

North Carolina Central University
 “Communicating to Succeed”
 “Preparing Educators for Diverse Cultural Contexts for the 21st Century”

The School of Education’s Vision: To become an international community of scholars who are culturally responsive educators and practitioners

COUNSELOR EDUCATION PROGRAM MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is “to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services”. Central to this aim is “the development of leaders who promote social justice and dedicate themselves to the well-being of a global society”. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus

CON 8360: Advanced Multicultural Counseling & Global Mental Health Spring 2026 Year 1

Instructor: Kyla M. Kurian, PhD, LCMHC, QS

Campus Office: 2122

Telephone: 919-530-6692

email: kkurian@ncu.edu

Office Hours: Monday (10:00am-2:00pm) Virtual; Tuesday (10:00am-2:00pm); Wednesday (10:00am-12:00pm)

REQUIRED TEXTS & RESOURCES

Watters, E. (2011). *Crazy Like Us: The Globalization of the American Psyche*. Free Press.

ISBN 1416587098 **\$12.00** (Read along: Link to the [audiobook](#) \$9)

Swazo, R. (2013). *The Bilingual Counselor's Guide to Spanish: Basic Vocabulary and Interventions for the Non-Spanish Speaker*, First Edition, ISBN 13: 978-0415699075

\$46.99 on Amazon, <https://a.co/d/OYHo4R4>

Support Material (Free): video and audio files for Chapters 3, 4, 5, 6

Pimsleur (2024). <https://www.pimsleur.com/> Simon & Schuster, LLC. **Premium:** Spanish (Latin American) Only. *Language Programs - Spanish - Latin America* (depending on your fluency of Spanish then Chinese (Mandrin), French or Hindi is an option as those populations are prevalent in NC.)

\$19.95/MONTH Audio-Only content + visual tools.

TalkPalAI Free Mode: Talkpal uses the most advanced AI to create an interactive, fun and engaging language learning experience.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). \$31.02 (You may already have this.)

Main Articles (Select there will be more on Canvas)

Stevens, C., Tosatti, E., Ayer, L., Barnes-Proby, D., Belkin, G., Lieff, S., & Martineau, M. (2020). Helpers in Plain Sight: A Guide to Implementing Mental Health Task Sharing in Community Based Organizations. RAND Corporation, Santa Monica, CA. Retrieved from <https://www.nyc.gov/assets/opportunity/pdf/specialinitiatives/sif/helpers-in-plain-sight-2020.pdf>

Peters, H. C., Luke, M., Bernard, J., and Trepal, H. (2020), Socially Just and Culturally Responsive Leadership Within Counseling and Counseling Psychology: A Grounded Theory Investigation. *The Counseling Psychologist*, 48(7); 953–985.

Schmidt, C. (2015). Professional Settings and Career Choices (Chapter 4). In *Introduction to professional counseling*.

Optional Textbook

Johnson, R. (2022). *Fearlessly Fluent Fast: Learn Your Next Language Fast Like A Kid!: 7 Simple Neuro-Linguistic Hacks to Speak your Foreign Language in 3 Months Use Everyday Activities & Build Fluency Fast Like Children*

COURSE DESCRIPTION:

This course will address global mental health needs within the context of multicultural counseling. Global mental health is an evolving field of research and practice that aims to alleviate mental suffering through the prevention, care and treatment of mental and substance use disorders, and to promote and sustain the mental health of individuals and communities locally and around the world. Course will also cover adapting evidence based interventions for diverse cultural clients. Languages and cultures as they relate to mental health will also be explored.

COURSE PREREQUISITES: None

**COUNSELING, COUNSELOR EDUCATION, AND SUPERVISION DOCTORAL PROGRAM
LEARNING OBJECTIVES**

Counseling

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the counseling knowledge, attitudes, skills, and dispositions of highly competent counseling practitioners.

Supervision

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the supervision knowledge and skills of highly competent counseling supervisors.

Leadership and Advocacy

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display leadership in the counseling profession.

Teaching

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery of pedagogy in counseling.

Research and Scholarship

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery in research and scholarship.

| CACREP Standards addressed in this course | | |
|---|--|--|
| Standard | Assignment(s), Readings, & Films | How the Assignment(s) Addresses the Standard |
| 6.B.1.d. scholarly examination of culturally sustaining counseling across multiple settings, contexts, and delivery platforms. (COUNSELING) | <p>Read: Cultural Considerations in Applying Cognitive Behavioral Therapy to Racial/Ethnic Minority Groups with Serious Mental Illness</p> <p>Read: Adapting Evidence-based Practices for Under-resourced Populations</p> <p>Read: Professional Settings and Career Choices</p> | Students will read scholarly literature and discuss various cultures and the mental health needs in these communities. Furthermore students will explore how culturally responsive counseling/mental health services is addressed within hospitals, agencies, universities, schools, counseling clinics, etc. and through face-to-face and virtual counseling. |
| 6.B.3.i. culturally sustaining strategies for counselor education | <p>Read and Discuss:</p> <ol style="list-style-type: none"> Rhodes, Christy M. (2018). International Journal of Adult Vocational Education and Technology, v9 n4 Article 3 p33-41 2018 Cultural Humility: Lessons Learned through a Counseling Cultural Immersion Chan, C. D., Cor, D. N., & Band, M. P. (2018). Privilege and oppression in counselor education: An intersectionality framework. <i>Journal of Multicultural Counseling and Development</i>, 46(1), 58–73. https://doi.org/10.1002/jmcd.12092 Barden, S. M., Mobley, K., & Shannonhouse, L. (2014). Cultural immersion in counselor education in the United States: A quasi experimental study. <i>Journal for International Counselor Education</i>, 6, 46-60. | Students will read and discuss these articles as well as lead/teach class discussion on the weekly readings. |
| 6.B.4.i. strategies for conducting culturally relevant and culturally competent research (RESEARCH) | <p>Read: Adapting Evidence-based Practices for Under-resourced Populations</p> <p>Classwork: Exploring the research on various cultural groups and adapting an Evidence-Based mental health practice interventions using SAMHSA procedures.</p> | Students will discuss and review several research articles featuring evidence-based practices and interventions for under-served populations. Specifically, students will learn how to adapt these interventions using the Substance Abuse and Mental Health Services |

| | | |
|--|---|--|
| | | Administration (SAMHSA) methods and procedures |
| 6.B.5.l. culturally sustaining leadership and advocacy practices (LEADERSHIP & ADVOCACY) | <ul style="list-style-type: none"> • VIDEO: <u>TEDEx: Mental health for all by involving all</u> • READ: Helpers in Plain Sight: A Guide to Implementing Mental Health Task Sharing in Community Based Organizations. • ASSIGNMENT: Create a (Mock) Task-Sharing Program • READING: Socially Just and Culturally Responsive Leadership Within Counseling and Counseling Psychology: A Grounded Theory Investigation | <ul style="list-style-type: none"> • Nearly 450 million people are affected by mental illness worldwide. In wealthy nations, just half receive appropriate care, but in developing countries, close to 90 percent go untreated because psychiatrists are in such short supply. Vikram Patel outlines a highly promising approach -- training members of communities to give mental health interventions, empowering ordinary people to care for others. |

CON8360 - STUDENT LEARNING OUTCOMES

Students will be able to . . .

1. Understand the impact of mental illness worldwide, barriers to mental health services, and social justice and advocacy through counseling.
2. Understand how counselors fit in the global mental health movement
3. Develop a Mental Health Task Sharing Proposal for a Community Based Organization
4. Explore mental health practice that aims to alleviate mental suffering through the prevention, care and treatment of mental and substance use disorders
5. Understand how to promote and sustain the mental health of individuals and communities locally and around the world while addressing issues of diversity, equity, and inclusion.
6. Explore strategies for conducting culturally relevant and culturally competent research through adapting evidence-based mental health practices and interventions for under-resourced populations
7. Speak another language at a basic level with emphasis on mental health terminology

COURSE FORMAT

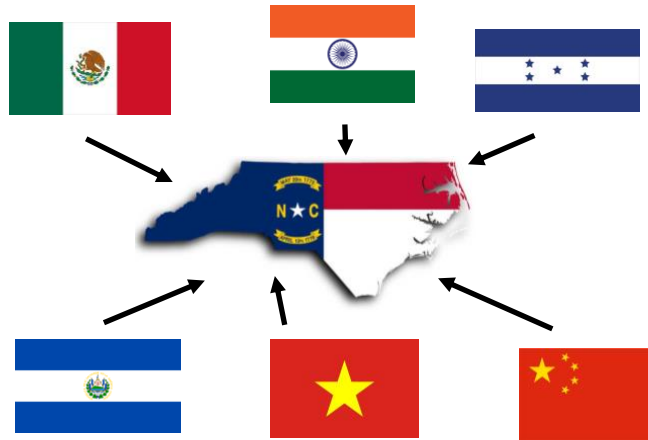
This course has been designed as a Graduate Seminar Course. The purpose of a graduate seminar course is to immerse students in the discipline and provide opportunities to think critically about it. In addition, they learn about various research methods that are commonly employed in their field. To this end, attention to readings and how those readings are related to the counseling discipline and interrelate to others is an important aspect of the course. The course content will be presented in a combination of the following ways:

1. **Professor Lead Discussion** – This format is the most typical structure. While a large portion of material still falls to the professor, teacher-student interaction is an important part of the model.
2. **Student Lead Discussion** – This format is also fairly common in seminar style courses and provides students experience in leading discussion.
 - **Read and Present** – During a read and present class, the students are provided with a weekly reading list and are asked to present brief summary, thoughts, and reactions.

3. COURSE POLICIES AND EXPECTATIONS


1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
5. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919/530-7676).
6. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Please check the Bb site, should on-campus classes be cancelled – AND – please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

GRADED COURSE ASSIGNMENTS

Information to know

Eight percent of North Carolina residents are immigrants, while 7 percent of residents are native-born U.S. citizens with at least one immigrant parent. The top countries of origin for immigrants were Mexico (28 percent of immigrants), India (9 percent), Honduras (4 percent), China (3 percent), and El Salvador (3 percent).¹

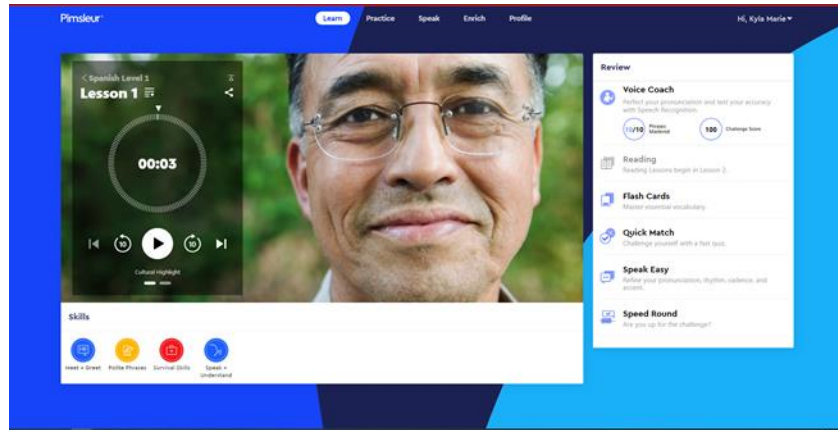
Language barriers significantly hinder mental health services by causing miscommunication, misdiagnosis, and mistrust, preventing individuals from fully expressing their experiences, leading to delayed treatment, poorer outcomes, and underutilization of services, especially since therapy heavily relies on nuanced verbal communication. Solutions involve building multilingual workforces, cultural competency training, better use of professional interpreters, and patient-centered approaches to bridge gaps in understanding for diverse populations.²

1. **Participation in class discussions and classwork:** Each week there will be discussion of readings and films. Students are expected to have read the material for that week and **ACTIVELY** participate in the discussion while demonstrating understanding and thought of the week's content. (10 points per week/ 150 points)
2. **Mental Health Task Sharing in Community-Based Organizations Mock Proposal (Worksheets) 250 pts Hybrid Assignment-** Some of the tasks will be done in class and others will be assigned per student.
3.  **Pimsleur Language and Culture Assignments (390 pts; 5 points/lesson; 30 points per week)**
 - a. Complete 78 lessons over 3 months = Level 1, Level 2, Level 3. You will do a lesson for 6 days of the week. You must also complete at least 7 Enrich Lessons.
 - i. In each lesson you will listen to a 30-minute audio which will guide you through speaking prompts. There is an option to listen from your computer or mobile phone.

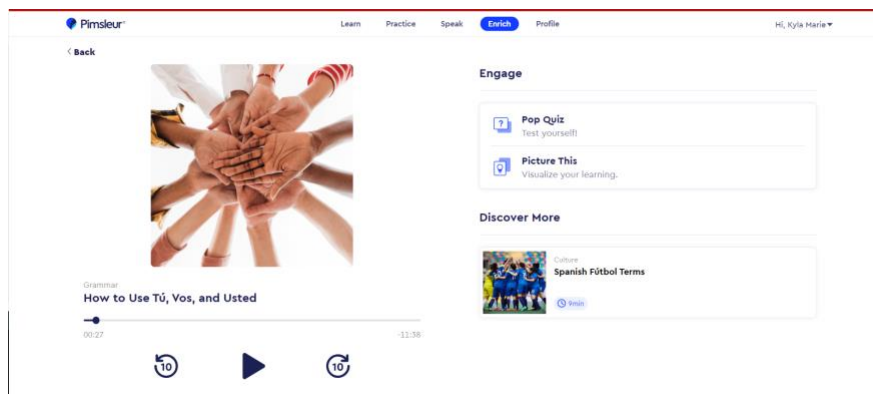
¹ [https://www.americanimmigrationcouncil.org/research/immigrants-north-carolina#:~:text=North%20Carolina%20was%20home%20to,El%20Salvador%20\(3%20percent\).](https://www.americanimmigrationcouncil.org/research/immigrants-north-carolina#:~:text=North%20Carolina%20was%20home%20to,El%20Salvador%20(3%20percent).)

² Dimitrina Miteva, Foivos Georgiadis, Lorna McBroom, Vanessa Noboa, Boris B. Quednow, Erich Seifritz, Stefan Vetter, Stephan T. Egger, (2022). Impact of language proficiency on mental health service use, treatment and outcomes: "Lost in Translation", *Comprehensive Psychiatry*, 114.

- ii. There will be a series of skills that you will complete per lesson. As you complete the lesson the icons will turn from gray to color.
 - iii. Using the Voice Coach Master the phrases (must score a minimum of 8 out of 10)
 - iv. Complete the challenge. You should score no less than 80%.
 - v. Complete Reading exercise (except for Lesson 1), Flash Cards, Quick Match, Speak Easy, and Speed Round.
 - vi. On your own pace, complete at least 7 of the enrich lessons.
- b. Submit and upload a screenshot of the completed screen for all 6 lessons every week. Here is an example of a completed Week One.




- c. Submit and upload each one of the Enrich lessons including Pop Quiz, Picture, or Pocket phrases as you complete them.



- d. Each week, compose 3 sentences using the words that you learned from the 6 lessons.
4. **Cultural and Language Experiences:** You are to attend at least two events, one on one conversations in Spanish, activities where Spanish is the main language spoken, Spanish speaking films, etc. One of those activities must focus on mental health. Write a 3 to 4-page reaction to these experiences. (75 points)
 5. **Language Application:** By the end of the semester you would have taken 90 lessons or more of Spanish (Latin American) or another language. You have practiced speaking with a native speaker and attended events in that language and/or watched programs in that language. You are to write a two to three-page paper using the language you are learning about a mental health topic of your choice. (You should have an English copy as well). You may use your text Swazo text, other scholarly material, and AI to assist in developing this paper. (This person should be in the health field or a professional or someone who you know could give you feedback on your use of the language.) You are to read that document to the native speaker and give them a copy of your paper and the rubric for their feedback. This session should be

recorded. Please upload paper, translation, feedback from native speaker and the recording of your meeting. (150 points)

COURSE SCHEDULE (Instructor reserves the right to adjust the schedule and assignments)

| DATE | TOPIC | READINGS, VIDEOS, ETC. | ASSIGNMENT DUE (submitted by 11:59pm) |
|--------------------------------------|---|--|---|
| First Day of class Week 1 1/13 | <p>Mental health for all by involving all Nearly 450 million people are affected by mental illness worldwide. In wealthy nations, just half receive appropriate care, but in developing countries, close to 90 percent go untreated because psychiatrists are in such short supply. Vikram Patel outlines a highly promising approach -- training members of communities to give mental health interventions, empowering ordinary people to care for others.</p> | <p> TEDEx: <i>Mental health for all by involving all</i> https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all</p> <p>Introduction to the language program Pimsleur: https://www.pimsleur.com/</p> <p>Rhodes, Christy M. (2018). Culturally Responsive Teaching with Adult Learners: A Review of the Literature <i>International Journal of Adult Vocational Education and Technology</i>, 9 (4) Article 3; p33-41 2018</p> | Choose a language: Spanish (if fluent in Spanish then choose Chinese, French, or Hindi) |
| Week 2 1/20 | <p>What is Global Mental Health? <i>Global mental health is an evolving field of research and practice that aims to alleviate mental suffering through the prevention, care and treatment of mental and substance use disorders, and to promote and sustain the mental health of individuals and communities around the world.</i></p> | <p>Collins, P. Y. (2020) <i>What is Global Mental Health?</i></p> <p>Cohen, A., Patel, V., & Minas, H. (2013). A brief history of global mental health. In Patel et al. (Ed.) <i>Global Mental Health: Principles and Practice</i> (Ch. 1: pp. 3-26).</p> <p>McCarthy, J., Habeebank, M. A. (2014). <i>Addressing Global Mental Health</i>. (ACA VISTAS article)</p> | Pimsleur: Lessons 1-6 |

| | | | |
|------------------------|--|---|------------------------------------|
| <p>Week 3 1/27</p> | <p><i>Helpers in Plain Sight: A Guide to Implementing Mental Health Task Sharing in Community-Based Organizations</i> - This guide is intended to help Community Based Organizations (CBOs) and licensed mental health providers (MHPs) act on opportunities to improve mental health in their communities. The guide describes the process of setting up a task sharing arrangement between CBOs and MHPs, so they can work together to lower barriers to effective mental health care.</p> | <p>Gureje, O. & Stein, D.J. (2013). Disorders, diagnosis, and classification. In Patel et al. (Ed.) <i>Global Mental Health: Principles and Practice</i> (Ch. 2: pp. 27-40).</p> <p>Swazo: I. Who are the Latinos-Hispanics? A Brief Historical Overview of Their Culture and People;</p> | <p>Pimsleur: Lessons 7-12</p> |
| <p>Week 4 2/3</p> | <p><i>Helpers in Plain Sight: A Guide to Implementing Mental Health Task Sharing in Community-Based Organizations</i></p> <p>Counselor Educators as agents of Cultural Competence</p> | <ol style="list-style-type: none"> 1. Cultural Humility: Lessons Learned through a Counseling Cultural Immersion 2. Chan, C. D., Cor, D. N., & Band, M. P. (2018). Privilege and oppression in counselor education: An intersectionality framework. <i>Journal of Multicultural Counseling and Development</i>, 46(1), 58–73. https://doi.org/10.1002/jmcd.12092 3. Barden, S. M., Mobley, K., & Shannonhouse, L. (2014). Cultural immersion in counselor education in the United States: A quasi experimental study. <i>Journal for International Counselor Education</i>, 6, 46-60. | <p>Pimsleur: Lessons 13-18</p> |
| <p>Week 5 2/10</p> | <p>Crazy Like Us: The Globalization of the American Psyche, Part I</p> <p><i>In Crazy Like Us, Ethan Watters reveals that the most devastating consequence of the spread of</i></p> | <p>Watters, E. (2011). <i>Crazy Like Us: The Globalization of the American Psyche.</i></p> <ul style="list-style-type: none"> • Chp I: The Rise of Anorexia in Hong Kong pp. 1-64 | <p>Pimsleur: Lessons 19-24</p> |

| | | | |
|----------------|---|--|----------------------------|
| | <i>American culture has not been our golden arches or our bomb craters but our bulldozing of the human psyche itself: We are in the process of homogenizing the way the world goes mad.</i> | <ul style="list-style-type: none"> Chp 2: The Wave that Brought PTSD to Sri Lanka pp. 65 – 126 <p>Kirmayer, L.J. & Swartz, L. (2013). Culture and global mental health. In Patel et al. (Ed.) <i>Global Mental Health: Principles and Practice</i> (Ch. 3: pp. 41-62).</p> | |
| Week 6 2/17 | Crazy Like Us: The Globalization of the American Psyche, Part II <i>It is well known that American culture is a dominant force at home and abroad; our exportation of everything from movies to junk food is a well-documented phenomenon. But is it possible America's most troubling impact on the globalizing world has yet to be accounted for?</i> | <p>Watters, E. (2011). <i>Crazy Like Us: The Globalization of the American Psyche</i>.</p> <ul style="list-style-type: none"> Chp 3: The Shifting Mask of Schizophrenia in Zanzibar pp. 127 - 186 <p>Swazo: 2. Cultural Norms and Family Systems: Considerations in the Hispanic/Latino Culture; 3. An Introduction and Review of the Spanish Language;</p> | Pimsleur: Lessons 25-30 |
| Week 7 2/24 | Crazy Like Us: The Globalization of the American Psyche | <p>Watters, E. (2011). <i>Crazy Like Us: The Globalization of the American Psyche</i>.</p> <ul style="list-style-type: none"> Chapter 4: The Mega-Marketing of Depression in Japan pp. 187 – 248 <p>Swazo: 4. Counselors, Social Workers, and Psychologists; 5. Interventions for School Counselors and School Psychologists;</p> | Pimsleur: Lessons 31-36 |
| Week 8 3/3 | Crazy Like Us: The Globalization of the American Psyche | <p>Watters, E. (2011). <i>Crazy Like Us: The Globalization of the American Psyche</i>.</p> <p>Conclusion: The Global Economic Crisis and the Future of Mental Illness 249 – 257</p> <p>Swazo:6. Substance Abuse Professionals; 7. Developing Spanish Bilingual Materials and Techniques on How to Work with an Interpreter.</p> | Pimsleur: Lessons 37-42 |
| Week 9 3/10 | Happy Spring Break Holiday 3/7 -3/14 | | |

| | | | |
|-------------------------|--|---|---|
| <p>Week 10 3/17</p> | <p>Neuro-Linguistic Techniques to Speak Foreign Language in 3 months</p> <p>Psychiatric categories and diagnoses</p> | <p>Johnson, R. (2022). Fearlessly Fluent Fast: Learn Your Next Language Fast Like A Kid! Introduction, Chapter 1 & 2</p> <p>Jacob, K. S., & Patel, V. (2014). Classification of mental disorders: a global mental health perspective. <i>The Lancet</i>, 383(9926), 1433-1435.</p> <p>Haroz, E. E., Ritchey, M., Bass, J. K., Kohrt, B. A., Augustinavicius, J., Michalopoulos, L., ... & Bolton, P. (2017). How is depression experienced around the world? A systematic review of qualitative literature. <i>Social Science & Medicine</i>, 183, 151-162.</p> | <p>Pimsleur: Lessons 43-48</p> |
| <p>Week 11 3/24</p> | <p>Neuro-Linguistic Techniques to Speak Foreign Language in 3 months</p> | <p>Johnson, R. (2022). Fearlessly Fluent Fast: Learn Your Next Language Fast Like A Kid! Chapter 3 & 4</p> <p>Ventriglio, Ayonrinde, O. & Bhugra, D. (2015). Relevance of culture-bound syndromes in the 21st century</p> | <p>Pimsleur: Lessons 49-54</p> |
| <p>Week 12 3/31</p> | <p>Neuro-Linguistic Techniques to Speak Foreign Language in 3 months</p> | <p>Johnson, R. (2022). Fearlessly Fluent Fast: Learn Your Next Language Fast Like A Kid! Chapter 5 & 6</p> | <p>Pimsleur: Lessons 55-60</p> |
| <p>Week 13 4/7</p> | <p>Neuro-Linguistic Techniques to Speak Foreign Language in 3 months</p> | <p>Johnson, R. (2022). Fearlessly Fluent Fast: Learn Your Next Language Fast Like A Kid! Chapter 7 & 8</p> <p>Culturally competent assessment practice in the United States</p> | <p>Pimsleur: Lessons 61-66</p> |
| <p>Week 14 4/14</p> | <p>Neuro-Linguistic Techniques to Speak Foreign Language in 3 months</p> | <p>Johnson, R. (2022). Fearlessly Fluent Fast: Learn Your Next Language Fast Like A Kid! Chapter 9 & Conclusion</p> | <p>Pimsleur: Lessons 67-72</p> |
| <p>Week 15 4/21</p> | <p>Social determinants of mental disorders and the Sustainable Development Goals</p> | <p>Lund, C., Brooke-Sumner, C., Baingana, F., Baron, E. C., Breuer, E., Chandra, P., ... & Medina-Mora, M. E. (2018). Social determinants of mental disorders and the Sustainable Development</p> | <p>Pimsleur: Lessons 73-78</p> <p>Assignment Due:</p> |

| | | | |
|--|--|--|--|
| | | Goals: a systematic review of reviews. The Lancet Psychiatry, 5(4), 357-369. Team Sharing and Spanish (or another language) Presentations | Team Sharing and Spanish (or another language) Presentations |
|--|--|--|--|

COURSE EVALUATION

| Method | Points Available |
|--|------------------|
| Participation in class discussions and classwork | 250 |
| Mental Health Task Sharing in Community-Based Organizations Mock Proposal (Worksheets) | 250 |
| Pimsleur Language and Culture Assignments | 390 |
| Cultural and Language Experiences | 75 |
| Language Application | 150 |
| TOTAL | 1115 |

GRADING SCALE

| Point Total | Final Letter Grade |
|-------------|--------------------|
| 1041- 1175 | A |
| 914 - 940 | B |
| 786 - 913 | C |
| 0 - 785 | F |

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

ATTENDANCE VERIFICATION POLICY

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://nccu-accommodate.symphlicity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

CONFIDENTIALITY AND MANDATORY REPORTING

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, studentadvocacy@nccu.edu.
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

DESCRIPTION OF READINGS

Moitra, M., Owens, S., Hailemariam, M., Wilson, K. S., Mensa-Kwao, A., Gonese, G., Kamamia, C. K., White, B., Young, D. M., & Collins, P. Y. (2023). Global Mental Health: Where We Are and Where We Are Going. *Current psychiatry reports*, 25(7), 301–311. <https://doi.org/10.1007/s11920-023-01426-8>

ADDITIONAL RESOURCES

1. State of the Global Mental Health Field

- Kleinman, A. (2009). The art of medicine. Global mental health: a failure of humanity. *The Lancet*, 374, 603-4.
- Patel, V., & Farmer, P. E. (2020). The moral case for global mental health delivery. *The Lancet*, 395(10218), 108-109.
- Becker, A.E., & Kleinman, A. (2013). Mental health and the global agenda. *New England Journal of Medicine*, 369(1), 66-73.
- Patel, V., Saxena, S., Lund, C., Thornicroft, G., Baingana, F., Bolton, P., ... & Herrman, H. (2018). The Lancet Commission on global mental health and sustainable development. *The Lancet*, 392(10157), 1553-1598.
- Cohen, A., Patel, V., & Minas, H. (2013). A brief history of global mental health. In Patel et al. (Ed.) *Global Mental Health: Principles and Practice* (Ch. 1: pp. 3-26).
- Vikram Patel TED
Talk: https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all

2. Psychiatric categories and diagnoses

- Gureje, O. & Stein, D.J. (2013). Disorders, diagnosis, and classification. In Patel et al. (Ed.) *Global Mental Health: Principles and Practice* (Ch. 2: pp. 27-40).
- Jacob, K. S., & Patel, V. (2014). Classification of mental disorders: a global mental health perspective. *The Lancet*, 383(9926), 1433-1435.
- Watters, E. (2010, January 8). The Americanization of Mental Illness. *New York Times*
- Friedman, J.R. (2015). Who belongs in a psychiatric hospital? Post-socialist Romania in the age of globalizing psychiatry. In Kohrt & Mendenhall (Eds.) *Global Mental Health: Anthropological Perspectives* (Ch. 11).
- Haroz, E. E., Ritchey, M., Bass, J. K., Kohrt, B. A., Augustinavicius, J., Michalopoulos, L., ... & Bolton, P. (2017). How is depression experienced around the world? A systematic review of qualitative literature. *Social Science & Medicine*, 183, 151-162.

3. Culture, context, and social determinants of mental illness

- Kirmayer, L.J. & Swartz, L. (2013). Culture and global mental health. In Patel et al. (Ed.) *Global Mental Health: Principles and Practice* (Ch. 3: pp. 41-62).
- Lund, C., Brooke-Sumner, C., Baingana, F., Baron, E. C., Breuer, E., Chandra, P., ... & Medina-Mora, M. E. (2018). Social determinants of mental disorders and the Sustainable Development Goals: a systematic review of reviews. *The Lancet Psychiatry*, 5(4), 357-369.
- Wutich, A., Brewis, A., Rosales Chavez, J.B., & Jaiswal, C.L. (2015). Water, worry, and Dona Paloma: Why water security is fundamental to global mental health. In Kohrt & Mendenhall (Eds.) *Global Mental Health: Anthropological Perspectives* (Ch. 3).
- Dyregrov, A., Gupta, L., Gjestad, R., & Raundalen, M. (2002). Is the culture always right?. *Traumatology*, 8(3), 135-145.

4. Burden of disease

- Prince, M., et al. (2007). No health without mental health. *The Lancet*, 370, 859-77.
- Vigo, D., Thornicroft, G., & Atun, R. (2016). Estimating the true global burden of mental illness. *The Lancet Psychiatry*, 3(2), 171-178.
- Bauer, A., Knapp, M., & Parsonage, M. (2016). Lifetime costs of perinatal anxiety and depression. *Journal of Affective Disorders*, 192, 83-90.

5. Measurement

- Green, E. P., Tuli, H., Kwobah, E., Menya, D., Chesire, I., & Schmidt, C. (2018). Developing and validating a perinatal depression screening tool in Kenya blending Western criteria with local idioms: A mixed methods study. *Journal of Affective Disorders*, 228, 49-59.
- Bolton, P. (2001). Cross-cultural validity and reliability testing of a standard psychiatric assessment instrument without a gold standard. *Journal of Nervous and Mental Disorders*, 189, 238-42.
- Kohrt et al. (2011). Validation of cross-cultural child mental health and psychosocial research instruments: adapting the Depression Self-Rating Scale and Child PTSD Symptom Scale in Nepal. *BMC*

Psychiatry, 11(1), 1-17. Sweetland, A. C., Belkin, G. S., & Verdeli, H. (2014). Measuring depression and anxiety in sub-saharan Africa. *Depression and Anxiety*, 31(3), 223-232.

6. Intervention approaches and cultural adaptation

- Hanlon, C., Fekadu, A., & Patel, V. (2013). Interventions for mental disorders. In Patel et al. (Ed.) *Global Mental Health: Principles and Practice* (Ch. 12: pp. 252-276).
- Singla, D. R., Kohrt, B. A., Murray, L. K., Anand, A., Chorpita, B. F., & Patel, V. (2017). Psychological treatments for the world: lessons from low- and middle-income countries. *Annual Review of Clinical Psychology*, 13, 149-181.
- Singla, D. R., Raviola, G., & Patel, V. (2018). Scaling up psychological treatments for common mental disorders: a call to action. *World Psychiatry*, 17(2), 226-227. doi:10.1002/wps.20532
- Patel, V., Weobong, B., Weiss, H. A., Anand, A., Bhat, B., Katti, B., ... & Vijayakumar, L. (2017). The Healthy Activity Program (HAP), a lay counsellor-delivered brief psychological treatment for severe depression, in primary care in India: a randomised controlled trial. *The Lancet*, 389(10065), 176-185.
- Bolton, P., Bass, J., Neugebauer, R., Verdeli, H., Clougherty, K. F., Wickramaratne, P., ... & Weissman, M. (2003). Group interpersonal psychotherapy for depression in rural Uganda. *JAMA*, 289(23), 3117-3124.
- Lau, A. S. (2006). Making the case for selective and directed cultural adaptations of evidence-based treatments: examples from parent training. *Clinical Psychology: Science and Practice*, 13(4), 295-310.
- (skim) WHO (2016). *mhGAP Intervention Guide: Version 2.0*.
- (skim) Stirman, S. W., Baumann, A. A., & Miller, C. J. (2019). The FRAME: an expanded framework for reporting adaptations and modifications to evidence-based interventions. *Implementation Science*, 14(1), 58.

7. Perinatal depression

- Belluck, P. (2014, June 16). After baby, an unraveling. *New York Times*.
- [Thinking Healthy Manual](#)
- Rahman, A., Malik, A., Sikander, S., Roberts, C., & Creed, F. (2008). Cognitive behaviour therapy-based intervention by community health workers for mothers with depression and their infants in rural Pakistan: a cluster-randomised controlled trial. *The Lancet*, 372(9642), 902-909.
- Fuhr, D. C., Weobong, B., Lazarus, A., Vanobberghen, F., Weiss, H. A., Singla, D. R., ... & Joshi, A. (2019). Delivering the Thinking Healthy Programme for perinatal depression through peers: an individually randomised controlled trial in India. *The Lancet Psychiatry*, 6(2), 115-127.
- Maselko, J., Sikander, S., Bhalotra, S., Bangash, O., Ganga, N., Mukherjee, S., ... & Kanwal, M. (2015). Effect of an early perinatal depression intervention on long-term child development outcomes: follow-up of the Thinking Healthy Programme randomised controlled trial. *The Lancet Psychiatry*, 2(7), 609-617.

8. Child and adolescent mental health

- Kieling, C., Graeff-Martins, A.S., Hamoda, H., & Rohde, L.A. (2014). Child and adolescent mental health. In Patel et al. (Ed.) *Global Mental Health: Principles and Practice* (Ch. 15: pp. 335-350).
- Klasen, H., & Crombag, A. C. (2013). What works where? A systematic review of child and adolescent mental health interventions for low- and middle-income countries. *Social Psychiatry and Psychiatric Epidemiology*, 48(4), 595-611.
- Burkey, M. D., Hosein, M., Morton, I., Purgato, M., Adi, A., Kurzrok, M., ... & Tol, W. A. (2018). Psychosocial interventions for disruptive behaviour problems in children in low- and middle-income countries: a systematic review and meta-analysis. *Journal of Child Psychology and Psychiatry*, 59(9), 982-993.
- Boivin, M. J., Kakooza, A. M., Warf, B. C., Davidson, L. L., & Grigorenko, E. L. (2015). Reducing neurodevelopmental disorders and disability through research and interventions. *Nature*, 527(7578), S155.
- Puffer, E. S., Annan, J., Sim, A. L., Salhi, C., & Betancourt, T. S. (2017). The impact of a family skills training intervention among Burmese migrant families in Thailand: a randomized controlled trial. *PLoS One*, 12(3), e0172611.

9. Mental health in humanitarian settings

- Tol et al. (2014). Mental health and psychosocial support in humanitarian settings. In Patel et al. (Ed.) *Global Mental Health: Principles and Practice* (Ch. 17: pp. 384-400).

- Charlson, F., van Ommeren, M., Flaxman, A., Cornett, J., Whiteford, H., & Saxena, S. (2019). New WHO prevalence estimates of mental disorders in conflict settings: a systematic review and meta-analysis. *The Lancet*, 394(10194), 240-248.
- Bass, J. K., Annan, J., McIvor Murray, S., Kaysen, D., Griffiths, S., Cetinoglu, T., ... & Bolton, P. A. (2013). Controlled trial of psychotherapy for Congolese survivors of sexual violence. *New England Journal of Medicine*, 368(23), 2182-2191.
- El-Shaarawi, N. (2015). Life in transit: Mental health, temporality, and urban displacement for Iraqi refugees. In Kohrt & Mendenhall (Eds.) *Global Mental Health: Anthropological Perspectives* (Ch. 4).

10. Grand challenges and innovation

- Collins, P. Y., Patel, V., Joestl, S. S., March, D., Insel, T. R., Daar, A. S., ... & Glass, R. I. (2011). Grand challenges in global mental health. *Nature*, 475(7354), 27.
- Mental Health Innovation Network