

Global Mental Health 171R Syllabus
Instructor: Dr. Janis H. Jenkins, PhD
T.A: Giselle Sanchez, M.A.
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COURSE DESCRIPTION:

“Global Mental Health” (GMH) is a field of research, practice, and advocacy that prioritizes mental health for persons worldwide. This course is designed to challenge your preconceived notions surrounding mental health and illness and to inspire critical reflection upon the prioritization of mental health on a global scale. Over the course of 10 weeks, we will explore specific mental health conditions and will examine mental health interventions on a global scale. This course will introduce you to classic and contemporary issues surrounding mental health and illness through interdisciplinary perspectives from medical anthropology, cultural psychiatry, psychology, public health, and epidemiology. We will engage with the perspectives of those most affected (patients/kin) as well as the structural-institutional arrangements that shape mental health and illness. Participating in this course will provide you with a broader conception and understanding of mental health and treatment processes.

Link for the course:

<https://login.uconline.edu/>

URL Zoom URL Links:

Professor Janis H. Jenkins: <https://ucsd.zoom.us/my/janisjenkins>

Giselle Sanchez, M.A.: <https://ucsd.zoom.us/my/ucsdgsanchez>

Office Hours:

Professor Janis H. Jenkins: 5:00pm Thursdays online & in person (UCSD, SSRB 334)

Giselle Sanchez, M.A.: 3:00pm Thursdays online & in person (UCSD, SSRB 331)

LEARNING OBJECTIVES:

At the end of the course, you will be able to:

1. Identify some of the most common global mental health issues and describe how cultural, social, political, and economic factors shape individual illness experiences as well as contribute to global mental health disparities.
2. Describe some of the primary research methods that multidisciplinary researchers use to understand, prevent, and treat mental health issues cross-culturally.
3. Critically reflect upon cross-cultural variation in the definition, etiology, management, and treatment of different mental health issues, both domestically and abroad.
4. Identify key contributions that multidisciplinary researchers can make to mental health research, policy, and programming on a global scale.

ONLINE MODULES:

Engage: The Engage activities are designed to introduce you to the topic of the week. These activities (either reading a news article or watching a video) will help set the stage for the week’s topic. Engage activities will not be graded.

Inform: The Inform lessons provide you with the readings and videos assigned for the week. **You will have a short 2-page, double-spaced, weekly reading response due every Wednesday by 11:59 PM.** These weekly reading responses are designed to help ensure that you have understood the main arguments of the readings and to facilitate class discussion. These will be graded for completion.

Discuss: We will meet online, once a week for a class discussion with the TA and Professor using Zoom. **Class discussions will take place at 4pm every Thursday via Zoom. Attendance is mandatory** and is recorded automatically by Zoom. To receive credit for attending, you must log in on time and be present for the entire duration of the discussion section. Since class discussion constitutes a major part of your grade, active participation is key. Be sure to read the Class Discussion page in each weekly module in advance of each session, so that you are prepared to participate. **Please be sure that you have Zoom loaded on your device.**

Respond: There will be a total of 5 bi-weekly reading response assignments due every other Sunday by 11:59PM. These will be short 750 word essays (approx. 3 pages, double spaced) responding to the assigned prompt. Respond assignments may be submitted up to 24 hours late (Mondays by 11:59 PM) but they will receive a full grade reduction penalty. There will be no online midterm or final exam for this course.

Required Book:

All assigned readings will be posted in the online modules free of cost. However, you will need to acquire the following book: Jamison, Kay R. (1997). *An Unquiet Mind: A Memoir of Moods and Madness*. Vintage Books.

GRADING CRITERIA:

Graded Items	Contribution to final grade
Weekly Reading Responses	20%
Class Discussion Participation	30%
Biweekly Essays (5 total)	50%
Total	100%

COURSE SCHEDULE:

This course is structured into three units. Unit A (week 1) is an introduction to the course. Unit B (week 2-5) focuses on specific mental conditions. Unit C (week 6-9) focuses on mental health interventions. Week 10 will be a wrap-up week.

UNIT A: Introduction	
WEEK 1 Research Foundations and Key Concepts of GMH	
Learner Outcomes	Readings/Videos/Media
1. To analyze the cultural bases for mental illness, the definition of and rationale for global mental health.	<ul style="list-style-type: none"> ▪ Prince, M. et al 2007. “No Health without mental health.” <i>The Lancet</i> 370(8):859-877. ▪ Prince & Patel (2010) “Global Mental Health: A New Global Health Field Comes of Age.” <i>JAMA</i> 303(19):1976-1977 ▪ Kleinman (2009) <i>Global Mental Health: A Failure of Humanity</i>. <i>The Lancet</i> 374(9690):603-604.

<p>2. To incorporate lived experience as part of the evidence base for examining culture and global mental health.</p>	<ul style="list-style-type: none"> ▪ Jenkins (2018) “Anthropology and Psychiatry: A Contemporary Convergence for GMH.” In Textbook of Cultural Psychiatry, Cambridge U Press. pp. 18-34 ▪ Explanatory Model Interview Guideline (Kleinman, 1980) <p>Media:</p> <ul style="list-style-type: none"> ▪ Personal stories and the WHO's Mental Health Action Plan: https://www.youtube.com/watch?v=dv_exaj2ofg&feature=youtu.be ▪ World Bank Live: “Out of the Shadows: Making Mental Health a Global Development Priority” https://live.worldbank.org/out-of-the-shadows-making-mental-health-a-global-development-priority (from beginning up through Dr. Kleinman’s talk at the 26:15 minute mark)
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UNIT B: Specific Conditions	
WEEK 2 Psychotic-related and Bipolar Depressive Disorders	
Learner Outcomes	Readings/Videos/Media
<p>1. To analyze culturally distinctive and differing dimensions of mental health to include symptomatology and the course and outcome of serious mental disorders.</p> <p>2. To incorporate lived experience as part of the evidence base for examining culture and global mental health.</p>	<ul style="list-style-type: none"> ▪ Sartorius, N., Gulbinat, W., Harrison, G., Laska, E., & Siegel, C. (1996). Long-term follow-up of schizophrenia in 16 countries. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 31(5), 249-258. ▪ Nasser, E. et al 2002. “The experience of schizophrenia: what's gender got to do with it? A critical review of the current status of research on schizophrenia” <i>Schizophrenia Bulletin</i> 28:351-362. ▪ <i>An Unquiet Mind: A Memoir of Moods and Madness</i>. 1997. Kay Redfield Jamison. pp. 3-89
WEEK 3 Anxiety & PTSD	
Learner Outcomes	Readings/Videos/Media
<p>1. To connect global stressors (e.g., Adverse Childhood Experiences [ACES], climate change, discrimination/racism) with mental and physical health outcomes related to</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Mio, J.S., Barker, L. A., & Domenech Rodriguez, M. M. (2016). Culture and Mental Health. In J.S. Mio, L.A. Barker, & Domenech Rodriguez’ (Eds). <i>Multicultural Psychology: Understanding our Diverse Communities</i> (pp. 280-331). New York: Oxford University Press. ▪ Newman, M. G., Llera, S. J., Erickson, T. M., Przeworski, A., & Castonguay, L. G. (2013). Worry and generalized anxiety disorder: a review and theoretical synthesis of evidence on nature, etiology,

<p>anxiety disorders and PTSD</p> <p>2. To compare and contrast contexts in which anxiety disorders and PTSD develop, maintain, are identified, and are treated</p>	<p>mechanisms, and treatment. Annual review of clinical psychology, 9, 275-297.</p> <p>Media:</p> <ul style="list-style-type: none"> ▪ How childhood trauma affects health across a lifetime; TedMed talk by Dr. Nadine Burke Harris
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WEEK 4 | Comorbidity with Infectious Disease

Learner Outcomes	Readings/Videos/Media
<p>1. To describe the relationship between HIV and common mental disorders and analyze the effectiveness of task shifting strategies to treat these issues in African contexts.</p>	<p>Readings</p> <ul style="list-style-type: none"> ▪ Abas, Melanie, and Conall O'Cleirigh. 2018. Global mental health and the ambition to end AIDS by 2030. <i>The Lancet Psychiatry</i> 5(11):867-869. ▪ Chibanda, Dixon, et al. 2017. Lay health workers' experience of delivering a problem solving therapy intervention for common mental disorders among people living with HIV: a qualitative study from Zimbabwe. <i>Community mental health journal</i> 53(2):143-153. ▪ Opiyo, Elizabeth, et al. 2016. Collaborative Interpersonal Psychotherapy for HIV-Positive Women in Kenya: A Case Study From the Mental Health, HIV and Domestic Violence (MIND) Study. <i>Journal of clinical psychology</i> 72(8):779-783. <p>Media:</p> <ul style="list-style-type: none"> ▪ Watch TED talk, "Why I train grandmothers to treat depression" by Dixon Chibanda

WEEK 5 | Substance use

Learner Outcomes	Readings/Videos/Media
<p>1. To analyze the structural, social, and individual factors that contribute to substance use in diverse cultural contexts.</p> <p>2. To consider what an ideal drug treatment program should look like given the complexities of addiction and associated mental health issues.</p>	<ul style="list-style-type: none"> ▪ Garcia, Angela. 2008. The elegiac addict: History, chronicity, and the melancholic subject. <i>Cultural Anthropology</i> 23(4):718-746. ▪ Abadie, Roberto, Colleen Syron, Carmen Ana Davila, Angelica Rivera-Villegas. 2018. 'It gives you nothing but it takes away everything' Photo ethnography as a lens onto the experiences of people who inject drugs in Puerto Rico. <i>Medicine Anthropology Theory</i>, doi.org/10.17157/mat.5.5.622 ▪ Garcia, Angela, and Brian Anderson. 2016. Violence, addiction, recovery: An anthropological study of Mexico's anexos. <i>Transcultural psychiatry</i> 53(4):445-464 ▪ Bourgois, Philippe, and Laurie Kain Hart. 2010. Science, religion and the challenges of substance abuse treatment. <i>Substance use & misuse</i> 45(14):2395.

UNIT C: Interventions: Cultural, Psycho-social, and Psychopharmacological Interventions	
WEEK 6 Indigenous Healing	
Learner Outcomes	Readings/Videos/Media
<p>1. To understand the diversity among forms of ritual healing, and the ways it may interact with the practice of biomedical mental health professionals.</p>	<ul style="list-style-type: none"> ▪ Orr, D. M., & Bindi, S. (2017). Medical pluralism and global mental health. In <i>The Palgrave Handbook of Sociocultural Perspectives on Global Mental Health</i> (pp. 307-323). Palgrave Macmillan, London. ▪ Basu, Helene (2014) <i>Dava and Duaa: Negotiating Psychiatry and Ritual Healing of Madness</i>. In <i>Asymmetrical Conversations : Contestations, Circumventions, and the Blurring of Therapeutic Boundaries</i>, edited by Harish Naraindas, et al., Berghahn Books, pp. 162-93. ▪ Csordas, T.J. (2017) <i>Psychiatry and the Sweatlodge</i>. In <i>Madness, Mental Health, Modernity: Psychiatry's Competition with Religion</i>, Helene Basu, Roland Littlewood, Arne Steinforth (eds) New York: Berghahn Books, pp.127-139. <p>Media:</p> <ul style="list-style-type: none"> ▪ Native American Healing in the 21st Century https://ucsd.kanopy.com/video/native-american-healing-21st-century
WEEK 7 Psychopharmacology Interventions	
Learner Outcomes	Readings/Videos/Media
<p>1. To explore the use of psychotropic drugs for alleviating mental health conditions.</p> <p>2. To consider the complexities and contradictions of taking psychotropic drugs across diverse cultural contexts.</p>	<ul style="list-style-type: none"> ▪ Read, U. 2012. “I Want the One that will heal me completely. Antipsychotics in Ghana.” <i>Transcultural Psychiatry</i> 49(3–4) 438–460 ▪ Jenkins, JH and Kozelka. 2017. <i>Global Mental Health and Psychopharmacology.</i>” In <i>Handbook of Global Mental Health</i>. R White, U Read, S Jain, D Orr, Eds, Palgrave Press. ▪ <i>An Unquiet Mind: A Memoir of Moods and Madness</i>. 1997. Kay Redfield Jamison. pp. 91-109. ▪ Jenkins, Janis H. and Elizabeth Carpenter-Song. 2005. <i>The New Paradigm of Recovery from Schizophrenia: Cultural Conundrums of Improvement without Cure</i>. <i>Culture, Medicine, and Psychiatry</i>. 29(4):379-413.
WEEK 8 Psycho-social Interventions	

Learner Outcomes	Readings/Videos/Media
<p>1. To hypothesize how the novel application of EBTs could contribute to the reduction of mental health disparities</p>	<ul style="list-style-type: none"> ▪ Hofmann, S. G., & Hayes, S. C. (2019). The future of intervention science: Process-based therapy. <i>Clinical Psychological Science</i>, 7(1), 37-50. ▪ Muñoz, R. F. (2010). Using evidence-based internet interventions to reduce health disparities worldwide. <i>Journal of Medical Internet Research</i>, 12(5). ▪ Murray, L. K., Dorsey, S., Skavenski, S., Kasoma, M., Imasiku, M., Bolton, P., ... & Cohen, J. A. (2013). Identification, modification, and implementation of an evidence-based psychotherapy for children in a low-income country: the use of TF-CBT in Zambia. <i>International Journal of Mental Health Systems</i>, 7(1), 24. <p>Media:</p> <ul style="list-style-type: none"> ▪ Freakonomics Podcast Episodes. 219 & 220: “Preventing Crime for Pennies on the Dollar” & “I Don’t Know What You’ve Done With My Husband But He’s a Changed Man”

WEEK 9 | Climate Change, Mental Health, & Policy

Learner Outcomes	Readings/Videos/Media
<p>1. To understand the intimate human consequences, particularly with respect to mental health, of climate change in the context of the global natural and anthropogenic processes driving it.</p>	<ul style="list-style-type: none"> ▪ Berry, H. L., Bowen, K., & Kjellstrom, T. (2010). Climate change and mental health: a causal pathways framework. <i>International journal of public health</i>, 55(2), 123-132. ▪ Torres, J. M., & Casey, J. A. (2017). The centrality of social ties to climate migration and mental health. <i>BMC public health</i>, 17(1), 600-610. ▪ Cunsolo, A., & Ellis, N. R. (2018). Ecological grief as a mental health response to climate change-related loss. <i>Nature Climate Change</i>, 8(4), 275. ▪ Hunter, E. (2009). 'Radical hope' and rain: climate change and the mental health of Indigenous residents of northern Australia. <i>Australasian Psychiatry</i>, 17(6), 445-452.

WEEK 10 | Course Review & Wrap-Up

Learner Outcomes	Readings/Videos/Media
<p>1. To summarize key concepts learned about mental health/illness and the ways in which culture is relevant to the course units.</p>	<ul style="list-style-type: none"> ▪ WHO: Providing “QualityRights” in Mental Health Services (Gujarat, India) https://www.youtube.com/watch?time_continue=50&v=phd_PoHuL9c

RESOURCES:

Below is a list of mental health and counseling services provided by each of your campuses.

UC Berkeley

Counseling Programs at Tang Center (<https://uhs.berkeley.edu/counseling>)

Contact: (510) 642-2000

UC Davis

Counseling Services (<https://shcs.ucdavis.edu/counseling-services>)

Contact: (530) 752-0871

UC Irvine

Counseling Center (<https://counseling.uci.edu/>)

Contact: (949) 824-6457

UC Merced

Counseling and Psychological Services (<https://counseling.ucmerced.edu/>)

Contact: (202) 228-440

UC Riverside

Counseling and Psychological Services (<https://counseling.ucr.edu>)

Contact: (951) 827-5531

UC San Diego

Counseling and Psychological Services (CAPS) (<https://caps.ucsd.edu/>)

Contact: (858) 534-3755

UCLA

Counseling and Psychological Services (<https://www.counseling.ucla.edu/>)

Contact: 310-825-0768

POLICY ON ACADEMIC HONESTY:

“Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld...

Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in an activity that involves attempting to receive a grade by means other than honest effort; for example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment that is being, or will be, administered.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in whole, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.

- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.”

Plagiarism and other acts of academic dishonesty will be reported to the university, and students engaging in those acts may receive a failing grade for the course. More information is available at: <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/appendices/2>.

Acknowledgement

Principal Investigators

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