

SAMPLE SYLLABUS

CAMS-UA 9202

Global Perspectives in Child and Adolescent Mental Health

NYU London: Spring 2020

Instructor Information

- Dr Muni Olia
- Office hours by appointment on Thursdays 12-1pm (6 Bedford Square, G05)

Course Information

- Thursdays, 1:00-4:00pm
 - ✓ Location: 6 Bedford Square, G05
- Prerequisite:
 - ✓ Introduction to Psychology (PSYCH-UA 1) *and*
 - ✓ Child and Adolescent Psychopathology (CAMS-UA 101) *or* Abnormal Psychology (PSYCH-UA 51) *or* consent of the professor

Course Overview and Goals

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.

Upon Completion of this Course, students will be able:

- 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.

SAMPLE SYLLABUS

Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignments/ Activities	Description of Assignment	% of Final Grade	Due
Assignments	2-3 short reflections to engage students with topics and class discussions.	10%	Sessions 1-12
Quizzes	5 quizzes at the start of class will be given to assess completion of the weekly assignments. Please note: unexcused tardiness or absence will result in a 0 on the quiz. Those with excused reasons will be allowed a make-up assignment in place of the quiz. Your lowest grade of 5 will be dropped.	40%	Sessions 1-12
Participation	Students will be graded on their participation in class discussion based on critical thinking of the assignments. Participation is evaluated on active contribution to the discussion (not based on frequency alone, but how it deepens the discussion), as well as region reports.	10%	Throughout
Final paper	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 during the final 2 sessions for peer teaching and discussion.	40%	Session 15

Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A	Example: 93.5% and higher	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 and completed quizzes. Excellent analysis and well-written final paper.

SAMPLE SYLLABUS

Letter Grade	Percent	Description
B	82.5% - 87.49%	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 and completed quizzes. Thoughtful and well-written final paper.
C	72.5% - 77.49%	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 and completed quizzes. Completion of final paper as assigned at the expected level.
D	62.5% - 67.49	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 and missed quizzes. Poorly developed or poorly written final paper.
F	59.99% and lower	Fail. Multiple unexcused absences or unapproved extensions, failure to submit the midterm or final exam, or level of work far below expected standards.

Course Materials

Required Textbooks & Materials

Amazing Grace: The Lives of Children and the Conscience of a Nation by Jonathan Kozol
ISBN-13: 978-0770435660, **ISBN-10:** 0770435661

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures by Anne Fadiman
ISBN-10: 0374533407, **ISBN-13:** 978-0374533403

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
ISBN-10: 0374531269, **ISBN-13:** 978-0374531263

Girls Like Us: Fighting for a World Where Girls Are Not for Sale: A Memoir by Rachel Lloyd
ISBN-10: 0061582069, **ISBN-13:** 978-0061582066

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **NYUL Library Collection:** [Senate House Library](http://catalogue.libraries.london.ac.uk) (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

SAMPLE SYLLABUS

Course Schedule

Session/Date	Topic	Assignments for following session
Session 1: Feb 6	Introduction (Overview of course & introduction to human rights framework)	<ul style="list-style-type: none"> ✓ Belfer & Song, <i>The United Nations Convention on the Rights of the Child and Implications for Clinical Practice, Policy, and Research</i> ✓ Kozol, <i>Amazing Grace</i> (selected chapters) ✓ Film: <i>Seven Up</i> - Michael Apted, 1964 to 2012, UK (the 1st film) ✓ Region reports (current events)
Session 2: Feb 13	Global public health significance of mental health & cross-cultural considerations	<ul style="list-style-type: none"> ✓ Kleinman, <i>Culture & Depression</i> ✓ Fadiman, <i>The Spirit Catches You & You Fall Down</i> (selected chapters) ✓ Film: <i>Seven Up</i> - Michael Apted, 1964 to 2012, UK (the 2nd film) ✓ Region reports (current events)
Session 3: Feb 20	Child development & social determinants of mental health	<ul style="list-style-type: none"> ✓ WP1, <i>Children develop in a network of relationships</i> ✓ Steinberg, <i>Should the science of adolescent brain development inform public policy?</i> ✓ Film: <i>The Boys of Baraka</i> - Rachel Grady & Heidi Ewing, 2005, USA/Kenya ✓ Region reports (current events)
Session 4: Feb 27	Trauma & resilience	<ul style="list-style-type: none"> ✓ Stein, <i>PTSD: Medicine & Politics</i> ✓ Herman, <i>Trauma & Recovery</i> (selected chapters) ✓ Busuttill, <i>Complex PTSD: a useful diagnostic framework?</i> (optional) ✓ Region reports (current events)
Session 5: Mar 5	Trauma & resilience	<ul style="list-style-type: none"> ✓ Chung et al, <i>Screening for social determinants of health among children and families living in poverty: a guide for clinicians</i> ✓ <i>Indigenous health: a worldwide focus – The Lancet</i> ✓ Costello, <i>Relationships Between Poverty & Psychopathology</i> ✓ Walker, <i>Inequality in early childhood: risk and protective factors in early childhood development</i> (optional) ✓ Film: <i>Persepolis</i> - Marjane Satrapi, 2008, Iran/Vienna ✓ Region reports (current events)
Session 6: Mar 12	Poverty & structural violence	<ul style="list-style-type: none"> ✓ Film: <i>Children Underground</i> - Edet Belzberg, 2002, Romania ✓ Region reports (current events)
Session 7: Mar 19	War & conflict	<ul style="list-style-type: none"> ✓ Beah, <i>A Long Way Gone</i> (selected chapters) ✓ Tol et al, <i>Resilience & MH in children living in areas of armed conflict</i> (optional) ✓ Hassan et al, <i>MH & wellbeing of Syrians affected by armed conflict</i> (optional) ✓ Film: <i>The Journey from Syria</i> - 2016, Syria/Europe ✓ Region reports (current events)

SAMPLE SYLLABUS

Session/Date	Topic	Assignments for following session
Session 8: Mar 26	War & conflict	<ul style="list-style-type: none"> ✓ Rafferty, <i>Challenges to identification of children trafficked for sexual exploitation</i> ✓ Reading: Bruce, <i>The difficulties of living while girl</i> ✓ Film: <i>Born into Brothels</i> - Zana Briski & Ross Kauffman, 2004, India (optional) ✓ Region reports (current events)
Session 9: Mar 30	Gender-based exploitation	<ul style="list-style-type: none"> ✓ Reading: Lloyd, <i>Girls Like Us</i> (selected chapters) ✓ Think about possible final project topics ✓ Region reports (current events)
Session 10: Apr 2	Gender-based exploitation	<ul style="list-style-type: none"> ✓ Patel, <i>Beyond Evidence: The Moral Case for International Mental Health</i> ✓ Summerfield, <i>Afterword: Against "global mental health"</i> ✓ Choose final project topic ✓ Region reports (current events)
Session 11: Apr 23	International humanitarian and development work	<ul style="list-style-type: none"> ✓ Film: <i>Seven Up</i> - Michael Apted, 1964 to 2012, UK (the 3rd film, <i>21-up</i>) ✓ Region reports (current events)
Session 12: Apr 30	Perspectives (commonalities & differences)	<ul style="list-style-type: none"> ✓ Work on final paper ✓ Film: <i>Babies</i> - Thomas Balmès, 2010, Namibia, Mongolia, Japan, & U.S.
Session 13: May 7	Student presentations & discussions	<ul style="list-style-type: none"> ✓ Work on final paper
Session 14: May 14	Student presentations & discussions	<ul style="list-style-type: none"> ✓ Work on final paper
Final Assessment: May 21	Submission of final paper	<ul style="list-style-type: none"> ✓ Submission of final paper

Co-Curricular Activities

TBD

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.

NYUL Academic Policies

Attendance and Tardiness

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

SAMPLE SYLLABUS

Assignments, Plagiarism, and Late Work

You can find details on these topics and more on this section of our NYUL [website](https://www.nyu.edu/london/academics/academic-policies.html) (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the [Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the [NYU Student Conduct Policy](#) for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Muni Olia 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.