**PSY 543: Global rights and mental health**

**ID 543**

**Fall 2022**

15:35 – 18:15 Wednesdays, room #345

Instructors: **Dr. Elena Molchanova and Dr. Elena Kim**

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**COURSE DESCRIPTION**

We live in a globalized world. People separated by thousands of miles and millennia of history may use the same technologies, trade goods, follow the same media, share ideas, and suffer the same diseases. But we are not really all alike. We hold different beliefs; our families take different forms and so do our communities, governments and economies. Nor do we all share the same expectations and understandings of what constitutes freedom and a good life.

But there are some things about which most, or even all of us agree: no one should suffer unnecessary illness or disability and no one should be too poor to afford basic needs. Countries in the global south tend to be much poorer than those in the global north, and their health problems tend to be much more serious too. Today, some 70% of the world’s people live on less than US$5/day, and five million children aged four and under die annually, almost all from diseases that are easily prevented or cured. There has also been backsliding on human rights, women’s rights and democracy, not only in many poor countries, but also in the West.

About 20 years ago, the United Nations launched a campaign to address the massive health and wealth gap between the global north and south. Billions of dollars were raised to fund programs that aim to improve the health and economic wellbeing of people all over the world. The design of these programs was guided by the United Nations Millennium Development Goals, a set of targets for the reduction of child deaths and other serious health problems, as well as the empowerment of women and the reduction of poverty. Many of these programs have been successful. Deaths from Aids and malaria have fallen sharply as a result of simple interventions to make medicines other medical commodities available for free in poor countries. But there have also been challenges, and some programs have even done harm. Human development remains imperiled, global poverty remains severe and by some measures may actually have worsened since the new development programs began some twenty years ago.

One critique of these global development programs is that they were almost always designed by the people who paid for them, usually development agencies in the global north, and not by the intended beneficiaries. The lessons from this experiment in foreign aid are important not only for those who intend to enter the fields of global health and international development, but also for those who want to think more sensitively about individuals, societies and cultures that differ from their own, and work more effectively for a better future.

The goal of this course is to introduce you through specific case studies to key debates in international development vis-à-vis global health, human rights and mental health and examine together the processes that bring societal change in an international context. We aim at providing you with a learning space to develop practical skills related to project design, planning, and evaluation. Importantly, in this course you will learn about how to work across campuses, national borders, and differences to develop and fine-tune locally appropriate and culturally relevant solution for a public heath problem.

This course is designed jointly by scholars and educators from across OSUN - the Open Society University Network (Al Quds University, West Bank Palestine, American University of Central Asia in Kyrgyzstan, Bard College in the United States, and Eastern Technical University of Sierra Leone).  Through a series of shared readings and the group project, you will have a unique opportunity to engage with peers and professors from other OSUN campuses.

**This course was designed jointly by scholars and educators from the following Open Society University Network (OSUN) partners:**

**Al Quds University, West Bank Palestine**

**American University of Central Asia, Kyrgyzstan**

**Bard College-Annandale, United States**

**Eastern Technical University, Sierra Leone**

**LEARNING OUTCOMES**

Upon successful completion of this course, you will:

1. Understand how mental health, human rights and global health are intersecting issues.
2. Explore some key concerns, concepts and topics within international development’s approach to human rights and health, including mental health.
3. Discuss various approaches to development for global health and human rights and identify their successes and challenges.
4. Collaborate with peers from across the network to explore specific global health projects.
5. Develop practical skills in planning global health proposals, including developing theories of change (ToC), including through learning about how to receive, respond and provide constructive feedback.
6. In partnership with OSUN peers, learn about approaches to helping solve each other's global health problems through distance and individual differences as well as openness, inclusiveness and sensitivity.

*In this one semester OSUN Network Collaborative Course, students will learn how the international development system works, and will also develop program proposals to address public health challenges in other students’ countries. For example, students in Palestine will identify and then write a proposal to address key public health issues in the US, such as the US opioid crisis or skyrocketing maternal mortality; students in the US might devise a tobacco control program for the people of Kyrgyzstan, where lung disease is a major problem, and so on. Students will spend most of the semester working with their own professors, in person. All groups will meet together online four times during the semester to share progress and evaluate each other’s proposals.*

*Network Collaborative Courses are co-created by faculty across Open Society University Network institutions and are taught in collaboration at two or more partner campuses. These courses expose students to diverse perspectives through a wide range of cross-network readings, assignments, activities, and events. Network courses advance students’ understanding of discipline-specific and global issues within a local and international context.*

Through debates and discussions of shared readings and group projects, you will have a unique opportunity to engage with peers and professors from the other OSUN campuses, gain insight into the global public health, human rights and international development systems, and learn practical skills in proposal writing, debating, working collaboratively in teams and providing constructive feedback.

COURSE STRUCTURE

In this one-semester OSUN Network Collaborative course, students will learn how the international development system works, and will also develop program proposals to address public health challenges in other students’ countries. For example, students in Palestine will identify and then write a proposal to address key public health issues in the US, such as the US opioid crisis or skyrocketing maternal mortality; students in the US might devise a tobacco control program for the people of Kyrgyzstan, where lung disease is a major problem, and so on. Students will spend most of the semester working with their own professors, in person. All groups will meet together online four times during the semester to share progress and evaluate each other’s proposals.

READING MATERIALS

We will not have any textbooks for this course. Instead, each week we will provide you with reading materials which will mainly include research articles, book chapters, development reports, news articles, policy documents and videos. The materials will be made available through e-course. It is foundational that you do the readings before the class and prepare discussion questions for each of the assigned readings for each class.

EXCITING PROJECTS WE WILL DO (AKA COURSE REQUIREMENTS)

**Class discussions.** As described above, each class there will be a reading assigned to you. You will participate in class discussions about the readings for which you will prepare questions. Your participation in class will have a direct effect on the learning of the entire class. It is, therefore, expected that you will attend the class and prepare for each class.

**A group project.** Students will develop program proposals to address public health challenges in other

students’ countries. For example, students in Palestine will identify and then write a proposal to address key public health issues in the US, such as the US opioid crisis or skyrocketing maternal mortality; students in the US might devise a tobacco control program for the people of Kyrgyzstan, where lung disease is a major problem, and so on. You will be given specific guidelines on how to prepare these proposals.

**Presentation reading and facilitation of group discussion**. Each student will be assigned one reading from the list of optional readings. The student will be responsible for thoroughly studying the assigned reading, present major messages and lead a discussion with the fellow students. In addition to the presentation of the reading, you will be creating a one-page visual representation of the assigned article. This could be a digital poster, a diagram/flowchart, an infographic, a graphical abstract, etc. This visual product will be graded on the basis of the accuracy of the content and creativity. The content must include the title of the article, date of publication, name of authors, main messages, methods (if applicable), criticism/limitations and your own reflections/questions/comments. Some sources to inspire you can be found here:

For visual/graphical abstract: <https://www.elsevier.com/authors/tools-and-resources/visual-abstract>

For posters: <https://guides.nyu.edu/posters>

For flowcharts: <https://www.edrawsoft.com/template-writing-flowchart.html>

For infographics: <https://www.canva.com/learn/create-infographics/>

GRADING

Attendance and participation – 30%

Group project – 30%

Presentation of the reading -10%

Diagram/poster based on the reading-10%

Assignments - 20%

Final grades will be calculated on the basis of the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | 100 - 93 | B- | 82 - 80 | C- | 72 - 70 |
| A- | 92 - 90 | C+ | 79 - 77 | D | 69 - 60 |
| B+ | 89 - 87 | C | 76 - 73 | F | Less than 60 |
| B | 86 - 83 |  |  |  |  |

CLASS ENVIRONMENT POLICY

It is important for us to create a learning environment that supports diversity of experiences, identities, backgrounds, perspectives and opinions. Diversity that students bring to this class is a benefit, resource, and strength. We, therefore, encourage and seek to support each of you to meaningfully and confidently participate in the course and contribute to the course discussions in ways which are respectful and appreciative of diversity. If you feel excluded or not able to fully take part in class activities for any reason, please, let us know immediately via email or a written note. You are also welcome to see us individually. Please, make sure to make an appointment with us, if you plan to come outside of our office hours.

We would like to make a statement of fairness to illuminate our commitment to make every attempt to present material in an equitable and sensitive manner. However, if you feel that the material we present, the manner in which the presentation is done is degrading to any individuals on the basis of the racial or ethnic background, sexual identity, gender, social and economic status, please, talk to us about that. We tend to accept critical feedback well and will try to remedy my mistakes.

ISSUES OF GRADING

If you feel that the evaluation of your work was not fair or you noticed some scoring mistakes in your grade, you should bring these issues to our attention immediately! If your demands are reasonable, we will remedy my mistakes. After all, social psychological research demonstrates that all people are susceptible to mistakes and biases. We promise, there will be a no-risk situation for you – we will not penalize anyone who takes the time to highlight instances where you or someone else was treated unfairly. We will ensure a fair process and adjust the grade should mistakes be identified. If the grade dispute with us continues to dissatisfy you, you have the right to file a complaint to the Academic Appeals Committee. More about the appeal process can be found at https://auca.kg/en/subcom\_academic\_appeals/.

CHEATING POLICY

Plagiarism constitutes a violation of academic honesty and is prohibited in AUCA. Penalties will be imposed on any student who engages in unintentional and intentional academic dishonesty including inappropriate quoting, paraphrasing and citing of other people’s work, self-plagiarism, fabrication, cheating, and lying. Serious academic dishonesty includes buying, selling or stealing exams, bribery, forgery and fraud. For more information about academic and personal misconduct you may find in AUCA’s Student Code. If we notice that you have plagiarized, we will assign you an F in the course and inform the administration about this issue regardless of your performance in other portions of the course. We will hate to do that, but there will be no exceptions to this rule. Appeal process exists in AUCA that students are welcome to apply.

Communication with us is best via email. Please, allow at least three working days for us to respond. Please, start your email with: *Dear Elena, my name is … and I am writing to you with regards…*

**Library Help, eReserves and research tools**: https://library.auca.kg  
**Writing Center**: <https://warc.auca.kg>

**Academic Advising Office:** https://auca.kg/en/academic\_advising/  
**Psychological Counseling Services**: https://auca.kg/en/psycons/

CLASS SCHEDULE:

|  |  |
| --- | --- |
| **Week/date** | **Topic** |
| **Week 1/ Sept 7** | **Introduction. Course overview.** |
| 1. This week we will start with a short introduction to the course, discussion of the syllabus and learning about the topic of global health. 2. The second part of this class will be devoted to a discussion of a specific case in which a mental health issue, global health and human rights intersect. Video on globalization and mental health. 3. Schoolgirls for sale: <https://www.youtube.com/watch?v=0NcIGBKXMOE> 4. Karoshi: <https://www.youtube.com/watch?v=HH1_px17utk> 5. Hihikomuru: <https://www.youtube.com/watch?v=pu9Ty9fxTHE> | |
| **Week 2/ Sept 14** | **A “Big Push” for Development?** |
| **To be done before class:**  1. Read these two authors:   1. Helen Epstein, Cruel Ethiopia. The New York Review of Books. May 13, 2010. 2. Nina Munk, The Idealist: Jeffrey Sachs and the Quest to End Poverty. Signal 2013. chapters 5, 11, 13, and 24.   2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions at the beginning of the class.  **In class:**  1. Start with discussion of your pre-formulated questions about the readings.  2. In the second half of the session, you will be divided into groups to answer the following questions:   * 1. What do you understand about fighting poverty and disease?   2. What are the challenges posed by attempts at development in Uganda and Ethiopia?   3. Write your answers as one reflection paper.  4. Present to class.  Each group will be graded by their peers. This group assignment is worth **5 points.**  **5. Before the plenary students prepare a 10 minute on their country. you just met someone on a bus and you introduce your country to this person (politics, culture, environment, social)** | |
| **Week 3/Sept 21** | **Methods in International Development: The theory of change** |
| **To be done before class:**   1. Read the following three sources:    1. United Nations Development Group. THEORY OF CHANGE. UNDAF COMPANION GUIDANCE. 2015    2. UK Aid Connect: Theory of Change Guidance. 2015    3. Isabel Vogel (consultant) and Zoe Stephenson. Examples of Theories of Change. DFID EVD, July 2012   2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions at the beginning of the class.  **In class:**  During this class session, we will   1. Start with discussion of theory of change literature and address your pre-formulated questions about the readings. 2. In the second half of the session, you will be divided into groups to answer the following questions:    * 1. Which mental disorders do you think might be prevalent in AUCA?      2. How can we address this problem as an institution?      3. Develop a Theory of Change for your proposed solution.   3. Write your answers as one reflection paper.  4. Present to class. Each group will be graded by their peers. This assignment is worth **10 points**  5. Students start discussing their assignment for the online plenary the following week. They present their progress in class**.** In this assignment, you work on a 10-minute presentation about Kyrgyzstan. The presentation, though short, must cover different aspects of the country: political, economic, social, environmental, etc.  **This assignment is worth 5 points.**  **Distribute the readings for individual presentations**  Resources: <https://www2.fundsforngos.org/featured/essentials-in-proposal-writing-theory-of-change/>  https://proposalsforngos.com/what-is-a-theory-of-change-in-a-project-proposal/  Ann-Murray Brown ([2016](https://www2.fundsforngos.org/tag/2016/)). What is this thing called ‘Theory of Change’? [www.annmurraybrown.com](http://www.annmurraybrown.com/)  Harris E. (2015). An introduction to theory of change. [www.theoryofchange.org](http://www.theoryofchange.org/)  Sources for proposal writing  <https://proposalsforngos.com/parts-of-a-proposal/> | |
| **Week 4/ Sept 29** | **Online plenary with OSUN**  **Methods in International Development: The theory of change** |
| Introduce themselves. 20 minutes  Students from the different campuses will go into breakout rooms and prepare presentations on their country, its history, culture, politics and economic and social conditions. We will not discuss health issues in this class. 30-40 minutes  Break 5-10 minutes  Students will give the above presentations: one hour  Each student group will be assigned a country whose health problems it will address during the semester.  Following this plenary session, students in each campus will post weekly collective reflections on their group project progress on a Padlet. Students will also read and react to the posts from other colleges with comments, questions, clarifications, etc. A certain amount of class time will be allocated for this activity each week.  The link to the Padlet is here: <https://bardnetwork.padlet.org/elenakim/c2bf9amyie28bxi7> | |
| **Week 5/ Oct 5** | **Female Genital Cutting: A global health success?** |
| **To be done before class:**  1. Read the required materials:   1. Gerry Mackie. Ending Footbinding and Infibulation: A Convention Account. American Sociological Review. Vol. 61, No. 6 (Dec., 1996), pp. 999-1017 2. Eli Meixler. A New Study Finds 'Significant Decline' in Female Genital Mutilation in Africa. Time Magazine. November 6, 2018. <https://time.com/5447132/africa-female-genital-mutilation-decline-fgm/> 3. Edward Kwabena Ameyaw et al. Female genital mutilation/cutting in Sierra Leone: are educated women intending to circumcise their daughters? . BMC International Health and Human Rights (2020) 20:19E   2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions at the beginning of the class.  Reading for individual presentation:  Equality Now! Following Another Death From FGM In Sierra Leone, 130 Women’s Rights Groups Around The World Call On The Government To Criminalize FGM. February 1, 2022 https://www.equalitynow.org/press\_release/fgm-sierra-leone-130-womens-rights-groups-feb/  **In class:**  During this class session, we will   1. Start with discussion of theory of change literature and address your pre-formulated questions about the readings. 2. Student’s individual presentation from the optional reading list. 3. In groups to answer the following questions:    * 1. What are the pros and cons of various approaches to ending female genital cutting?      2. Come up with a proposal.      3. Use Theory of Change criteria to analyze your solution: consequences and risks.      4. Present to class. This assignment is worth **10 points.**   4. Students work on group project progress report and post their reflection on the Padlet. They write at least one comment on other colleges’ posts. This assignment is worth **5 points.** | |
| **Week 6/Oct 13** | **Global official and hidden statistics of suicides** |
| **To be done before class**  Students will present their progress so far. By now, they should have identified a list of health issues they plan to address in their target county and have a rationale for choosing which ones they want to work on. They will give presentations and receive feedback from the others. The pros and cons of using the theory of change approach will also be discussed.  How to write a proposal.   1. Read these three authors:    * 1. Stabroek News November 10, 2021 Three studies to help Guyana address ‘suicide pandemic’      2. https://www.stabroeknews.com/2021/11/10/news/guyana/three-studies-to-help-guyana-address-suicide-pandemic/      3. Stephanie Nolen. A Door-to-Door Effort to Find Out Who Died Helps Low-Income Countries Aid the Living. The New York Times. April 19, 2022      4. Ohberg, A., & Lonnqvist, J. (1998). *Suicides hidden among undetermined deaths. Acta Psychiatrica Scandinavica, 98(3), 214–218.* doi:10.1111/j.1600-0447.1998.tb10069.x      5. 10.1111/j.1600-0447.1998.tb10069.x 2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions in the beginning of the class.   Optional readings:  World Health Organization. (‎2019)‎. Suicide in the world: global health estimates. World Health Organization <https://apps.who.int/iris/handle/10665/326948>    Nathalie Oexle, Katharina Herrmann, Tobias Staiger, Lindsay Sheehan,  Nicolas Rüsch & Silvia Krumm (2018). Stigma and suicidality among suicide attempt survivors: A  qualitative study. *Death Studies*. doi: 10.1080/07481187.2018.1474286  **In class:**   1. Start with discussion of theory of change literature and address your pre-formulated questions about the readings. 2. Student individual presentation from the optional reading list. 3. In the last half of the session, you will be divided into groups to answer the following questions:    1. What are the causes of double statistics of suicides?    2. What could be done about double statistics?   In the same class session, each group will submit one reflection paper which discusses these two questions and present it to class. Each group will be graded by their peers. This assignment is worth **5 points.**   1. Students work on group project progress report and post their reflection on the Padlet. They write at least one comment on other colleges’ posts. This assignment is worth **5 points.** | |
| **Week 7/ Oct 20** | **On-line plenary session** |
| Debates  Before the class read all the material about (1) FGM and  Richards L, Richards L. The Context of Foreign Aid: Modern Imperialism. *Review of Radical Political Economics*. 1977;9(4):43-75. doi:10.1177/048661347700900404  https://journals.sagepub.com/doi/abs/10.1177/048661347700900404?journalCode=rrpa | |
| **Week 8/** **Oct 26** | **Global and local in the organization of gender violence prevention** |
| **To be done before class:**  1. Read these materials:   1. Elena Kim The Global Ruling of Local Crisis Intervention: An Institutional Ethnography of Anti-Violence Work in Kyrgyzstan. Violence Against Women. 2022, Vol. 28(2) 593–616. 2. Elena Molchanova, Sharon Horne, Elena Kim & Olga Yarova (2017): Hybridized Indigenous Healing in the Kyrgyz Republic: Helping Survivors of Violence, Women & Therapy, 3. A theory of change for tackling violence against women and girls. DFID. How to note. Undated. 4. Bassam Abu Hamad. No One Should Accept a Miserable Life Like That!': Exploring the drivers of and entry points for reducing violence against adolescent refugees in Gaza. [Adolescents in Humanitarian Crisis](https://www.taylorfrancis.com/books/mono/10.4324/9781003167013/adolescents-humanitarian-crisis?refId=054088c0-07e9-4140-9543-2cfffe7de9f4&context=ubx). Routledge 2021.   2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions at the beginning of the class.  **Optional readings:**  Presler-Marshall, E., Abu Hamad, B., Youssef, S., Jones, N., Baird, S. and Małachowska, A. (2021) Adolescents in protracted displacement: exploring risks of age- and gender-based violence among Palestine refugees in Jordan, Lebanon and the State of Palestine. Report. London: Gender and Adolescence: Global Evidence.  Bassam Abu Hamad et al. ‘No One Should Be Terrified Like I Was!’ Exploring Drivers and Impacts of Child Marriage in Protracted Crises Among Palestinian and Syrian Refugees. The European Journal of Development Research. 26 July 2021.  Rita Giacaman. Reflections on the meaning of resilience. Journal of Public Health 2019. Pp 1-5  **In class:**  1. Start with discussion of your pre-formulated questions about the readings.  2. Guest lecture: Asel Myrzabekova, USAID Coordinator of Women’s Crisis Centers.  3. Write a reflection paper on how ideas from your readings related or did not relate to the guest speaker’s talk. **This is worth 10 points.**  4. Students work on group project progress report and post their reflection on the Padlet. They write at least one comment on other colleges’ posts. This assignment is worth **5 points.** | |
| **Week 9/Nov 2** | **Hidden harms for mental health associated with COVID-19** |
| **To be done before class:**  1. Read these materials:   1. Cisneros, I. E., & Cunningham, K. A. (2021). Covid-19 interface with drug misuse and substance use disorders. Neuropharmacology, 198, 108766. doi:10.1016/j.neuropharm.2021.108766   10.1016/j.neuropharm.2021.108766   1. Abdul Mannan Baig (2022). Counting the neurological cost of COVID-19. Nature Reviews Neurology   DOI: 10.1038/s41582-021-00593-7. https://www.nature.com/articles/s41582-021-00593-7.pdf  2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions at the beginning of the class.  **In class:**   * + - 1. Start with discussion of your pre-formulated questions about the readings.       2. Student individual presentation from the optional reading list.       3. In the second half of the session, you will be divided into groups to answer the following questions:   1. What do you understand about linkages between substance abuse and COVID-19?   2. What are the neurological costs of COVID-19?   3. Write your answers as one reflection paper.  4. Present to class. Each group will be graded by their peers. This assignment is worth **5 points**  5. Students work on group project progress report and post their reflection on the Padlet. They write at least one comment on other colleges’ posts. This assignment is worth **5 points.**  **Optional readings:**  European Monitoring Centre for Drugs and Drug Addiction (EMCDDA). Impact of COVID-19 on drug markets, use, harms and drug services in the community and prisons. Luxembourg: Publications Office of the European Union, 2021 https://www.emcdda.europa.eu/system/files/publications/13745/TD0321143ENN\_002.pdf  Rogers JP, Chesney E, Oliver D, Pollak TA, McGuire P, Fusar-Poli P, Zandi MS, Lewis G, David AS. Psychiatric and neuropsychiatric presentations associated with severe coronavirus infections: a systematic review and meta-analysis with comparison to the COVID-19 pandemic. Lancet Psychiatry. 2020 Jul;7(7):611-627. doi: 10.1016/S2215-0366(20)30203-0. Epub 2020 May 18. PMID: 32437679; PMCID: PMC7234781.  **Complementary readings on Ebola:**  Paul Farmer. Fevers, Feuds and Diamonds. Farrar Straus and Giroux. 2021 pages 7-14, 40-45, 271-278 and 447-467  Helen Epstein. Ebola in Liberia: an epidemic of rumors. The New York Review of Books. November 2014.  Helen Epstein. Liberia: The hidden truth about Ebola. The New York Review of Books. October 27, 2014.  Anonymous. The Consequences of Ignoring Politics: Violence against Ebola Responders in the DR Congo. Manuscript in preparation. | |
| **Week 10/Nov 10** | Online plenary session |
| Progress report | |
| **Week 11/Nov 18** | **Mental Health Across Borders** |
| **To be done before class:**  1. Read these materials:   1. Ethan Watters “The Shifting Mask of Schizophrenia in Zanzibar”. In: Crazy like us. The Globalization of the American Psyche”. Free Press 2010 2. Antonio Maturo. "Bipolar disorder and the medicalization of mood: an epidemics of diagnosis?" In *Understanding Emerging Epidemics: Social and Political Approaches*. Published online: 08 Mar 2015; 225-242. <http://dx.doi.org/10.1108/S1057-6290(2010)0000011016>   2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions at the beginning of the class.  **In class:**  1. Start with discussion of your pre-formulated questions about the readings.  2. Student individual presentation from the optional reading list.  3. In the second half of the session, you will be divided into groups to answer the following questions   * 1. What do you understand about globalization of psychological disorder?   2. How a psychological diagnosis can be an epidemic?   4. Write your answers as one reflection paper.  5. Present to class.  Each group will be graded by their peers. This assignment is worth **5 points**  6. Students work on group project progress report and post their reflection on the Padlet. They write at least one comment on other colleges’ posts. This assignment is worth **5 points.**  **Optional readings**   1. Drew, N., Funk, M., Tang, S., Lamichhane, J., Chávez, E., Katontoka, S., … Saraceno, B. (2011). *Human rights violations of people with mental and psychosocial disabilities: an unresolved global crisis. The Lancet, 378(9803), 1664–1675.* doi:10.1016/s0140-6736(11)61458-x 2. Van Leeuwen, M. E., & Harte, J. M. (2015). *Violence against mental health care professionals: prevalence, nature and consequences. The Journal of Forensic Psychiatry & Psychology, 28(5), 581–598.* doi:10.1080/14789949.2015.1012533   10.1080/14789949.2015.1012533 | |
| **Week 12/Nov 24** | **Mental Health Across Borders** |
| **To be done before class:**  1.Read these materials:   1. Ethan Watters. The Mega-Marketing of Depression in Japan. Chapter 4 in “Crazy Like Us: The Globalization of the American Psyche”. Free Press 2010 2. Elena Molchanova. Culturally Shaped Manifestations of PTSD in Kyrgyzstan. In Comprehensive Guide to Post-Traumatic Stress Disorder. Springer International Publishing Switzerland 2015   2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions at the beginning of the class.  **In class:**  1. Start with discussion of your pre-formulated questions about the readings.  2. Student individual presentation from the optional reading list.  3. In the second half of the session, you will be divided into groups to answer the following questions:   * 1. What does marketing of depression Japan tell us about the globalization of American disease?   2. What does culture have to do with expressions of diagnosis such as the PTSD?   4. Write your answers as one reflection paper.  5. Present to class. Each group will be graded by their peers. This assignment is worth **5 points.**  6. Students work on group project progress report and post their reflection on the Padlet. They write at least one comment on other colleges’ posts. This assignment is worth **5 points.**  **Optional readings**   1. Elena Molchanova Interdisciplinary Approach to Understanding of the Epidemic of Functional Neurological Symptoms among Adolescent Girls from Migrants’ Families in Northern Kazakhstan. Mental Health in Family Medicine (2017) 13: 608-614 2. Ng, K. H., Agius, M., & Zaman, R. (2013). The global economic crisis: effects on mental health and what can be done. *Journal of the Royal Society of Medicine,* 106(6), 211–214. doi:10.1177/0141076813481770 | |
| **Week 13/Nov 30** | **Digital mental health: is this a problem or a solution to a global mental health crisis?** |
| **To be done before class:**  1. Read these materials:   1. Rudd BN, Beidas RS (2020) Digital Mental Health: The Answer to the Global Mental Health Crisis? *JMIR Ment Health* 2020;7(6):e18472 doi: [10.2196/18472](https://doi.org/10.2196/18472) 2. Roland J, Lawrance E, Insel T, Christensen H. The digital mental health revolution: Transforming care through innovation and scale-up. In: *Doha, Qatar: World Innovation Summit for Healt*h, 2020. ISBN: 978-1-913991-00-5   2. Formulate at least two questions for each reading to discuss in class. You will turn in your questions at the beginning of the class.  **In class:**   * + - 1. Start with discussion of your pre-formulated questions about the readings.       2. Student individual presentation from the optional reading list.       3. In the second half of the session, you will be divided into groups to answer the following questions:   1. What do you understand about the global mental health crisis?   2. What are the challenges to innovations in the digital health revolutions?   4. Write your answers as one reflection paper.  5. Present to class.  Each group will be graded by their peers. This assignment is worth **5 points**  6. Students work on group project progress report and post their reflection on the Padlet. They write at least one comment on other colleges’ posts. This assignment is worth **5 points.**  **Optional readings:**   1. Vidal-Alaball, J., Acosta-Roja, R., Pastor, N., Sanchez, U., Morrison, D., Narejos, S., … Salvador, A. (2020). *Telemedicine in the face of the COVID-19 pandemic. Atención Primaria.* doi:10.1016/j.aprim.202 2. Teo AR, Gaw AC. Hikikomori, a Japanese culture-bound syndrome of social withdrawal?: A proposal for DSM-5. J Nerv Ment Dis. 2010 Jun;198(6):444-9. doi: 10.1097/NMD.0b013e3181e086b1. PMID: 20531124; PMCID: PMC4912003. | |
| **Week 14/Dec 1** | Plenary session |
| Final presentations | |

**App.1**

**Format for final reports for OSUN Solving Each Other’s Public Health Problems**

Final reports should be about 10-12 pages long, and reference research data, examples of other projects and their results, and media articles to build a case for support.

The report should contain the following sections:

**Introductio**n—a brief (few paragraphs) summary of the entire report. This should be written last, and will include a Project Rationale, meaning a clear statement of the problem, a brief summary of relevant information about the region, community, and resources available, the goals, objectives and methods of the project and the expected outcomes.

The rest of the proposal will include a discussion of the goals, objectives, strategies, activities and outcomes of the project.

**The goals** give direction to the project, but it is understood that they will be broad, shared by others and not necessarily achievable. Examples of goals include ending child labor or housing earthquake victims. It is typically impossible to achieve the overall goal of a project, but the project is expected to contribute to reaching the goal.

The goal is divided into specific objectives that are measurable, achievable and time-bound. Unlike goals, objectives must be achieved by the project. Examples of project objectives might be to reduce by 25% the number of girls under age 16 working in carpet factories in a particular city, to increase school attendance by 25% in a particular area within one year, or to increase the understanding of the risks of child labor among 50% of parents in a particular country.

Strategies are broad concepts or approaches to achieving the goals and objectives, such as raising awareness, delivering services, lobbying governments to create better laws and so on.

Project strategies can include:

Activities refer to what specifically will be done, such as holding workshops, training people, creating media campaigns, holding counseling sessions, distribute medicines or other health commodities….

**Risks**

What risks do the authors of the proposal foresee in implementing this project, and how will those risks be mitigated?

**Monitoring and Evaluation strategy** explains how the project will be managed to ensure the activities are being carried out properly and not having unintended effect. Evaluation is designed to assess the relevance, effectiveness, efficiency and impact of activities with respect to the objectives.

**Outputs** are immediate results achieved soon after the completion an activity. For example, in a project training locals on human rights, the output might be “20 community workers trained in basic human rights concepts.”

**The outcomes** are the results achieved after a period of time. These are the short-term effects of the immediate outputs. If after some time a change occurs because of the project activity, it can be called an outcome. For the above example, the outcome might be: “the participants used their training to inform other community members about their human rights.”

**The impact** is the long-term result that is expected to come about because of the activities undertaken in the project. For the above example, the impact of the project might be that one year later, the whole community is aware of human rights issues and in the next election the community largely voted against a leader with a history of human rights violations.

**Budget**

Who will pay, and how much it will cost.