

## COURSE DESCRIPTION (GENERAL DESCRIPTION)

Course title: Global Mental Health: Psychology from an International Perspective

Course code: PSYB17-135:15

### Objectives

This course provides insights to the field of global mental health, cross-cultural and contextual factors of mental health and elements of international development. Over the course of four workshops, students will learn about the following topics: a) why and how global mental health emerged within public health; b) socio-economic determinants of health and cultural relativism regarding diagnostic criteria in clinical psychology; c) efforts to scale up mental health services in low-and middle-income countries; d) concepts in international development relevant to global mental health.

### Course completion criteria

The course will take place over in the form of four online workshops on the dates given above. Full participation is mandatory in all four of the workshops and a checklist of participants will be kept. Excuses may be made based on exceptional circumstances, in communication with and upon approval of Zsofia Szlamka.

In sum, the final grade will be based on the following criteria:

- Full attendance in workshops
- Pre-workshop survey on essential readings: 10%
- Four workshop learning assessment surveys: 20% overall (5% per survey)
- Essay: 70%

You will find the list of essential readings below and make sure you read the papers indicated before attending the first workshop. The list, together with the papers in a PDF format will be sent to all registered students on Neptun. In the beginning of the course students will fill in a short test regarding these essential readings and the mark will form 10% of the full grade. The survey questions will assess your overall understanding of the topics covered in essential readings, not specific details. Please get in touch in advance in case if you struggle with accessing essential reading materials.

Below you can also find additional reading recommendations for each topic we discuss.

At the end of each workshop, students will receive a short learning assessment survey to fill in before the next workshop. After the last workshop students will have a week to fill in the last survey. The four surveys will all form 5% part of the full grade.

During the course, students will be given an essay topic relevant to the field of global mental health. Submission criteria will be explained to students during the course and will be sent following the course together with slides and additional materials on Neptun. The deadline for essay submissions is 12th November, 11pm CEST.

### Essential readings

The following list of papers is essential to read before attending the workshop. The pre-workshop survey's questions will be based on these. This list and the papers in a PDF document will be sent in advance to all registered students on Neptun.

Prince, M., Patel, V., Saxena, S., Maj, M., Maseko, J., Phillips, M. R., & Rahman, A. (2007). No health without mental health. *The lancet*, 370(9590), 859-877.

Silva, M., Loureiro, A., & Cardoso, G. (2016). Social determinants of mental health: a review of the evidence. *The European Journal of Psychiatry*, 30(4), 259-292.

Ryan, G., Lemmi, V., Hanna, F., Loryman, H., & Eaton, J. (2020). Mental health for sustainable development: a topic guide for development professionals. Essential readings is only chapter 5: Key Topics in Development

Shiffman, J. (2014). Knowledge, moral claims and the exercise of power in global health. *International Journal of Health Policy and Management*, 3(6), 297.

Summerfield, D. (2008). How scientifically valid is the knowledge base of global mental health?. *BMJ: British Medical Journal*, 336(7651), 992.

### Detailed syllabus and recommended readings

The following list of topics and articles is not essential to read and will not form part of the pre-workshop survey. They provide additional information and learning experience for those who want to dig deeper into a topic covered during the workshop.

#### **1. Global Mental Health: an introduction to the concept from a psychology and an international development viewpoint**

*Useful links:*

*Mental Health Innovation Network:* <http://www.mhinnovation.net/about>

*City Mental Health Alliance:* <http://citymha.org.uk/>

*Centre for Global Mental Health:* <https://www.centreforglobalmentalhealth.org/>

*Read:*

Prince, M., Patel, V., Saxena, S., Maj, M., Maseko, J., Phillips, M. R., & Rahman, A. (2007). No health without mental health. *The lancet*, 370(9590), 859-877.

#### **2. Mental Health Gap Action Programme: training the trainers approach and SDGs**

*Useful links:*

[https://www.who.int/mental\\_health/mhgap/tots\\_manual.pdf](https://www.who.int/mental_health/mhgap/tots_manual.pdf)

*Read:*

World Health Organization. (2008). mhGAP: Mental Health Gap Action Programme: scaling up care for mental, neurological and substance use disorders.

### **3. Supported decision making and the UNCRPD**

*Read:*

Madans, J. H., Loeb, M. E., & Altman, B. M. (2011, December). Measuring disability and monitoring the UN Convention on the Rights of Persons with Disabilities: the work of the Washington Group on Disability Statistics. In *BMC public health* (Vol. 11, No. 4, p. S4). BioMed Central.

Gooding, P. (2013). Supported decision-making: a rights-based disability concept and its implications for mental health law. *Psychiatry, Psychology and Law*, 20(3), 431-451.

### **4. The social perspective, discrimination and stigma**

*Read:*

Summerfield, D. (2008). How scientifically valid is the knowledge base of global mental health?. *BMJ: British Medical Journal*, 336(7651), 992.

Mills, C. (2015). The psychiatrization of poverty: Rethinking the mental health–poverty nexus. *Social and Personality Psychology Compass*, 9(5), 213-222.

Mills, C. (2014). Decolonizing global mental health: The psychiatrization of the majority world. *London and New York: Routledge*.

### **5. Social determinants of mental health and empowerment**

*Read:*

Lund, C., Docrat, S., Abdulmalik, J., Alem, A., Fekadu, A., Gureje, O., ... & Jordans, M. J. (2019). Household economic costs associated with mental, neurological and substance use disorders: a cross-sectional survey in six low-and middle-income countries. *BJPsych open*, 5(3).

Viner, R., Hargreaves, D., Varnes, L., & Heys, M. (2018). The social determinants of young people's health. *Health*.

Christens, B. D. (2012). Targeting empowerment in community development: A community psychology approach to enhancing local power and well-being. *Community Development Journal*, 47(4), 538-554.

### **6. The international development perspective: power dynamics and equity in partnerships**

*Read:*

Yeo, R., & Moore, K. (2003). Including disabled people in poverty reduction work: "Nothing about us, without us". *World Development*, 31(3), 571-590.

### **7. Global Mental Health Research – Evidence-based policy and health economics**

*Read:*

Herrman, H., Saxena, S., Moodie, R., & World Health Organization. (2005). Promoting mental health: concepts, emerging evidence, practice: a report of the World Health Organization, Department of Mental Health and Substance Abuse in collaboration with the Victorian Health Promotion Foundation and the University of Melbourne.

Johri, M., & Norheim, O. F. (2012). Can cost-effectiveness analysis integrate concerns for equity? Systematic review. *International journal of technology assessment in health care*, 28(2), 125-132.

## **8. Global Mental Health Research – case studies**

*No additional reading*

## **9. eHealth and mHealth: does it work?**

*Have a look at apps to manage depression and/or mood in Google Play Store or Apple Store*

## **10. Skills you need in the field: evidence communication for policy makers and general public**

*Useful links:*

<http://www.iconarray.com/>

<https://whatworkswellbeing.org/>

*Read:*

Lipkus, I. M. (2007). Numeric, verbal, and visual formats of conveying health risks: suggested best practices and future recommendations. *Medical decision making*, 27(5), 696-713.

## **11. Skills you need in the field: languages, networking and diplomacy**

*Interactive session*

## **12. Skills you need in the field: behavioural economics**

*Interactive session*

## **13. Careers in global health**

*Interactive session*