



The Hebrew University of Jerusalem

Syllabus

Stigma in the disabilities field - 3412

Last update 07-02-2024

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Social Work

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Shirli Werner

Coordinator Email: shirli.werner@mail.huji.ac.il

Coordinator Office Hours: Monday 12:15 to 13:15 or upon request

Teaching Staff:

Prof Shirli Werner

Course/Module description:

Stigma towards individuals with disabilities is still common. Stigma negatively impact these individuals and their families including: exclusion from society, fewer life opportunities and distancing. Stigma has been found to be associated with emotional stress, lower self-esteem and lower quality of life. In addition, stigma may result in lack of help-seeking. This course will explore the stigma concept, with a specific focus on the mental illness and intellectual disabilities fields, and understanding the impact of stigma on the individual, his/ her family and larger society.

Course/Module aims:

During the course, we will define the concept of stigma and explore sociological and psychological theories dealing with the origin of stigma. We will learn about the experience of stigma among individuals with disabilities. In addition, we will examine the consequences of stigma on the family and modes of coping. In addition, we will discuss stigma as expressed among professionals, the general public and the media. Finally, we will present a range of efforts to eradicate stigma worldwide.

Learning outcomes - On successful completion of this module, students should be able to:

1. Describe sociological and psychological approaches to explaining the sources of stigma.
2. Explain the changes in public stigma over the years.
3. Describe different ways to eradicate self stigma and public stigma and assess their effectiveness.
4. Evaluate and criticize the existing literature in various stigma domains.
5. Assess and monitor the effects of the media on stigma.

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: Frontal lectures, work in small groups, exercises, movies, discussions and active participation of students.

Course/Module Content:

Stigma models.
Public stigma.

Stigma in the media.
Self-stigma.
Dealing with stigma in adulthood.
Stigma in childhood.
Professional stigma.
Family stigma.
Structural stigma.
Efforts to eradicate stigma.

Required Reading:

Sheehan, L., Vittorio Palermo, C., Corrigan, P. (2022). Theoretical models to understand stigma in mental illness. In D.L. Vogel & N. G. Wade (eds). The Cambridge handbook of stigma and mental health (pp. 11-30). Cambridge University Press. <https://doi.org/10.1017/9781108920995>

*Pelleboer-Gunnink, H. A., van Weeghel, J., & Embregts, P. J. (2021). Public stigmatisation of people with intellectual disabilities: A mixed-method population survey into stereotypes and their relationship with familiarity and discrimination. *Disability and Rehabilitation*, 43, 489-497. <https://doi.org/10.1080/09638288.2019.1630678>*

Schomerus, G., & Angermeyer, M. C. (2022). Time trends in public stigma. In D.L. Vogel & N. G. Wade (eds). The Cambridge handbook of stigma and mental health (pp. 73-87). Cambridge University Press. <https://doi.org/10.1017/9781108920995>

Boyd, J. E., Lopez, M. M., Gonzalez-Sanguino, C., Harris, J. I., & Sampson, I. T. (2022). Consequences of the self-stigma of mental illness. In D.L. Vogel & N. G. Wade (eds). The Cambridge handbook of stigma and mental health (pp. 88-110). Cambridge University Press. <https://doi.org/10.1017/9781108920995>

*Thomas, G.M. (2021). Dis-mantling stigma: Parenting disabled children in an age of 'neoliberal-ableism'. *The Sociological Review*, 69, 451-467. <https://doi.org/10.1177/0038026120963481>*

*Itzick, M., Tal-Katz, P. (2017). Predictors of the self-reported likelihood of seeking social worker help among people with physical disabilities. *Social Work in Public Health*, 32, 369-381. <https://doi.org/10.1080.19371918.2017.1327387>*

Ferrie, J., Miller, H., Hunter, S. C. (2020). Psychosocial outcomes of mental illness

stigma in children and adolescents: A mixed-methods systematic review. *Children and Youth Services Review*, 113. <https://doi.org/10.1016/j.chilyouth.2020.104961>

קמה, ע. (2015). דימויים פוצעים: ייצוגי אנשים עם לקויות בתקשורת. בתוך מ. חובב, א. דובדבני וק. פלדמן (עורכים). מהדרה להכלה: החיים בקהילה של אנשים עם מוגבלויות בישראל (עמ' 181-213). ירושלים: כרמל.

Hatzenbuehler, M.L. (2016). Structural stigma and health inequalities: Research evidence and implications for psychological science. *American Psychologist*, 71, 742 - 751. <https://doi.org/10.1037/amp0000068>

Parry, S. J., Brohan, E., Gronholm, P. C., & Thornicroft, G. (2022). Interventions to reduce mental illness stigma and discrimination at the person-level for individuals and small groups. In D.L. Vogel & N. G. Wade (eds). *The Cambridge handbook of stigma and mental health* (pp. 369-390). Cambridge University Press. <https://doi.org/10.1017/9781108920995>

Walsh, D. & Foster, J. (2021). A call to action: A critical review of mental health related anti-stigma campaigns. *Frontiers in Public Health*, 8:569539. <https://doi.org/10.3389/fpubh.2020.569539>

Additional Reading Material:

Dell'Armo, K.A., & Tassé, M.J. (2021). Attitudes, stigma, and ableism toward people with intellectual disability. In L.M. Glidden, L. Abbeduto, L.L. McIntyre, and M.J. Tassé: *APA Handbook of intellectual and developmental disabilities: Vol. 1. Foundations* (pp. 473-497). American Psychological Association. <https://doi.org/10.1037/0000194-000>

Pescosolido, B.A., & Martin, J.K. (2015). The stigma complex. *Annual Review of Sociology*, 41, 87-116.

דורפמן, ד., אזנה, מ., חסון, י. (2020). מדד הנגישות העירוני 2020. אקורד.

Ben-Natan, M., Drori, T., & Hochman, O. (2017). The impact of mental health reform on mental illness stigmas in Israel. *Archives of Psychiatric Nursing*, 31, 610-613.

נעמן, ע', רועה, ד', קרני-וייזר, נ', וקרניאלי-מילר, א' (2017). הדילמות בתהליך של חשיפה עצמית מנקודת מבטם של אנשים המתמודדים עם סכיזופרניה. חברה ורווחה, לז', 161 - 186.

Ege, S. M., & Lannin, D. G. (2023). Deciding to disclose: The role of identity when "coming out proud". *Stigma and Health*, 8(2), 205-211. <https://doi.org/10.1037/sah0000298>

Switaj, P., Grygiel, P., Chrostek, A., Nowak, I., Wciorka, J., & Anczewka, M. (2017). The relationship between internalized stigma and quality of life among people with mental illness: Are self-esteem and sense of coherence sequential mediators? *Quality of Life Research*, 26, 2471-2478.

Lyons, B.J., Martinez, L.R., Ruggs, E.N., Hebl, M.R., Ryan, A.M., & Roebuck, A. (2018). To say or not to say: Different strategies of acknowledging a visible disability. *Journal of Management*, 44, 1980-2007. <https://doi.org/10.1177/0149206316638160>

Broady, T.R., Stoyles, G.J., Morse, C. (2017). Understanding carer's lived experience of stigma: The voice of families with a child on the autism spectrum. *Health and Social Care in the Community*, 25, 224-233. <https://doi.org/10.1111/hsc.12297>

Manor-Binyamini, I., & Schreiber-Divon, M. (2021). Bedouin mothers of young children with developmental disability: Stigma, quality of life and collaboration with professionals. *Research in Developmental Disabilities*, 108, 103819.

Mittal, D., Owen, R.R., Ounpraseuth, S., Chekuri, L., Drummond, K.L., Jennings, M.B., Smith, J.L., Sullivan, J.G., & Corrigan, P.W. (2020). Targeting stigma on mental illness among primary care providers: Findings from a pilot feasibility study. *Psychiatry Research*, 284, 112641.

Saguem, B. N., Rhouma, A., & Nakhli, J. (2022). Stigma of mental illness and its association with empathic abilities in mental health trainees. *Stigma and Health*, 7(4), 423-431. <https://doi.org/10.1037/sah0000418>

Salzer, M. S. (2022). The quandary: Disclosing a mental illness in applications to helping professional academic programs. *Stigma and Health*, 7(1), 80-88. <https://doi.org/10.1037/sah0000332>

Werner, S., & Araten-Bergman, T. (2017). Social workers' stigmatic perceptions of individuals with disabilities. A focus on three disabilities. *Journal of Mental Health Research in Intellectual Disabilities*, 10, 93-107. doi: 10.1080/19315864.2017.1284288

Yanos, P. T. (2018). Stigma by association: The impact of stigma of family members and professionals. In: *Written off: Mental health stigma and the loss of human potential* (pp. 135-157). New York: Cambridge University Press.

Morris, S., O'Reilly, G. & Nayyar, J. (2021). Classroom-based peer interventions targeting autism ignorance, prejudice and/or discrimination: A systematic PRISMA review. *International Journal of Inclusive Education*.
<https://doi.org/10.1080/13603116.2021.19004>

Siperstein, G. N., Albert, A. B., Jacobs, H. E., Osborne, K. J., & Stokes, J. E. (2018). A schoolwide approach to promoting student bystander behavior in response to the use of the word "retard". *Research in Developmental Disabilities*, 80, 142-152.
<https://doi.org/10.1016/j.ridd.2018.06016>

Werner, S., Peretz, H., & Roth, D. (2015). Children's attitudes toward children with and without disabilities. *Early Childhood Research Quarterly*, 33, 98-107.

טייכמן, י.י. (2021). תפקידה של התקשורת בתפיסת המסוכנות של המאובחנים כחולי נפש- מאמר דעה. ביטחון סוציאלי, 114, 17 - 24.

Yang, Y., Tang, L., Bie, B. (2017). Portrayals of mental illness in women's and men's magazines in the United States. *Journalism & Mass Communication Quarterly*, 94, 793-811.

Nutter, S., & Saunders, J. F. (2023). Weight stigma and health misinformation: A systematic review of research examining correlates associated with viewing *The Biggest Loser*. *Stigma and Health*. Advance online publication.
<https://doi.org/10.1037/sah0000457>

Dirth, T.P., & Branscombe, N.R. (2017). Disability models affect disability policy support through awareness of structural discrimination. *Journal of Social Issues*, 73, 413-442.

Holder, S.M., Peterson, E.R., Stephens, R., & Crandall, L.A. (2019). Stigma in mental health at the macro and micro levels: Implications for mental health consumers and professionals. *Community Mental Health Journal*, 55, 369-374.

ורנר, ש'. (2018). תפיסות של חיילים ללא מוגבלות שכלית כלפי שילובם בצה"ל של אנשים עם מוגבלות שכלית. ביטחון סוציאלי, 104, 123-161.

Corrigan, P.W., & Nieweglowski, K. (2019). How does familiarity impact the stigma of mental illness? *Clinical Psychology Review*, 70, 40-50. <https://doi.org/10.1016/j.cpr.2019.02.001>

Manago, B., & Krendl, A. C. (2023). Cultivating contact: How social norms can reduce mental illness stigma in college populations. *Stigma and Health*, 8(1), 61-71.
<https://doi.org/10.1037/sah0000363>

Mayer, L., Corrigan, P. W., Eiseheuer, D., Oexle, N., & Rüsch, N. (2022). Attitudes towards disclosing a mental illness: Impact on quality of life and recovery. *Social Psychiatry and Psychiatric Epidemiology*, 57(2), 363–374.
<https://doi.org/10.1007/s00127-021-02081-1>

Sampogna, G., Fiorillo, A., Giannelli, L., & Henderson, C. (2022). Population-based interventions to reduce the stigma of mental illness. In D.L. Vogel & N. G. Wade (eds). *The Cambridge handbook of stigma and mental health* (pp. 391-412). Cambridge University Press. <https://doi.org/10.1017/9781108920995>

Waqas, A., Malik S, Fida A, Abbas N, Mian N, Miryala S, Amray AN, Shah Z, Naveed S. (2020). Interventions to reduce stigma related to mental illnesses in educational institutes: A systematic review. *The Psychiatric Quarterly*, 91(3), 887-903.
<https://doi.org/10.1007/s11126-020-09751-4>

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 80 %
Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 20 %

Additional information:

one semester assignment (20%)
Final written assignment(80%)