

FYS 38 (CRN 1916)
Exploring the Portrayal of Mental Illness and Intellectual Disabilities in the Media
Fall 2018

Instructor:

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Class Schedule:

Tuesday/Thursday
12:30-1:45

Room: Olin 212

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. Any exceptions to this policy will require the student to meet with Dr. Fornoff to discuss the situation. The total course grade will be comprised of the following:

Evaluation Components	Percent of Final Grade
Writing assignments *details will be provided with each individual assignment	25
Final paper	15
Children Media Assignment	5
Media Assignment	10
Group presentation *details will be provided	15
Participation in Classroom and Blackboard Discussions	10
Service-Learning plan and documentation	5
Service-Learning reflection paper	15

The following grading scale will be used and grades will not be rounded:

98.00 – 100% = A+
 97.99 – 92.00% = A
 91.99 – 90.00% = A-
 89.99 – 88.00% = B+
 87.99 – 82.00% = B
 81.99 – 80.00% = B-
 79.99 – 78.00% = C+
 77.99 – 72.00% = C
 71.99 – 70.00% = C-
 69.99 – 60.00% = D
 Less than 60% = 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. Cell phone use is NOT allowed on 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. Any changes to your schedule must be approved by Dr. Fornoff BEFORE you miss or change a day.

Fall 2018:

Sept 24-28: Homecoming Carnival and Weekly Visit (Tuesday afternoon is carnival)

Oct 1-5: Weekly Visit

Oct 8-12: Weekly Visit

Oct 29-Nov 2: Weekly Visit

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.

Writing Workshop:

The Drake Writing Workshop is available as a free service to students. *You will be required to attend the Writing Workshop this semester.* The Writing Workshop is located in Cowles Library, Room 47. For specific hours and to make an appointment: library.drake.edu/writing

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/>

Starfish

Drake Cares About Your Success! This course is part of a Drake initiative that utilizes Starfish Student Success. Starfish is an online notification system used by faculty to communicate with students and support personnel regarding academic achievements and to identify areas for improvement. In addition to awarding kudos to acknowledge excellent performance, Starfish is also used by faculty

and staff to raise early alerts and to direct students to free resources such as subject tutoring, academic achievement coaching, or a meeting with your college/school dean's office. Starfish referrals are designed to help students identify strategies to achieve their academic goals. Students are encouraged to take advantage of the many opportunities offered by Drake to promote academic success. To access Starfish, log into the MyDrake portal and click the Starfish link. To learn more about Starfish, visit the website at www.drake.edu/starfish. Note that when you set up your Starfish account both texting and email are options for notifications. If you need assistance with Starfish, email starfish@drake.edu.

Sexual Misconduct/Title IX

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are legally confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources can explain how to locate support resources, file a complaint within the university, or file criminal charges – these non-confidential resources need to share incidents of sexual and interpersonal misconduct with the Title IX Coordinator. As an instructor, I am non-confidential; however, please know that sharing with the university does not mean the individual must participate in a formal university or criminal process; an individual could request confidentiality through the University, for example. Other services the university can provide include safety planning, counseling, disability or immigration services and assistance in academic and housing accommodations as needed. University contacts: • Resources and reporting options can be found on the Title IX webpage at www.drake.edu/titleix. • Violence Intervention Partner (V.I.P.) provides peer-based 24/7 confidential support and advocacy services. To access a V.I.P. advocate call or text 515-512-2972. • Katie Overberg, Title IX Coordinator: 271-2982 or titleix@drake.edu

Drake Diversity Statement and Resources

At Drake University we commit to:

- Devoting time and resources to ensuring the equitable treatment of all students, faculty, staff, alumni, community members, and visitors to campus.
- Intentionally recruiting and retaining students, faculty, and staff with diverse identities, backgrounds, and ideas. These differences include, but are not limited to, race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, veteran status, and political beliefs.
- Ensuring all students, faculty, staff, alumni, community members, and visitors feel that they have been treated with respect.
- Teaching all faculty, staff, and students to recognize discrimination and oppression, as well as giving each individual tools to address and prevent it.
- Recognizing and nurturing our different, unique identities.

Equity Action Partner Information

<https://www.drake.edu/acad/equityinclusion/equityactionpartnerprogram/>

Tony Tyler, Director of Student Engagement, Equity, and Inclusion

<https://www.drake.edu/studentinvolvement/equityinclusion/contact/>