

# IDS 2935: Stigma and Mental Health

## Quest 2

### I. General Information

---

#### Class Meetings

- Fall 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

- Ritzy Luque Ettinger, M.S.
- Office Location (Zoom office link): <https://ufl.zoom.us/j/5078299710>
  
- Office hours: Wednesdays 8:00-10:00
- Email: [rettinger@ufl.edu](mailto:rettinger@ufl.edu)

#### Teaching Assistant

- J. Brodie Roland
- Office Location: TBA (will be listed in Canvas)
- Office hours: TBA (will be listed in Canvas)
- Email: [jbroland@ufl.edu](mailto:jbroland@ufl.edu)

#### 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.

\*Please note that this is subject to change and you will be notified of any changes or requirements\*

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

---

### 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%
<i>Total Points</i>	1000	100%

#### Descriptions of Course Graded Activities and Assignments

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

Show up to class and participate in class discussions and in class activities, and you get points. 10 points per class meeting, except for presentation days (the four classes at end of semester) which are worth 15 points each = 305 points total.

- **Attendance:** will be taken daily. Absences that do not meet university criteria for “excused” will result in a 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 participation rubric in this syllabus.
- **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 potential accommodations and/or 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.

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

Each week, you will create notes in reaction to your readings. These notes will include:

- a. Two 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. (5 points)

- b. One 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. (5 points)

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. Reading Response Notes are to be submitted via the assignment portal on canvas and are due Monday by 11:59PM of the week they are assigned.

Questions for Q&A Thursdays will come directly from your reading notes. (10 points per reading note. 130 points total.)

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

Each class, a student will present a news story around the topic of mental health. The news story is to be 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”). The presenting student will give a brief presentation that includes the following:

- A. A summary of the news story.
- B. A discussion exploring the implications for mental health (Why is this important? What questions or concerns does this raise?).
- C. Include identification of and discussion noting any mental health related stigma or biases in the way the story was reported (were the views on mental health supportive or negative?).

Each student presents one time during the semester on the news story they pick. The news story is to be no older than two weeks prior to the student's presentation date. The direct link to the news story is to be submitted on canvas. The presentation should aim to be between 3-5 minutes and may be followed by questions from the audience.

Grading for Mental Health in the News Presentation	Points
Preparedness and Presentation	20 points
<ul style="list-style-type: none"> <li>• Grading will be based on student preparedness for their presentation, cohesiveness, clarity, organization, and engagement</li> </ul>	
Directions Followed	30 points
<ul style="list-style-type: none"> <li>• Grading will be based on student ability to follow assignment instructions and include each piece of the assignment requirements (A-C above).</li> </ul>	

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

You are to develop a detailed wellness plan and goals for the semester. Wellness plans should utilize a holistic model of wellness which considers the following domains:

- physical
- mental

- spiritual/existential
- relational
- environmental

Write about your personal wellness and coping skills, include areas for growth and specific goals you have regarding your wellness for each of the different domains of wellness discussed in class (at least 500 words, roughly 2-3 pages, double spaced, size 12 font, times new roman or ariel, no more than 5 pages). Then, create a wellness plan. Note what you plan to commit to doing as it relates to your wellness goals and discuss any foreseen barriers or challenges to implement your plan and strategies for addressing these challenges. In your plan, identify the culture, values, and beliefs or other contextual factors that mediate your approach to wellness. Additionally, identify and discuss stigma for each domain of wellness that are relevant for you and your reflections on the impact of stigma identified your wellness in each domain.

Grading Breakdown for Wellness Plan Assignment	Points
Work fully meets the assignment instructions and description:	45
<ul style="list-style-type: none"> <li>• Identification and discussion of at least one wellness goal in each domain of wellness discussed in class (physical, mental/emotional, spiritual/existential, relational/social, environmental).</li> <li>• Stepwise plan of strategies you intend to use to make progress towards your identified goal in each domain.</li> <li>• A discussion of any foreseen barriers or challenges to implement your plan in each domain area and strategies you identify for addressing these challenges.</li> <li>• For your identified goal in each domain area, identify and discuss any stigma you are aware of related your identified areas of wellness. Provide your reflections regarding how the stigma may or may not relate to the potential challenges discussed.</li> </ul>	
Quality of content (grammar), organization, and formatting	15
<ul style="list-style-type: none"> <li>• Overall quality of content (grammar and style)- Writing is clear and free of grammatical errors and typos.</li> <li>• APA 7th format is used, double spaced, size 12 font, times new roman or ariel font.</li> <li>• Paper is well organized and includes the use of headings/subheadings for each of the needed components.</li> <li>• Word count requirement is met.</li> </ul>	
Cogency and clarity	10
<ul style="list-style-type: none"> <li>• Writing- Expression and language choices convey the writer's intentions with cogency and clearly. Discourse illustrates the appropriate style while reflecting the student's voice and demonstrating respectful discourse.</li> </ul>	

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

At the end of the semester, **you will submit a paper including your analysis and reflections of your experience with following the wellness plan that you created at the start of the semester.** The paper should include your reflections and discussions about each of the following:

- A. Summary of Experience and Wellness Self-Evaluation** – A description of your overall experience following your wellness plans (was it positive or negative? Easy or difficult? Which parts were easier, harder, better, or worse, etc. Potential reasons for their response). Provide your self-evaluation of your goal achievement in each domain of wellness (goals are those from your wellness plans at the start of the semester). Whether you noticed any changes to your sense of wellness over the semester? What might you attribute these changes (or lack of them) to? Were there any major spikes or dips? What was happening at these times that might have caused these changes, or if a lack of change?
- B. Management of Challenges** - Any challenges you faced in implementing your wellness plans and how did you respond to those challenges? Did you adapt to or accommodate to overcome the challenges? Did you need to make any changes to your plan? Discuss whether any of the challenges may be related to potential social or self-stigmas?
1. How have you managed the challenges faced related to stigma and stereotypes about mental health and wellness (include your assessment and reflection of challenges identified in your wellness plans from start of the semester as well as other challenges that came up)? Identify and discuss potential barriers at the individual/micro level.
  2. If you identified no challenges, discuss measures/strategies you used to prevent challenges?
- C. Messages Received About Mental Health** - Discuss what messages you have received about mental health in your life and what it means to be well? How might these messages relate to mental health stigma and your experience of challenges? Have your beliefs about these messages changed, stayed the same, or evolved?
- D. Plans for Self-and Other Advocacy** –
1. How can you challenge stereotypes/stigmas about mental health at the individual level? What are your plans for continued self-and other advocacy as it pertains to mental health and wellness?
  2. Identify and discuss potential barriers constructed by social institutions, structures, and processes, and how to approach them to maximize wellness (utilize at least two scholarly peer-reviewed research articles for sources and remember to cite sources used). Discuss how the barriers you identify apply to you and potential methods of addressing these barriers. (Some barriers may overlap with challenges identified for the above).
- E. Semester Wellness Data and Chart** – Each week over the course of the semester, you are to subjectively rate yourself in each wellness factor on a scale of 0-100, where 0 represents a total lack of wellness in that area and 100 represents total perfection in that area. The ratings should be recorded in MS Excel or other spreadsheet software. You are to create a clearly labeled line chart from your data showing the progress of each individual factor as well as a composite average of your overall wellness.
- F.** You will keep a **daily tracking log** of your evaluation of your experience in each domain. This is to also include a **reflective journal** where you will be journaling about your daily and weekly experiences of wellness for your goals in each wellness domain. The journal will be used when examining and analyzing your data for this final report. You are to begin your journal (**at least one entry per week**) and **tracking your daily experience in each area of wellness by week 3. It is your responsibility to keep up with your reflective journals and daily tracking log.** Daily tracking of your experience will be



graded complete or incomplete on different occasions during the semester (tracking submission options will be distributed in class).

Reports should be between 1400-1800 words in length (roughly 5-6 pages). Please use headers to separate topics in your writing. The line chart should be included as an appendix not counting towards total page numbers.

<b>Grading Breakdown for Semester Wellness Report</b>	<b>Points</b>
Work fully meets the assignment instructions and description:	50
<ul style="list-style-type: none"> <li>Includes each assignment component (discussion of A through F listed in assignment description).</li> <li>Demonstrates engagement in thoughtful and insight promoting self-reflection. Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond.</li> <li>Written work demonstrates critical thinking related to relevant concepts discussed during the course this semester. Claims and conclusions are logical and address all important ideas. Evidence provides rationale for the conclusion, covers multiple viewpoints, and includes an adequate evaluation of context, perspectives of self and sources, and limitations. Utilizes at least two different scholarly peer reviewed sources to form and support claims related to system barriers and strategies to address identified barriers.</li> <li>Demonstrates maintenance of reflective journal and daily tracking of experience.</li> </ul>	
Quality of content (grammar), organization, and formatting	15
<ul style="list-style-type: none"> <li>Overall quality of content (grammar and style)- Writing is clear and free of grammatical errors and typos.</li> <li>Paper is well organized and includes the use of headings/subheadings for each of the needed components (Summary of Experience and Wellness Self-Evaluation, Management of Challenges, Messages Received About Mental Health, Plans for Self-and Other Advocacy, Semester Wellness Data and Chart)</li> <li>Utilizes APA 7th format for paper, double spaced, size 12 font, times new roman or arial font.</li> <li>Word count requirement is met.</li> </ul>	
Cogency and clarity	15
<ul style="list-style-type: none"> <li>Writing- Expression and language choices convey the writer's intentions with cogency and clearly. Discourse illustrates the appropriate style while reflecting the student's voice and demonstrating respectful discourse.</li> </ul>	

**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 between 850-1200 words).

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. (at least 600 words 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 (at least 600) 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. (Paper to be between 850- 1200 words)

Grading Breakdown for Stigma in the Arts and Media Assignment	Points
Work fully meets the assignment instructions and description:	50
<ul style="list-style-type: none"> <li>• Work fully meets the assignment instructions and description for the option you picked. Includes each part of the instructions of your assignments (critical analysis, reflection, as well as other components as applicable based on the assignment option picked - visual, written, audio/video/art components).</li> <li>• Critical analysis and conclusions are logical and address important ideas. The rationale for conclusions is provided, covers multiple viewpoints, and includes an adequate evaluation of context, perspectives of self and sources, and limitations. Claims and conclusions are logical and address all important ideas. Evidence provides rationale for the conclusion, covers multiple viewpoints, and includes an adequate evaluation of context, perspectives of self and sources, and limitations.</li> <li>• Reflections demonstrate a basic connection between the student's learning experience to previous learning and the student's intellectual, personal, and professional growth.</li> <li>• Writing addresses key concepts appropriate for the purpose and scope. Information is accurate and sufficiently supported by appropriate evidence (sources used are cited in-text and via references page).</li> </ul>	
Quality of content (grammar), organization, and formatting	15
<ul style="list-style-type: none"> <li>• Overall quality of content (grammar and style)- Writing is clear and free of grammatical errors and typos.</li> <li>• Paper is well organized and includes the use of headings/subheadings for each of the needed components for the option selected.</li> </ul>	

- Utilizes APA 7th format for paper, double spaced, size 12 font, times new roman or ariel font.
- Assignment meets page number requirements for the option selected in assignment description.

Cogency and clarity

15

- Writing- Expression and language choices convey the writer's intentions with cogency and clearly. Discourse illustrates the appropriate style while reflecting the student's voice and demonstrating respectful discourse.

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

In small groups (3-4 students), create your own social media mental health awareness advocacy campaign that is aimed at reducing stigma and social inequities, and challenging misconceptions about mental illness. The submitted assignment should include the following components:

- Determine the specific component of mental health (i.e., general wellness, de-stigmatizing seeing a counselor, eating disorders, depression) and your target population (students, the elderly, BIPOC communities, etc.). (5 points)
- Identify the social media platform you will use to deliver your campaign. Describe the features that will help to facilitate the campaign. (5 points)
- Integrate an analytical review of data (at least 3 scholarly resources per person in group) about your topic area. Analyze and evaluate relevant research and data, and identify and discuss about how your topic in mental health is portrayed (APA 7th format for written paper, in-text citations, and references list citations). (10 points)
  - a. The analytical review should include research about your topic area, target population, and social media platform to provide a strong rationale for your choice for each area.
- Critically evaluate the social-cultural ideas about your topic of mental health. What are the stigmas and social discourses that exist about this topic? Analyze and evaluate any social inequities present and influence help-seeking and access to treatment for your topic and/or target population. (20 points)
- Provide a challenge, initiative, or event to get other users involved - How will you get people engaged? What do you want them to do? How will you help them do it? (20 points)
- Create an evaluation plan encompassing how you would examine the effectiveness of the campaign (20 points):
  - a. Identify stakeholders - who is involved?
  - b. Identify program goals and objectives - what do you want to do?
  - c. What will you measure - what are your indicators for success?
  - d. how will you measure these indicators - what will you evaluate specifically?
  - e. How do meeting goals affect each of the stakeholders identified?

Students will produce a written proposal detailing their social media campaign, covering all of the above areas. Paper should include use of headings and sub-headings to separate topics addressed in your paper. APA 7<sup>th</sup> format should be used for paper and references list. The groups grade will be shared among group members.

**Grading Breakdown for Social Media Campaign Project Written Proposal**

**Points**

Work fully meets the assignment instructions and description:	80
The proposal includes each of the following components:	
<ul style="list-style-type: none"> <li>Identifies the specific component of mental health and target population (5 points)</li> <li>Identify the social media platform you will use to deliver your campaign. Describes the features that will help to facilitate the campaign. (5 points)</li> <li>Integrates an analytical review of data (at least 3 scholarly resources per person in group) about your topic area. Analyzes and evaluates relevant research and data, and identify and discuss about how your topic in mental health is portrayed (APA 7th format for written paper, in-text citations, and references list citations). (10 points)</li> <li>The analytical review includes research about your topic area, target population, and social media platform to provide a strong rationale for your choice for each area.</li> <li>Critically evaluates the social-cultural ideas about your topic of mental health. (20 points)</li> <li>Provides a challenge, initiative, or event to get other users involved. (20 points)</li> <li>Includes an evaluation plan encompassing how you would examine the effectiveness of the campaign (20 points). (Identifies stakeholders. Identifies and discusses program goals and objectives. Discusses how your program will measure success/evaluate outcome and discusses about how meeting your programs goals affect each of the stakeholders identified.)</li> </ul>	
Quality of content, organization, coherence, support	10
<ul style="list-style-type: none"> <li>Overall quality of content, educational information provided in the paper is accurate and based on up-to -date scholarly research.</li> <li>Documents and paragraphs exhibit at least some identifiable structure for topics. Paper is well organized and includes each of the needed components.</li> <li>Ideas are presented clearly and claims are well supported with evidence that includes reference to scholarly literature.</li> <li>See Writing Assessment Rubric listed in this syllabus for complete description of satisfactory rating to achieve full points for this component of the assignment.</li> </ul>	
Creativity and teamwork	10
<ul style="list-style-type: none"> <li>Written Proposal assignment is creative. Writing reflects each group member's voice and reflects respectful and professional discourse among group members.</li> </ul>	

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

This assignment is related to the Social Media Campaign Project assignment. For the Social Media Presentation, you are asked to work with your small group and produce an engaging and informative 5–10-minute video presentation on your topic, including a critical group discussion of your social media campaign Project.

- Students will work in small groups (same groups as social media campaign project) and create an engaging and informative video based on their Social Media Campaign Project written proposal. The group grade will be shared among group members.
- When developing the video, consider your audience - How will you capture their interest? How will you appeal to them? How will you motivate them to act? What language or communication

style do you need to use to reach them and keep them engaged? Be creative, and give some attention to production quality/editing, etc. Videos will be presented in class, and students should be prepared to answer questions from the class afterwards.

Video Presentation Grading	Points
Work fully meets the assignment instructions and description:	50
The video includes each of the following components:	
<ul style="list-style-type: none"> <li>Identifies the topic and the target audience and social media platform of which the video is intended for.</li> <li>Explains why the audience should be interested in the topic. Creates a rationale and gives the audience a reason to pay attention.</li> <li>Identifies main issues and the impact of the topic for the audience.</li> <li>Educates and informs the audience using accurate, reliably sourced statistics, research findings, other data.</li> <li>Provides a call to action and next steps of what can be done.</li> <li>Provides information about helpful resources.</li> </ul>	
Quality of content, organization, and video visual and audio quality	20
<ul style="list-style-type: none"> <li>Overall quality of content, educational information provided in the video is accurate and based on up-to-date scholarly research.</li> <li>Video quality is clear and audible.</li> <li>Video is well organized and includes each of the needed components.</li> <li>Assignment meets time-length specifications (video is 5-10 minutes in length).</li> </ul>	
Creativity and teamwork	30
<ul style="list-style-type: none"> <li>Video is creative and engaging. Video reflects each group member's voice and demonstrates respectful and professional discourse among group members.</li> </ul>	

### 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.

## 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
<p>Week 1 August 19th</p>	<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>
<p>Week 2 August 26th</p>	<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>
<p>Week 3  September  2<sup>nd</sup>.</p>	<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 Tuesday (Labor Day)  Wellness Plans Due Friday and tracking begins Monday Week 4</p>
<p>Week 4  September  9<sup>th</sup></p>	<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 September 16th</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 September 23rd</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 September 30<sup>th</sup></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><b>UF Homecoming Day to be scheduled...</b></p>	
<p>Week 8 October 7<sup>th</sup></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 October 14<sup>th</sup></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>

Week/Date	Topics, Summary, Required Reading, & Course materials
	<ul style="list-style-type: none"> <li>• Kresovich (2022)</li> </ul> <p><b>Assignments Due:</b> Reading Response Notes due Monday</p>
<p>Week 10 October 21<sup>st</sup>.</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 October 28<sup>th</sup></p>	<p><b>Topic 1: 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>Topic 2: 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
Week 11 October 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Class Q&amp;A</li> </ul> Reading & Material: <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> <b>Assignments Due:</b> Reading Response Notes due Monday <b>All Social Media Campaign Projects Written Proposals Due **</b>
Week 12 November 4 <sup>th</sup>	<b>Topic: What would it take to destigmatize mental health– Political/ community Advocacy?</b> Summary: <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> Reading & Material: <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> <b>Assignments Due:</b> Reading Response Notes due Monday <b>Semester Wellness Reports Due **</b>
	<b>No Class on November Monday November 11<sup>th</sup> Veterans Day</b>
Week 13 November 11th	<b>Topic: What would it take to destigmatize mental health – Personally</b> Summary: <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> Reading & Material: <ul style="list-style-type: none"> <li>• Corrigan et al. (2010)</li> <li>• Watch videos on awareness and de-escalation:</li> </ul>

Week/Date	Topics, Summary, Required Reading, & Course materials
	<ul style="list-style-type: none"> <li>We all have mental health (5:40 minutes)</li> <li>Mental health awareness and de-escalation (39:32 minutes)</li> <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 Tuesday</li> </ul>
Week 14 November 18 <sup>th</sup>	<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>
	<b>No Classes Holiday Week November 25-29<sup>th</sup></b>
Week 15 <sup>th</sup> December 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Students Present Social Media Video Presentations</li> </ul> <p>Exam Review- Review for Exams A and B</p>
	<b>Reading Days December 5<sup>th</sup> and 6<sup>th</sup></b>
Week 16	<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

---

### 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

---

### **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**

---

### **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

---

### *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/>