FYS 38 (CRN 1916)
Exploring the Portrayal of Mental Illness and Intellectual Disabilities in the Media
Fall 2014

Instructor:
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Class Schedule:
Tuesday/Thursday
12:30-1:45

Room: Meredith 102
Credit Hours: 3

Course Description and Objectives:
Stigmatization of mental illness and intellectual disabilities is readily apparent in the media today. This class will focus on dispelling the myths of these diagnoses and to gain an understanding of the true nature of these conditions. Students will view select media and work in small groups to present information to the class regarding the diagnosis criteria and accurate presentation for the condition portrayed in the film. Student writing will focus on comparing and contrasting the differences between the media example and the factual information provided in class. The class will discuss the history of mental illness and disabilities in our country, the definition of intellectual disability, and the effects of stigma. Students will also be introduced to supportive resources available both on campus and off campus. A service-learning project will be completed at Ruby Van Meter, a special education middle school and high school in Des Moines.

On completion of this course, students should be able to:

- Acquire general knowledge of the history of mental illness in the United States.
- Define intellectual disabilities.
- Discuss the impact of media on the stigma and discrimination of mental illness and intellectual disability.
- Discuss the social influence of films.
- Analyze the portrayal of mental illness and intellectual disabilities in films or television media.
- Recognize resources available for persons with a mental health issue.

In addition, all First Year Seminar courses encompass the following objectives:

- Aims to establish a sense of community among members.
- Encourages active participation by students in the class.
- Helps integrate first-year students into an academic culture.
- Sharpens students’ writing, critical thinking, verbal communication and information literacy.
- Focuses on a topic, approach, or theme.
- Focuses on ways of knowing as well as content.
- Invites connections among several areas of study or disciplines.
Required Materials:
Sharon M. Draper, Out of My Mind
ISBN: 978-1-4169-7171-9

Format of Class:
This course will utilize a variety of different formats that may include the following: service-learning, lecture, discussion, group presentations, and guest speakers. Attendance and participation in discussions are expected. Students are expected to read assigned materials prior to class. Films may need to be viewed outside of scheduled class time and if requested, are expected to be viewed prior to classroom discussion. You are expected to be RESPECTFUL and INVOLVED.

Course Schedule:
See attached schedule. Some changes in the schedule may occur throughout the semester.

Grading:
Students will be evaluated and credit assigned based on the successful completion of all assignments. There will be 20% deduction each day an assignment is late, and after five days late, no credit will be given. The total course grade will be comprised of the following:

<table>
<thead>
<tr>
<th>Evaluation Components</th>
<th>Percent of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Writing assignments</td>
<td>25</td>
</tr>
<tr>
<td>*details will be provided with each individual assignment</td>
<td></td>
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<tr>
<td>Final paper</td>
<td>15</td>
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<tr>
<td>Children Media Assignment</td>
<td>5</td>
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<tr>
<td>Media Assignment</td>
<td>5</td>
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<tr>
<td>Group presentation</td>
<td>15</td>
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<tr>
<td>*details will be provided</td>
<td></td>
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<tr>
<td>Participation in Classroom and Blackboard Discussions</td>
<td>15</td>
</tr>
<tr>
<td>Service-Learning plan and documentation</td>
<td>5</td>
</tr>
<tr>
<td>Service-Learning reflection paper</td>
<td>15</td>
</tr>
</tbody>
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The following grading scale will be used:
90.0% and above = A
80.0-89.9% = B
70.0-79.9% = C
Less than 70% = F

Blackboard Discussions:
Discussions on Blackboard should be constructive and positive in nature. Correspondence should remain professional. Inappropriate commentary may result in a zero for this portion of the class and may impact your overall course grade.
Service-Learning Experience:
Our class will partner with Ruby Van Meter, a Des Moines Public School serving approximately 200 students with intellectual and developmental disabilities. Your service-learning project will involve a minimum of five (5) visits to RVM. One visit is to take place during the RVM Homecoming Carnival we host for the students.

Required documentation must be provided before attending this experience. Remember that you represent Drake University. It is expected that you act respectful and professional at all times. Appropriate attire will be discussed in class (wearing a Drake shirt and closed-toed shoes are requested). Only those students with signed paperwork and permission may attend the site.

You will be assigned a time that fits around your class schedule for the following weeks. This is part of our class experience and these visits are required. You will be informed of your assigned time early in the semester.

September 29-Oct 3 (Regular weekly visit and Homecoming Carnival)
October 6-10
October 27-31
November 10-14

Additional opportunities around the community may be available. These volunteer opportunities will be discussed in class.

Attendance Policy:
Attendance is mandatory for each class session and service-learning assigned time. Should a conflict arise, the student must contact the instructor prior to absence. Attendance allows for meaningful classroom discussion and learning opportunities. Excused absences are at the discretion of the instructor.

Electronic Devices:
Cell phones should not be used during class. Use of laptop computers and handheld electronic devices (i.e. phones, iPads, etc) is permitted in class during specified times to assist learning. Any use of any device that leads to distraction from the learning for other students will not be tolerated. Inappropriate use may include viewing online content not related to the class, text messaging, answering phone calls, viewing video, and listening to music on such devices. Repercussions for inappropriate use are at the discretion of the course instructor and may include (but are not limited to) dismissal from the class session, decrease in overall course grade, and/or reporting the incident as an Honor Code violation.

Professionalism:
A professional, positive attitude is essential for your success in this course. Mutual respect will be displayed by all instructors, students, and peers. Student behavior in the classroom or service-learning/volunteer site that is personally derogative, embarrassing, physically or sexually harassing, will be considered unprofessional behavior. Penalties that may be assessed for any act of academic or professional misconduct include, but are not limited to: verbal reprimand, a lower grade for the work involved, no credit (“0” grade) for the work involved, a lower grade for the course, or automatic failure of the course. Incidents of unprofessional behavior that also violate a Drake University Honor Code will be reported to the college and dealt with accordingly.
**Special Accommodations:**
It is the policy at Drake University to accommodate students with disabilities, pursuant to federal law and state law. Any student with a documented disability who needs accommodation, for example in arrangements for seating, examinations, or note taking, should contact Student Disability Services at 515-271-1835. Once the appropriate documentation is received from the Student Disability Services Office, please provide it to the instructor within the first week of class or within one week of diagnosis.

**Additional Resources:**
The Drake Writing Workshop is available as a free service to students. *It is strongly suggested to visit the Writing Workshop at least once this semester.* Students may be asked to visit the Workshop on a regular basis and the course instructor reserves the right to make this a requirement for successful completion of the course. More information can be found at: http://www.drake.edu/artsci/english/resources/workshop.php

**Confidentiality:**
During this course, students may have access to confidential information about other classmates, the instructor, guest speakers, and the service-learning site and participants. This information must be held in the strictest confidence. Confidential information should not be discussed or communicated to others. Additionally, students are expected to follow any and all institution-specific policies regarding confidentiality at their service-learning site. Violation of the confidentiality policy will be considered an academic integrity violation and all applicable University and College policies regarding this will apply.

**Sensitive Content:**
This semester we may be viewing and discussing media that you may find upsetting or concerning. Please discuss any concerns or issues you have with the instructor.

**Academic Integrity:**
All University and College policies regarding student and instructor conduct and academic integrity apply to this class. For more information, view the following link:
http://www.drake.edu/studentrecords/academicpolicies/academicintegritypolicy/

The Pharmacy College’s Honor Code Policy may be found at:
https://www.drake.edu/cphs/handbookspolicies/honorcode/