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 How the latter then led to Global Mental Health provides not only historical content, but also an opportunity to review public health theory.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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Response papers</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Term paper</td>
<td>40%</td>
<td>40</td>
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<tr>
<td>Take-home final exam</td>
<td>40%</td>
<td>40</td>
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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

1/28  Week 2: Colonial perspectives

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

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


II. The Transcultural Psychiatry critique

2/18  [Snow day]

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


www.kyalattack.com


3/3  Week 6: Power and transcultural intervention


**III. Methods and Messages in Global Mental Health**

3/10 **Week 8: Methods and culture**

**DUE: Term paper topic**


3/17 – 3/28 **Spring & Easter Break**

3/31 **Week 9: Comparing instruments**


**IV. Post-conflict Intervention**

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

Internalizing Problems in War-Affected Sierra Leonean Youth: Examining Conflict and Postconflict Factors, Child Development. DOI: 10.1111/j.1467-8624.2012.01861.x


http://www.nytimes.com/2014/02/16/magazine/how-to-build-a-perfect-refugeecamp.html?hp&_r=0

4/14 Week 11: Measuring trauma sequelae and other problems


4/21 Week 12: The (empirical) psychosocial – trauma debate


Miller, K. & Rasmussen, A. (2010). Mental health and armed conflict: The importance of distinguishing between war exposure and other sources of adversity: A


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

**DUE: Term paper**


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


V. The Future of Global Mental Health

5/12 Week 15: Capacity Building & Sustainability

**DUE: Take-home exam**


