# PSYC240 Special Topics – Global Mental Health
## American University of Beirut,
## Department of Psychology
## Fall 2019

<u>Instructor:</u> Dr Tania Bosqui
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Class Time:        TTh 14:00-15:15
Class Location:    Nicely 211
Office Hours:      T9.00-10.00, Th11:30-12:30

<u>Guest lecturers:</u> from the Global health Institute, the Centre for Civic Engagement & Community Service, and a broad range of professionals from international and local NGOs.

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*One basic question in humanitarian operations is: whose knowledge is privileged and who has the power to define the problem?*                                        *D Summerfield*

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| Course Description |
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This course offers an introduction to global mental health from a critical perspective, with a particular focus on low and middle-income countries, war and displacement, and cultural constructions of mental illness. The course covers global differences in definitions and incidence of psychiatric disorders, the validity and effectiveness of mental health and psychosocial support (MHPSS) interventions, and the wider role of power and inequity in shaping national mental health policies and international guidelines. The course draws heavily on real examples from the field, from research, to psychological therapy, psychosocial support, and policy.

### Course Learning Objectives
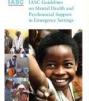Upon completion of the course, students will be able to:
1. Identify and explain competing theories in defining mental health in a global context (CLO1a,1c,5b)
2. Critically analyse responses to global mental health needs, in terms of the effectiveness, accessibility, and validity of MHPSS interventions (CLO1c,2a,2b,3e)
3. Critically analyse responses to mental health care systems and policies at a national and international level (CLO1s,2c)
4. Demonstrate a solid knowledge base of the ethical standards of research and practice with vulnerable populations and in low resource settings (CLO4a,4b,4c)
5. Communicate complex and contrasting psychological ideas in verbal and written form (CLO6a,6b)

### Required Reading
The following textbooks are required reading for this class:
▪ Patel, P., Minas, H., Cohen, A. & Prince, M. J. (2013). Global Mental Health Principles and Practice. Oxford University Press. ISBN: 9780199920181.
▪ Magnavita, J. J. (2018). *Using technology in mental health practice*. Washington, DC, US: American Psychological Association. ISBN: 1433829061.

Substantial additional reading, including primary texts, journal articles, and reports, will be assigned week by week in class.

Class time has been designed to elaborate on reading material, to apply it to real case examples, and to stimulate critical thinking and discussion. Classes will *not* be a point by point summary of the reading, therefore, in order to benefit the most from classes, you must read the assigned reading *before* the corresponding class.

Class Format and Environment

Classes will be made up of lectures, group activities and discussions, with the extensive use of real examples and interaction with partners in the field (Global Health Institute, UNICEF, Save the Children, World Health Organization, Médecins du Monde). Each week will be split into two sections, the first based on an overview and discussion of theory and research on the topic, and the second based on applying learning to real life examples in the field.

All students are strongly encouraged to be brave in expressing thoughts, opinions and ideas, and to be open-minded and respectful in allowing others to express their thoughts, opinions and ideas. With this in mind, we also respectfully request no cell phone usage in class, as well as no laptop or tablet use unless related to the class. It is important to me that classes are useful and interesting to all students, and therefore any informal and constructive feedback throughout the semester on how to improve the class or its content, is warmly welcomed.

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Evaluation Methods

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Final grades will be based on a critical literature review, oral presentation, and a final project and poster session. Grades will be calculated as follows and graded out of 100:

- 10% - Attendance and participation
- 20% - Critical literature review 1
- 20% - Critical literature review 2/Placement reflection
- 10% - Oral presentation
- 30% - Final project
- 10% - Poster session

Late submissions will incur a 2 mark penalty for every day the assignment is late, unless the student can provide evidence of extenuating circumstances in which case a new deadline can be negotiated.

Grading will take an average of 2-3 weeks for written assignments.

All slides and key references will be made available via Moodle. Detailed guidelines for all assignments as well as grading matrixes will also be available on Moodle at least 2 weeks prior to the deadline.

Students are welcome to email me or visit me during my office hours (or by appointment) throughout the semester if a grade trajectory is required, or for any other course-related advice or support.

Attendance and Participation

Students are required to attend all classes for their entirety, and to arrive on time. Late arrivals are highly disruptive so please aim to arrive in class for a prompt start. If you skip class, you miss the critical analysis of material, its application to real world examples, and you may not receive all additional reading materials. It is therefore likely to strongly affect your performance in assignments and exams, and ultimately to affect your grade. If you are unable to attend class due to valid reasons or unforeseen circumstances, such as illness, your grade will not be affected as long as you provide formal evidence of your reason for absence (e.g. a doctor's note from the University Infirmary). Attendance will be taken at each class and will count for 5% of your grade.

Participation, which includes attentive presence, contributing to discussions, and respectfully listening to others, counts for a further 5%, It is graded at the end of the course as good participation (5%), partial participation (2.5%), or poor participation (0%).

Critical literature review(s)

You will be asked to write at least one *critical* literature review, with the topic chosen from six essay question options. You will be required to review and critically analyse the literature for the chosen topic, and to develop a hypothesis or question a major paradigm in the field. Those who opt to do a placement in the field can submit a reflective essay based on their experience in lieu of their second critical literature review.

<u>Oral presentation</u>
You will be asked to present on your final project, with the aim of informing and improving it before submission. You will be graded on presentation skills, content and structure, critical thinking, and discussion facilitation.

<u>Final project</u>
For your final project you will be asked to develop a global mental health intervention that tackles an identified problem or challenge in the field (such as the psychosocial distress of populations on the move, gender-based violence, or the sustainability of mental health services). The project will be graded on a) description of the problem or challenge, b) critical analysis of the problem or challenge drawing on up-to-date peer-reviewed literature, c) innovation, and d) proposal of an intervention that clearly addresses the problem and is grounded in theory.

<u>Poster session</u>
You will be asked to design a poster that presents your final project idea. Posters will be displayed on campus, and presented and discussed with interested students and faculty during a poster session. Posters will be graded on a) presentation, b) summary of the problem, c) critical thinking, and d) summary of the intervention.

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Course Schedule (may be subject to change)

| Week | Week commencing | Content | Core text reading | Evaluation |
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| Week 1 | 26th Aug *(Starts 29th Aug)* | Introduction to the course | | |
| Week 2 | 2nd Sept | Introduction to Global Mental Health | Patel Ch 1 | |
| | | Guest lecturer: from the Global Health Institute | | |
| Week 3 | 9th Sept *(10th no class)* | Disorders, diagnosis and prevalence | Patel Ch 2 & 3 | |
| | | Culture and mental health | | |
| Week 4 | 16th Sept | Social determinants of mental health | Patel Ch 7 & 18 | |
| | | Guest lecturer: from the Centre for Civic Engagement & Community Service | | *Optional: field placement* |
| Week 5 | 23rd Sept | Poverty, inequality, and war | Patel Ch 8 | Critical literature review 1 (Fri @ 5pm) |
| Week 6 | 30th Sept | Child and adolescent mental health | Patel Ch 15 | |
| Week 7 | 7th Oct | Gender and mental health | Patel Ch 16 | |
| Week 8 | 14th Oct | Mental health interventions | Patel Ch 9 & 12 | |
| Week 9 | 21st Oct *(24th no class)* | Guest lecturer: clinician working with vulnerable populations in Lebanon or the wider region | | |
| Week 10 | 28th Oct | Psychosocial support | Patel Ch 10, 11, & 17 | Critical literature review 2/ Placement reflection (Friday @ 5pm) |

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| | | Guest lecturer: psychosocial support/child protection specialist | | |
| Week 11 | 4th Nov | Using technology | Magnavita Ch 2, 3 | |
| | | Guest lecturer: researcher/clinician using technology for mental health interventions | | |
| Week 12 | 11th Nov | Oral Presentations (In class) | | |
| Week 13 | 18th Nov | Research and ethics | Patel Ch 4 & 19 | |
| | | Guest lecturer: researcher in global mental health | | |
| Week 14 | 25th Nov | Policy and development agendas | Patel Ch 6, 13 & 14 | |
| Week 15 | 2nd Dec *(5th no class)* | Poster session (In class) | | Final project (Friday @ 5pm) |

| Policies |
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Late penalties apply to all students for assignments unless you have a medical reason with valid evidence, or an accommodations letter. Due to heavy email traffic, I reserve the right to take up to three *working* days during the semester to respond to student emails, and to only respond when the email cannot be answered by the syllabus or a quick google search. I also refuse to respond to emails or verbal questions that are rude or disrespectful, or that request changes to grades, directly or indirectly, without any valid reason. Such emails may be forwarded to the FAS disciplinary committee.

The Student Code of Conduct in the AUB Student Handbook applies to this course and will be strictly enforced. All of your work must be your own. Writing that is copied from published sources (unless referenced), will be considered plagiarism and grounds for a failing grade on the paper. Please be aware that misconduct is vigorously prosecuted and that AUB has a zero tolerance policy. Course policy is that credible evidence of cheating will result in course failure.

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.