

FYS 38 (CRN 1916)
Exploring the Portrayal of Mental Illness and Intellectual Disabilities in the Media
Fall 2020

Instructor:

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She/Her/Hers
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College of Pharmacy and Health Sciences
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Class Schedule:

Tuesday/Thursday
12:30-1:45
Review schedule closely

Room: HI 019

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. *Unfortunately, due to COVID-19, we will be unable to complete our service-learning project at Ruby Van Meter, a special education K-12 school in Des Moines for Fall 2020.*

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: lecture, discussion, group presentations, and guest speakers.

Your Participation:

Your participation is key to your learning. Also, you will become important resources for each other. Therefore, full participation is required. You are expected to complete readings and assignments on time and be prepared to actively engage in online discussions and groups about the topics at hand. Active engagement includes learning new material, considering your personal and scholarly perspective on topics, listening to each other's perspectives, and contributing to the dialogue. You are expected to be RESPECTFUL and INVOLVED.

Camera Expectations for Virtual Sessions:

A substantial part of your learning in this course will depend on your active and attentive engagement in class discussions and other collaborative learning opportunities. I strongly encourage you to turn on your camera during collaborative exchanges to help sustain a sense of community and co-presence as we learn together. However, doing so is not required; if you have reservations about doing so, please let me know in advance so I can plan accordingly.

Masks and Social Distancing:

When we do meet in person, we will all wear masks and maintain social distance to minimize the likelihood of the spread of the novel coronavirus. Doing so is not only a requirement in my class, but is also a campus-wide policy. I will ask those who choose not to wear a mask to leave the classroom and, following guidance from the Provost's office, I will alert the dean of students' office. As a last resort, if a student without a mask refuses to leave class, I will contact Drake Public Safety.

Self-Monitoring and Experiencing Symptoms:

Please carefully monitor your own health and wellbeing throughout the semester, including frequently taking your own temperature. If you experience [Covid-19 symptoms](#) or a fever, even if you do not test positive, *please do not come to an in-person class meeting*. In addition to alerting the dean of students' office at dos@drake.edu, please alert me that you will begin attending virtually, and I will work with you to help you make the transition. You do not need to tell me why you need to move to a virtual experience.

Instructions for Students who Test Positive for Covid-19:

If you test positive for Covid-19 or have been exposed and need to isolate yourself, please send an email to dos@drake.edu from your Drake email account and include your full name and student ID along with information about your situation. College and schools' deans' offices will then contact your professors, who will work with you to provide fully virtual learning opportunities during your quarantine and/or recovery. If possible, however, please also alert me directly that you will begin attending

virtually, and I will work with you to help you make the transition to that modality. You do not need to tell me why you need to move to a virtual experience.

Academic Integrity:

Cheating, plagiarism, or dishonesty in academic work will not be tolerated and could result in a failing grade for the course or recommendation for expulsion from the University. Doing your own work is critically important and academic honesty reflects a level of engagement that is important to you now and in your future endeavors. For more information about academic dishonesty, refer to <http://www.drake.edu/studentlife/handbook-resources/handbook/academic/#dishonesty>

Grading:

Students will be evaluated and credit assigned based on the successful completion of all assignments. No late work will be accepted. Any exceptions to this policy will require the student to meet with Dr. Hansen 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's Media Assignment	10
Media Assignments (located in Blackboard Discussion)	10
Group presentation	15
Participation in In-Person and Virtual Discussions	10
Blackboard Discussions (except media assignments)	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.

Attendance Policy:

Attendance is mandatory for each class session. 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. Here at Drake we are excited about our diverse student population. We realize that diversity is bigger than race and gender; it also includes differences such as disabilities. Because of this we have an office dedicated with full time staff to help coordinate accommodations for our students with disabilities. Students with disabilities requesting accommodations for this class should contact the Office of Student Disability Services:

Office of Student Disability Services
Old Main, Room 105
(o) 515-271-1835; (f) 515-271-2376
<https://www.drake.edu/disabilityservices/>

Writing Workshop:

The Drake Writing Workshop is available as a free service to students. 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.

Student Resources**Starfish Student Success:**

We care about your success! This course is part of a Drake initiative that utilizes the Starfish Student Success Network. It is designed to promote student success through coordination and communication between students, faculty, and staff. Throughout the course, you may receive emails regarding your course grades or academic performance. **To benefit, it is important that you check your Drake email regularly and take the recommended actions.** You may also be contacted directly by staff member in your college/school dean's office or student services professional.

Cowles Library:

The Library is your friend. Librarians are your friends. In fact, you can call, text, email, or schedule a time to visit with a librarian here: <http://libraryhelp.drake.edu/>

General Cowles Library website: <https://library.drake.edu/>

Cowles Library website for research guides: <http://researchguides.drake.edu/>

The University Counseling Center (UCC):

The Counseling Center offers to all currently enrolled Drake students a variety of counseling services. Depending on the student's need, individual, couple, family, or group counseling may be provided. The UCC is available for workshops, training, psychological testing, and for referral information. In addition, we offer consultation services to students, staff, and faculty who might have questions about student mental health issues or topics.

Drake University Counseling Center

3116 Carpenter Avenue

Des Moines, Iowa 50311

515-271-3864

Hours: Monday through Friday from 8:00am to 5:00pm

<http://www.drake.edu/counselingcenter/>

Office of Student Disability Services:

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Office of Student Disability Services
Old Main, Room 107
(o) 515-271-1835; (f) 515-271-2376 (e) SDS@drake.edu
<https://www.drake.edu/disabilityservices/>

Title IX and Sexual Assault Response and Prevention:

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.
- Title IX Coordinator: 515-271-2982 or titleix@drake.edu

Non Discrimination Statement:

The principles of equal access and equal opportunity require that all interactions within the University be free from invidious discrimination. Drake University therefore prohibits discrimination based upon race, color, national origin, creed, religion, age, disability, sex, pregnancy, gender identity or expression, sexual orientation, genetic information, veteran status or any characteristic protected by law in its educational programs and activities, admissions, or employment.

Inquiries regarding non-discrimination policies may be directed::

- Title IX Coordinator and Inclusion Policy Specialist, 208 Old Main, 2507 University Ave., Des Moines, IA 50311, (515) 271-2982, 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, Assistant Dean of Students

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

Course Schedule:

Changes in the schedule may occur throughout the semester.

FYS 038 Class Sessions and Assignments Schedule				
Fall 2020	Group A	Group B	Assignment Given	Assignment Due
T, 8/25	Course Introduction, BB review Syllabus and schedule review, learning guidelines, poll activity/song <i>Virtual, BB Collaborate</i>		A&B: Assignment #1	A&B: 8/27 uploaded into BB by noon
Th, 8/27	I'm Tyler Video, Introduce CM assignment, Discussion Boards <i>Virtual</i>		A&B: *Assignment #2 and Discussion Board #1 *Differences picture assignment *Child Media partner/topic	A&B: 9/1 uploaded into BB by noon. Difference picture must be brought to class on 9/8 or 9/10 CM partner and topic emailed to Dr. Hansen for approval by 9/15
T, 9/1	MI/ID/DD Topic, Communication <i>In-Person</i>	Down Syndrome <i>Virtual</i>	A: Assignment #3 B: Virtual work and DS Discussion Board and worksheet	A: 9/8 uploaded into BB by noon B: 9/8 completed in BB by noon
Th, 9/3	Down Syndrome <i>Virtual</i>	MI/ID/DD Topic, Communication <i>In-Person</i>	B: Assignment #3 A: Virtual work and DS Discussion Board and worksheet A&B: Read Out of My Mind and submit questions A&B: Read "Ableism" required reading in Identity folder	B: 9/8 uploaded into BB by noon A: 9/8 completed in BB by noon A&B: Read for discussion on 9/22 or 24. Questions due in BB by 9/20 at noon
T, 9/8	Identity Discussion <i>In-Person</i>	Social Model of Disability <i>Virtual</i>	A&B: Read Out of My Mind and submit questions	A&B: Read for discussion on 9/22 or 24. Questions due in BB by 9/20 at noon

Th, 9/10	Social Model of Disability <i>Virtual</i>	Identity Discussion <i>In-Person</i>		
T, 9/15	TBD	TBD		
Th, 9/17	Library Session with Librarian Dan Chibnall <i>Virtual, Zoom</i>			
T, 9/22	Out of My Mind <i>In-Person</i>	Prader-Willi <i>Virtual</i>	B: Virtual work and PW worksheet	B: 9/29 uploaded into BB by noon
Th, 9/24	Prader-Willi <i>Virtual</i>	Out of My Mind <i>In-Person</i>	A: Virtual work and PW worksheet	A: 9/29 uploaded into BB by noon
T, 9/29	Autism Spectrum Disorders <i>In-Person</i>	RainMan <i>Virtual</i>	A&B: RainMan assignment	A&B: 10/8 uploaded into BB by noon
Th, 10/1	RainMan <i>Virtual</i>	Autism Spectrum Disorders <i>In-Person</i>		
T, 10/6	Self-Care <i>In-Person</i>	Call Me Crazy: A 5 Film <i>Virtual</i>	A&B: Call Me Crazy assignment	A&B: 10/13 uploaded into BB by noon
Th, 10/8	Call Me Crazy: A 5 Film <i>Virtual</i>	Self-Care <i>In-Person</i>		
T, 10/13	Suicide <i>In-Person</i>	Depression <i>Virtual</i>		A&B: Media Assignment #1, part 1 due TODAY
Th, 10/15	Depression <i>Virtual</i>	Suicide <i>In-Person</i>	A&B: Participation Questions	A&B: Media Assignment #1, part 2 due TODAY
T, 10/20	Schizophrenia Group Presentation <i>In-Person</i>	Implicit Bias <i>Virtual</i>	B: virtual work and discussion board	B: due 10/22 by noon
Th, 10/22	Schizophrenia Media <i>Virtual</i>	Schizophrenia Group Presentation <i>In-Person</i>	A&B: schizophrenia virtual work and assignment	A&B: 10/29 uploaded to BB by noon
T, 10/27	Bipolar Group Presentation <i>In-Person</i>	Schizophrenia Media <i>Virtual</i>		A&B: Media Assignment #2, part 1 due TODAY
Th, 10/29	Bipolar Media <i>Virtual</i>	Bipolar Group Presentation <i>In-Person</i>	A&B: Bipolar virtual work and assignment	A&B: Child Media Video and discussion questions due to Dr. Hansen TODAY! A&B: Media Assignment #2, part 2 due TODAY A&B: Bipolar assign due 11/10 in BB by noon

T, 11/3	OCD/Hoarding Group Presentation <i>In-Person</i>	Bipolar Media <i>Virtual</i>		A&B: Media Assignment #2, part 3 due TODAY
Th, 11/5	OCD/Hoarding Media <i>Virtual</i>	OCD/Hoarding Group Presentation <i>In-Person</i>	A&B: OCD/H virtual work and assignment	A&B: 11/12 uploaded in BB by noon
T, 11/10	Self-Care Techniques <i>In-Person</i>	OCD/Hoarding Media <i>Virtual</i>		
Th, 11/12	Implicit Bias <i>Virtual</i>	Self-Care Techniques <i>In-Person</i>	A: Implicit Bias virtual work and discussion board	A: due 11/17 by noon A&B: Media Assignment #3, part 1 due TODAY
T, 11/17	CM Video Presentations <i>Virtual, Zoom</i>			A&B: 12/3 uploaded to BB by noon A&B: Media Assignment #3, part 2 due TODAY
Th, 11/19	CM Video Presentations <i>Virtual, Zoom</i>		A&B: Final Paper (due 12/3)	A&B: Media Assignment #3, part 3 due TODAY A&B: Final paper is due 12/3 in BB by noon
T, 11/24	Thanksgiving Break			
Th, 11/26	Thanksgiving Break			
T, 12/1	TBD <i>Virtual - Zoom</i>			
Th, 12/3	Final Reflections, Class Discussion <i>Virtual - Zoom</i>			A&B: Final paper due TODAY in BB by noon
Finals Week	No final. Individual appts as requested by Dr. Hansen <i>Virtual, TEAMS</i>			