Global Perspectives in Child and Adolescent Mental Health

Semester: SPRING 2015
Class code: CAMS-UA 9202

Instructor Details: Munira E. Olia
Office hours: Thursdays at 12PM and flexible hours by appointment

Class Details: Global Perspectives in Child and Adolescent Mental Health
Thursdays, 10:00AM – 1:00PM; Location to be confirmed.

Prerequisites:
1. Introduction to Psychology (PSYCH-UA 1) and
2. Child and Adolescent Psychopathology (CAMS-UA 101) or Abnormal Psychology (PSYCH-UA 51) or consent of the professor

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/ Participation/ Homework (40%): Students will be graded upon their participation in the class, as evidenced by their attendance (which is required by NYUL policy), region reports/weekly assignments (20%), and contribution to the discussion (20%). Students will be expected to submit weekly assignments as assigned prior to each class based upon readings posted on NYU Classes.

Midterm Exam (20%): Students will submit an essay based on previously assigned readings and material from class.

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 a novel approach to addressing the problem. The final paper will be 8-12 pages in length and will be presented briefly (10 minutes) during the final 2 sessions for peer teaching, discussion, and feedback prior to submission.

Grade A: 90-100%, Extraordinary. Consistent and superior preparation by completing assigned readings, submitting of considered discussion questions, 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 discussion questions, or 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 3% deducted from the final grade. Unapproved late submissions of the midterm or final project will also result in significant lowering of the final grade.*

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**Required Text(s)**
The following books will be available for purchase in-class:

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

* **The Road of Lost Innocence: The True Story of a Cambodian Heroine** by Somaly Mam  

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

**Supplemental Texts(s)**
TBD

**Internet Research Guidelines**
Considered an essential component to updating weekly region reports and researching for the final project. Regarding the latter, citations should be made per MLA format.

**Additional Equipment**
None

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**Session 1**  
**Feb 5**  
**Introduction (Overview of course & introduction to human rights framework)**  
**Docu Film:** *The Boys of Baraka* - Rachel Grady & Heidi Ewing, 2005, USA/Kenya  
**Homework:** On-line interview: Earls, *Child as Citizen*
Reading: Kozol, Amazing Grace
Reading: Patel, Mental Disorders: Equity & Social Determinants (optional)
Region reports (current events)
E-mail assignment prior to next class

Session 2
Feb 12
Child development & social determinants of mental health
Docu Film: Seven Up - Michael Apted, 1964 to 2012, UK
Homework: Reading: Fadiman, The Spirit Catches You & You Fall Down
Reading: Kleinman, Culture & Depression
Reading: Shatkin, Global Absence of CAMH Policy
Region reports (current events)
E-mail assignment prior to next class

Session 3
Feb 19
Global public health significance of mental health & cross-cultural considerations
Docu Film: Seven Up - Michael Apted, 1964 to 2012, UK
Homework: Reading: Herman, Trauma & Recovery
Reading: Stein, PTSD: Medicine & Politics
Region reports (current events)
E-mail assignment prior to next class

Session 4
Feb 26
Trauma & resilience
Docu Film: Children Underground - Edet Belzberg, 2002, Romania
Homework: Reading: Costello, Relationships Between Poverty & Psychopathology
Reading: Grantham, Devel. potential in the first 5 years in developing countries
Region reports (current events)
E-mail assignment prior to next class

Session 5
Mar 5
Poverty & structural violence
Docu Film: Children Underground - Edet Belzberg, 2002, Romania
Homework: Region reports (current events)
Mid-term exam next class

Session 6
Mar 12
War & conflict (and midterm exam)
Docu Film: Lost Boys of Sudan - Megan Mylan & John Shenk, 2003, Sudan
Homework: Reading: Beah, A Long Way Gone
Region reports (current events)
E-mail assignment prior to next class

Session 7
Mar 19
War & conflict
Docu Film: Lost Boys of Sudan - Megan Mylan & John Shenk, 2003, Sudan
Homework: Region reports (current events)

Session 8
Mar 26
Gender-based exploitation
Docu Film: Born into Brothels - Zana Briski & Ross Kauffman, 2004, India
Homework: Region reports (current events)
Reading: Mam, The Road of Lost Innocence
E-mail assignment prior to next class

Session 9
Apr 2
Gender-based exploitation
Docu Film: Born into Brothels - Zana Briski & Ross Kauffman, 2004, India
Homework: Region reports (current events)
Think about possible final project topics

Session 10
Apr 16
Global citizen & case studies (Honduras & Gaza)
Docu Film: TBD
Homework: Region reports (current events)
Reading: Shivji, *Silences in NGO Discourse: The Role & Future of NGOs in Africa* (optional)
Reading: Polman, *War Games* (optional)
Think about possible final project topics

### Session 11
Apr 23

**Perspectives (commonalities & differences)**

**Docu Films:** *Babies* - Thomas Balmès, 2010, Namibia, Mongolia, Japan, & U.S.
*Seven Up Series* - Michael Apted, 1964 & 1998, UK

**Homework:** Region reports (current events)
- Work on final projects (& brief presentations)
- Choose final project topic (e-mail by April 30)

### Session 12
April 30

**Perspectives**

**Docu Films:** *Seven Up Series* - Michael Apted, 1964 & 1998, UK

**Homework:** Work on final projects (& brief presentations)

### Session 13
May 7

**Student presentations & discussions**

**Homework:** Work on final projects

### Session 14
May 14

**Student presentations & discussions**

**Homework:** Work on final projects

### Session 15
May 21

**Submission of final project (by e-mail & hardcopy)**

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**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.

**Required Activities**
None

**Suggested Activities**
TBD

**Your Instructor**
Munira E. 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.

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**NYU LONDON ACADEMIC POLICIES**
Plagiarism Policy

Students must submit an electronic copy of each piece of their written work to [www.turnitin.com](http://www.turnitin.com).

Further information about this will be provided to you separately.

Late Submission of Work

Written work due in class must be submitted during the class time to the professor. Late work should be submitted in person to a member of NYU London staff in the Academic Office (Room 308, 6 Bedford Square) during office hours (Mon – Fri, 10:30 – 17:30). Please also send an electronic copy to [academics@nyu.ac.uk](mailto:academics@nyu.ac.uk) for submission to Turnitin.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted more than 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Please note end of semester essays must be submitted on time.

Attendance Policy

Study abroad at Global Academic Centres is an academically intensive and immersive experience. Learning in such an environment depends on the active participation of all students. As classes typically meet once a week, even a single absence can cause a student to miss a significant portion of a course.

To ensure the integrity of this academic experience, class attendance is mandatory and unexcused absences will be penalized with a two percent deduction from the student’s final course grade. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

How to report an absence

Absences from class must be reported to NYU London administrative staff using the online Absence Form: [http://tinyurl.com/nyulabsence](http://tinyurl.com/nyulabsence)

Absences can ONLY be excused if they are reported using this form. Students should NOT approach their class instructor for an excused absence. However, students should contact their class instructor to catch up on missed work.

Medical absences

If you are unable to attend a class due to ill-health, you must provide details of your illness and class(es) missed to NYUL staff using the online Absence Form WITHIN SEVEN DAYS of your return to class.

Please do not use the form to report a medical emergency or to request urgent assistance. In a medical emergency call 999 and ask for an ambulance. NYU London staff are available to offer support, whatever time of day. If you would like to speak to a member of staff urgently to request support with a medical problem, please call 0800 316 0469, selecting option 2.

Non-medical absences

If you have to miss class for an unavoidable, non-medical reason you must provide details to NYUL staff using the online Absence Form at least **SEVEN DAYS PRIOR** to the date(s) in question. Examples of valid non-medical reasons are as follows: religious holiday; family wedding; scholarship competition; family emergency. If in doubt please speak to a member of Academics staff or email [academics@nyu.ac.uk](mailto:academics@nyu.ac.uk).

Further information regarding absences

NYU London staff carefully monitor student attendance and absence records. In most cases full completion of the online Absence Form will be sufficient to excuse your absence. However, in certain circumstances, you will be asked to provide additional information/verification before it can be excused. If we notice that you have multiple absences you will be contacted to arrange a meeting with a member of staff.

Unexcused absences from exams are not permitted and will result in failure of the exam. Students may not take an exam before or after other students in the class, and may not leave the programme before all course work has been submitted.
Please refer to the NYU Wikis Page for the full absence policy: [https://wikis.nyu.edu/x/awRgAw](https://wikis.nyu.edu/x/awRgAw)

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<thead>
<tr>
<th>Grade conversion</th>
<th>NYU in London uses the following scale of numerical equivalents to letter grades:</th>
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<tbody>
<tr>
<td></td>
<td>A=94-100</td>
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<tr>
<td></td>
<td>A-=90-93</td>
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<tr>
<td></td>
<td>B+=87-89</td>
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<td></td>
<td>B=84-86</td>
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<td>B-=80-83</td>
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<td>C+=77-79</td>
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<td></td>
<td>C=74-76</td>
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<td>C-=70-73</td>
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<td>D+=67-69</td>
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<td></td>
<td>D=65-66</td>
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<td></td>
<td>F=below 65</td>
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Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the midpoint of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

| Grading Policy | NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square. |