Global Perspectives in Child and Adolescent Mental Health

Semester: FALL 2016
Class code: CAMS-UA 152

Instructor Details
Munira Olia
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Mobile: 646-926-4442
Office hours: Mondays at 1:45-2:45pm

Class Details
Global Perspectives in Child and Adolescent Mental Health
Mondays 11:00AM-1:45PM
Location to be confirmed.

Prerequisites
None required, but useful:
1. Introduction to Psychology (PSYCH-UA 1) and
2. Child and Adolescent Psychopathology (CAMS-UA 101) or Abnormal Psychology (PSYCH-UA 51)

Class Description
Children and adolescents suffer worldwide from significant mental health stressors, but how mental health and illness are perceived and addressed varies greatly around the world. The first part of the course will provide a brief overview of human rights, child development, social determinants of mental health, trauma and resilience, and the global public health significance of mental illness. Using this framework, the impact of selected salient cross-cultural factors affecting mental health (i.e. poverty, war and conflict, and gender-based exploitation) on children’s development and wellbeing will be studied. Throughout the course, various perspectives will be considered, while dominant paradigms will be recognized and critically examined. Lastly, the course will conclude on a pragmatic level—deliberating specific settings, available resources, barriers, and preventative proposals. Selected case studies from the Americas, Africa, Europe, Asia, and the Middle East will be used to illustrate key concepts. Through lectures, readings, documentaries, and active discussion this course will provide an engaging forum to consider and debate child and adolescent mental health issues globally.

Desired Outcomes
• To learn about the global prevalence and burden of child & adolescent mental health issues.
• To appreciate the diverse contexts in which children live around the world and their unique vulnerability when facing extreme challenges.
• To develop a sensitivity to various cultural perspectives of mental health and illness.
• To critically examine global trends, resources and barriers to change.
• To become advocates for children in our own personal, but thoughtful, ways.

Assessment Components
Class Preparation (20%): Includes weekly assignments (reflecting a good understanding or critical thinking of the reading) and region reports.
Participation (20%): Students will be graded upon their participation in the class, as evidenced by their attendance (which is required by NYUL policy) and active contribution to the discussion (not based on frequency alone, but how it deepens the discussion).
Midterm Exam (20%): Students will submit an essay (3-5 pages) based on lectures and previously assigned material.
Final Project (40%): Based on individual areas of interest, students will choose a topic and setting to further explore. The final paper will include background research of the topic, the impact on children in this setting, and possible approaches to addressing the issue. The final paper will be 8-12 pages in length and will be presented briefly (10-20 minutes) during the final 2 sessions for peer teaching, discussion, and feedback prior to submission.
Assessment Expectations

Expectations are based on advanced seminar level.

**Grade A: 90-100%**, Extraordinary. Consistent and superior preparation by completing assigned readings, submitting considered and insightful assignments, and updating region reports; as well as active participation in each discussion. Excellent analysis and well-written midterm exam and final project.

**Grade B: 80-89%**, Very good, above average. Regular preparation by completing assigned readings, submitting considered assignments, and updating region reports; as well as active participation in the majority of discussions. Thoughtful and well-written midterm exam and final project.

**Grade C: 70-79%**, Average. Usual preparation for class with occasional failure to complete assigned readings, submit discussion questions, or update region reports; but general attentiveness and participation in most of the classes. Completion of midterm exam and final project as assigned at the expected level.

**Grade D: 65-69%**, Below average. Irregular preparation for class, e.g. failure to complete assigned readings, submit discussion questions, or update region reports; lack of attentiveness and participation in most of the classes. Poorly developed or poorly written midterm exam or final project.

**Grade F: <65%** Fail. Multiple unexcused absences or unapproved extensions, failure to submit the midterm or final exam, or level of work far below expected standards.

*Note: Attendance is mandatory and each unexcused absence will result in 2% deducted from the final grade. Punctuality is taken into account for the participation grade. Unapproved late submissions of the midterm or final project will also result in significant lowering of the final grade.*

**Required Text(s)**

- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah  

- *Girls Like Us: Fighting for a World Where Girls Are Not for Sale: A Memoir* by Rachel Lloyd  

**Supplemental Texts(s)**

All other required readings will be made available when assigned on *NYU Classes*

**Session 1**

**Introduction** (Overview of course & introduction to human rights framework)

- **Docu Film:** *Seven Up - Michael Apted, 1964 to 2012, UK (the 1st film)*
- **Homework:** On-line interview: Earls, *Child as Citizen*  
  Reading: Kozol, *Amazing Grace* (selected chapters)  
  Reading: Shatkin, *Global Absence of CAMH Policy*  
  Region reports (current events)  
  **Submit assignment prior to next class**

**Session 2**

**Global public health significance of mental health & cross-cultural considerations**

- **Homework:** Reading: Fadiman, *The Spirit Catches You & You Fall Down* (selected chapters)  
  Reading: Kleinman, *Culture & Depression*  
  Region reports (current events)  
  **Submit assignment prior to next class**

- **Docu Film:** *Seven Up - Michael Apted, 1964 to 2012, UK (the 2nd film)*

**Session 3**

**Child development & social determinants of mental health**

- **Homework:** Reading: Patel, *Beyond Evidence: The Moral Case for International Mental Health*  
  Reading: Summerfield, *Afterword: Against “global mental health”*  
  Region reports (current events)  
  **Submit assignment prior to next class**
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<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Homework</th>
<th>Docu Film</th>
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<tbody>
<tr>
<td>Session 4</td>
<td>Trauma &amp; resilience</td>
<td>Reading: Herman, <em>Trauma &amp; Recovery</em> (selected chapters)  &lt;br&gt; Reading: Stein, <em>PTSD: Medicine &amp; Politics</em>  &lt;br&gt; Region reports (current events)  &lt;br&gt; <strong>Submit assignment prior to next class</strong></td>
<td><em>The Boys of Baraka</em> - Rachel Grady &amp; Heidi Ewing, 2005, USA/Kenya</td>
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<td>Session 5</td>
<td>Trauma &amp; resilience</td>
<td>Region reports (current events)  &lt;br&gt; Reading: Costello, <em>Relationships Between Poverty &amp; Psychopathology</em>  &lt;br&gt; Reading: Grantham, <em>Devel. potential in the first 5 years in developing countries</em>  &lt;br&gt; <strong>Submit assignment prior to next class</strong></td>
<td><em>Persepolis</em> – Marjane Satrapi, 2008, Iran/Vienna</td>
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<td>Session 6</td>
<td>Poverty &amp; structural violence</td>
<td>Region reports (current events)  &lt;br&gt; <strong>Submit midterm essay prior to next class (hardcopy to class!)</strong></td>
<td><em>Children Underground</em> - Edet Belzberg, 2002, Romania</td>
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<td>Session 7</td>
<td>War &amp; conflict</td>
<td>Region reports (current events)  &lt;br&gt; Reading: Beah, <em>A Long Way Gone</em> (selected chapters)  &lt;br&gt; <strong>Submit assignment prior to next class</strong></td>
<td><em>God grew tired of us</em> - 2006, Sudan/US</td>
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<td>Session 8</td>
<td>War &amp; conflict</td>
<td>Region reports (current events)</td>
<td><em>Born into Brothels</em> - Zana Briski &amp; Ross Kauffman, 2004, India</td>
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<td>Session 9</td>
<td>Gender-based exploitation</td>
<td>Region reports (current events)  &lt;br&gt; Reading: Lloyd, <em>Girls Like Us</em> (selected chapters)  &lt;br&gt; Think about possible final project topics</td>
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<td>Session 10</td>
<td>Gender-based exploitation</td>
<td>Region reports (current events)  &lt;br&gt; Think about possible final project topics  &lt;br&gt; Reading: Polman, <em>War Games</em> (excerpt)  &lt;br&gt; Extra credit: Shivji, <em>Silences in NGO Discourse: The Role &amp; Future of NGOs in Africa</em></td>
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<td>Session 11</td>
<td>Global citizen &amp; case studies (Honduras &amp; Gaza)</td>
<td>Region reports (current events)  &lt;br&gt; Reading: Adolf, <em>Moving between cultures: Cross-cultural research on motor development</em>  &lt;br&gt; <strong>Choose final project topic (e-mail by Apr 26)</strong></td>
<td><em>Seven Up</em> - Michael Apted, 1964 to 2012, UK (the 3rd film)</td>
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<td>Session 12</td>
<td>Perspectives (commonalities &amp; differences)</td>
<td>Region reports (current events)  &lt;br&gt; Reading: <em>Babies</em> - Thomas Balmès, 2010, Namibia, Mongolia, Japan, &amp; U.S.</td>
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<td>Session 13</td>
<td>Student presentations &amp; discussions</td>
<td>Work on final projects</td>
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<td>Session 14</td>
<td>Student presentations &amp; discussions</td>
<td>Work on final projects</td>
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Session 15
Submission of final project (by e-mail & hardcopy)

Classroom Etiquette
Punctuality, attentiveness and mutual respect expected. While opposing or controversial viewpoints and arguments are actively encouraged during discussions, a respectful and open environment must be maintained for all students.

Suggested Activities
TBD

Your Instructor
Munira Olia, MD, is a child and adolescent psychiatrist, whose areas of expertise include mental health in disadvantaged settings and complex emergencies, as well as cross-cultural community-based care. She received her bachelor’s degree in Spanish from the University of Virginia and her medical degree from Georgetown University; thereafter completing her adult and child & adolescent psychiatry residency training at Harvard and NYU respectively. She has traveled and studied children in diverse settings, both in the states and abroad; and subsequently directed mental health projects for international humanitarian organizations in the Philippines, Honduras, and Gaza, providing clinical care and academic instruction. She advocates for human rights and child protection, as well as holistic interventions that reduce trauma and bolster resilience, such as strengthening the family unit and providing early childhood development education.