

GLOBAL MENTAL HEALTH
PSYC 6390 Spring 2014
Andrew Rasmussen, PhD

Course Overview

The emerging field of Global Mental Health combines elements of cultural and clinical psychology, epidemiology, public health, human rights and international development to address a “mental health gap” between high- and middle- and low-income countries. This course provides a survey of models, mechanisms, and critiques surrounding Global Mental Health. Materials are drawn from the burgeoning global mental health literature (e.g., Vikram Patel, Jorgen Ünützer, Helena Verdeli), transcultural psychiatry (Authur Kleinman, Laurence Kirmayer), post-conflict psychosocial mental health field (Alistair Ager, Joop de Jong), and mental health capacity building. A section on methods in the middle of the course provides opportunities for students to review research design. Requirements will include weekly reflection papers, a term paper, and a final exam.

Students are encouraged to critique, criticize and question all readings, implicit assumptions, and even professorial utterances throughout the course. This is a course for your arguments and opinions (suitably supported, of course).

Programmatic needs addressed in this course (as referred to in New York State licensing guidelines for Psychology) include:

- **Cultural and ethnic diversity.** Global Mental Health by definition involves multiple cultures. Multiculturalism will be contrasted with other perspectives on culture prevalent within the Global Mental Health movement and placed within a framework that involves power differentials (both individual and societal). Basic anthropological concepts (“emic” and “etic”) and qualitative research approaches will be introduced in order to provide alternative social science perspectives in the pursuit of culturally-open research designs.
- **Psychometrics, research design and methodology.** A central concern in Global Mental Health concerns measure development. Students will be exposed to various approaches to measure development in the field and the relative values of each. In addition, the central role of psychiatric epidemiology in the movement will be examined and critiqued.
- **History and systems of psychology.** The history of cultural psychiatry as practiced by colonial elites will be contrasted with the “new” cultural psychiatry. How the latter then led to Global Mental Health provides not only historical content, but also an opportunity to review public health theory.
- **Scientific and professional ethics and standards of practice.** The central conflict in Global Mental Health is whether or not introducing DSM-5 and ICD-based constructs and the values associated with those constructs into cultural settings that are outside of those in which they were developed is justified.

Course Structure

Seminar: The course will entail discussion of articles and lectures.

Assignments: Students will compose at least five two-paragraph response papers to readings. These response papers should be sent to everyone in the class in an email specific to weeks in the syllabus 24 hours before class. There will be a Term Paper on a topic of students' choice due April 28 and a take-home Final Exam due the last day of class.

Grade Structure

Class participation	10% (10 points)
Response papers	10% (10 points)
Term paper	40% (40 points)
Take-home final exam	40% (40 points)

Grade Range

A = 93% and above of total possible points
A- = 90 to 92% of total possible points
B+ = 87 to 89% of total possible points
B = 83 to 86% of total possible points
B- = 80 to 82% of total possible points
C+ = 77 to 79% of total possible points
C = 73 to 76% of total possible points
C- = 70 to 72% of total possible points
D = 60 to 69% of total possible points
F = Below 59% of total possible points

Academic Honesty Policy:

Fordham University's academic integrity standards will be upheld in this class. Academic integrity and honesty is expected among each student at Fordham University and in this course. For a review of Fordham's expectations regarding this issue and the repercussions of a failure to do so, please visit the following website: http://www.fordham.edu/academics/handbooks_publicati/undergraduate_academ/undergraduate_ai_pol/index.asp. Penalties from the Arts and Sciences Policy on Academic Integrity can include an F in the course, documentation of the incident in your official student record, suspension, and expulsion.

Disability Statement:

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to

participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services.

Syllabus

I. The Global Mental Health Movement, past to present

1/21 Week 1: Global Mental Health today

- Becker, A. E. & Kleinman, A. (2013). Mental health and the global agenda. *New England Journal of Medicine*, 369, 66-73. DOI: 10.1056/NEJMra1110827
- Prince et al. (2007). No health without mental health. *The Lancet*, 370(9590), 859-877.
- Patel, V. & Prince, M. (2010). Global Mental Health: A New Global Health Field Comes of Age. *The Journal of the American Medical Association*, 303(19), 1976-1977. doi: 10.1001/jama.2010.616
- Patel, V., Boyce, N., Collins, P., Saxena, S., & Horton, R. (2011). A renewed agenda for global mental health. *Lancet* 378(9801), 1441-1442. doi:10.1016/S0140-6736(11)61385-8.
- World Health Organization. (2008). *mhGAP: Mental Health Gap Action Programme: scaling up care for mental, neurological and substance use disorders*. Geneva: World Health Organization.

1/28 Week 2: Colonial perspectives

- McCulloch, J. (1995). *Colonial psychiatry and the African mind*. Cambridge: Cambridge University Press. Introduction.
- Oda, A. M. G., Banzato, C. E. M., & Dalgarrondo, P. (2005). Some origins of cross-cultural psychiatry. *History of Psychiatry*, 16(2), 155-169.
- Pols, H. (2011). Emil Kraepelin on the cultural and ethnic factors in mental illness. *Psychiatric Times*.

2/4 Week 3: The New Cultural Psychiatry... and psychology

- Kleinman, A. (1977). Depression, somatization, and the "new cultural psychiatry." *Social Science and Medicine*, 11(1), 3-10.
- Kleinman, A. (1978). Concepts and a model for the comparison of medical systems as cultural systems. *Social Science and Medicine*, 12, 85-93.
- Kirmayer, L. J. (2007). Cultural psychiatry in historical perspective. In D. Bhugra & K. Bhui (Eds.) *Textbook of Cultural Psychiatry*, Cambridge: Cambridge University Press.
- Gergen, K. J., Gulerce, A., Lock, A., & Misra, G. (1996). Psychological science in a cultural context. *American Psychologist*, 51(5), 496-503.
- Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness: Contributions to a globalizing psychology. *American Psychologist*, 69(7), 645-654.

2/11 Week 4: Public Health as a mental health paradigm

- Belkin, G. S., Unützer, J., Kessler, R. C., Verdelli, H., Raviola, G. J., Sachs, K., Oswald, C., & Eustache, E. (2011). Scaling up for the "bottom billion": "5×5"

- implementation of community mental health care in low-income regions. *Psychiatric Services*, 62(12), 1494–1502. doi: 10.1176/appi.ps.000012011.
- Murray, J. L., Vos, T., Lozano, R. et al. (2012). Disability-adjusted life years (DALYs) for 291 diseases and injuries in 21 regions, 1990–2010: A systematic analysis for the Global Burden of Disease Study 2010. *The Lancet*, 230, 21-97-2223.
- Raviola, G. J., Eustache, E., Oswald, C., & Belkin, G. (2012). Mental health response in Haiti in the aftermath of the 2010 earthquake: A case study for building long-term solutions. *Harvard Review of Psychiatry*, 20, 1-10.
- Rose, N., Hughes, P., Ali, S., & Jones, L. (2011). Integrating mental health into primary health care settings after an emergency: Lessons from Haiti. *Intervention*, 9(3), 211-224.

II. The Transcultural Psychiatry critique

2/18 [Snow day]

2/25 Week 5: Cultural concepts of distress, explanatory models, etc.

- Abbo, C., Okello, E., Ekblad, S., Waako, P., & Musisi, S. (2008). Lay concepts of psychosis in Busoga, Eastern Uganda: A pilot study. *World Cultural Psychiatry Research Review* 3(3), 132-145.
- Kirmayer, L. J. (2001). Cultural variations in the clinical presentation of depression and anxiety: Implications for diagnosis and treatment. *Journal of Clinical Psychiatry*, 62, 22-28.
- Patel, V. (1995). Explanatory models of mental illness in Sub-Saharan Africa. *Social Science and Medicine*, 40(9), 1291-1298.
- www.kyalattack.com
- American Psychiatric Association. (2013). Cultural Formulation. In *Diagnostic and Statistical Manual, 5th Ed.* Washington, D.C.: American Psychiatric Association.
- Keys, H. M., Kaiser, B. N., Kohrt, B. A., Khoury, N. M., & Brewster, A.R. (2012). Idioms of distress, ethnopsychology, and the clinical encounter in Haiti's Central Plateau. *Social Science & Medicine*, 75(3), 555-564. doi: 10.1016/j.socscimed.2012.03.040.
- Betancourt, T. S., Rubin-Smith, J. E., Beardslee, W. R., Stulac, S. N., Fayida, I., & Safren, S. (2011). Understanding locally, culturally, and contextually relevant mental health problems among Rwandan children and adolescents affected by HIV/AIDS. *AIDS Care* 23(4), 401-412. doi: 10.1080/09540121.2010.516333.

3/3 Week 6: Power and transcultural intervention

- Abramowitz, S. A. (2010). Trauma and humanitarian translation in Liberia: the tale of open mole. *Culture, Medicine, & Psychiatry*, 34(2):353-79.
- Summerfield, D. (2012). Afterword: Against “global mental health.” *Transcultural Psychiatry* 49(3). Doi: 10.1177/1363461512454701

- Watters, E. (2010). *Crazy Like Us: The Globalization of the American Psyche*. NY: Free Press. Chapter 1: The rise of anorexia in Hong Kong.
- Zarowsky, C. (2004). Writing trauma: Emotion, ethnography, and the politics of suffering among Somali returnees in Ethiopia. *Culture, Medicine, & Psychiatry*, 28, 189-209.

III. Methods and Messages in Global Mental Health

3/10 Week 8: Methods and culture

DUE: Term paper topic

- de Jong, J., & van Ommeren, M. (2002). Toward a culture-informed epidemiology: Combining qualitative and quantitative research in transcultural contexts. *Transcultural Psychiatry*, 39(4), 422-433.
- van Ommeren, M. (2003). Validity issues in transcultural epidemiology. *British Journal of Psychiatry*, 376-378.
- Khorth, B. A., Jordans, M. J. D., Tol, W. A., Luitel, N. P., Maharjan, S. M., & Upadhaya, N. (2011). Validation of cross-cultural child mental health and psychosocial research instruments: adapting the Depression Self-Rating Scale and Child PTSD Symptom Scale in Nepal. *BMC Psychiatry*, 11, 127. Doi: 10.1186/1471-244X-11-127
- Chhim, S. (2012). Baksbat (broken courage): The development and validation of the inventory to measure baksbat, a Cambodian trauma-based cultural syndrome of distress. *Culture, Medicine, & Psychiatry*. Online version. Doi: 10.1007/s11013-012-9279-6

3/17 – 3/28 Spring & Easter Break

3/31 Week 9: Comparing instruments

- Jayawickreme, N., Jayawickreme, E., Atanasov, P., Goonasekera, M. A., & Foa, E. B. (2012, March 19). Are Culturally Specific Measures of Trauma-Related Anxiety and Depression Needed? The Case of Sri Lanka. *Psychological Assessment*. Advance online publication. doi: 10.1037/a0027564
- Rasmussen, A., Katoni, B., Keller, A.S., & Wilkinson, J. (2011). Posttraumatic idioms of distress among Darfur refugees: *Hozun* and *majnun*. *Transcultural Psychiatry*, 48(4), 392-415. doi: 10.1177/1363461511409283
- Weobong, B., Akpalu, B., Doku, V., Owusu-Agyei, S., Hurt, L., Kirkwood, B., & Prince, M. (2009). The comparative validity of screening scales for postnatal common mental disorder in Kintampo, Ghana. *Journal of Affective Disorders*, 113(1-2), 109-117. doi:10.1016/j.jad.2008.05.009.

IV. Post-conflict Intervention

4/7 Week 10: The multiple facets of post-conflict mental health

- Betancourt, T. S., McBain, R., Newnham, E. A., & Brennan, R. T. (2012). Trajectories of

- Internalizing Problems in War-Affected Sierra Leonean Youth: Examining Conflict and Postconflict Factors, *Child Development*. DOI: 10.1111/j.1467-8624.2012.01861.x
- Harr, J. (2009, January 5). Lives of the saints. *The New Yorker*, 47-59.
- Inter-Agency Standing Committee (IASC) (2007). *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*. Geneva: IASC.
- Weiss, W. M., Murray, L. K., Zangana, G. A. S., Mahmooth, Z., Kaysen, D., Drosey, S. ... Bolton, P. (2015). Community-based mental health treatments for survivors of torture and militant attacks in Southern Iraq: A randomized trial. *BMC Psychiatry*, 15, 249-265.
- Sabin, M., Lopes Cardozo, B., Nackerud, L., Kaiser, R., & Varese, L. (2003). Factors associated with poor mental health among Guatemalan refugees living in Mexico 20 years after civil conflict. *Journal of the American Medical Association*, 290, 635-642.
- <http://www.nytimes.com/2014/02/16/magazine/how-to-build-a-perfect-refugee-camp.html?hp&r=0>
- 4/14 *Week 11: Measuring trauma sequelae and other problems*
- Bolton, P., & Tang, A. M. (2004). Using ethnographic methods in the selection of post disaster, mental health interventions. *Prehospital Disaster Medicine* 19(1), 97-101.
- Lhewa, D., Banu, S., Rosenfeld, B., & Keller, A. (2007). Validation of a Tibetan translation of the Hopkins Symptom Checklist 25 and the Harvard Trauma Questionnaire. *Assessment*, 14, 223-230. doi: 10.1177/1073191106298876.**
- Mollica, R. F., Caspi-Yavin, Y., Bollini, P., Truong, T., Tor, S., & Lavelle, J. (1992). The Harvard Trauma Questionnaire: Validating a cross-cultural instrument for measuring torture, trauma, and post traumatic stress disorder in Indochinese refugees. *Journal of Nervous and Mental Disease*, 180, 111-116.
- Stark, L., Roberts, L., Wheaton, W., Acham, A., Boothby, N. & Ager, A. (2010). Measuring Violence against Women amidst War and Displacement in Northern Uganda Using the "Neighborhood Method." *Journal of Epidemiology & Community Health*, 64(12), 1056-61.
- 4/21 *Week 12: The (empirical) psychosocial – trauma debate*
- Miller, K. & Rasmussen, A. (2010). War exposure, daily stressors, and mental health in conflict and post-conflict settings: Bridging the divide between trauma-focused and psychosocial frameworks. *Social Science & Medicine*, 70, 7-16. doi:10.1016/j.socscimed.2009.09.029
- Neuner, F. (2010). Assisting war-torn populations - Should we prioritize reducing daily stressors to improve mental health? Comment on Miller and Rasmussen (2010). *Social Science & Medicine*, 71, 1381-1384.
- Miller, K. & Rasmussen, A. (2010). Mental health and armed conflict: The importance of distinguishing between war exposure and other sources of adversity: A

- response to Neuner. *Social Science & Medicine*, 71, 1385-1389.
doi:10.1016/j.socscimed.2010.07.020
- Jordans, M. J. D., Semrau, M., Thornicroft, G., van Ommeren, M. (2012). Role of current perceived needs in explaining the association between past trauma exposure and distress in humanitarian settings in Jordan and Nepal. *British Journal of Psychiatry*, published online July 26, 2012. doi: 10.1192/bjp.bp.111.102137.

4/28 Week 13: Post-conflict interventions...

DUE: Term paper

- Bass, J., Annan, J., Mclvor Murray, S., Kaysen, D., Griffiths, S., Cetinoglu, T., Wachter, K., Murray, L., & Bolton, P. A. (2013). Controlled trial of psychotherapy for Congolese survivors of sexual violence. *N Engl J Med*, 368(23), 2182 - 2191. DOI: 10.1056/NEJMoa1211853.
- Bass, J., Annan, J., Mclvor Murray, S., Kaysen, D., Griffiths, S., Cetinoglu, T., Wachter, K., Murray, L., & Bolton, P. A. (2013). Controlled trial of psychotherapy for Congolese survivors of sexual violence: Supplementary appendix. *N Engl J Med*, 368(23), 2182 - 2191.
- Neuner, F., Onyut, P. L., Ertl, V., Odenwald, M., Schauer, E., & Elbert, T. (2008). Treatment of posttraumatic stress disorder by trained lay counselors in an African refugee settlement: A randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 76, 686-694.
- Buitrago Cuellár, J. (2004). Internally displaced Colombians: The recovery of victims of violence within a psychosocial framework. In K. E. Miller & L. M. Rasco (Eds.), *The mental health of refugees: Ecological approaches to healing and adaptation* (pp. 229-262). Mah Wah, NJ: Lawrence Erlbaum Associates, Inc.

5/5 Week 14: ...and their discontents

- Wessells, M. (2009). Do no harm: Towards contextually appropriate psychosocial support in complex emergencies. *American Psychologist*, 64(8), 842-854.
- Summerfield, D. (1999). A critique of seven assumptions behind psychological trauma programmes in war-affected countries. *Social Science and Medicine*, 48, 1449-1462.
- Watters, E. (2010). *Crazy Like Us: The Globalization of the American Psyche*. NY: Free Press. Chapter 2: The wave that brought PTSD to Sri Lanka.

V. The Future of Global Mental Health

5/12 Week 15: Capacity Building & Sustainability

DUE: Take-home exam

- de Jong, J. (2002). Public mental health, traumatic stress, human rights violations in low-income countries. In J. de Jong (Ed.), *Trauma, war, and violence: Public mental health in socio-cultural context* (pp. 1-92). New York: Kluwer.

- Kleinman, A. (2013). Implementing global mental health. *Depression & Anxiety*, 30, 503-505.
- Jana, S., Basu, I., Rotheram-Borus, M. J., Newman, P. A. (2004). The Sonagachi Project: A sustainable community intervention program. *AIDS Education and Prevention*, 16(5), 405-414.
- Saxena, S., Thornicroft, G., Knapp, M., & Whiteford, H. (2007). Resources for mental health: Scarcity, inequity, and inefficiency. *Lancet*, 370, 878-889.
- WHO. (2013). *Mental Health Action Plan, 2013-2020*. Geneva: WHO.