

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Psychology
Course Number and Title:	PSY 320 Abnormal Psychology
Division:	Upper
Faculty Name:	Dr. Wendy Lynch
Semester Credit Hours:	3
Schedule: Time (Location):	B days: 1240-1400 (Kino)

Prerequisites: One (1) general psychology course

COURSE DESCRIPTION

This abnormal psychology course provides an introduction to major mental disorders as classified in the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). Disorders include depressive, anxiety and stressor-related, addictive, eating, psychotic, bipolar, personality, obsessive-compulsive, and more. For each disorder, we will explore research regarding its diagnosis, causes, and treatments, and discuss how biological factors, such as sex, age, and genetics, interact with sociocultural factors, such as gender, ethnicity, and social stigma, influence their development and treatment. Considering our international context, we will also discuss broader cultural issues that shape views, public policy, and the treatment of mental disorders, including the advantages and disadvantages for the use of DSM-V as a means to diagnose mental disorders across cultures versus the use of other approaches, such as the International Classification of Diseases (ICD).

LEARNING OBJECTIVES

By the end of this course, my goal is for all students to be able to:

- Define the major diagnostic categories and disorders used in DSM-V/ICD.
- Describe the process of assessment, diagnosis, and treatment from various theoretical and cultural perspectives.
- Explain how definitions of “abnormality” differ between cultures and countries and shape the policies on those cultures/countries.
- Explain how biological and sociocultural factors interact to influence the expression, diagnosis, and treatment of abnormal behavior.
- Compare and contrast the major behavior characteristics associated with each of the major disorders.
- Apply theory and research in abnormal behavior across individuals and culture.

REQUIRED TEXTBOOKS

AUTHOR: Beidel, D.C., Bulik, C. M., and Stanley, M. A.
TITLE: Abnormal Psychology: A Scientist-Practitioner Approach
PUBLISHER: Pearson
ISBN #: 978-0134238944
DATE/EDITION: 2017/4th Edition

AUTHOR: Watters, E.
TITLE: Crazy Like Us: The Globalization of the American Psyche
PUBLISHER: Free Press
ISBN: 978-1416587095
DATE/EDITION: 2010

TOPICAL OUTLINE OF COURSE

The course schedule outlined below indicates questions and topics addressed as well as readings and activities (quizzes, assignments, and exams) for each class meeting. Please read all assigned readings prior to class. Please note that classes will not cover all aspects of the readings; you are responsible for knowing the content of the readings even if they are not covered in class. I reserve the right to make changes in the schedule of topics and/or activities in light of unforeseen events and/or to adjust to conditions on Semester at Sea.

Depart Amsterdam, The Netherlands — September 9

B1—September 12: Introduction to Course: Multicultural Perspectives

T/F questionnaire – Not graded - PPT

Lecture: syllabus, expectations, definitions, sex/gender differences, multi-cultural considerations

Video: Challenges and Rewards of a culturally-informed approach to mental health (17:57)

B2—September 14: History and Definitions of Abnormality – A Focus on Poland

Reading (prior to class): Text, Chapter 1

Reading: WHO's Mental Health Atlas Overview (2017)

Reading: WHO's Mental Health Atlas Country Profile for Poland

Quiz #1 (first 5-10 min of class): **B1 class discussion/lecture and** Readings from B2

Lecture: history, definitions, World Mental Health Surveys, Focus on Poland

Gdansk, Poland — September 15-20

B3—September 22: Ethics, Models of Abnormality, and Research Methods

Reading: Text, Chapter 2

Quiz #2 (first 5-10 min of class): **B2 class discussion/lecture and Chapter 2**

Lecture: reflect on Poland, ethics, research methods, nature vs nurture, interventions.

Video – Genetics 101: National Geographic (2:33)

B4—September 24: Spread of American Culture and Mental Health in Portugal and Spain

Reading: Crazy Like Us, Introduction

Reading: What can we learn from the Portuguese decriminalization of illicit drugs?

Reading: WHO's Mental Health Atlas Country Profiles for Spain and Portugal

Lecture: research methods continued; mental health in Portugal and Spain; decriminalization of drug use in Portugal; Group Sign-Ups.

Video: Is Mental Illness Contagious? - Ethan Watters (2:43)

Lisbon, Portugal — September 26-28

Cadiz, Spain — September 29 – October 1

B5—October 2: Assessment and Diagnosis

Reading: Text, Chapter 3

Quiz #3 (first 5-10 min of class): Chapter 3

Lecture: reflect Spain and Portugal; clinical assessment, IQ, validity of measures, personality.

B6—October 4: Mental Health Treatment in Croatia

Reading: Depressed during the depression – mental health in Europe.

Reading: 'Sweet freedom': remarkable recoveries in a mental health project in Croatia

Reading: WHO's Mental Health Atlas Country Profiles for Croatia

Lecture: diagnosis continued; DSM-V vs ICD; mental health in Europe; deinstitutionalization in Croatia.

Video: BBC: A History of the Madhouse FULL DOCUMENTARY (28:37)

PODCAST: The Documentary Podcast: Escape from Croatia's Asylums (27 min)

Dubrovnik, Croatia — October 6-10

B7—October 11: Anxiety and Stress Disorders

Reading: Text, Chapter 4

Quiz #4 (first 5-10 min of class): B6 discussion/lecture and Chapter 4

Lecture: reflect on Croatia; anxiety and stress-related disorders; MDMA as a treatment for PTSD; Virtual reality as a treatment for phobias

Video: Therapists are using VR headsets to cure phobias (HBO) (4:58)

B8—October 13: Defining and Treating Mental Illness in Morocco

Exam #1 (first 20 min of class): B1-B7

Reading: Gruesome Reality of Mental Health Care in Morocco

Reading: Bouya Omar is the Solution

Reading: Views of mental illness in Morocco

Reading: WHO's Mental Health Atlas Country Profiles for Morocco

Lecture: anxiety and stress continued; specific information for Morocco; preparation of questions, expectations, and goals for field class.

Video: Morocco's Mental Dilemma

Casablanca, Morocco — October 15-20

B9—October 21: Sex and Gender Differences in Mental Health and Treatment

Reading: Improving pharmacological treatment in brain and mental health disorders.

Reading: Biology is partly to blame for high rates of mental illness in women.

Lecture: sex/gender differences in mental health and treatment; reflect on mental health treatment in Morocco.

Videos: Vice News: Locked Up and Forgotten: India's Mental Health Crisis (12:50); Men vs. Women: How the Media Portrays Mental Illness (1:36).

B10—October 23: Bipolar and Depressive Disorders I

Field Class Assignment (due at the start of the class): Mental Health Treatment in Morocco

Reading: Text, Chapter 7 (pages 229-257)

Lecture: bipolar disorder.

Video: Ride the Tiger: A Guide Through the Bipolar Brain, PBS, 2016 (54:24)

B11—October 26: Bipolar and Depressive Disorders II and Mental Health in Ghana

Reading: Text, Chapter 7 (pages 257-275)

Reading: WHO's Mental Health Atlas Country Profiles for Ghana

Quiz #5: (first 5-10 min of class): B10 Lecture/Discussion and Readings from B11

Lecture: the development and treatment of bipolar and depressive disorders; sex difference and other biological influences; mental health in Ghana.

Tema, Ghana — October 28-30

Takoradi, Ghana — October 31 – November 1

B12—November 2: Influence of American Culture on Depression in Other Countries

Reading: Crazy Like Us, Chapter 4

Comparative Port Presentations: Group 1

Lecture: American and other cultural influences on depression; reflect on Ghana.

B13—November 5: Obsessive-Compulsive Disorders

Reading: Text, Chapter 5

Quiz #6 (first 5-10 min of class): Chapter 5.

Lecture: obsessive-compulsive and impulsive control disorders

B14—November 7: Eating Disorders

Reading: Chapter 8

Reading: Anna Carolina Reston: The Girl Who Starved Herself to Death

Reading: WHO's Mental Health Atlas Country Profiles for Brazil

Quiz #7 (first 5-10 min of class): Readings from B14.

Lecture: feeding and eating disorders.

B15—November 9: Mental Health Disorders and Treatment in Brazil

Exam #2 (first 20 min of class): B8-B14

Screening - One Flew Over the Cuckoo's Nest (2:14)

Salvador, Brazil — November 10-15

B16— November 17: Substance Use Disorders - I

Reading: Text, Chapter 10 (364-386)

Reading: Crazy Like Us, Chapter 1

Quiz #8 (first 5-10 min of class): Readings from B16.

Comparative Port Presentations: Group 2

Lecture: prevalence and diagnosis of substance use disorders; sociocultural differences; reflect on Brazil.

B17—November 19: Substance Use Disorders - II

Reading: Text, Chapter 10 (386-411)

Reading: Why do people with addictions seek to escape rather than connect?

Reading: Sex and Gender Differences in Substance Use Disorders

Lecture: development, neurobiology, and treatment of substance use disorders; sex and gender differences.

B18—November 22: Mental Health Treatment in Trinidad and Tobago

Reading: Suicide, Ethnic and Cultural Phenomena in Trinidad & Tobago

Reading: WHO's Mental Health Atlas Country Profiles for Trinidad and Tobago

Lecture: suicide; specific mental health diagnosis and treatment information for Trinidad and Tobago.

Port of Spain, Trinidad and Tobago — November 24

B19—November 25: Schizophrenia

Reading: Text, Chapter 11

Reading: Crazy Like Us – Chapter 2

Quiz #9 (first 5-10 min of class): Readings from B19.

Comparative Port Presentations: Group 3

Lecture: schizophrenia, comorbidity; reflect on Trinidad and Tobago.

B20—November 27: Disorders of Sex and Gender

Reading: Text, Chapter 9

Quiz #10 (first 5-10 min of class): Readings from B20.

Lecture: disorders of sex and gender

B21—November 30: Mental Health Treatment in Ecuador

Reading: WHO's Mental Health Atlas Country Profiles for Ecuador

Reading: Gays in Ecuador Raped and Beaten in Rehab Clinics to "Cure" Them

Lecture: specific mental health diagnosis and treatment information for Ecuador.

Guayaquil, Ecuador — December 2-7

B22—December 8: Personality Disorders

Reading: Text, Chapter 12

Reading: Crazy Like Us – Chapter 3

Quiz #11 (first 5-10 min of class): Readings from B22.

Lecture: personality disorders, sex/gender and sociocultural influences.

Comparative Port Presentations: Group 4

B23—December 10: Neurodevelopment Disorders and Mental Health in Costa Rica

Reading: Text, Chapter 13

Reading: WHO's Mental Health Atlas Country Profiles for Costa Rica

Quiz #12 (first 5-10 min of class): Readings from B23

Lecture: sex/gender and cultural influences on neurodevelopmental disorders; specific mental health diagnosis and treatment information for Costa Rica

Puntarenas, Costa Rica — December 11-15

B24—December 17: Imagine you've been diagnosed with...

Reading: Crazy Like Us, Conclusion

Lecture: abnormality revisited – history, cultural views, and individual differences

B25—December 20: Final Exam (B1-B24)

Arrive San Diego, California — December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class and Assignment:

The Field Class for this course is on Wednesday October 16th in Casablanca, Morocco

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Title of Field Class: Mental Health Treatment in Morocco

Description of Field Class: Morocco has a high prevalence of mental illness, but lacks the infrastructure to meet the high demand for mental health treatment. In this field class, students will learn about the history of diagnosis and treatment of mental health in Morocco and factors that contribute to the high rates of mental health disorders. In preparation for the Field Class, students will prepare a list of potential questions that may be used to help guide discussions with mental health care officials and workers during the Field Class. Students will then visit a psychiatric hospital in Morocco and/or a government mental health facility where they will have the opportunity to interact with mental health care officials,

administrators, and workers, and if possible and appropriate, with patients and/or caretakers/family members.

Field Class Objectives:

1. Observe first-hand how cultural factors influence the diagnosis and treatment of mental health.
2. Learn about mental health service providers and the main types of treatments provided in Morocco.
3. If possible and appropriate, interact with patients and/or family member and observe firsthand how individuals with mental health disorders in Morocco live – activities they engage in, problems they encounter, and societal expectations for them.
4. Connect theories of mental health disorders to real world situations.

Field Class Assignment – Due October 23rd

The field class assignment will be worth 20% of your final grade in this course (20 pts total) and will include participation and a written report. You are required to attend the field class and be an active participant in the experience (5 points). After the field class, you will be required to write a report on the field class experience with photos or drawings to illustrate specific examples (up to 15 points). This report must be typed, double-spaced, and must include:

1. A summary of the experience, highlighting your personal observations (up to one page; up to 3 points).
2. Application of course concepts (from lectures, class discussions, assigned readings, etc.) to address the following questions (2-3 pages; up to 10 points):
 - a. How is mental health defined in this context?
 - b. What are the prominent mental health issues and how are they treated?
 - c. What are the prominent issues with the mental health care system, and what are some potential solutions to these problems?

Your answers should incorporate concepts discussed in class along with observations from the field class, and must include a discussion of cultural influences. Students can also discuss other factors that shape definitions of abnormality and mental health treatment in Morocco as well as observations of gender, socio-economic, or other individual differences.

3. A conclusion of your findings – what you learned and what you will take away from it (up to 1 page; up to 2 points).

You must include evidence and references to support your views (interviews, class discussions, text book, and other readings). Grades will be influenced by both the content of the report (insight and knowledge demonstrated, use of supporting evidence when appropriate) and the clarity and effectiveness of the communication (organization, spelling,

grammar). Students will submit their reports electronically before the start of the second class after the field class (**October 23rd**).

Independent Field Assignment: Small Group Comparative Port Presentation and Brief Report:

The Independent Field Assignment will be worth 15% of your final grade in this course (15 pts total), and will be completed in small groups (assigned at the beginning of the semester) and will include a comparative port presentation and a brief report. Over the course of the semester, students will work small groups (3-5) to gather information/data in various ports on the consequences of the spread of American culture on the human psyche. Information/data gathering will focus on specific aspects of this phenomenon, and will be based on the group's assigned section of *Crazy Like Us* (or other reading). Groups will summarize their assigned reading and then present a comparative analysis to the class on an assigned day. Groups will also lead a brief discussion on the topic and address any questions raised. Presentations should include visual, auditory or other materials (e.g. interviews, billboards, advertisements, newspaper clippings and other cultural artifacts and objects, etc.) to support observations and conclusions. Power point is strongly preferred, but other methods can be used with prior approval (requests must be made at least 2 weeks before the assigned presentation). The use of photos are strongly encouraged, but please follow the guidelines set by Semester at Sea to ensure that you don't invade anyone's privacy or endanger yourself or others. Presentations should be between 5 and 10 min and must include:

- 1) A summary of the assigned reading (2 points)
- 2) A comparative port assessment (at least 2 ports) related to the reading that includes specific examples and supporting evidence. Presentations must also incorporate concepts covered in lectures, class discussions, and the textbook (10 points).
- 3) Citations for written resources and information on the in-port data gathering methods used (how many interviews did you do, who you interviewed, how long you spoke with individuals, where your observations took place, etc; 2 point).
- 4) Conclusions from the assessment and from the experience (1 point).

Each group will also turn in a brief (1-page) summary of their presentation including a statement detailing each student's contributions. This summary should be submitted electronically and is due at the beginning of class on the assigned presentation day.

Each student's grade will be influenced by the content of the presentation (insight/knowledge demonstrated, use of supporting evidence), and the effectiveness of the presentation (clearly stated message, organization, spelling, grammar). Each student must demonstrate that they have made a significant contribution to the project in order to receive credit.

METHODS OF EVALUATION

In addition to the Field-Class Assignment and the Independent Field Report, students will also be graded on class participation, assignments, quizzes, and exams.

1. Class participation: Class participation is highly valued (20% of total grade). Thank you for coming to class prepared—having read the material, completed any homework assignment and ready to share your work and learning with others. This class will be a mixed format of interactive lecture, and individual, pair, and group activities/discussions. This will be an active learning environment, so please interrupt me during lectures with questions/comments about the topic being discussed. Evidence of participation will be collected at the end of each class (25 classes total, 20 points total, 0.8 points each class) and will include individual, pair, and group notes/assignments. It is your responsibility to make sure that you get credit for class participation by being sure to write your name on these activities at the time they are handed in. These activities will typically not be graded, only checked off as completed.
2. Quizzes: Learning from the assigned readings will be assessed regularly using quizzes (10% of total grade). These quizzes will include a combination of a multiple choice and short answer questions that students will complete independently during the first 5-10 minutes of class. These quizzes will be designed to help solidify and apply the learning, and as such, outside resources (“open book open note”) will be permitted. Students will submit their responses electronically, and may be asked to discuss their responses in class. There will be a total of 12 quizzes over the course of the semester, but I will drop the lowest two (best 10 of 12 quizzes, up to 1 point each). As such, no late or alternate quizzes will be available.
3. Exams: This is a cumulative course, not only in the sense that you will develop a cumulative knowledge of psychology, but also because the principles that you learn in the first several weeks of class will be used throughout the semester. Cumulative learning will be assessed in three exams which will be worth either up to 10 points (exams 1 and 2) or up to 15 points (the final exam) for up to a total of 35 points (35% of the total grade). Each of these exams will be given during the first 20-30 minutes of class as noted on the schedule, and although exams 2 and 3 are cumulative, they will emphasize the more recently covered material (i.e., exam 2 will emphasize material from B8 to B15, and the final exam will emphasize material from B16 to B24). These exams will use the same format as the quizzes (i.e., multiple choice and short answer), and students will complete them independently in class. Students may be asked to discuss their responses in class.

In Summary, grades in this course will be based on the following:

- Exam 1 and 2 (up to 10 points each, 10% per exam)	20%
- Final Exam (up to 15 points, 15%)	15%
- Quizzes (top 10 of 12 quizzes; up to 1 point each, 1% per quiz)	10%
- In-class participation (25 classes, 0.8 points each, 0.08% per class)	20%
- Field-Class Assignment (up to 20 points as described above)	20%
- Small Group Field Assignment (up to 15 points as described above)	15%

	100%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution). Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

If absent from a lecture, you are responsible for making sure to get the notes from a classmate when you return (lecture slides aren't distributed). Attendance in the Field Class is mandatory.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A

pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM/VIDEO REQUEST

A Beautiful Mind, Ron Howard, 2001.

Children of Darkness, Richard Kotuk and Ara Chekmayan, 1993.

One Flew Over the Cuckoo's Nest, Miloš Forman, 1975.

I'm A Cyborg, But That's OK, Park Chan-Wook, 2006.

Benny and Joon, Jeremiah S. Chechik, 1993.

Girl, Interrupted, James Mangold and Jonathan Kahn, 1999.

They Look Like People, Perry Blackshear, 2015.

Little Miss Sunshine, Jonathan Dayton, 2006.

The Shining, Stanley Kubrick, 1980.

Shutter Island, Martin Scorsese, 2010.

As Good as It Gets, James L. Brooks, 1997.

TEDxUTSC: Challenges and Rewards of a culturally-informed approach to mental health,
<https://www.youtube.com/watch?v=VrYmQDiunSc&t=35s>. 17:57

BBC: A History of the Madhouse FULL DOCUMENTARY, 58:37
<https://www.youtube.com/watch?v=oswUssXzFIY>

Short Film Festival Winner - Obsessive Compulsive Disorder (OCD),
<https://www.youtube.com/watch?v=lyOboNDrYsY>

The Stream: Morocco's Mental Dilemma, <https://www.youtube.com/watch?v=IKI6uPuuLxs>

Men vs. Women: How the Media Portrays Mental Illness,
<https://www.youtube.com/watch?v=dgXMOENOWVE> – 1:36

Vice News: Locked Up and Forgotten: India's Mental Health Crisis,
https://www.youtube.com/watch?v=Ux14_DEw7Hs – 12:50

Ride the Tiger: A Guide Through the Bipolar Brain, PBS, 2016;
<https://www.pbs.org/video/ride-tiger-ride-tiger-guide-through-bipolar-brain/> (54:24)

Is Mental Illness Contagious? - Ethan Watters,
<https://www.youtube.com/watch?v=71pmsgQderQ>

ELECTRONIC COURSE MATERIALS

PODCAST: The Documentary Podcast: Escape from Croatia's Asylums
WEBSITE: <https://play.acast.com/s/documentaries/escape-from-croatias-asylums>
YEAR: 2018

AUTHOR: World Health Organization

ARTICLE/CHAPTER TITLE:

JOURNAL/TITLE: Mental Health Atlas

VOLUME:

DATE: 2017

PAGES: <http://apps.who.int/iris/bitstream/handle/10665/272735/9789241514019-eng.pdf>

AUTHOR: World Health Organization

ARTICLE/CHAPTER TITLE: Mental Health Atlas

JOURNAL/TITLE: Country Profiles

VOLUME:

DATE: 2014

PAGES:

Poland: http://www.who.int/mental_health/evidence/atlas/profiles-2014/pol.pdf

Portugal: http://www.who.int/mental_health/evidence/atlas/profiles-2014/prt.pdf

Spain: http://www.who.int/mental_health/evidence/atlas/profiles-2014/esp.pdf

Croatia: http://www.who.int/mental_health/evidence/atlas/profiles-2014/hrv.pdf

Morocco: http://www.who.int/mental_health/evidence/atlas/profiles-2014/mar.pdf

Ghana: http://www.who.int/mental_health/evidence/atlas/profiles-2014/gha.pdf

Brazil: http://www.who.int/mental_health/evidence/atlas/profiles-2014/bra.pdf?ua=1

Trinidad & Tobago: http://www.who.int/mental_health/evidence/atlas/profiles-2014/tto.pdf

Ecuador: http://www.who.int/mental_health/evidence/atlas/profiles-2014/ecu.pdf

Costa Rica: http://www.who.int/mental_health/evidence/atlas/profiles-2014/cri.pdf

AUTHOR: Debra Stein
ARTICLE/CHAPTER TITLE: Views of mental illness in Morocco: Western medicine meets the traditional symbolic
JOURNAL/TITLE: CMAJ.
VOLUME: 163(11): 1468–1470.
DATE: 2000 Nov 28

ARTICLE: Croatia: Locked Up and Neglected: Meager Progress on Moving People with Disabilities into the Community
WEBSITE: <https://www.hrw.org/news/2014/10/06/croatia-locked-and-neglected>
YEAR: 2014

ARTICLE: Bouya Omar is the Solution
WEBSITE: <https://www.moroccoworldnews.com/2016/05/186070/bouya-omar-is-the-solution>
YEAR: 2014

AUTHOR: Naomi August
ARTICLE TITLE: Biology is partly to blame for high rates of mental illness in women – the rest is social
WEBSITE: <https://theconversation.com/biology-is-partly-to-blame-for-high-rates-of-mental-illness-in-women-the-rest-is-social-75700>

AUTHOR: Linda Pressly, BBC News
ARTICLE: Escape from the asylum
WEBSITE: <https://www.bbc.com/news/stories-42809098>

AUTHOR: Ferretti MT, Women's Brain Project, Galea LAM.
ARTICLE TITLE: Improving pharmacological treatment in brain and mental health disorders: the need for gender and sex analyses.
JOURNAL TITLE: Front Neuroendocrinol
VOLUME: 50.
DATE: 2018 Jul
PAGES: 1-2.

AUTHOR: Reibling, Beckfield, Huijts, Schmidt-Catran, Thomson, Wendt
ARTICLE TITLE: Depressed during the depression: has the economic crisis affected mental health inequalities in Europe? Findings from the European Social Survey (2014) special module on the determinants of health
JOURNAL TITLE: European Journal of Public Health
VOLUME: 27
DATE: February 2017
PAGES: [10.1093/eurpub/ckw225](https://doi.org/10.1093/eurpub/ckw225)

AUTHOR: Tracy McVeigh
ARTICLE TITLE: 'Sweet freedom': remarkable recoveries in a mental health project in Croatia

JOURNAL TITLE: The Guardian

VOLUME:

DATE: November 23, 2017

PAGES: <https://www.theguardian.com/global-development/2017/nov/23/sweet-freedom-remarkable-recoveries-mental-health-project-croatia>

AUTHOR: Amira El Masaiti

ARTICLE/CHAPTER TITLE: One Out of Two People Is Mentally Ill: Gruesome Reality of Mental Health Care in Morocco

JOURNAL/TITLE: Morocco World News

VOLUME:

DATE: Jul 28, 2017

PAGES: <https://www.moroccoworldnews.com/2017/07/224718/mentally-ill-mental-health-care-morocco/>

AUTHOR: Tom Phillips

ARTICLE TITLE: Anna Carolina Reston: The Girl Who Starved Herself to Death

JOURNAL TITLE: The Observer

VOLUME:

DATE: January 14, 2007

PAGES: <http://www.theguardian.com/lifeandstyle/2007/jan/14/fashion.features4>

AUTHORS: McHugh, Votaw, Sugarman, Greenfield

ARTICLE TITLE: Sex and Gender Differences in Substance Use Disorders

JOURNAL TITLE: Clinical Psychology Review

VOLUME:

DATE: November, 2017

PAGES: 12-23

<https://www.sciencedirect.com/science/article/pii/S0272735817302507?via%3Dihub>

AUTHOR: Natalie Sandy

ARTICLE TITLE: Suicide, cultural and ethnic phenomena in Trinidad and Tobago

JOURNAL TITLE:

VOLUME:

DATE: 2014

PAGES: <https://caribbeanpsychologytoday.wordpress.com/2014/03/18/suicide-a-culturally-ethnic-phenomenon-in-trinidad-and-tobago/>

AUTHOR: Anastasia Moloney

ARTICLE TITLE: Gays in Ecuador Raped and Beaten in Rehab Clinics to "Cure" Them

JOURNAL TITLE: Reuters

VOLUME:

DATE: February 8, 2018

PAGES: <https://www.reuters.com/article/ecuador-lgbt-rights/feature-gays-in-ecuador-raped-and-beaten-in-rehab-clinics-to-cure-them-idUSL8N1P03Q0>

AUTHORS: Van Wendel de Joodea, Moraa, Lindh, Hernández-Bonilla, Córdoba, Wesseling, Hoppin, Merglerf
ARTICLE TITLE: Pesticide Exposure and Neurodevelopment in Children Aged 6-9 Years from Talamanca, Costa Rica
JOURNAL TITLE: Cortex
VOLUME: 85
DATE: December 2016
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