

Sherrilea Sherrill
Abnormal Psychology Instructor
Gaston College

Course to be Globalized: Abnormal Psychology (PSY-281)

Course Description: Abnormal Psychology

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

Description of Latin American Module

This module will focus specifically on the people and cultures of Latin America. Students will explore the social, historical, political, economic, geographical, and cultural and religious forces that contribute to mental health issues in Latin America. Although significant preventative and treatment efforts have been made to address mental health issues in Latin America, many Latin American individuals continue to suffer from mental illness without treatment. Further adding to this is the prevalence of social stigma that impedes the likelihood that people will seek help when needed. This module plans to utilize a multidisciplinary approach to developing an understanding these issues, while also exposing students to a variety of educational technologies.

Global Learning Outcomes for Latin American Module

- Students will conduct a multidisciplinary investigation to determine barriers to mental health prevention and treatment.
- Students will compare and contrast the United States with Latin America in terms of epidemiological rates of mental illness, the availability and utilization of mental health services, and the prevailing sociocultural attitudes about mental illness and treatment.
- Students will explore geographical and economic factors that might impede the availability and use of mental health services.
- Students will examine the historical, cultural and religious contributions that impact the prevalent belief systems held by individuals in Latin America.

General Assessment of Students' knowledge: Pre-test (worth 10 points) and Post-test (worth 40 points)

The pretest will be given during the first day of class, and the post-test during the last day/ final exam period. Students will be instructed to answer the following open-ended questions without using notes or any other resources (including the internet).

- 1.) Have you ever visited or lived in a Latin American country? If yes, please describe / explain in 2-4 sentences. (pretest only)
- 2.) Write down 5-10 facts that you know about Latin America (in general).
- 3.) Make a list of all of the countries that belong to Latin America.
- 4.) List 10-20 specific issues or factors that you believe might impact or contribute to problems with the causes, diagnosis and treatment of mental illness in Latin America.

See grading Rubric at the end of this document.

NOTE: It is predicted that student performance will improve greatly from pre-test to post-test.

GLOBAL LEARNING ACTIVITY 1: *Virtual Field Trip - Exploring Latin America.*

Objective: Students will be able to explain and discuss the geographical and economic considerations that may influence individuals' ability, or lack of ability, to access mental illness information or treatment. Students will gain a deeper understanding of the factors that impact the prevalence of mental illness in Latin America. Students will also learn about a technological tool, Google Earth, which can then be used to further their global knowledge.

Procedure: This exercise will take place during the first/second week of class. The instructor will show students how to use Google Earth (through 'tour videos') to explore a variety of regions in Latin America. We will attempt to discern what economic and geographical barriers might exist that could have an impact on mental illness. This activity will follow an in-class lecture on how psychosocial and environmental problems might impact the diagnosis, treatment, and prognosis of mental illness. We will have a class discussion in which students will compare and contrast various locations within the United States and Latin America concerning the following:

- Socioeconomic status, specifically poverty
- Rural vs Urban impact on accessibility of treatment
- Geographical barriers (mountain ranges, jungle terrain, lack of roadways, etc.)
- Locations and availability of treatment facilities

Through this discussion, students will be able to identify and discuss the similarities and differences between the United States and Latin America in respect to this topic. Students will address the following issues: housing problems (homelessness, inadequate or unsafe housing), economic problems (extreme poverty, inadequate or nonexistent welfare support, lack of transportation, etc.), psychosocial problems (unavailability of mental health services, lack of familial empathy or support in regards to mental illness), and educational issues (illiteracy, lack of mental health education or resources), etc.

Follow-up Assignment and Assessment (worth 20 points)

Following this activity, students will write a 1-2 page journal entry (the first of five completed during the course) which will include: 1.) Possible ways to address the barriers that exist in Latin America, 2.) A personal response and reflection on what it was like to visually explore the Latin American regions and how it compared to their expectations.

Resources

www.google.com

GLOBAL LEARNING ACTIVITY 2: *Understanding Latin America Culture*

Objective: Students will be able to explain and discuss the cultural issues that may influence the experience of having and obtaining treatment for a mental illness in Latin America. As students investigate this, they will also explore and challenge any ethnocentric beliefs and attitudes they might possess. Students will gain a deeper understanding of and be able to discuss the global factors that impact the experience of mental illness in Latin America.

Procedure: Students will read excerpts from the resources listed below to prepare for the in-class discussion this activity will involve. The following videos will be watched in class during the second week of class to introduce students to understanding culture in Latin America, and to explore and challenge their own existing beliefs about Latin America. We will discuss the stereotypes and assumptions that might exist for people who are not truly knowledgeable about the many cultures of Latin America. Students will discuss the similarities and differences between cultures in Latin American countries and the United States. Students will then explore how the lack of understanding about a culture might impact mental illness education, diagnosis, and treatment.

Latin American Myths. (1.43 minutes).

www.youtube.com/watch?v=1yZ6C2FXaUs&feature=youtu.be

Understanding the Global Community, Latin American Identity, Part I & II. (15.09 & 11.15 minutes)

Part I: www.youtube.com/watch?v=1O1aPB2Ifd8&feature=youtu.be

Part II: www.youtube.com/watch?v=pVeJbBy1UGY&t=164s

Follow-up Assignment and Assessment (worth 20 points)

Following this activity, students will write a 1-2 page journal entry (the second of five completed during the course) discussing what they learned from the videos, and a personal response and self-reflection in which they address the following: 1.) Reflect on how the information presented in the videos may have challenged their beliefs about Latin American culture, and 2.) Why they believe it is important to understand and consider culture when addressing issues related to mental illness.

Resources

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

Hatala, A. R., Waldram, J. B. & Caal, T. (2015). Narrative Structures of Maya Mental Disorders. *Culture, Medicine and Psychiatry*, 39 (3), pp. 449-486.

Marsella, A. J. & Kameoka, V. A. (1989). Ethnocentric issues in the assessment of psychopathology. In S. Wetzler (Ed.), The Clinical practice series, No 8. Measuring mental illness: Psychometric assessment for clinicians (pp. 231-256). Arlington, VA, US: American Psychiatric Association.

Mezzich, J. E. (2002). Culture and Psychiatric Diagnosis: A DSM-IV Perspective. American Psychiatric Publishing.

GLOBAL LEARNING ACTIVITY 3: *Focus on Poverty as a Factor in Mental Illness.*

Objective: Students will be able to explain and discuss how poverty influences the experience of having a mental illness, as well as access to mental health information or treatment. Students will gain a deeper understanding of the global economic factors that impact the mental health in Latin America.

Procedure: During the third/fourth week of the semester, students will watch a series of three videos in class after reading excerpts from the resources listed below. After watching the videos, the students will discuss the potential impact of poverty on the development and maintenance of mental illness, as well as how it might serve as a barrier to mental illness treatment.

Chronic Poverty in Latin America. This is the first of three videos students will watch in class about poverty in Latin America. (1.27 minutes) The video is in Spanish with English subtitles.

www.youtube.com/watch?v=CIAiSKIHEGE&feature=youtu.be

This is What Poverty Looks Like in Latin America. This is the second of three videos students will watch in class about poverty in Latin America. (3.22 minutes) The video is in Spanish with English subtitles.

www.youtube.com/watch?v=ag-xzt3YA74&feature=youtu.be

Rural Poverty – In Their Own World: Guatemala. This is the third of three videos students will watch in class about poverty in Latin America. (3.22 minutes) The video is in Spanish with English subtitles.

www.youtube.com/watch?v=BYPPh_ZmjdmI&feature=youtu.be

Follow-up Assignment and Assessment (worth 20 points)

Following this activity, students will write a 1-2 page journal entry (the third of five completed during the course) about what they learned from the videos, and they will also complete a personal response and self-reflection in which they 1.) Reflect on how the information presented in the videos may have challenged their beliefs about Latin American culture, and 2.) Why they believe it is important to understand and consider culture when addressing mental health issues.

Resources

Burns, J. K. 2015). Poverty, inequality and a political economy of mental health. *Epidemiology and Psychiatric Sciences*, 24 (2), pp 107-113.

Lund, C. (2015). Poverty, inequality and mental health in low-and middle-income countries: time to expand the research and policy agendas. *Epidemiology and Psychiatric Sciences*, 24 (2), pp. 97-99.

Saraceno, B., Van Ommeren, M., Batniji, R., Cohen, A., Gureje, O., Sridhar, D. & Underhill, C. (2007). Global Mental Health 5: Barriers to improvement of mental health services in low-income and middle-income countries. *Lancet*, 370, pp. 1164-1174.

GLOBAL LEARNING ACTIVITY 4: Focus on Global Physical and Mental Health Issues.

Objective: Students will develop the ability to discuss issues related to global physical and mental health issues. Students will gain a deeper understanding of issues related to the decentralization of mental health services and the lack of strong government advocates in many Latin American countries. Students will also explore the various initiatives that exist to address the mental health services issues.

Procedure: During the seventh/eighth week of the semester, students will watch the following two videos in class after reading excerpts from the resources listed below. After watching the videos, the students will discuss the history and evolution of mental health efforts by various agencies. Students will also discuss the issues and barriers mentioned in the videos and how they are similar to and/or different from barriers found in the United States. The in-class activity will conclude with a discussion about the current efforts being made by various agencies to address mental health issues in Latin America and around the world.

[World Bank: 50 million people in Latin America Suffering from Disability](#). In this video, correspondent Michelle Begue tells Yolanda Palacios' story. The mother of a severely autistic son, Palacios started a foundation in Quito, Colombia to provide more opportunities for children living with disabilities. (7.01 minutes)

[www.youtube.com/watch?v=fTUauFnlyGw&feature=youtu.be](#)

[World Health Organization Video on the Mental Health Gap Action Program](#). This video provides an overview of one of the outreach programs that has been started, and the mental health issues that it has dealt with in various areas around the world. (7.18 minutes)

[www.youtube.com/watch?v=G4hJGX0jiLA&feature=youtu.be](#)

Follow-up Assignment and Assessment (worth 20 points)

Students will write a 1-2 page journal entry (the fourth of five completed during the course) which will include: 1.) a brief synopsis of the readings assigned for this activity, and 2) their personal response to the videos.

Resources

Palmer, G. J., Palmer, R. W. & Payne-Borden, J. (2012). Evolution of Counseling in Jamaica: Past, present and future trends. *Journal of Counseling and Development*, 90 (1) pp 97-101.

Paniagua, F. A. & Yamada, A. M (Ed) (2000). Handbook of Multicultural Mental Health: Assessment and Treatment of Diverse Populations, 2nd Ed. Elsevier / Academic Press, San Diego, California.

Saxena, S., Thornicroft, G., Knapp, M. & Whiteford, H. (2007). Global Mental Health 2 Resources for mental health: scarcity, inequality and inefficiency. *Lancet*, 370, pp. 878-889.

Yasamy, M. T., Maulik, P. K., Tomlinson, M., Lund, C., Van Ommeren, M., et al. (2011). Responsible governance for mental health research in low resource countries. *PLoS Med* 8 (11).

GLOBAL LEARNING ACTIVITY 5: Focus on Religious Attitudes and Mental Illness.

Objective: Students will be able to explain and discuss how spiritual and religious beliefs influence individual attitudes about mental illness. Students will gain a deeper understanding of how these beliefs might influence people's willingness to seek treatment as well as the type of treatment sought. Students will also develop insight into the importance of multicultural training as essential in the training of mental health professionals.

Procedure: During the ninth/tenth week of the semester, students will watch the following video in class after reading excerpts from the resources listed below. After watching the video, the students will discuss the similarities and differences of how spiritual and religious beliefs can play a part in an individual's attitudes about mental illness and its treatment. .

Differentiating Spiritual Experiences from Mental Disorders. Prof. Alexander Moreira-Almeida, MD, PhD is Associate Professor of Psychiatry at the Federal University of Juiz de Fora School of Medicine (UFJF) and Founder and Director of the Research Center in Spirituality and Health, Brazil. He discusses how to assess the differences between true diagnostic symptoms of mental illness and cultural, religious or spiritual experiences that are not rooted in mental illness (7.04 minutes). After watching this video in class, students will discuss the challenges that mental health professionals face if not fully understanding of the cultural and religious beliefs and experiences of the indigenous Latin American citizens.

www.youtube.com/watch?v=nf5iyI0Z7w&feature=youtu.be

Follow-up Assignment and Assessment (worth 20 points)

Following this activity, students will write a 1-2 page journal entry (the last of five completed during the course) which will include: 1.) a brief synopsis of the readings assigned for this activity, 2) their personal response to the video, and 3.) their personal reflection of the importance of multicultural training for mental health professionals.

Resources

Giampieri, D. (2017). Stigma vs. Stigma: The difference of stigma on mental health between Argentines and Americans. *University Honors Thesis*, Paper 392.

Jacob, K. S & Patel, V. (2014). Classification of mental disorders: a global mental health perspective. *Lancet*, 383 pp. 1433-1435.

Mora, M. D. (2013). Beliefs and attitudes towards seeking mental health services among Latinas: A grounded Theory Study. Dissertation

Moreno, O. & Cardemil, E. (2013). Religiosity and Mental Health Services: An exploratory study of help seeking among Latinos. *Journal of Latina/o Psychology*, 1(1), pp. 53-67.

Peluso, E. P & Blay, S. L. (2004). Community Perception of mental disorders: A systematic review of Latin American and Caribbean studies. *Social Psychiatry*, 39 pp. 955-961.

Vogel, D. L., Wade, N. G. & Hackler, A. H. (2007). Perceived public stigma and the willingness to seek counseling: The mediating roles of self-stigma and attitudes toward counseling. *Journal of Counseling Psychology*, 54(1), pp. 40-50.

GLOBAL LEARNING ACTIVITY 6: Live Binder Final Project

Objective: Students will learn to utilize the Live Binder program to organize and present information that they will gather throughout the semester about their assigned Latin American country. Students will be able to investigate and identify factors that influence mental illness in their assigned country.

Procedure: Students will be assigned a specific Latin American country to investigate for their final project. Throughout the semester, students will gather information related to their country and organize the information in the Live Binder platform. Students will demonstrate how the information included provides a foundation for understanding the factors related to mental illness in their assigned country. Students will utilize the online resources provided to create their Live Binder and to share it with their classmates.

The Live Binder will include the following:

- an introduction page with the name of and a map of their country
- a tab that includes general demographic information about their country
- at least 3 tabs that contain pertinent information about any of the following areas that they have found to impact the status of mental health in their assigned country: cultural, geographical, religious, economic, or political
- Each tab must contain web links to at least two (2) documents, at least two (2) symbolic pictures, and at least one (1) video link
- A final tab must include two components: 1.) an essay of no less than 500 words of how the factors they explored have an impact on the status of mental health in their country, and 2.) a personal reflection on the globalized component of this course.

Assessment: Presentation and Review of their Live Binder (100 points)

Student grades will be calculated using the Live Binder Final Project rubric. Part of each student's grade will come from participating in a peer review of the Live Binder presentations.

Additional Resources

Live Binders Website: www.livebinders.com

What is Live Binders? www.youtube.com/watch?time_continue=28&v=dM-FgpyVoJU

How To Make and Use Live Binders (Instructional Videos):

Live Binder Tutorial 1: The Set Up. <https://www.youtube.com/watch?v=7RoqBnJ47IM>

How to Use Live Binders in 7 Minutes. <https://www.youtube.com/watch?v=ChQmwV9sbf4>

How to Insert an Image in a Text Frame. <https://www.youtube.com/watch?v=piuf3UtNm04>

Tutorials Offered by Live Binders. <https://www.livebinders.com/welcome/tutorials>

Live Binders Tips and Tricks. www.livebinders.com/play/play?id=3342