

SEMESTER AT SEA COURSE SYLLABUS

Discipline: Psychology

Spring 2010

EDHS 3500: Global Mental Health

Upper Division

Faculty Name: Stuart R. Schwartz, M.D.

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

COURSE DESCRIPTION

Does mental illness exist around the world? Does it present itself differently in other cultures? At the outset we will develop a foundation in four major clinical areas: Mood Disorders, Anxiety and Stress, Schizophrenia and Substance Abuse. We will examine the subjective experience of mental illness by reading autobiographical accounts and watching case vignettes. Besides traditional medical systems, we will focus on the family and naturalistic systems that allow stricken individuals to function as members of a community. We will learn about attitudes toward mental illness around the world and the devastating effects of stigma. We will address different approaches used in treating mental illness including psychotherapy, biomedical treatment and folk healing. The course will be organized around the places we visit to illustrate issues and interventions that are unique to the cultures of the countries along the way. Both research and clinical sites will be included in faculty-directed port visits; independent student fieldwork will also be developed.

COURSE OBJECTIVES

1. Master a body of knowledge about four broad clinical areas--Mood Disorders, Anxiety and Stress, Schizophrenia and Substance Abuse--with a historical as well as a contemporary perspective.
2. Gain insight into the subjective experience of mental illness.
3. Develop an understanding of the nature of attitudes toward mental illness around the world and the historical and contemporary issues attached to being stigmatized.
4. Gain an understanding of Global Mental Health problems and priorities for change.
5. Examine the differences as well as similarities between the mental health care in other countries and the United States.
6. Understand specific therapeutic interventions that include psychotherapy, biomedical treatment, and traditional folk healing.

TOPICAL OUTLINE OF COURSE and SCHEDULE
(Subject to change- Be flexible)

- A1 Introduction – Overview
Reading: Jamison *An Unquiet Mind* (Begin reading for discussion A6)
- A2 Classification and Assessment the DSM system
Reading: Comer Chapter 1 & 3
- A3 Schizophrenia
Reading: Comer Chapter 12

Honolulu

- A4 Reports of Port Experiences
Attitudes toward Mental Illness and Stigma
Reading: Hinshaw *The Mark of Shame: Stigma of Mental Illness*
- A5 Mood Disorders
Reading: Comer Chapter 7
- A6 The Subjective Experience of Mental Disease
Reading: Finish Jamison *An Unquiet Mind*
Small Group Discussion of Reading
- A7 Exam and Prepare for Japan

Yokohama and Kobe

- A8 Reports of Port Experiences
Anxiety Disorders
Reading: Comer Chapter 4
Chiang et al, *Let a Hundred Flowers Bloom*
Zhao Xudong Mental Health In Contemporary China in Incayar *Psychiatrists and Traditional Healers* p. 135- 148

Shanghai and Hong Kong

- A9 Reports of Port Experience
Substance Abuse
Reading: Comer Chapter 10 & Desjarlais Chapter 4
- A10 War, Dislocation and Trauma
Reading: Comer Chapter 5 & Dejarlais Chapter 5

Ho Chi Minh

- A11 World Mental Health
Reading: Lancet WHO Article & Commentary
- A12 Native Healers & Complementary Systems
Reading: Kleinman, Arhur *Why do indigenous practitioners successfully heal.*
- A13 Mental Health in India
Reading: Varma and Gupta Doctor-Patient Relationship in Psychiatry: Traditional vs. Western Approaches in Incayar *Psychiatrists and Traditional Healers* p. 25-37

Chennai/Cochin

- A14 Reports of Port Experience
Culture & Mental Health
- A15 Suicide
Reading: Comer Chapter 8 & Desjarlais Chapter 3
Sontag S., *Who was Responsible for Elizabeth Shin* New York Times magazine 56 2002

Port Louis

- A16 Reports of Port Experience
Psychotherapy and Counseling
Reading: Nevid Chapter 4 104-126
- A17 Biomedical treatment
Reading: Nevid Chapter 4 126-137
- A18 Exam

Cape Town

- A19 Reports of Port Experience
Children and Youth
Reading: Comer Chapter 14
- A20 Human Rights and Mental Health Law
Reading: Comer Chapter 16
WHO Report - Ghana

Accra

- A21 Independent Practica presentations
- A22 Independent Practica presentations

Salvador

- A23 Summary and Review

FINAL

FIELD COMPONENT

Each student is required to participate in:

- Faculty Directed Practica (FDP) that are related to Global Mental Health in at least two countries
- Independent Practica (IND) that the student develops

FDP

Choose at least one starred * FDP developed specifically for this course: (you may complete the requirement by choosing two.) Each FDP will be documented with a brief (1-2 page) paper:

- * Hon 12 Visit to Hawaii Psychiatric hospital
- * CHE 02 Traditional Healing and Contemporary Practice of Mental Health
- * ACR 16 Human Rights and Mental Illness Visit to Accra Psychiatric Hospital

The following are other FDPs that are listed in the SAS Final Field Program that you may choose from depending on your interest. Most but not all of these have faculty leaders.

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| YOK 08 | Homestay |
| YOK 15 | Zen temple and Meditation |
| KOB 03 | Hiroshima (highly recommended) |
| SHA 12 | The Daily Life of a Shanghai Citizen |
| HK G06 | Family Insight Tour |
| HK G08 | Buddhist Monastery |
| HC M07 | Museum of War Remnants |
| HC M39 | Museum of War Remnants |
| CHE 04 | SVC Project Dalit Work Project |
| CHE 07 | The Hindu Family |
| CHE 25 | Art of Living (highly recommended) |
| KOC 05 | Ayurvedic Center |
| KOC 08 | Children's Center |
| KOC 17 | Children's Village |
| MAU 08 | Children's Village |
| MAU 09 | Children's Shelter |
| MAU 13 | Medicine Overview -Traditional, Natural and Modern |
| MAU 16 | SVC visit Gayasing Ashram Home |
| MAU 17 | Children's Village |
| CAP05 | SVC Visit Home from Home |
| CAP25 | Operation Hunger |
| CAP27 | Amy Biehl Foundation Trust |
| ACR 20 | Cultural Immersion |
| ACR 29 | SVC Project The OSU Children's Home |
| SAL 04 | SVC Visit Projeto Axe: Street Children Project (highly recommended) |
| SAL18 | Visit to Women's Precinct |
| SAL 26 | Service Visit The Beu Machado Kindergarten |

Independent Practica (IND)

Our goal is to compare and contrast mental health issues in the United States and countries that we visit as we travel around the world. We will emphasize the following:

- Popular understandings of major mental illness regarding the concept, its cause, its outcome and how it is treated
- Attitudes toward people with mental illness and the responses of the family.

You should collect information in at least two ports using interview, observations, conversations, newspaper articles, and other sources. On the ship you may interview other students, lifelong learners, faculty and staff to further understand American attitudes. You may script a clinical situation to use as a stimulus for questioning subjects.

You should have a notebook to record your observations. A simple recording device (digital or tape) would be helpful but is not a requirement.

METHODS OF EVALUATION

Exam (two in-class - multiple choice) 30 %

Field Component 20 %

Final (Essay) 30 %

Class Participation 20 %

Students are expected to attend all classes and arrive on time. Please do not bring food to class, and because we meet early in the morning get your required sleep before, and not during, class. Students will be evaluated on their ability to discuss assigned topics and reading assignments in large and small groups and report on knowledge gained in port visits and fieldwork.

SELF-DISCLOSURE AND PARTICIPATION

I ask you to think about the shape you want your contribution to take. I expect you will be a good judge of what constitutes appropriate class contributions. There is sometimes a temptation for students to illustrate their understanding of material by making self-disclosures regarding their own highly personal experiences. While I hope this course will be personally meaningful to you, our approach to psychology is an academic/scientific approach. While uncommon, occasionally students confuse the academic study of psychology with the process of personal psychotherapy. Please make sure you understand the difference between the two pursuits.

REQUIRED TEXTBOOK

Comer, Ronald J.
Fundamentals of Abnormal Psychology & CD ROM
Worth Publishers
ISBN #13:978-0-7167-7376-4
5th Edition 2008
\$ 97.00

Desjarlais, Robert
World Mental Health
Oxford University Press
ISBN #13 978-0-19-511311-2
1995
\$49.95

Jamison, Kay Redford
An Unquiet Mind: A memoir of moods and madness
Vintage Edition Random House
ISBN # 0-679-76330-9
1996
\$14.95

RESERVE COURSE MATERIALS

Kessler RC and Ustun TB (2008) *The WHO World Mental Health Surveys: Global Perspectives on the Epidemiology of Mental Disorders*, New York: Cambridge University Press

ELECTRONIC COURSE MATERIALS

Chang, D F, Tong H., Shi, Q., & Zeng Q,
Letting a hundred flowers bloom: counseling and psychotherapy in the people's republic of China
Journal of Mental Health Counseling
Volume: 27,2
April 2005
p. 104-113

Nevid, Jeffrey S, Rathus, Spencer, & Greene, Beverly
Abnormal Psychology in a Changing World
2008 Seventh Edition
Pearson/Prentice Hall
Chapter 4 Methods of Treatment p104- 137

Gerstein, Lawrence
A trip around the world
Journal of Mental Health Counseling
Volume: (special issue: counseling around the world-on line journal)
April 2005
p. 1-35

Hinshaw, Stephen
The Mark of Shame: Stigma of Mental Illness
Oxford University Press
2007
Chapter 7

Incayar M. Wintrob R & Bouchard L
Psychiatrists and Traditional Healers: Unwitting Partners in Global Mental Health
Wiley Blackwell
2009

Chapter author: Varma & Gupta
Doctor Patient Relationship in Psychiatry: Traditional Approaches in India vs. Western Approaches, p. 25-35

Chapter author: Xudong Zhao
Mental Health in Contemporary China, p.135-145

Iwasaki, M.
Mental health and counseling in Japan: a path toward societal transformation
Journal of Mental Health Counseling
Volume: 27, 2. p.129(13).
2005 April

Kleinman, Arthur
Why do indigenous practitioners successfully heal?
Journal Social science and Medicine
Volume:138
1979

Prince, et al
Global Mental Health 1 No Health without Mental Health WHO report
Journal Lancet
Volume: 370
2007

Sontag S.
Who was Responsible for Elizabeth Shin?
New York Times Magazine
Volume: 56
2002

Weisman, Amy G.
Understanding cross-cultural prognostic variability for Schizophrenia
Journal Cultural Diversity and Mental Health
Volume: 3
1997