

University of Florida
College of Public Health & Health Professions Syllabus
PHC6937: Stigma and Health (3 credit hours)
Summer 2022

Delivery Format: Online (Asynchronous and Synchronous)
Date, Time, Location: Wednesdays, 5:30-7:00pm, by Zoom
Course Website: eLearning @ UF

Instructor Name: Rebecca Pearl, PhD

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Office Hours: Thursdays 11-12 (by Zoom), or by appointment.

Preferred Course Communications: Email – include PHC6937 in subject line.

Email Policy: Responses within 24 hours to emails received on weekdays (M-F). Emails received after 5pm on Friday or over the weekend will be answered by the following Monday afternoon.

Prerequisites

This course is open to graduate-level students in the Public Health and Clinical and Health Psychology programs. Students from other programs require instructor approval. Students must have completed a foundational graduate-level research methods course in public health or psychology. Equivalent coursework from other programs and/or research experience will be considered on an individual basis (instructor approval required).

PURPOSE AND OUTCOME

Course Overview

This course will provide a theoretical and scientific foundation for understanding the relationship between stigma and health. This will include multilevel analysis of different forms of stigma, identifying biosocial mechanisms that link stigma to poor health outcomes, and designing a public health intervention to combat stigma. Engagement with first-person accounts of stigma will supplement a focus on population health.

Relation to Program Outcomes

This course aims to provide an overview of stigma and its impact on health from a multidisciplinary perspective, which will enhance knowledge of social and behavioral factors that affect health and inform efforts to promote public health throughout students' program of study and careers. This course was developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public Health (ASPPH) and with the student learning outcomes (SLOs) for UF's MPH and PhD in Public Health programs.

Course Objectives and/or Goals

This course will prepare students to (1) define and assess stigma at structural, interpersonal, and intrapersonal levels; (2) summarize scientific findings about the relationship between stigma and health; (3) describe the pathways by which stigma affects health; and (4) apply and synthesize this knowledge to design a public health intervention that combats stigma and promotes health. An intersectional framework will be considered throughout the course, while also exploring the unique nature and consequences of specific forms of stigma.

By the end of the course, students will be able to:

- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Analyze determinants of health and disease using an ecological framework.

- Communicate effectively about health behavior theories and models in oral and written formats.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
- Apply ethical principles to public health program planning, implementation and evaluation.
- Translate social and behavioral science research findings into health communication messages for varied audiences.
- Work collaboratively as part of a public health team.

Instructional Methods

This course will include asynchronous and synchronous (live) online components. You will be expected to complete assigned readings and view recorded lectures online prior to attending weekly live, synchronous online class meetings. During the live meetings, you will be expected to come prepared with questions, respond in writing to specific prompts about course content, and engage in group discussion. Later in the course, these meetings will be used for students to present and lead discussion of assigned readings, and to plan for and present final projects. It is therefore crucial for students to take part in both the asynchronous and synchronous components of the course.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face (synchronous) online instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to the synchronous class meetings prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face online sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings, Lectures, and Assignments
1	5/11	Introduction, Intersectionality	Major p3-13; Turan; Oexle; Syllabus quiz <i>Optional: Purdie-Vaughns; Crenshaw</i>
2	5/18	Stigma as a Threat to Public Health	Dovidio, Hatzenbuehler; Bayer; Week 2 lectures <i>Optional: Pascoe</i>
3	5/25	Historical and Theoretical Foundations	Goffman Ch 1&2; Link; Major; Week 3 lectures. <i>Optional: Crocker; Link 1989</i>
4	6/1	Multilevel Approaches	Richman; Cook; White Hughto; Corrigan; Hagiwara; Week 4 lectures <i>Optional: Penner; Catalano; Brochu</i>

Week	Date(s)	Topic(s)	Readings, Lectures, and Assignments
5	6/8	Biosocial Mechanisms	Mendes; Cuevas; Flentje; HuffPo; Callahan*; Week 5 lectures *Note. Contains stigmatizing discourse <i>Optional: Clark; Corrigan; Puhl</i>
6	6/15	Exam	Start to read first-person account
7	6/22	Summer Break	
8	6/29	Moderators and Mediators	Chadoir; Chae; Olson; Hatzenbuehler '09 and '17; Week 8 lectures <i>Optional: Pachankis; Doyle; Lee</i>
9	7/6	Anti-Stigma Interventions	Blake; Flores; Earnshaw; Corrigan; Heijnders; Levy; Week 9 lectures <i>Optional: Chadoir; Lai; Penner; Pearl; Nyblade</i>
10	7/13	Book Discussion, Final Project Meetings	First-person account paper due
11	7/20	Spotlight Study Presentations Pt 1: Race/ethnicity, SES, Age, Gender, Sexual identity	Readings to be assigned
12	7/27	Spotlight Study Presentations Pt 2: Weight/physical characteristics, Mental illness, HIV, Substance use/addiction	Readings to be assigned
13	8/3	Final Project Presentations, Course Wrap-up	Final project due

Course Materials and Technology

The syllabus, readings, lectures, exam, and assignments are all posted on the eLearning @ UF site. Students are expected to check the site regularly and submit all assignments through this portal.

There is one required non-fiction book:

Goffman, E. (1963, reissued in 1986). *Stigma: Notes on the Management of Spoiled Identity*. Touchstone edition. ISBN 978-0671622442

You are also required to **choose 1 of the following 3** memoirs to read:

Option 1: Gay, R. (2017). *Hunger: A memoir of (my) body*. HarperCollins. ISBN 978-0062420718

Option 2: Van Ness, J. (2019). *Over the top: A raw journey to self-love*. HarperOne. ISBN 978-0062906380

Option 3: Saks, E.R. (2007). *The center cannot hold: My journey through madness*. Hatchette Books. ISBN 978-1401309442

***Note.** All of these three books include discussion of mental health issues such as eating disorders, substance use, or suicidality. Options 1 and 2 contain descriptions of sexual violence. Please talk to the instructor if you have concerns about engaging with this content.

Weekly readings will be available free of charge from PubMed and/or will be posted on the course website:

Bayer, R. (2008). Stigma and the ethics of public health: Not can we but should we. *Social Science & Medicine*, 67, 463–472.

Blake, V. K., & Hatzenbuehler, M. L. (2019). Legal remedies to address stigma-based health inequalities in the United States: Challenges and opportunities. *The Milbank Quarterly*, 97(2), 480–504.

Callahan, D. (2013). Obesity: Chasing an elusive epidemic. *Hastings Center Report*, 43(1), 34–40.

<https://doi.org/10.1002/hast.114>

- Chae, D. H., Lincoln, K. D., Adler, N. E., & Syme, S. L. (2010). Do experiences of racial discrimination predict cardiovascular disease among African American men? The moderating role of internalized negative racial group attitudes. *Social Science & Medicine*, *71*(6), 1182–1188.
- Chaudoir, S. R., Earnshaw, V. A., & Andel, S. (2013). “Discredited” versus “discreditable”: Understanding how shared and unique stigma mechanisms affect psychological and physical health disparities. *Basic and Applied Social Psychology*, *35*(1), 75–87.
- Cook, J. E., Purdie-Vaughns, V., Meyer, I. H., & Busch, J. T. A. (2014). Intervening within and across levels: A multilevel approach to stigma and public health. *Social Science & Medicine*, *103*, 101–109.
- Corrigan, P. W., Kosyluk, K., & Rusch, N. (2013). Reducing self-stigma by coming out proud. *American Journal of Public Health*, *103*, 794–800.
- Corrigan, P. W., & Rao, D. (2012). On the self-stigma of mental illness: Stages, disclosure, and strategies for change. *Canadian Journal of Psychiatry*, *57*(8), 464–469.
- Cuevas, A. G., Ong, A. D., Carvalho, K., Ho, T., Chan, S. W. C., Allen, J. D., Chen, R., Rodgers, J., Biba, U., & Williams, D. R. (2020). Discrimination and systemic inflammation: A critical review and synthesis. *Brain, Behavior, and Immunity*, *89*, 465–479.
- Dovidio, J.F., Penner, L.A., Calabrese, S.K., Pearl, R.L. (2018). Physical health disparities and stigma: Race, sexual orientation, and body weight. In *The Oxford Handbook of Stigma, Discrimination and Health* (pp. 29-51). Oxford University Press.
- Earnshaw, V. A., Reisner, S. L., Menino, D. D., Poteat, V. P., Bogart, L. M., Barnes, T. N., & Schuster, M. A. (2018). Stigma-based bullying interventions: A systematic review. *Developmental Review*, *48*, 178–200.
- Flentje, A., Heck, N. C., Brennan, J. M., & Meyer, I. H. (2020). The relationship between minority stress and biological outcomes: A systematic review. *Journal of Behavioral Medicine*, *43*, 673–694.
- Flores, A. R., Hatzenbuehler, M. L., & Gates, G. J. (2018). Identifying psychological responses of stigmatized groups to referendums. *Proceedings of the National Academy of Sciences*, *115*(15), 3816–3821.
- Hagiwara, N., Dovidio, J. F., Stone, J., & Penner, L. A. (2020). Applied research/ethnic healthcare disparities research using implicit measures. *Social Cognition*, *38*, S68–S97.
- Hatzenbuehler, M. L., Nolen-Hoeksema, S., & Dovidio, J. (2009). How does stigma “get under the skin?”: The mediating role of emotion regulation. *Psychological Science*, *20*(10), 1282–1289.
- Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health disparities. *American Journal of Public Health*, *103*(5), 813–821.
- Hatzenbuehler, M. L., Prins, S. J., Flake, M., Philbin, M., Frazer, M. S., Hagen, D., & Hirsch, J. (2017). Immigration policies and mental health morbidity among Latinos: A state-level analysis. *Social Science & Medicine*, *174*, 169–178.
- Heijnders, M., & Van Der Meij, S. (2006). The fight against stigma: An overview of stigma-reduction strategies and interventions. *Psychology, Health & Medicine*, *11*(3), 353–363.
- Khoo, I. (Jul 27, 2018). B.C. woman Ellen Maud Bennett’s obituary urges overweight women to fight for their health. *Huffington Post*. https://www.huffpost.com/archive/ca/entry/fat-shaming-doctors_a_23491166
- Levy, S. R. (2018). Toward reducing ageism: PEACE (Positive Education about Aging and Contact Experiences) Model. *The Gerontologist*, *58*(2), 226–232.
- Link, B. G., & Phelan, J. C. (2001). Conceptualizing stigma. *Annual Review of Sociology*, *27*, 363–385.

Major, B., & O'Brien, L. T. (2005). The social psychology of stigma. *Annual Review of Psychology*, *56*, 393–421.

Major, B., Dovidio, J. F., Link, B. G., & Calabrese, S. K. (2018). Stigma and its implications for health: Introduction and overview. In *The Oxford Handbook of Stigma, Discrimination, and Health* (pp. 3–13). Oxford University Press.

Mendes, W. B., & Muscatell, K. A. (2018). Affective reactions as mediators of the relationship between stigma and health. In *The Oxford Handbook of Stigma, Discrimination, and Health* (pp. 265–293). Oxford University Press.

Oexle, N., & Corrigan, P. W. (2018). Understanding mental illness stigma toward persons with multiple stigmatized conditions: Implications of intersectionality theory. *Psychiatric Services*, *69*, 587–589.

Olson, K. R., Durwood, L., DeMeules, M., & McLaughlin, K. A. (2016). Mental health of transgender children who are supported in their identities. *Pediatrics*, *137*(3), e20153223. <https://doi.org/10.1542/peds.2015-3223>

Smart Richman, L., & Hatzenbuehler, M. L. (2014). A multilevel analysis of stigma and health: Implications for research and policy. *Policy Insights from the Behavioral and Brain Sciences*, *1*, 213–221.

Turan, J. M., Elafros, M. A., Logie, C. H., Banik, S., Turan, B., Crockett, K. B., Pescosolido, B., & Murray, S. M. (2019). Challenges and opportunities in examining and addressing intersectional stigma and health. *BMC Medicine*, *17*, 7. <https://doi.org/10.1186/s12916-018-1246-9>

White Hughto, J. M., Reisner, S. L., & Pachankis, J. E. (2015). Transgender stigma and health: A critical review of stigma determinants, mechanisms, and interventions. *Social Science & Medicine*, *147*, 222–231.

For those interested in further **optional reading**, suggested articles will be provided, and the following e-book is available for free on course reserve:

Major B., Dovidio J.F., Link B.G., Eds. (2018). *Oxford Handbook of Stigma, Discrimination, and Health*. Oxford University Press.

Suggested articles for optional reading:

Brochu, P. M., Pearl, R. L., Puhl, R. M., & Brownell, K. D. (2014). Do media portrayals of obesity influence support for weight-related medical policy? *Health Psychology*, *33*(2), 197–200. <https://doi.org/10.1037/a0032592>

Catalano, L. T., Brown, C. H., Lucksted, A., Hack, S. M., & Drapalski, A. L. (2021). Support for the social-cognitive model of internalized stigma in serious mental illness. *Journal of Psychiatric Research*, *137*, 41–47.

Chaudoir, S. R., Wang, K., & Pachankis, J. E. (2017). What reduces sexual minority stress? A review of the intervention “toolkit.” *Journal of Social Issues*, *73*(3), 586–617.

Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist*, *54*(10), 805–816.

Corrigan, P. W., Larson, J. E., & Rusch, N. (2009). Self-stigma and the “why try” effect: Impact on life goals and evidence-based practices. *World Psychiatry*, *8*(2), 75–81.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, *43*(6), 1241–1299.

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, *96*(4), 608–630.

- Doyle, D. M., & Molix, L. (2016). Minority stress and inflammatory mediators: Covering moderates associations between perceived discrimination and salivary interleukin-6 in gay men. *Journal of Behavioral Medicine, 39*, 782–792.
- Lai, C. K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J.-E. L., Joy-Gaba, J. A., Ho, A. K., Teachman, B. A., & Nosek, B. A. (2016). Reducing implicit racial preferences: I. A comparative investigation of 17 interventions. *Journal of Experimental Psychology: General, 143*, 1765–1785.
- Lee, Y., Muennig, P., Kawachi, I., & Hatzenbuehler, M. L. (2015). Effects of racial prejudice on the health of communities: A multilevel survival analysis. *American Journal of Public Health, 105*, 2349–2355.
- Link, B. G., Cullen, F. T., Struening, E., Shrout, P. E., & Dohrenwend, B. P. (1989). A modified labeling theory approach to mental disorders: An empirical assessment. *American Sociological Review, 54*(3), 400–423.
- Nyblade, L., Stockton, M. A., Giger, K., Bond, V., Ekstrand, M. L., McLean, R., Mitchell, E. M., Nelson, L. R. E., & Wouters, E. (2019). Stigma in health facilities: Why it matters and how we can change it. *BMC Medicine, 17*, 25. <https://doi.org/10.1186/s12916-019-1256-2>
- Pachankis, J. E., Hatzenbuehler, M. L., Wang, K., Burton, C. L., Crawford, F. W., Phelan, J. C., & Link, B. G. (2018). The burden of stigma on health and well-being: A taxonomy of concealment, course, disruptiveness, aesthetics, origin, and peril across 93 stigmas. *Personality and Social Psychology Bulletin, 44*(4), 451–474.
- Pascoe, E. A., & Richman, L. S. (2009). Perceived discrimination and health: A meta-analytic review. *Psychological Bulletin, 135*(4), 531–554.
- Pearl, R. L., Wadden, T. A., Bach, C., Gruber, K., Leonard, S., Walsh, O. A., Tronieri, J. S., & Berkowitz, R. I. (2020). Effects of a cognitive-behavioral intervention targeting weight stigma: A randomized controlled trial. *Journal of Consulting and Clinical Psychology, 88*(5), 470–480.
- Penner, L. A., Blair, I. V., Albrecht, T. L., & Dovidio, J. F. (2014). Reducing racial health care disparities: A social psychological analysis. *Policy Insights from the Behavioral and Brain Sciences, 1*(1), 204–212.
- Penner, L. A., Dovidio, J. F., Gonzalez, R., Albrecht, T. L., Chapman, R., Foster, T., Harper, F. W. K., Hagiwara, N., Hamel, L. M., Shields, A. F., Gadgeel, S., Simon, M. S., Griggs, J. J., & Eggly, S. (2016). The effects of oncologist implicit racial bias in racially discordant oncology interactions. *Journal of Clinical Oncology, 34*(24), 2874–2880.
- Puhl, R. M., Himmelstein, M. S., & Pearl, R. L. (2020). Weight stigma as a psychosocial contributor to obesity. *American Psychologist, 75*(2), 274–289.
- Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles, 59*, 377–391.

Class meetings will be conducted by Zoom. Students must have a computer or mobile device with internet or cellular capabilities in order to join synchronous online meetings.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

ACADEMIC REQUIREMENTS AND GRADING

Readings. Reading assignments are listed above in the Course Calendar and Course Materials sections, and on the course site. Students are responsible for all assigned readings regardless of whether they are covered in lectures. The lectures and readings will overlap to some extent, but each will also present independent material. If you do not understand the material from the lectures or readings, it is your responsibility to seek help from the instructor.

Weekly assigned readings will include review papers, book chapters, and empirical studies available from PubMed and/or posted on the course website. Readings are expected to be completed by the date on which they are listed in the schedule. In addition, you will be required to read two books: the text by Goffman, and another book of your choosing from the three options listed above. You are encouraged to begin reading these books several weeks ahead of their deadlines. They are compelling to read but will take some time to get through.

Lectures. With the exception of Week 1 (which will include an in-class lecture), all weekly lectures will be prerecorded and posted on the course website. You are expected to watch assigned lectures prior to the weekly synchronous meetings. Lectures will be posted by Thursday morning each week.

Thought Pieces. During some synchronous class meetings, students will be asked to respond in writing (through the eLearning site) to a prompt that is relevant to the week's assigned readings and lectures. Responses will be used to facilitate class discussion and will be assigned ratings of check (1 point), check plus (2 points), or 0 if not completed. Students will not know in advance which meetings will include a thought piece, highlighting the importance of class attendance. Four thought pieces will be assigned throughout the course (8% of course grade).

Exam. The exam will consist of five short essay questions to assess knowledge and application of key concepts reviewed during the first half of the course. Students must answer four of the five questions, worth 5 points each, for a total of 20 points (20% of course grade). Students may choose to complete all five essays to earn up to 5 points extra credit. The exam will be completed during the regularly scheduled class time via the eLearning site.

Assignments

Syllabus Quiz. This quiz will be completed on the eLearning site by the end of the first week of class (2% of course grade).

First-Person Account of Stigma Paper. Students will be required to write a 5-7 page paper based on the first person account of stigma they read from the options listed in the Course Materials section above. The paper will include conceptualization of different forms of stigma described in the book, their links to health outcomes, and risk and resilience factors that promoted or protected against poor health. Students will be asked to incorporate course content into their conceptualization. The paper should be submitted as a Word document through the course website using AMA reference style. Assignment details and grading rubric will be posted on the course website (20% of course grade).

Spotlight Study Presentation. Students will sign up via the course website to cover a specific spotlight topic, including race/ethnicity, SES, age, gender, sexual identity, mental illness, weight/physical characteristics, HIV, or substance use/addiction. Each student will be assigned an empirical study on their topic, which they will be responsible for presenting to the class with discussion questions. The presentation should be approximately 10 minutes in duration, with 10 minutes of discussion, for a total of 20 minutes. When multiple students present studies under the same umbrella topic, students will be asked to coordinate their discussion questions. Based on their chosen topic, students will be assigned to one of the two in-class presentation dates listed in the Course Schedule above. Students will be evaluated on criteria such as their explanation of the study purpose and methods, synthesis of the study findings, oral communication skills, and ability to lead an engaging class discussion. The grading rubric will be provided on the course website (15% of course grade).

Anti-Stigma Public Health Intervention (Final Project). Students will work in small groups to design a public health intervention or campaign that combats stigma. The particular form of stigma targeted or medium of campaign will be open for the students' choosing. Groups must produce a written description of the intervention that includes background information, rationale and theory supporting the approach, intended audience, dissemination plan, and expected impact. Each student's contribution to the project should also be summarized. This description must be accompanied by one tangible prototype, such as (but not limited to): a graphic advertisement mock-up; brochure or poster; website or e-materials; radio, television, or social media video recording; policy brief; or anti-stigma curriculum or training materials. Students will be required to submit their work through the eLearning site and to provide a brief, informal presentation of their materials over Zoom during the final class meeting. Additional details and grading rubric will be provided on the course website (25% of course grade).

Attendance, Participation, and Professionalism

Points for attendance, participation, and professionalism can be earned by (1) attending class on time and consistently, (2) contributing to class discussion or activities, and (3) interacting in a professional manner (e.g., respectful engagement, active listening). The more you participate, the more you will get out of the course. The instructor will make an effort to allow all students the opportunity to contribute during each class meeting. Attendance and participation will be worth 10% of your final course grade.

Note about lateness: You are encouraged to sign into meetings a few minutes early to ensure that class starts on time. Late arrivals can be disruptive to online meetings. Students who arrive more than 30 minutes late to class without a valid excuse will lose 0.5 point per class. You should contact the instructor ahead of time if you know you will be late to class. Excused reasons for lateness are consistent with UF's excused absence policy (see below).

Grading

Requirement	Due date	Points/Percentage of final grade
Syllabus Quiz	5/13 by 5pm	2
Attendance, Participation, and Professionalism	Weekly	10
Thought Pieces	During Class	8
Exam	6/15	20
First-Person Account Paper	7/13	20
Spotlight Study Presentation	7/20 or 7/27	15
Anti-Stigma Public Health Intervention	8/3	25
Total Points/Percentage		100

Point system used (i.e., how do course points translate into letter grades).

Percentage Earned	Letter Grade
93.0-100	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+
73.0-76.9	C
70.0-72.9	C-
67.0-69.9	D+
63.0-66.9	D
60.0-62.9	D-
Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Contesting a grade: If you wish to seek clarification about a grade, you must contact me within one week of receiving the graded assignment/exam. I will not discuss grades beyond one week of their distribution (an exception will be made only upon presentation of *documentation* verifying extenuating circumstances). Please

save all course-related materials until after you have received your final grade. Please note that I will not deviate from the letter grade assignment described in the tables above.

Policy Related to Make up Exams or Other Work

Make-up exams will not be given unless an appropriate and verifiable excuse is provided (see UF policy for excused absences below). It is the students' responsibility to contact the instructor by e-mail prior to missing the scheduled exam. Requests must be turned into the instructor within one week of the scheduled exam date. Students who miss an exam but have an approved excuse must also make arrangements within one week of the original exam date. In the absence of an approved excuse, a missed exam will result in zero points.

Assignments are due by the date and time specified by the instructor. If a student misses a deadline without a valid reason that aligns with UF policy, then the assignment is considered late or missing. Students will lose 1 point for every day past the deadline that the paper or final project is not turned in (beginning at 5pm on the due date). No late assignments will be accepted past Friday, August 5th at 5pm. Students who do not complete the Syllabus Quiz or the Spotlight Study Presentation by the due date will not receive any credit for these assignments. If a student has a valid reason that aligns with the UF attendance policy for missing a deadline, they should notify the instructor in advance of the deadline and arrange for an extension on the assignment. The UF attendance policy can be viewed at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Attendance is a required element of this course. Per the UF Graduate Catalog, "Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved."

If you are aware that you will need to miss a class session for a reason other than those described in the UF policy, then you must request approval from the instructor in advance to receive an exception. Missing a class session without an acceptable excuse will result in loss of 1 point, or 1% of your final course grade. Students who miss an in-class thought piece without a valid excuse or exception will not be permitted to make up this assignment and will lose 2 additional points (2% of grade). Students who miss class due to an excused absence will have the opportunity to make up a missed thought piece before the next class meeting.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to arrive on time to class meetings and remain throughout the scheduled class time. If you need to arrive late or leave early for any reason, please inform the instructor prior to class. You will need to use a computer or mobile device to join the class meetings, but use should be limited to participating in the meetings and taking notes. You are welcome to have food or a drink during class as long as it is not disruptive.

I appreciate and encourage questions about the lecture material and contributions of your own knowledge about the subject during class. For a successful course, it is essential that an atmosphere of respect is maintained. It is important that you treat everyone in the classroom with respect and allow them a place to speak. It is perfectly fine to express how strongly you feel about something, but you must allow others this same opportunity, and you must be respectful and sensitive to others' views when expressing your own. If there is ever a time when you feel I have not given you, the class, or the topic that level of respect and sensitivity, please let me know.

Stigma can be a sensitive topic to discuss, particularly if you or someone close to you has a stigmatized identity and personal experiences with stigma. This course will approach the topic from a scientific lens and focus on empirical evidence of the effects of stigma on health. However, scientific findings do not capture all individual experiences. We may discuss topics that resonate with your own experiences or those of your loved ones, or you may be exposed to material that does not align with what you have lived or seen first-hand. I encourage you to share your experience when you feel that it would be beneficial to the class. I also ask that you carefully consider your decision to disclose personal information and bear in mind that I cannot guarantee confidentiality of what you share. If you are not willing to engage with the topics outlined in this syllabus, or you think it will have a negative impact on your mental health, please do not take this course.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

HonorLock

Your exam will be proctored by Honorlock. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. Honorlock is available 24/7 all you need is a computer, webcam, and a stable internet connection. You DO NOT need to create an account, download software or schedule a proctoring appointment.

Turnitin

Academic integrity is a serious issue that has been a growing problem at Universities. **I have a zero-tolerance policy for breaches of academic integrity, including plagiarism and cheating.** With each assignment and exam you complete, you are pledging that you hold yourself and your classmates to the highest standards of academic integrity. I use an online tool called Turnitin to check student work for originality; in other words, your work

should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, up to and including failure of the course.

Online Faculty Course Evaluation 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/>.

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Recording Within the Course:

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.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department

chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) 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.](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value

and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu