Health and Criminal Justice Videos 	Reading notes due Tuesday
	Class Activities	<ul style="list-style-type: none"> • Lecture on history of mental health in the correctional system • Visit to the courthouse- Understanding the process of the insanity plea • Case study analysis related to the insanity plea and mental health court • Class Q&A 	
11. Nov 2; Nov 4	How is mental health portrayed in the education system?	<ul style="list-style-type: none"> • Smith & Applegate (2018) • Simond & Hooker (2018) • Goldman (2018) • Rudick & Dannels (2018) 	Reading notes due Tuesday
	Class Activities	<ul style="list-style-type: none"> • Lecture on mental health portrayed within the education system • Small group exercise on critiquing MH in higher education • Guest speaker from the education system • Class Q&A 	
12. Nov 9; Nov 11	What would it take to destigmatize mental health	<ul style="list-style-type: none"> • ACA Advocacy Tips (counseling) • Corrigan & Kosyluk (2013) • Gee & McGarty (2013) • Effective Advocacy Videos 	Reading notes due Tuesday

	– Political/ community Advocacy?		
	Class Activities	<ul style="list-style-type: none"> • Lecture on advocacy within the political system • Role play activity: Meeting with politicians • Mental health in the community: Locating resources internet scavenger hunt. • Class Q&A 	
13. Nov 16; Nov 18	What would it take to destigmatize mental health – Personally	<ul style="list-style-type: none"> • Corrigan et al 2010 • Awareness and de-escalation videos 	Reading notes due Tuesday Wellness Report due Thursday Nov 18
	Class Activities	<ul style="list-style-type: none"> • Lecture on self-advocacy and advocacy for one's family; • Class discussion: Family advocacy. • Stigma self-assessment post-test • Class Discussion: What will you do beyond this class to destigmatize mental health? • Class Q&A 	
14. Nov 23; Nov 25	THANKSGIVING – No Class this week.		
15. Nov 30; Dec 2	Stigma Presentations	None	ALL Social Media Campaign Projects (including presentation materials) submitted by 11:59pm Monday, Nov 29.
	Class Activities	<ul style="list-style-type: none"> • Students Present Stigma Advocacy Projects 	
16. Dec 7;	Stigma Presentations	None	
	Class Activities	<ul style="list-style-type: none"> • Students Present Stigma Advocacy Projects 	
17. Exam Week	Exams completed on Canvas - due no later than Thursday, Dec 16. All outstanding assignments must be submitted by Thursday, Dec 16 to avoid receiving an incomplete or failing grade.		

THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER TO MEET EMERGING DEMANDS.

APPENDIX A: General Education and Quest Objectives & SLOs

I. 1. This Course’s Objectives—Gen Ed Primary Area and Quest

II. Social & Behavioral Sciences + Quest 2 + Course Objectives

Social and Behavioral Sciences Objectives →	Quest 2 Objectives →	This Course’s Objectives → (This course will...)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
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.	Quest 2 courses provide instruction in the history, key themes, principles, terminologies, theories, or methodologies of various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	...explore the history and current state of mental health in the United States.	... examining visual, literary, and musical representations of mental health.
Students will learn to identify, describe and explain social institutions, structures or processes.	Students learn to identify and analyze different social or biophysical science methods and theories and consider how their biases and influences shape pressing questions about human society and/or the state of our planet.	...identify, describe, and explain social structures and processes related to stigma about mental health.	...investigating myths and misperceptions related to mental health and stigma, including access to care.
These courses emphasize the effective application of accepted problem-solving techniques.	These courses emphasize clear and effective analysis and evaluation of qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	...analyze and evaluate data related to stigma about mental health.	...applying scientific inquiry to empower change in mental health awareness and education.
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 reflect on the ways in which the social or the biophysical sciences impact individuals, societies, and their own intellectual, personal, and professional development.	...reflect on how stigma in mental health affects society, communities, families, and individuals.	...exploring the role of stigma at all levels

Social and Behavioral Sciences Objectives →	Quest 2 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Quest 2 courses provide instruction in the history, key themes, principles, terminologies, theories, or methodologies of various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	...assess and analyze ethical strategies to destigmatize mental health.	...exploring advocacy strategies at the national, local, family, and individual levels.

III. 2. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

IV. Social & Behavioral Sciences + Quest 2 + Course SLOs

	Social and Behavioral Sciences SLOs → Students will be able to...	Quest 2 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	Identify, describe, and explain the evolution of mental health in the United States	Class participation, Group Social Media Campaign Project.
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	Analyze and Evaluate how mental health is portrayed in society in the United States	Class participation, Stigma in the Arts and media: Critical Analysis

	Social and Behavioral Sciences SLOs → Students will be able to...	Quest 2 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Communication	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.	Develop and Present a novel solution to a real-world problem.	Group Social Media Campaign Project and Presentation
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	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.	Empowering Change Reflection, Group Social Media Campaign Project

V. 3. Secondary Objectives and SLOs (Optional)

VI. Diversity Objectives (for D co-designation)

Diversity Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
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.	...explore the history and current state of mental health in the United States according to human differences and intersections.	...exploring human differences in terms of barriers that are constructed by social institutions, structures and processes, and how to approach them to reduce stigma and maximize wellness.
Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.	...explain social structures and processes related to stigma about mental health.	...examining social media mental health awareness aimed at reducing stigma and social inequities, and challenging misconceptions about mental illness
Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of	...analyze and reflect on how stigma in mental health differentially affects society,	...exploring the role of stigma at all levels and the role of personal and societal beliefs in an increasingly diverse U.S. society.

Diversity Objectives →	This Course’s Objectives→ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
themselves and an increasingly diverse U.S. society.	communities, families, and individuals.	

VII. Diversity Student Learning Outcomes (for D co-designation)

	Diversity SLOs → Students will be able to...	Course SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	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.	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.	Class participation, Stigma in the Arts and media: Critical Analysis
Critical Thinking	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.	Analyze and evaluate stigma and social inequities related to mental health and strategies for reducing them in the United States	Class participation, Group Social Media Campaign Project, Empowering Change Wellness Plan