Course Title

Critical perspectives on mental health and well-being in the 'global south'

Course Code: PGSP11377

Semester 1: Friday, 11:00 – 13:00.
Sydney Smith LT - doorway 1 - Medical School, Teviot (Room Number: 2.520)

Course Organiser

Dr. Sumeet Jain
Room: 2.30, Chrystal Macmillan Building
Tel: 0131- 651 1463
Email: sumeet.jain@ed.ac.uk
Guidance and Feedback Hours: by prior appointment

Course Secretary

Morag Wilson
Graduate School Office
Room 1.20, Chrystal Macmillan Building
Pgtaught.sps@ed.ac.uk

Short Description

This course has two aims: to provide students with an understanding of key theoretical, conceptual and policy debates related to mental health and well-being in the 'global south' and to examine how these debates shape public health and development interventions that address mental health and well-being. The course draws on interdisciplinary perspectives integrating relevant knowledge from cultural psychiatry, medical anthropology, development studies, public health, and social work. Teaching will make use of case studies of innovative programmes, national and international policy reports, and ethnographic data from diverse contexts.

Summary of Intended Learning Outcomes

By the end of the course, students will:
1) Have a critical understanding of the historically and culturally contextualized nature of ‘mental health’, ‘well-being’ and related concepts.

2) Demonstrate conceptual understandings of how cultural and social factors shape mental health and well-being in the ‘global south’.

3) Be able to critically engage with current policy and academic debates on ‘local’ and ‘global’ approaches to addressing mental health and well-being.

4) Apply knowledge to critically analyse innovative policies and practice that address mental health and well-being in the ‘global south’.

Teaching
The course consists of one two-hour session a week for the whole of the First Semester. These sessions involve a mixture of lectures (including some ‘guest-lectures’), class discussions, participatory exercises and student presentations. A class plan will be uploaded on LEARN a week before each session providing details of the session. Slides will be uploaded in advance in accordance with University expectations.

Sessions are divided into three blocks. The first block (sessions 2-4) will develop conceptual perspectives to help students assess the relevance, scope and importance of mental health and well-being. This will focus on a culturally contextualized exploration of key concepts including 'mental health', 'well-being' and 'mental illness', consideration of the social and cultural determinants that shape both mental health & well-being, and cross-cultural perspectives on illness experience.

The second block (sessions 5-7) will deploy these conceptual understandings to analyse and critique policy efforts to internationalize and globalize ideas about mental health, drawing on research and policy material from specific regions. These sessions will trace the emergence of the 'global mental health' movement, analyse the spread and usage of psycho-pharmaceuticals and consider the relationships between mental health, well-being and development.

The third block (sessions 8-10) will discuss ways of addressing mental health and well-being through the use of relevant case studies from a variety of regional contexts. These sessions will develop critical perspectives on the relationship between 'community' and 'mental health' in national and international mental health policies and programmes, issues in humanitarian and conflict settings, working with marginal and stigmatized populations, the potential for innovations grounded in local concerns and 'community participation' and consider the role of human rights and service-user/ ‘survivor’ movements in globalizing mental health.
Assessment
The course is assessed by the following:

- 20% of the course grade will be awarded for a video presentation or a blog post on a specified topic to be delivered in a specific week. These will be based on analysis of case studies, policy documents, class readings or research articles. Details on the presentations and a sign up sheet will be provided in the first session and on LEARN.

- 80% for a 3,000-word essay on a topic related to the course themes due by 12 noon, Monday 12th December, 2017.
  
  o It is advisable that you discuss your essay topic with the course organiser.

  o Students have the option of submitting an essay plan to the course convener for feedback. This should be submitted by October 31st, 2017 at the very latest by email to the course organiser. Earlier submission is advisable to facilitate discussion on the proposed topic.

All assessed course work must be submitted electronically.

Readings
Each session description includes key and further readings. It is expected that students will come prepared to discuss key readings during the session. The reading lists are intended to provide a resource for you to explore particular topics of interest. The course convener is happy to meet students to discuss additional readings.

Journal articles can be procured through the library DiscoverED. See: http://www.ed.ac.uk/information-services/library-museum-gallery

Most books have been placed in the HUB at the Main Library or are available as e-books. A URL has been provided for reports/books that are available freely online.

Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results.
Feedback for coursework will be returned online via ELMA on 11/01/2018.

If there are any unanticipated delays, it is the Course Organiser’s responsibility to inform you of the reasons.

For Assessment requirements you should consult the Taught MSc Student Handbook 2017-18. This is available on Learn.

http://www.sps.ed.ac.uk/gradschool/current_students/taught_msc_students

Requirements included are:
• Coursework submissions
• Extension request
• Penalties

External Examiner

The external examiner for the course is Dr Arnar Arnason, University of Aberdeen
**Course overview**

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**Block 1: Conceptualizing mental health and well-being**

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**Block 2: Globalizing mental health – research and policy**

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**Block 3: Addressing mental health and well-being – practice in diverse settings**

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<th>Psycho-pharmaceuticals and global mental health (Dr Stefan Ecks)</th>
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Introduction
Policy makers increasingly view mental health and well-being as an important public health and social policy issues. Yet academic and popular ideas about ‘mental health’ and ‘well-being’ remain contested. This session introduces key concepts and debates that will shape discussions during the course. What do we mean by ‘mental health’ and ‘well-being’? Are these relevant concepts for understanding ‘suffering’ across cultures? How are these concepts deployed in global public health initiatives? What are the difficulties with current global policies?

Key Readings


Background Reading (particularly for those without Medical Anthropology backgrounds)


Further Reading


Block 1: Conceptual understandings of mental health and well-being

Week 2 (September 29th)

**Why is culture important to conceptualizing ‘mental health’ and ‘mental illness’?**

Debates about culture and depression and the prognosis of schizophrenia in the ‘developing world’ have highlighted both the culturally constructed nature of psychiatric categories as well as the challenges of applying these categories cross-culturally. This session examines these two debates and discusses their implications for addressing ‘mental distress’ in the ‘global south’.

**Key Readings**


**Further Reading**


**Week 3 (October 6**th**)**

**Subjectivity, language and experience: cross-cultural perspectives on 'local' and ‘psychiatric’ categories**

This session follows on the previous session to consider how ‘distress’ is understood and addressed cross-culturally by individuals, families and communities. Specifically, we will consider: a) theoretical ideas and research on ‘local’ concepts and categories; b) the inter-play between ‘local’ and ‘psychiatric’ categories in clinical and community settings, c) examples of innovative research and mental health programmes that address local perspectives on ‘distress’ and ‘mental health’.

**Key Readings**


Either:


OR


**Further Reading**
Alarcón, Renato D.; Bell, Carl C.; Kirmayer, Laurence J.; Lin, Keh-Ming; Üstün, Bedirhan; Wisner, Katherine L.. *Beyond the funhouse mirrors: Research agenda on culture and psychiatric diagnosis*. In: Kupfer, David J. (Ed); First, Michael B. (Ed);


**Week 4 (October 13th)**
Social & cultural determinants of mental health and well-being
This session explores socio-economic factors that shape mental health in the ‘global south’. We will consider a) debates about the relationships between mental health, marginality and poverty; b) how social inequalities shape mental health and well-being; and c) the potential of innovative approaches to addressing social determinants of mental health.

Key Readings


Further Reading


Block 2: Globalizing mental health – research and policy

Week 5 (October 20th)

Mental health, well-being and development: (how) are they related?
International organizations such as the WHO are promoting the idea of integrating mental health and well-being into development programming. This session discusses a) the ideas about ‘development’ that shape these initiatives; b) their potential impact on mental health and well-being of communities; and c) alternative approaches to addressing the link between mental health and development.

**Key Readings**


**Further Reading**


**Week 6 (October 27th)**

**Human rights, advocacy and service user movements: global perspectives**
Key Readings


OR


Visit the following websites and access resources from here:

World Network of Users and Survivors of Psychiatry [http://www.wnusp.net/](http://www.wnusp.net/)


European Network of (ex)users and Survivors of Psychiatry [http://www.enusp.org/](http://www.enusp.org/)

Mental Health Worldwide [www.mentalhealthworldwide.com](http://www.mentalhealthworldwide.com)

PANUSP - a user/survivor group in South Africa [www.panusp.org](http://www.panusp.org)

Further Reading


Minkowitz, T. and Dhanda, A. (Eds) (2006). *First person stories on forced interventions and being deprived of legal capacity*. World Network of Users and Survivors of Psychiatry, and Bapu Trust. (this may be hard to get hold of, but definitely worth a look if possible).


### Week 7 (November 3rd)

‘Global mental health’ and critiques: linking ‘evidence’, policy and community mental health

**Key Readings (to be confirmed)**


**Further Readings**

Read, U. (2012). "I want the one that will heal me completely so it won't come back again": The limits of antipsychotic medicine in rural Ghana'. Transcultural Psychiatry, 49, 438-460.

Skultans, V. (2003). From damaged nerves to masked depression: Inevitability and hope in Latvian psychiatric narratives. Social Science and Medicine, 56, 2421–2431.


Block 3: Addressing mental health and well-being – practice in diverse settings

Week 8 (November 10th)

Mental health and well-being in areas of conflict

Required Reading


Additional Readings


**Week 9 (November 17th)**

**Psycho-pharmaceuticals and Global Mental Health (Dr Stefan Ecks)**

**Readings**

Will be placed on learn.

**Week 10 (November 24th)**
Mental health and stigma in marginal populations
This session examines the complex relationship between mental health and stigma. A central aim of the session will be to interrogate dominant approaches to understanding and addressing stigma within the psychiatric and ‘global mental health’ literature. The session will draw on ethnographic studies from various locales to illustrate the contribution of ethnographic methods to developing a contextualized understanding of mental health related stigma.

Key Reading


Further Reading


