Global Perspectives in Child and Adolescent Mental Health

Class code
CAMS-UA 9202-001

Instructor Details
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Mobile: 0758 2814 804
Office hours: Thursdays at 12pm and flexible hours by appointment

Class Details
Global Perspectives in Child and Adolescent Mental Health
Thursdays, 9:00AM – 12:00PM
Location to be confirmed.

Prerequisites
As an advanced seminar, there is an assumption that students will have previous interest and knowledge in child and adolescent mental health as understood in the United States—i.e. how it is perceived, debated, and addressed by society, as well as mental health specialists. From this basis, our study will be expanded to global perspectives, while recognizing and critically examining dominant paradigms, available resources, and barriers to change. Please be advised that this is a challenging course—classes require thoughtful preparation and active participation.

Class Description
Worldwide studies suggest that up to 20% of children and adolescents suffer from significant mental health problems, but how mental health and illness are perceived varies greatly around the world. The first part of the course will provide an overview of cross-cultural child development, social determinants of mental health, trauma and resilience, and the global public health significance of mental illness. Using this framework, we will look at the impact of poverty, war and conflict, HIV/AIDS, and gender-specific exploitation on children’s development. Through lectures, discussion, readings, and documentaries, this course will provide an overview of the scope and magnitude of child and adolescent mental health issues globally. Selected case studies from the Americas, Africa, Europe, Asia, and the Middle East will be used to illustrate key concepts.

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

Assessment

Class Preparation/ Participation/ Homework (40%): Students will be graded upon their participation in the class, as evidenced by their attendance, region reports/ submitted questions/ assignments (20%), and contribution to the discussion (20%). Students will be expected to submit three questions for discussion prior to each class based upon assigned readings.

Midterm Exam (20%): Students will choose from and respond to essay topics, using previously assigned readings and material from class.

Final Project (40%): Based on their 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. Each student will meet individually with the course instructors to discuss their proposed topics. The final paper will be 10-15 pages in length and will be presented briefly during the final sessions.

Grade A: 90-100%, 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%, Regular preparation by completing assigned readings, submitting considered discussion questions, 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%, 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%, 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%, 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.

NYU in London uses the following scale of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>A=94-100</th>
<th>B+=87-89</th>
<th>C+=77-79</th>
<th>D+=67-69</th>
<th>F=below 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=90-93</td>
<td>B=84-86</td>
<td>C=74-76</td>
<td>D=65-66</td>
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<tr>
<td>B=80-83</td>
<td>C=70-73</td>
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Grading Policy

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

Attendance Policy

NYUL has a strict policy about course attendance. **No unexcused absences are permitted.**

Excused absences will usually only be considered for serious, unavoidable reasons such as personal ill-health/illness in the immediate family. Trivial/non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with guidelines which follow, and can only be obtained from the appropriate member of NYUL's staff.

**Please note that you will need to ensure that no make-up classes or required excursions have been organised before making any travel plans for the semester.** See also section 11.1 - Make up days.

Absence reporting for an absence due to illness

1. On the first day of absence due to illness you should report the details of your symptoms by e-mailing absences@nyu.ac.uk including details of: class(es) missed; professor; class time; and whether any work was due including exams. Or call free (from landline) 0800 316 0469 (option 2) to report your absences on the phone.

2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expediently at Gower Street.

3. At the end of your period of absence, you will need to complete an absence form online at http://bit.ly/NuCl5K. You will need to log in to NYU Home to access the form.

4. Finally you must arrange an appointment to speak to Nigel Freeman or Donna Drummond-Smart on your first day back at class. You must have completed the absence form before making your appointment.
Supporting documentation relating to absences must be submitted within 1 week of return to class.

**Absence requests for non-illness reasons**

Absence requests for *non-illness* reasons must be discussed with the Academic Office **prior** to the date(s) in question – no excused absences for reasons other than illness can be applied retrospectively. Please come in and see us in Room 308, 6 Bedford Square, or e-mail us at academics@nyu.ac.uk.

**Further information regarding absences**

Each unexcused absence will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.).

NYUL also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark/marks from the final grade of each late arrival/each early departure.

Please refer to the Student Handbook for full details of the policies relating to attendance. A copy is in your apartment and has been shared with you on Google Docs.

**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 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.

**Plagiarism Policy**

Plagiarism: the presentation of another piece of work or words, ideas, judgements, images or data, in whole or in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism. Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy will result in automatic failure in the assignment and possible failure in the class.

**Electronic Submission**

The Turnitin database will be searched for the purpose of comparison with other students’ work or with other pre-existing writing or publications, and other academic institutions may also search it.

In order to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website [http://www.turnitin.com](http://www.turnitin.com)
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the drop/add period, or contact academics@nyu.ac.uk if you have misplaced these).

5) Follow the online instructions to create your profile.

To submit your work for class, you will then need to:
1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) **Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your professor** (this digital receipt appears on the web site, immediately after you submit your paper and is also sent to your e-mail address).

Please also note that when a paper is submitted to Turn it in all formatting, images, graphics, graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. **Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class.** NYU in London may submit in an electronic form the work of any student to a database for use in the detection of plagiarism, without further prior notification to the student.

Penalties for confirmed cases of plagiarism are set out in the Student Handbook.

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**Required Text(s)**

Note: All required readings will be available when assigned on NYU Classes.

**Supplemental Texts(s) (copies in NYU-L Library)**

[Click here and enter information, including ISBN]

Full texts of above readings should be available in the NYU-L Library if you wish to further your reading, which is completely optional. Additionally, full videos of film clips seen in class, may be available.

**Internet Research Guidelines**

Considered an essential component to updating region reports and researching for the final project. Regarding the latter, citations can be made as usual, but also including the link where necessary.
Session 1
Sep. 5, 2013
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 discussion questions prior to next class

Session 2
Sep. 12, 2013
Child development & social determinants of mental health
Docu Film: Seven Up - Michael Apted, 1964 & 1998, UK
Homework: Reading: Fadiman, The Spirit Catches You & You Fall Down
Reading: Kleinman, Culture & Depression
Reading: Shatkin, Global Absence of CAMH Policy
Reading: Patel, Beyond Evidence: The Moral Case
Region reports (current events)
E-mail discussion questions prior to next class

Session 3
Sep. 19, 2013
Global public health significance of mental health & cross-cultural considerations
Film clip: Persepolis Marjane Satrapi & Vincent Paronnaud, 2007, France
Homework: Reading: Herman, Trauma & Recovery
Reading: Stein, PTSD: Medicine & Politics
Region reports (current events)
E-mail discussion questions prior to next class

Session 4
Sep. 26, 2013
Trauma & resilience
Docu Film: Children Underground - Edet Belzberg, 2002, Romania
Homework: Reading: Sachs, The End of Poverty
Reading: Costello, Relationships Between Poverty & Psychopathology
Reading: Rutter, Poverty and Child Mental Health
Reading: Grantham, Devel. potential in the first 5 years in developing countries
Region reports (current events)
E-mail discussion questions prior to next class

Session 5
Oct. 3, 2013
Poverty & structural violence
Docu Film: Children Underground - Edet Belzberg, 2002, Romania
Homework: Region reports (current events)
Mid-term paper due next class (by e-mail & hardcopy)

Session 6
Oct. 10, 2013
War & conflict
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 discussion questions prior to next class

Session 7
Oct. 17, 2013
War & conflict
Docu Film: Lost Boys of Sudan - Megan Mylan & John Shenk, 2003, Sudan
Homework: Reading: Mam, The Road of Lost Innocence
Region reports (current events)
E-mail discussion questions prior to next class

Session 8
Oct. 24, 2013
Gender-based exploitation
Docu Film: Born into Brothels - Zana Briski & Ross Kauffman, 2004, India
Homework: Region reports (current events)
**Session 9**  
Oct. 31, 2013  
**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

**FALL BREAK**

**Session 10**  
Nov. 14, 2013  
**Honduras & Gaza – case studies**  
**Homework:** Region reports (current events)  
Brainstorm solutions/ideas

**Session 11**  
Make-up class:  
Fri Nov. 15, 2013  
**Student (in pairs) group work & discussions – case studies**  
**Homework:** Region reports (current events)  
Choose final project topic (e-mail by Nov. 21)

**Session 12**  
Nov. 21, 2013  
**Perspectives (commonalities & differences)**  
Docu Films: *Babies* - Thomas Balmès, 2010, Namibia, Mongolia, Japan, & U.S.  
*Seven Up Series* - Michael Apted, 1964 & 1998, UK  
**Homework:** Work on final projects (& brief presentations)

**Session 13**  
Nov. 28, 2013  
**Student presentations & discussions**  
**Homework:** Work on final projects

**Session 14**  
Dec. 5, 2013  
**Student presentations & discussions**  
**Homework:** Work on final projects

**Session 15**  
Dec. 12, 2013  
**Submission of final project (i.e. paper; 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.

**Required Co-curricular Activities**  
TBA: November 21 – Speaker (former child soldier)

**Suggested Co-curricular Activities**  
TBD: British Red Cross (BRC) inner-city youth programs, Department for International Development (DFID) Girls and Women initiative - speaker, Iraqi juvenile detention centers - speaker

**Your Instructor**

Munira E. Olia, MD, is a Child and Adolescent Psychiatrist, who first co-created and taught this course in 2009 at New York University. She previously served as a Clinical Instructor in the NYU Department of Child and Adolescent Psychiatry and provided clinical care at Bellevue Hospital and the NYU Child Study Center. She has traveled and studied children globally (e.g. Nicaragua, Ecuador, Cuba, India and Vietnam); 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 child rights and protection, as well as interventions that reduce trauma and bolster resilience, in particular strengthening the family unit and early childhood development education.