

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Fall 2014

Discipline: Psychology

PSYC 3500-101: Global Mental Health

Division: Upper

Faculty Name: Ricki E. Kantrowitz, Ph.D.

Pre-requisites: Students should have completed at least one basic course in the behavioral sciences: psychology, sociology, social work, or anthropology.

COURSE DESCRIPTION: The aim of this course is to introduce undergraduate students interested in psychology to the field of Global Mental Health, providing an understanding of the field and its issues. Global mental health has been defined as “the area of study, research and practice that places a priority on improving mental health and achieving equity in mental health for all people worldwide.” An understanding of this field requires integration of information from a variety of fields, including psychology, sociology, anthropology and psychiatry. Topics will include: definition of mental health and mental illness; global burden of disease and mental health issues in low-resource countries; social determinants of mental well-being; stigma, discrimination, and promotion of human rights; mental health and psychosocial support in humanitarian settings; and types of mental health workers, including professionals, lay workers and indigenous healers.

COURSE OBJECTIVES:

Each student will:

1. Gain an understanding of how psychological principles and theories can be applied to the field of Global Mental Health;
2. Understand diversity as it relates to such topics as mental health, mental illness, trauma, armed conflict, immigration, gender, age, and socioeconomic status;
3. Upon completion of this course, students will:
 - Understand the concept of global burden of disease
 - Describe prevalent mental health problems in developing countries and discuss issues unique to understanding mental health in these contexts
 - Understand the concept of stigma as associated with mental disorders and identify approaches to combating stigma
 - Know strategies being used to identify mental health problems and strengthen mental health care throughout the world
 - Be aware of resources available for mental health care and understand differences and similarities in treatment.

REQUIRED TEXTBOOKS

AUTHOR: Patel, V., Minas, H., Cohen, A., & Prince, M. (Eds.)

TITLE: Global Mental Health: Principles and Practice

PUBLISHER: Oxford University Press

ISBN #: 978-0-19-992018-1

DATE/EDITION: 2014

REQUIRED TEXTBOOKS

AUTHOR: Kristof, N., & WuDunn, S.

TITLE: Half the Sky: Turning Oppression into Opportunity for Women Worldwide

PUBLISHER: Vintage

ISBN #: 978-0-307-38709-7

DATE/EDITION: 2009

TOPICAL OUTLINE OF COURSE

Depart Southampton- August 23:

A1- August 25: Introduction to Global Mental Health, Overview of Course and Field Lab Global Burden of Disease

Why study this topic? What is mental health? What is mental illness?

GMH Preface

A2-August 27: History of Global Mental Health

GMH Chapter 1

St. Petersburg: August 29- September 2

A3- September 3: Disorders, Diagnosis, and Classification; Culture and GMH GMH 2 & 3

A4- September 5: Cross-Cultural Research Methods, Epidemiology GMH 4 & 5

Hamburg: September 7-11

A5- September 12: Resources in GMH GMH 9, 10 (pages 193-209)

Antwerp: September 14-16

Le Havre: September 17-19

A6-September 20: Social Determinants of Mental Health GMH 7

A7- September 22: Cultural Variation in Depression and Schizophrenia
GMH 12

Dublin: September 24-27

A8- September 28: Human Security and Complexity
GMH 8 (137-151)

A9- September 30: Prevention and Promotion, Stigma Lecture
GMH 11 & 18

Lisbon: October 1-2

In transit: October 3

Cadiz: October 4-5

A10- October 7: Student Presentations about Stigma, Research questioning the Effectiveness of Stigma Programs

Casablanca: October 8-11

A11-October 13: Continuation of Presentations, Human Resources, Interventions for Mental Disorders

A12- October 15: Trauma and Global Disasters Overview, MH and Psychosocial Support in Humanitarian Settings

GMH 17

IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings (in electronic reader)

Bowman, S. L., & Roysircar, G. (2011). Training and practice in trauma, catastrophes, and disaster counseling. *The Counseling Psychologist*, 39(8), 1160-1181.

Henley, R., Marshall, R., & Vetter, S. (2011). Integrating mental health services into humanitarian relief responses to social emergencies, disasters, and conflicts: A case study. *The Journal of Behavioral Health Services & Research*, 38(1), 132-141.

Dakar: October 16-19

A13- October 21: Refugee/Immigrants/Migrants

Film about Lost Boys of Sudan

American Psychological Association, Presidential Task Force on Immigration. (2012). Crossroads: The psychology of immigration in the new century . Retrieved from <http://www.apa.org/topics/immigration/report.aspx>

A14- October 23: Gender and mental health

GMH 16

Half the Sky Chapters 1-5

Takoradi: October 25-26

Tema: October 27-28

A15- October 29: Maternal mortality and morbidity

Half the Sky Chapters 6-8

A16- October 31: Gender violence, violence

Half the Sky Chapters 9, 10

Study Day: November 2

A17-November 3: Body Image and Globalization

A18- November 5: Suicide and Suicide Prevention

Assorted Readings such as:

Phillips, M. & Chong, H. The changing global face of suicide. *The Lancet*, 379, (9834), pp. 2318 - 2319, 23 June 2012 doi:10.1016/S0140-6736(12)60913-1

Devries et al., Violence against women is strongly associated with suicide attempts: Evidence from the WHO multi-country study on women's health and domestic violence against women, *Social Science & Medicine*, 73 (2011) 79-86.

Rio de Janeiro: November 7-9

In-transit: November 10-11

Salvador: November 12-14

A19- November 15: Children and Youth

GMH 15

Half the Sky Chapters 13-14

A20- November 17: Scaling Up Services, Integrating MHC into Primary Care

GMH 14

Scale up Services for Mental Disorders: A Call to Action, *Lancet* 2007: 370, 1241-52 and other relevant articles

Study Day: November 19

A21-November 20: Research Priorities,

GMH 19

Bridgetown: November 22-24

A22-November 25: Transforming the MH System, Review of course material

A23- November 27: Attitudes about mental health and mental illness; Bringing it Home

Havana: November 29- December 2:

Study Day- December 3

A24-December 4 (A Day Finals): Final Examination

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

FIELD LAB (Possible Field Labs. I have ideas about people to contact):

- 1) **First day in Lisbon, Portugal.** Lecture on the ship from a faculty member of NOVA University of Lisbon, Faculty of Medical Sciences Department of Mental Health. Meetings with students from Nova University and tour of relevant sites, possibly including a mental health facility. Students will write a reflection paper about the lecture and the state of mental health research and policy in Portugal and elsewhere.
- 2) **Last day in Ghana** Students will visit the slave sites in the morning and will consider the intergenerational impact of slavery and trauma, relating it to topics in the course. In the afternoon, we will visit local mental health agencies in Accra, possibly run by Basic Needs or another international NGO. Students will write a reflection paper about the day, relating it to relevant course topics.
- 3) **Last day in Casablanca** Students will visit the mental hospital in Casablanca and two psychiatrists will lecture to the class, one about mental health treatment in Morocco and the other about women's mental health issues.
- 4) **I am also pursuing a connection in Senegal.**

FIELD ASSIGNMENTS Students will be aware of attitudes and values about health/mental health and mental illness as they travel in-port. How are those with disabilities or different in some way treated by the public? Do you see health clinics and doctors' offices? Do you see signs for mental health practitioners?

METHODS OF EVALUATION / GRADING RUBRIC

Attendance and Participation	10%
Two Examinations (25% each)	50 %

Reflection and Reaction Paper about readings/movies/in-port activities, field assignments, Field Lab For example: 1) Students will attend one required Field Lab and write a summary report of the experience; 2) Reflection Paper on Maternal Mortality/Morbidity and *A Walk to*

Beautiful. Review Chapter 6 in *Half the Sky*. Relate key concepts in this chapter (about maternal mortality/morbidity) to your discussion/reflection of the two film segments about fistula in *A Walk to Beautiful*. 3) NGO Paper: Pick an NGO that deals with mental health. Answer the questions on handout distributed in class. **30%**

STIGMA Assignments-short report and Oral Presentation 10%

Read the article “Conceptualizing Stigma” by Link and Phelan and the article “Lessons From Social Psychology on Discrediting Psychiatric Stigma” by Corrigan and Penn. Also, read handouts on stigma passed out in class.

Think of two examples of inappropriate references to mental illness. These might be found in newspaper or magazine articles, books, television shows, advertisements, movies, music lyrics, jokes or cartoons, or in the language used by students and professors. How are these examples offensive? (2 paragraphs to be turned in to class)

Be able to answer the following questions in class:

- 1) What is the difference between stigma and discrimination?
- 2) According to Link and Phelan, what are the three types of discrimination associated with stigma? Be able to give an example of each.
- 3) According to Corrigan and Penn, what are three interventions used to combat stigma? How effective are they?

ORAL PRESENTATIONS ON STIGMA: Oral presentation by groups of four students (approximately 10 minutes each) using such stigma programs as Like Minds, Like Mine (New Zealand), Opening Minds (Canada), SANE (Australia), See Me (Scotland), Time to Change (England), What a Difference a Friend Makes (USA), NAMI StigmaBusters (USA), Bring Change 2 Mind (USA), ZeroStigma (The European Federation of Associations of Families of People with Mental Illness) :

Who is sponsoring the website (NGO? Government? Consumers? Families?) Who do you think is the intended audience? How user friendly is the site? How much do members of your group like the graphics and message?

What kind of information is on the site? What methods are they using to try to reach/educate their audience? Do they use any recurring slogans or phrases on the site?

How are they trying to combat stigma? What is the viewer supposed to do with the message he/she receives from the website/anti-stigma campaign? Is there a call for action? If yes, what type of action is requested/suggested? How effective do you think these messages/actions might be in diminishing stigma and discrimination?

Choose a few examples on the site (you may play a short video if you wish) and explain how you think they might advance understanding of mental illness and reduce stigma. Do you think there might be unintended consequences (negative impact) of any of the messages on the site. Did you find any cultural differences?

RESERVE LIBRARY LIST

AUTHOR: Desjarlais, Robert
TITLE: World Mental Health: Problems and Priorities in Low-Income Countries
PUBLISHER: Oxford University Press
ISBN #: 13 978-0-19-511311-2
DATE/EDITION: 1995

AUTHOR: Sorel, Eliot
TITLE: 21st Century Global Mental Health
PUBLISHER: Jones & Bartlett Learning
ISBN # 978-1449627874
DATE/EDITION: 2012

ELECTRONIC COURSE MATERIALS

A range of materials that will likely include some of the following:

American Psychological Association (2010)./ Resilience and recovery after war: Refugee children and families in the United States, Washington DC: Author Retrieved from <http://www.apa.org/pi/families/refugees.aspx>

American Psychological Association, Presidential Task Force on Immigration. (2012). Crossroads: The psychology of immigration in the new century. Retrieved from <http://www.apa.org/topics/immigration/report.aspx>

Department of Health and Human Services, U.S. Public Health Services, Mental Health: A Report of the Surgeon General, 1999

WHO MiNDbank: More Inclusiveness Needed in Disability and Development http://www.who.int/mental_health/mindbank/en/

WHO MiNDbank is an online platform bringing together country and international resources, covering mental health, substance abuse, disability, general health, human rights and development. It is part of WHO's QualityRights campaign to end violations against people with mental disabilities. MiNDbank aims to facilitate dialogue, advocacy and research, to promote reform in these areas in line with international human rights and best practice standards.

WHO/World Mental Health Action Plan 2013-2020

The draft Action Plan, which has been developed through consultation with WHO Member States, civil society and international partners, proposes actions to address the health, social and economic burden of mental disorders by adopting a comprehensive and multisectoral approach involving coordinated services from the health and social sector,

with an emphasis on promotion, prevention, treatment, care and recovery, and with due attention to the principles of equity, human rights, evidence and user empowerment.

WHO/ Mental Health Atlas 2011

WHO/ The World Health Report 2001: Mental Health: New Understanding, New Hope

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."