

COMM 374:

Mental Health Communication (Ace 2):*Communication, Stigma, and (Dis)Connection*

Course Syllabus and Schedule | Fall 2022



Professor: Dr. Angela Palmer-Wackerly
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Office hours: T/Th, 11:00 am – 12:00 pm and by appointment (in-person or virtual)
Class meetings: T/Th, 2:00-3:15 pm
Classroom: OLDH 205

Required texts:

Murthy, V. (2020). *Together: The healing power of human connection in a sometimes lonely world*. Harper Collins.

Required additional/replacement readings will be available on Canvas. Additionally, I may assign more/less reading as the course continues to enhance your learning.

This course satisfies [ACE Outcome #2c](#) – to demonstrate communication competence by employing a repertoire of communication skills for developing and maintaining personal and professional relationships – by giving students insight into the nature of interpersonal communication and personal relationships.

DEPARTMENT OF COMMUNICATION STUDIES

Mission of the Department of Communication Studies

The mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department's research and teaching devote particular attention to scholarly initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

Advocate, Negotiate, and Relate

The Department of Communication Studies teaches students how to better advocate, negotiate, and relate across personal, professional, and public contexts. This course accomplishes these goals by focusing on learning how to more deeply relate to (and with) others—by understanding and decreasing stigma about mental health communication and how communication affects our mental health. By more deeply connecting with others, we can improve our overall health and wellbeing for ourselves, our relationships, and our communities.

Statement on Diversity, Equity, and Inclusion

The Department of Communication Studies is committed to achieving inclusive excellence as outlined by the university's [Office of Diversity and Inclusion](#). As communication scholars and teachers, we believe communities and relationships are enriched when we give voice and value to diverse perspectives based on “group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability), historically underrepresented populations, and cultural, political, religious, or other affiliations.” We are committed to continual reflection and refinement of curriculum, scholarly endeavors, and community engagement to achieve goals of inclusiveness and equal opportunities for our students, faculty, and staff. If you have questions or concerns, feel free to discuss these with your instructors, the Chair of the department ([Dr. Jody Koenig Kellas](#)), members of the department's [Committee on Diversity and Inclusion](#) or the Office of Diversity and Inclusion.

Academic Dishonesty and Student Misconduct

Academic honesty and integrity are expected in this course. Any student who is found to have engaged in an act of academic dishonesty (e.g., cheating, plagiarism, complicity, misrepresenting excuses for missing class or turning in late work) will automatically fail the assignment and the case will be reviewed to determine whether the student will fail the course. Plagiarism is any act of submitting another person's work as your own work. Please note: It is possible to plagiarize yourself. You may not submit work that you completed in a prior semester (for this or any other class) for a grade in the current semester. Doing this constitutes self-plagiarism. If you have *any* questions about this, please talk with me or seek help at the [UNL Writing Center](#): 402-472-8803, Andrews Hall 102. I want to see you succeed in this course, and in your overall future, so please start assignments early and seek help when you need it.

The Department of Communication Studies is committed to the highest standards of academic integrity. The Department adopts the campus definition of academic dishonesty in the Student Code of Conduct (Article 3, Section B-1) including cheating, fabrication or falsification, plagiarism (including self-plagiarism), abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, impermissible collaboration, and misrepresentation. We will meet with the student and if we determine that academic dishonesty or misconduct has occurred, we will prepare a written account and file a “Misconduct Referral Form” with the Office of the Dean of Students. The full “Academic Dishonesty and Student Misconduct” policy is linked to the department's website: <https://comm.unl.edu/forms-and-policies>.

COURSE INFORMATION

DESCRIPTION (ACE 2)

The primary goal of COMM 374 is to provide students with an introduction to theory and skills about interpersonal communication about mental health. This course is designed to satisfy *ACE Outcome #2c – to demonstrate communication competence by employing a repertoire of communication skills for developing and maintaining personal and professional relationships* – by giving students insight into the nature of interpersonal communication and personal and professional relationships regarding mental health. Ace outcome 2c will evaluate you on 3 aspects: *communication competence* (self-awareness, adaptability, empathy, cognitive complexity, and ethics), *managing conflict*, and *perspective-taking*. You will be evaluated by how well you demonstrate your understanding of these interpersonal communication aspects, but also how well you practice them (and their complexities). Although we will practice these 3 communication skills and competencies in all of our course activities, your final project (described later in the syllabus) will be when I evaluate how well you and your team understand how these three aspects intertwine to improve mental health communication.

People who understand communication are in an important place to improve mental health, even in every-day life with people we know well. Interpersonal communication skills are important for creating and sustaining healthy personal and professional relationships and health outcomes and for advocating for oneself and others. There has been a growing interest in improving individuals' support for overall mental well-being, mental health services, and mental health care access. This course examines how and why we talk about mental health on multiple levels (e.g., self-talk, interpersonal and family relationships, organizations, communities, policies) and how this communication relates to our attitudes and behaviors about mental health and is connected to what has been termed by the current U.S. Surgeon General, Dr. Vivek Murthy: "a current epidemic of loneliness in America". We'll read and discuss in small and large teams how communication contributes to stigma around certain mental health diagnoses in comparison with others, as well as how communication helps to promote mental well-being. Examining and applying communication theory will be a fundamental part of this course. You will also practice these interpersonal communication skills regularly within our course.

OBJECTIVES

By the end of this course, you will be able to:

1. Become more comfortable talking about your mental health and wellness by practicing clear, concise, and in-depth oral and written communication about mental health stigma and privacy.
2. Effectively support others' mental health and wellness by understanding similarities and differences in how we experience illness, crisis, trauma, loneliness and grief.
3. Advocate for marginalized others and their mental health across multiple communication levels: micro (intrapersonal, interpersonal, family/peers), meso (organizational), and macro (community/policy).

COURSE EXPECTATIONS, POLICIES, & PROCEDURES

1. In-Class Etiquette (Learning as Much as Possible)

Your timely presence is required in this course. Although you may be late from time to time due to circumstances beyond your control, try your best to be on time because tardiness is disruptive to your fellow students and me. Please be sure to turn off cell phones before entering the classroom, doing your best to listen quietly to whoever is speaking during lecture and class discussion, and focus your attention only on course materials. *In other words, I challenge you to be present and to learn as much as possible in this classroom.* We all have unique strengths and weaknesses, and each classroom environment is uniquely successful when each participant contributes their strengths and challenges themselves to be fully present for the duration of each class session. This is a lifelong practice!

1a. Technology Policy: During class time, please use your computer for only engaging in course material and taking notes. Any other technology or use of this technology distracts you, your fellow peers in the course, and me and disrupts our concentration and learning.

As reported by May and Elder (2018), “college students commonly but erroneously report that multitasking increases productivity” (p. 1). Students who use laptops during class are more likely to engage in multitasking. Multitasking, especially with college students, has been studied widely. Results show that students who multitask during class perform significantly worse in class with lower processing and learning of material, lower grades, and lower overall GPA (for a review, see May and Elder, 2018).

1b. Classroom Recording (per University of Nebraska Policy): I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this course. Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

2. Student Engagement (Preparation + Participation)

I seek to have all students bring their “whole selves” to the classroom—that means I want you to bring “who you are inside and outside of this class” to our classroom to have an integrated learning experience within our course. As a result, each class, no matter how many times I have taught it, is different because YOU are in it. You have unique insights and ideas based on your lived experiences and identities and I, in addition to your classmates, want to hear and read about them. I ask that you keep an open mind toward others’ perspectives and experiences, and that you seek to learn from them, me, and the course material.

2a. Preparation/Readings: Thus, the contributions that we bring to the classroom will largely affect the quality of learning that takes place. This means that as students I expect you to try to be present both physically and mentally, engage in classroom discussion, complete assigned work by the due date, and help create a classroom environment that is supportive, sensitive, and respectful to all members. To do so, I expect for you to have completed the reading assignments for that day and have given some thought as to how this material relates to your personal, academic, and professional lives. Given that participation and critical thinking is essential to success in this course, it is *extremely important* that you keep pace with the assigned readings. If you are having difficulty doing so at any point, please let me know and we can brainstorm solutions.

2b. Participation: This class is designed for active student participation. I ask that students stretch themselves and try to be two things in our classroom: curious and kind. To be an active student requires you to step outside your comfort zone and learn about new ideas and use these new ideas to challenge your existing ideas; in short, take others' perspectives. You can respectfully AND constructively critique and respond to students' work, and we will practice these skills. This type of learning requires respectful listening and respectful sharing of your perspective. I frequently try to involve *all* students in class discussion, and I ask that you also encourage others to participate through active listening and discussion. Any student who chooses to engage in disrespectful or unsupportive communication will be asked to leave the classroom and will be given an unexcused absence for that class period. Should you be uncomfortable sharing your personal experiences, talking about a given topic, or have questions about an aspect of this course, I encourage you to speak to me individually. Also, I encourage you to ask questions (even tough ones that I may not know the answer to). I will do the same. This type of learning is a testament to the power of health communication in our lives and the communities in which we interact.

3. Support

To help you with your learning and class involvement, I ask that you get to know me and at least 3 other classmates. With that goal, after our group activity today, please write the name of at least 3 classmates and their contact info (should you need to get notes, ask questions, etc.). These peers will also be your work team members for the semester.

Name	Cell Phone #	Email

4. Email and Communication

To ensure that I can read and respond to all your important questions and concerns, please use your name@huskers.unl.edu email address or Canvas to send me emails. I aim to respond to emails during working hours (9AM-5PM) and to do so promptly (within 48 hours). If you have not received a response from me, I ask that you go ahead and send a follow-up email and I will get back to you as soon as possible. I expect all online (and in-person) communication to be respectful, thoughtful, and courteous. **Note:** Check your Notifications setting on Canvas to ensure that any message or announcements from me regarding our class are delivered to the email that you check.

5. COVID-19 Guidelines

If you are diagnosed with COVID-19 throughout the semester, please stay home and be in communication with me to stay on top of coursework. If any guidelines change during the semester, ensure that your Canvas notifications are turned on as that will be my main method of communication regarding policies and procedures.

If you are experiencing symptoms of Covid-19 and /or are knowingly exposed to someone with Covid-19, I ask that you consider wearing a mask for at least 5 days from symptoms/exposure to protect those individuals around you who may be at high risk for more severe illness. I will do the same.

If at some point, I have Covid-19 and am not able to teach in-person, I will arrange for alternative modes of assignments to ensure your learning will not be negatively impacted.

6. Late Assignments and Make-up Work

Late assignments are accepted on a case-by-case basis. If the student has been highly engaged in the course (attending every day, participating in discussion, regular communication with me, turning in assignments on time), I usually give more latitude in extending due dates and accommodating students' circumstances with a 10% deduction per calendar day that the assignment is late. However, if students have become disengaged (attending infrequently, not communicating with me, not participating in discussion, and/or not turning in assignments), it is unlikely that I will accept late assignments or make-up work. *Thus, it is the student's responsibility to be continually and frequently engaged in the course and with me throughout the semester.* If and when an issue arises, please contact me ASAP so that we can discuss a way forward.

7. Incompletes

Incomplete grades are rarely assigned in this class. Please plan to complete all work for the course within the semester you are taking it. In the event, you experience circumstances that you see as potentially warranting an incomplete, please note that you must have completed at least 75% of the work in the course and you must approach me before the last week of classes with a proposal for completion of the work. I generally do not approve these requests given the nature of the course and its focus on course discussion and team collaboration.

8. 24/7 Rule

Given the role of grading in the teaching and learning process, it is vital that students actively review their feedback from me and stay engaged in the process throughout the semester. Within two weeks of each assignment due date, I will try to grade all assignments through Canvas and often post comments within your specific document as well as in the attached rubric. If you have a question or concern about feedback and/or the grade on a particular assignment, you are expected to take 24 hours from the time of receiving the feedback to consider it and determine how you can incorporate it into your understanding moving forward. If, after considering the feedback in depth, you have continued questions about the assessment, you should address those questions with me within 7 days of receiving the feedback to ensure a productive conversation and the opportunity to learn from the feedback and assessment as they move forward in the class.

9. Grades

Final grades are what you have earned. Therefore, extra credit will not be given at the end of the semester to boost your grade if you are not satisfied with your final grade. You will have ample opportunity to increase your grade throughout the semester with assignment grades and extra credit. If at any time during the semester you would like to improve your grade, please seek guidance from me in advance of assignments.

10. Grade Appeals (per the Dept. of Communication Studies)

In cases where students believe they may have been unfairly evaluated, they may follow the steps laid out by the Department of Communication Studies to appeal their grade. The Department of Communication Studies “Grading and Grade Appeals” policy document is linked to the department’s website: <https://comm.unl.edu/forms-and-policies>.

GRADES/ASSIGNMENTS/EXAM DESCRIPTION

Grading Scale

- A= EXCELLENT. Greatly exceeds requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort
 B= GOOD. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort
 C= AVERAGE. Meets the requirements in every respect, but does not exceed requirements
 D= BELOW AVERAGE. Meets some requirements but needs improvement in others
 F= POOR. Needs improvement in most or all requirements

Final Grade

To calculate your final grade, add up the points you have earned for the semester, divide your earned points by the total possible points in the class, and compare your percentage to the following grade scale listed below. The plus/minus system is used in this class. Communication Studies majors and minors must earn at least a “C” grade to pass this course.

A+	100%+	C	73-76%
A	93-99%	C-	70-72%
A-	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D-	60-62%
B-	80-82%	F	59% and below
C+	77-79%		

Your final grade will be based on the assignments below. All activities are in-person, including course engagement notes, which are due at the beginning of class on the days I announce. The grading breakdown is as follows:

<u>Assignment/Percentage</u>	<u>Point Value</u>
MH Small Group Discussion (30%) <i>Only one can be made up</i>	120 points (12 total at 10 pts each)
Note Taking Checks (30%) <i>15 opportunities to submit</i>	120 points (12 total at 10 points each)
Final Project (30%)	120 points
Final Reflection Paper (10%)	40 points
TOTAL	400 points

Assignments

1. MH Small Group Discussion (30% = 120 points total)

Regular engagement (preparation and participation) is necessary for success in this course. We will have certain in-class discussion activities, in which engagement will be necessary to earn points. Because this is an interpersonal communication course, you will work in various small group teams to discuss mental health topics. These discussions will give you a chance to practice and apply the interpersonal communication theories, research, and skills that we are learning as they relate to understanding and improving of mental health.

If you need to miss class, please let me know as soon as possible. *Because of the nature of interpersonal communication, should you miss discussion assignment, you are able to make up a maximum of one activity (for excused absences only, such as university-approved reasons--athletics schedules, etc). Please see me ahead of time to work out a solution).* If you miss more than one engagement assignment, please consider the available extra credit opportunities to help make up the points.

2. Course Engagement Notes (30% =120 points total, 12 assignments at 10 points each)— *adapted from Dr. Kathy Castle*

In this course, you will practice engaging with course material in a way that is meaningful to you by taking notes. These notes can be in whatever form is efficient and effective for you (in the form of a journal, outline, or artistic web, etc). You will have 15 opportunities to submit; thus, you are able to miss three of them. You must be present in class (unless there is a documented, university-approved absence) to upload notes to Canvas. Each course engagement assignment will ask you to include the following:

- Three key ideas from the reading assigned for that day.
- Clear, detailed explanation of an example of how at least one key idea/concept/theory has applied/currently applies to your life experience.
- One well informed discussion question for the class to consider, prompted by that day's reading.

3. Final Project (30% = 120 points total)

Identify and explain how you (and your team) will improve mental health communication through everyday communication, as supported by research (theory + application). You can be as creative as you want here but I want this to be something you could actually do to make a difference in how people talk about mental health around you.

- Part of your team project's purpose will be to ask you to demonstrate your effectiveness in meeting the **Ace 2c outcomes of our course**: *communication competence* (self-awareness, adaptability, empathy, cognitive complexity, and ethics), *managing conflict*, and *perspective-taking*. You will be evaluated by how well you demonstrate your understanding of these interpersonal communication aspects, but also how well you practice them (and their complexities). *An assignment sheet will follow.*

4. Final Reflection Paper (10% = 40 points total)

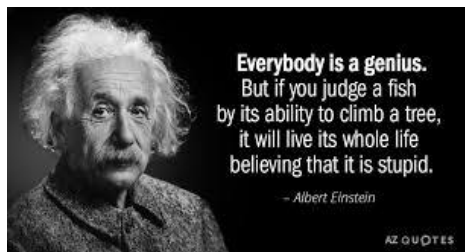
In each of the above course activities, you will be practicing communication competence to meet the requirements of Ace 2. In this final reflection, you will evaluate yourself and your practicing of the five elements of communication competence when talking about mental health: self-awareness, adaptability, empathy, cognitive complexity, and ethics throughout the course. Where did you strengthen your skills? Where are there areas of growth? Provide practical evidence and interpersonal theoretical analysis to support your assessment. What are your future interpersonal communication goals when talking about mental health based on this assessment and why are these goals important to you?

5. Extra Credit Opportunities

Three forms of extra credit are automatically built into the course:

- (1) **Research opportunities** offered to everyone throughout the course;
- (2) **An event (can be virtual) that you attend where interpersonal communication about mental health** is prominent in some way and you will analyze the event in a 2-pg paper (5 points each) while synthesizing our course concepts with your thoughts (1 paper per unit will be accepted for a total of 3 extra credit analysis papers allowed; however, they must be completed at the end of each unit, not at the end of the course); *see due dates on syllabus*
- (3) **Finding any of my mistakes** that I make on course materials, including emails (0.25 points to the first person who notifies me of the mistake). When you help me find my mistakes, you help me make my communication with you clearer, which is one of my goals as an instructor.

I want you to strive to create original, powerful, insightful pieces of writing/presentations that uniquely reflect your interests and concerns. One way to do this is to start early, notify me to ask any questions, and to create multiple drafts within the writing/presentation creation process.



TENTATIVE COURSE SCHEDULE

*Indicates readings available on Canvas
(References follow schedule below).

**All readings should be completed before
class on the day a reading is due.
Readings/podcasts/videos subject to
change.

Week	Date	Content	**Readings	Assignment Due
Unit 1: Understanding Ourselves and (Dis)Connection -- Why are we so lonely in today's world? Why is mental health so hard to talk about?				
1	T 8/23	Introduction to our Course		
	Th 8/25	What is mental health communication (MHC)? <i>Key concepts: Our Mental Health Care System Social Ecological Model/Social Determinants of Mental Health, policies</i>		
2	T 8/30	What is loneliness and why is no one talking about it? <i>Key concept: Invisible Illness/Taboo topics</i>	<i>Murthy (2020): Preface-Ch. 1</i>	
	Th 9/1	Examining Theory in Context: <i>Young Adults and the Mental Health Crisis</i>	<i>Gibson et al., (2019)</i>	
3	T 9/6	Why do we withdraw from others when feeling lonely? <i>Key concepts: Stigma communication</i>	<i>Murthy (2020): Ch. 2</i>	
	Th 9/8	Examining Theory in Context: <i>Veterans and PTSD</i>	<i>Roscoe (2021)</i>	
4	T 9/13	Why do we remember some messages/events and not others? <i>Key concepts: Trauma, memorable messages</i>	<i>Murthy (2020): Ch. 3</i>	
	Th 9/15	Examining Theory in Context: <i>Family Socialization and Mental Health Messages</i>	<i>Greenwell (2019)</i>	

5	T 9/20	How and why do people react to uncertainty? <i>Key concepts: uncertainty management, identity, culture, stress, coping</i>	<i>Murthy (2020): Ch. 4</i>	
	Th 9/22	Examining Theory in Context: <i>(Im)migration and Relocation</i>	<i>Afifi et al. (2013)</i>	
6	T 9/27	How can we develop resilience? <i>Key concept: resilience</i>	<i>Murthy (2020): Ch. 5</i>	
	Th 9/29	Examining Theory in Context: <i>Burnout, Wellness, and Resilience</i>	<i>(Vercio et al., 2021)</i>	Unit 1 Extra Credit Analysis due at 5 pm on Canvas
Unit 2: Moving from Loneliness to (Deep) Connection – How does interpersonal communication create acceptance and a sense of belonging? How can we effectively support others' mental health?				
7	T 10/4	How do we create, manage, and respect privacy boundaries? <i>Key concept: Communication Privacy Management Theory</i>	<i>Murthy (2020): Ch. 6</i>	
	Th 10/6	Examining Theory in Context: <i>Ownership of our Mental Health</i>	<i>Quinn & Otteson (2019)</i>	
8	T 10/11	But, what if we want to disclose our mental health? And, what if others disclose to us? <i>Key concept: Disclosure Decision-Making Model, listening</i>	<i>Murthy (2020): Ch. 7</i>	
	Th 10/13	How do we effectively support others? <i>Key concepts: social support, advice-giving</i>	<i>Murthy (2020): Ch. 8-concl</i>	
9	T 10/18	<i>Fall Break—No class—Enjoy!</i>		
	Th 10/20	How do we make sense of our mental health experiences? <i>Key concept: Communicated Sense-Making</i>	<i>Willer et al. (2018)</i>	Unit 2 Extra Credit Analysis due at 5 pm on Canvas
Unit 3: Walking the Talk: How can we improve the mental health communication we see in our communities? How can we advocate for others' mental health?				
10	T 10/25	Why do we compare ourselves to others and how does that affect our MH: Social media and mental health.	<i>Yang et al. (2021)</i>	

		Key concepts: <i>Social comparison, social networks, social capital</i>		
	Th 10/27	Recognizing and respecting others' needs: Covid-19 and mental health <i>Key concepts: disability, marginalization, isolation, communication accommodation</i>	<i>Chuck (2021)</i>	
11	T 11/1	Recognizing and respecting others' identities: Politics and mental health <i>Key concepts: values, relationships</i>	<i>Nayak et al. (2021)</i>	
	Th 11/3	Public mental health: Celebrity, Sports and mental health <i>Key concepts: social legitimacy</i>	<i>Parrott et al. (2021)</i>	
12	T 11/8	Connecting with the Outdoors <i>Key concepts: nature, mindfulness, mind-body connection</i>	<i>Gupta, S. (2022)</i>	
	Th 11/10	<i>Introduction of Final Project</i> <i>Brainstorming about possible topics and choosing one by the end of class to be approved by me</i>		Topic for Final Project due at the end of class
13	T 11/15	<u>In-Class Workday</u> <i>Identifying the Problem: What's missing in my community regarding connection?</i> <i>MHC Analyzing Possible Solutions: What has been done that has worked/not worked (examine research)?</i> <i>How do course concepts and theory apply?</i> <i>Generating Possible and Realistic Solutions</i> <i>Identifying any possible barriers to solutions?</i>		

	Th 11/17	<i>Out-of-class Team Work Day</i> <i>(I am attending a conference)</i>	
14	T 11/22	<i>Separate Team Meeting Day with Me</i> <i>(zoom or in-person)</i>	Team Project Analysis due on Canvas before meeting with me
	Th 11/24	<i>Thanksgiving—No class—Enjoy!</i>	
15	11/29	<i>In-Class Work Week</i>	
	12/1		Team Presentation uploaded on <u>Fri 12/2</u> to Canvas Unit 3 Extra Credit Analysis due at 5 pm on Canvas
16	12/6	<i>Team Project Final Presentations</i>	
	12/8		

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Appendix A: On-Campus Resources

Please visit this link for all UNL-course-related policies: <http://go.unl.edu/coursepolicies>.

Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD is located in 117 Louise Pound Hall and can be reached at 402-472-3787.

Emergency Procedures

Stay connected by registering for safety alerts on the UNL Campus at unlalert.unl.edu. Call 911 for fire or medical emergencies. UNL Campus Police can be reached at 402-472-2222. Consult the UNL Emergency Preparedness Resources website at emergency.unl.edu for measures to be taken in emergency situations.

1. **Smoke/fire/gas leak:** Evacuate to nearest exit (do not use elevator), pull fire alarm, grab belongings if near, re-enter only when directed.

2. **Tornado:** Seek shelter in lowest level interior space (without windows), get low, cover back of head, monitor news, and stay until warning expires
3. **Shooting/Violence: Run, Hide, Fight.** *Run* if you know where danger is and it's safe to go; *Hide* if unsafe to escape in a secure place and turn off lights/barricade doors; *Fight* if run/hide are not options and fight as if your life depends on it.

Title IX

Any unwanted conduct of a sexual nature, whether verbal, physical, written, or pictorial, which has the purpose or effect of creating a hostile environment for the person subjected to the conduct, or any solicitation of sexual conduct of any nature when submission to or rejection of such contact is used as the basis for either implicitly or explicitly imposing favorable or adverse terms and conditions of academic standing constitutes sexual harassment and will not be condoned or tolerated. Moreover, sexual misconduct including stalking, dating or domestic violence and sexual assault is prohibited.

Appropriate corrective action will be taken toward any student or employee who is found to have violated UNL's non-discrimination, sexual harassment and/or sexual misconduct policies. Further, UNL commits itself toward the assurance of non-retaliation toward any person who reports harassment, sexual misconduct or discrimination or who participates in an investigation of such conduct.

If you suspect or experience discrimination, sexual harassment, or retaliation toward yourself or others, please keep records or other evidence of specifics and report the conduct. If you do not feel comfortable telling a person to stop inappropriate behavior, or if the behavior does not cease once you have made the request that it do so, you may seek assistance from an administrator, professor or counselor. Persons designated by the University as Responsible Employees are required to report sexual discrimination, harassment and misconduct reported to them. Other employees are encouraged to provide assistance and/or report.

Detailed information about support and resources, and how to report an incident of sexual discrimination, harassment or misconduct, is available on the Institutional Equity and Compliance Title IX website. You can contact the office directly at 402-472-3417.

Wellbeing Resources

1. ***Counseling and Psychological Services***, UNL offers a variety of options to students to aid them in dealing with stress and adversity.
 - a. [Counseling and Psychological & Services \(CAPS\)](#); is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450.
 - b. [Big Red Resilience & Well-Being \(BRRWB\)](#) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.
2. [The Couple and Family Clinic](#), Phone: 402-472-5035, Hours: By appointment Monday-Saturday, University of Nebraska-Lincoln, 35th Street & East Campus Loop
3. [Counseling & School Psychology Clinic \(CSPC\)](#), Offering affordable, confidential counseling for students and community members, Phone: 402-472-1152, Hours: Call to schedule appointments, University of Nebraska-Lincoln, 49 Teachers College Hall
4. [Psychological Consultation Center \(PCC\)](#), Phone: 402-472-2351, University of Nebraska-Lincoln, 325 Burnett Hall

5. [Women's Center Counseling](#), Open to all genders/sexes, Phone: 402-472-2598, University of Nebraska-Lincoln, 340 Nebraska Union
6. ***If you are experiencing a mental health crisis: Help is available 24/7.*** Have you experienced a personal, psychological or physical trauma recently? Has your level of distress increased significantly? Has someone asked you to come to CAPS or another mental health resource? Are you having thoughts or have you made a plan to hurt yourself or others? Has a friend, intimate partner or family member hurt you physically or emotionally?
 - a. [University Health Center](#): Call 402-472-5000 M-F 8 am – 4:45 pm (follow the prompts after hours for assistance)
 - b. [CAPS](#): Call 402-472-7450 to speak to an on-call therapist
 - c. [CenterPointe](#): 24-hour crisis line: 402-475-6695
 - d. [Nebraska Suicide and Crisis Lifeline](#): 988
 - e. [National Suicide Prevention Lifeline](#): 1-800-273-TALK (8255). 24-hour, toll free, confidential suicide prevention hotline available to anyone in emotional distress
 - f. [University of Nebraska-Lincoln Police](#): 402-472-2222
 - g. [Center for Advocacy, Response & Education](#) – supportive resource for victims/survivors of interpersonal violence and other crimes. (402) 472-3553
 - h. [Help finding campus resources](#) – from help with your NCard and Husker Hub to career services and campus recreation
 - i. [Husker Pantry](#) – help with food and shelter for students at UNL and nationwide. Located on the 1st floor of the University Health Center (room 123), it is a one-stop shop to help students thrive at UNL.
 - j. [Well-being Coaches](#) – student volunteers who help students thrive and create the life they want to live now and in the future.
 - k. [Diversity & Inclusion Resources](#) – includes 17+ resources to help students thrive in their identities while also learning about others' identities. Resources include the Academic Success and Intercultural Services (OASIS) and Jackie Gaughn Multicultural Center to LGBTQA+ Resource Center and Association of Campus Religious Workers.
 - Information about DACA (Deferred Action for Childhood Arrivals) and support for undocumented/DACA students: <https://nebraska.edu/-/media/unca/docs/daca/daca-faq-rev-2017-09-18.pdf>

Academic Well-Being Resources

Writing Center

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft. You can sign up any time for a virtual or in-person appointment (Andrews 102) by visiting unl.mywconline.com. For more information about the Writing Center, please visit <https://www.unl.edu/writing/>.

Academic Support Services

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See <https://success.unl.edu/> for schedules and more information.