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**Psyc 501.26**

**Special Topics Seminar: The Stigma of Mental Illness**

**Fall 2014**

<b>Instructor:</b>	Andrew Szeto	<b>Lecture Location:</b>	ST 057
<b>Phone:</b>	403-880-2192	<b>Lecture Days/Time:</b>	Thursdays 5-7:45 pm
<b>Email:</b>	aszeto@ucalgary.ca		
<b>Office:</b>	Admin 131C		
<b>Office Hours:</b>	TBA		

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### **Course Description and Goals**

This course explores the current research on the stigma of mental illness. Research on this area spans various topics such as attitudes and stereotypes, longitudinal population-based surveys, contextual factors of stigma, interventions to reduce mental illness stigma, the etiology of mental illness, and labeling. As such, this is an interdisciplinary research area; however, there will be a focus on social psychological research in the current course. In addition to surveying the field, other goals of this course include thinking critically about research, cogently conveying ideas, and developing presentation and writing skills. These goals are reflected in the evaluation components of the course.

### **Prerequisites**

PSYC 200 & 201 – Principles of Psychology I & II  
PSYC 312 – Experimental Design and Quantitative Methods for Psychology  
Consent of the Department

### **Required Readings**

The required readings for this course is a set of articles that will be made available on the course website on D2L. The most up-to-date list will be on this site.

### **Evaluation**

#### **1) Seminar Presentation and Leader (30%)**

You are responsible for giving a presentation and leading discussion on one of the assigned articles and at least 2 related articles. This involves a 30 min presentation on the findings of the articles and leading a 15 min discussion on the topic of your presentation and the research discussed. In addition to summarizing the articles, you will also need to think critically about them, synthesizing the research, and discuss some strengths and weaknesses. In the discussion portion, you will have to generate interest in the topic, guide discussion, and provide thoughtful and relevant responses to questions. Feel free to draw from people's thought questions and ideas and integrate them into your presentation and discussion. The date of your seminar presentation and leading varies and will be selected on the first day of the course.

## **2) Research Proposal (30%)**

You will write a 10 page (excluding references) APA-style research proposal based on one of the topic covered in the course. In this proposal, you need to propose one or more experiments that could be carried out and would make an original contribution to the literature in that topic area. The proposal should include the following labeled sections: literature review, proposal, method, analyses, predictions, implications, and references. The topic of your proposal must be approved by **November 6, 2014**. This proposal is due **December 10, 2014**.

## **3) Research Proposal Presentation (15%)**

You will give a short presentation on the research idea that you will write about in your research proposal. In this presentation, give the theoretical background for your proposed studies, proposed methods, predictions, and potential implications. After the presentation, you will also field several questions from your peers. The feedback you generate from the discussion can be used to help you refine and finalize your proposal. The length of your presentation will be determined by the class enrolment. The presentations will occur on either **November 20, 2014** or **December 4, 2014**.

## **4) Thought Questions (12.5%)**

You will post a thought question/idea/comment based on the week's assigned readings on D2L. The goal is to think critically about the article and generate an interesting idea, issue, or criticism that will stimulate discussion. You only need to post one per class and limit it to one paragraph. You must post it no later than 6 pm the night before class (Wednesday). Be sure to read everyone's thought questions before coming to class.

## **5) Class Participation (12.5%)**

You are expected to contribute to discussions during each class. This means coming to class having done the readings and having given yourself a chance to think about and synthesize the readings, so that your contributions can be as relevant and insightful as possible.

## **Department of Psychology Criteria for Letter Grades**

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance*.** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance*.** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance*.** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance*.** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

### Tentative Lecture and Reading Schedule

Date	Seminar Topic	Readings
R Sep 11	<b>Course Overview and Introduction</b>	
R Sep 18	<b>The Mental Illness Stigma</b>	<ul style="list-style-type: none"> <li>• Link, B. G., &amp; Phelan, J. C. (2001). Conceptualizing stigma. <i>Annual Review of Sociology</i>, 27, 363-385.</li> <li>• Corrigan, P. W., &amp; Penn, D. L. (1999). Lessons from social psychology on discrediting psychiatric stigma. <i>American Psychologist</i>, 54(9), 765-776.</li> <li>• Thornicroft, G., Rose, D., Kassam, A., &amp; Sartorius, N. (2007). Stigma: Ignorance, prejudice or discrimination? <i>British Journal of Psychiatry</i>, 190, 192-193.</li> </ul>
F Sep 19	<i>Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.</i>	
M Sep 22	<i>Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.</i>	
R Sep 25	<b>Implicit and Explicit Attitudes Towards People with Mental Illnesses</b>	<ul style="list-style-type: none"> <li>• Link, B. G., Phelan, J. C., Bresnahan, M., Stueve, A., &amp; Pescosolido, B. A. (1999). Public conceptions of mental illness: labels, causes, dangerousness, and social distance. <i>American Journal of Public Health</i>, 89(9), 1328-1333.</li> <li>• Teachman, B. A., Wilson, J. G., &amp; Komarovskaya, I. (2006). Implicit and explicit stigma of mental illness in diagnosed and healthy samples. <i>Journal of Social and Clinical Psychology</i>, 25(1), 75-95.</li> <li>• Norman, R. M., Gawronski, B., Hampson, E., Sorrentino, R. M., Szeto, A., &amp; Ye, Y. (2010). Physical proximity in anticipation of meeting someone with schizophrenia: The role of explicit evaluations, implicit evaluations and cortisol levels. <i>Schizophrenia Research</i>, 124(1), 74-80.</li> </ul>
F Sep 26	<i>Fee payment deadline for Fall Term full and half courses.</i>	

R Oct 2	<b>Etiology of Mental Illness</b>	<ul style="list-style-type: none"> <li>• Deacon, B. J., &amp; Baird, G. L. (2009). The chemical imbalance explanation of depression: reducing blame at what cost?. <i>Journal of Social and Clinical Psychology, 28</i>(4), 415-435.</li> <li>• Speerforck, S., Schomerus, G., Pruess, S., &amp; Angermeyer, M. C. (2014). Different biogenetic causal explanations and attitudes towards persons with major depression, schizophrenia and alcohol dependence: Is the concept of a chemical imbalance beneficial?. <i>Journal of affective disorders</i>. Advanced online publication.</li> <li>• Rüsçh, N., Todd, A. R., Bodenhausen, G. V., &amp; Corrigan, P. W. (2010). Biogenetic models of psychopathology, implicit guilt, and mental illness stigma. <i>Psychiatry research, 179</i>(3), 328-332.</li> </ul>
R Oct 9	<b>Individual Differences and Mental Illness Stigma</b>	<ul style="list-style-type: none"> <li>• Norman, R. M. G., Sorrentino, R. M., Gawronski, B., Szeto, A. C. H., Ye, Y., &amp; Windell, D. (2010). Attitudes and seating proximity to an individual with schizophrenia: The moderating effect of self-transcendence value. <i>Social Psychiatry and Psychiatric Epidemiology, 45</i>, 751-758.</li> <li>• Rüsçh, N., Todd, A. R., Bodenhausen, G. V., &amp; Corrigan, P. W. (2010). Do people with mental illness deserve what they get? Links between meritocratic worldviews and implicit versus explicit stigma. <i>European Archives of Psychiatry and Clinical Neuroscience, 260</i>(8), 617-625.</li> <li>• Brown, S. A. (2012). The Contribution of Previous Contact and Personality Traits to Severe Mental Illness Stigma. <i>American Journal of Psychiatric Rehabilitation, 15</i>(3), 274-289.</li> </ul>
M Oct 13	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
R Oct 16	<b>Effects of Mental Illness Stigma</b>	<ul style="list-style-type: none"> <li>• Rüsçh, N., Müller, M., Heekeren, K., Theodoridou, A., Metzler, S., Dvorsky, D., &amp; Rössler, W. (2014). Longitudinal course of self-labeling, stigma stress and well-being among young people at risk of psychosis. <i>Schizophrenia Research</i>. Advanced online publication.</li> <li>• Corrigan, P. W., Watson, A. C., &amp; Barr, L. (2006). The self-stigma of mental illness: implications for self-esteem and self-efficacy. <i>Journal of Social and Clinical Psychology, 25</i>(8), 875-884.</li> <li>• Lannin, D. G., Vogel, D. L., Brenner, R. E., &amp; Tucker, J. R. (2014). Predicting Self-Esteem and Intentions to Seek Counseling The Internalized Stigma Model. <i>The Counseling Psychologist</i>. Advanced online publication.</li> </ul>
R Oct 23	<b>Effectiveness of Mental Illness Stigma Reduction</b>	<ul style="list-style-type: none"> <li>• Pettigrew, T. F., &amp; Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. <i>Journal of Personality and Social Psychology, 90</i>(5), 751-783.</li> <li>• Corrigan, P. W., Morris, S. B., Michaels, P. J., Rafacz, J. D., &amp; Rüsçh, N. (2012). Challenging the public stigma of mental</li> </ul>

		<p>illness: a meta-analysis of outcome studies. <i>Psychiatric Services</i>, 63(10), 963-973.</p> <ul style="list-style-type: none"> <li>• Dalky, H. F. (2012). Mental Illness Stigma Reduction Interventions Review of Intervention Trials. <i>Western Journal of Nursing Research</i>, 34(4), 520-547.</li> </ul>
R Oct 30	<b>Specific Interventions to Reduce Mental Illness Stigma</b>	<ul style="list-style-type: none"> <li>• Gee, A., &amp; McGarty, C. (2013). Developing cooperative communities to reduce stigma about mental disorders. <i>Analyses of Social Issues and Public Policy</i>, 13(1), 137-164.</li> <li>• Gaebel, W., Zasko, H., Baumann, A. E., Klosterkötter, J., Maier, W., Decker, P., &amp; Moller, H-J. (2008). Evaluation of the German WPA “Program against stigma and discrimination because of schizophrenia – Open the Doors”: Results from representative telephone surveys before and after three years of antistigma interventions. <i>Schizophrenia Research</i>, 98, 184-193.</li> <li>• Masuda, A., Hayes, S., Fletcher, L. B., Seignourel, P. J., Bunting, K., Herbst, S. A., et al. (2007). Impact of acceptance and commitment therapy versus education on stigma towards people with psychological disorders. <i>Behavior Research and Therapy</i>, 45, 2764-2772.</li> </ul>
R Nov 6	<b>Context/Group-Specific Mental Illness Stigma</b>	<ul style="list-style-type: none"> <li>• Yang, L. H., &amp; Kleinman, A. (2008). ‘Face’ and the embodiment of stigma in China: The cases of schizophrenia and AIDS. <i>Social science &amp; medicine</i>, 67(3), 398-408.</li> <li>• Krupa, T., Kirsh, B., Cockburn, L., &amp; Gewurtz, R. (2009). Understanding the stigma of mental illness in employment. <i>Work: A Journal of Prevention, Assessment and Rehabilitation</i>, 33(4), 413-425.</li> <li>• Knaak, S., Modgill, G., &amp; Patten, S. (in press). Key ingredients of anti-stigma programs for healthcare providers: A data synthesis of evaluative studies. <i>Canadian Journal of Psychiatry</i>.</li> </ul>
T Nov 11	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
Nov 8-11	<i>Reading Days. No lectures.</i>	
R Nov 13	<b>Research Presentations</b>	
R Nov 20	<b>Research Presentations</b>	
R Nov 27	<b>TBA/Guest Speaker</b>	
R Dec 4	<b>Research Presentations</b> <i>Fall Term Lectures End.</i>	
F Dec 5	<i>Last day to withdraw with permission from Fall Term half courses.</i>	
Dec 8-18	<i>Fall Term Exam Period.</i>	

### Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of

term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

## **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

## **Course Credits for Research Participation (Max 2% of final grade)**

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 5, 2014**.

## **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

## **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS).

They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911

[suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:**

Phone: 403-220-3913

[socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

## **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

(<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

## **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

## **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Friday, September 19, 2014**. Last day for registration/change of registration is **Monday, September 22, 2014**.

The last day to withdraw from this course is **December 5, 2014**.