

xv. Mental Health in Low Income Settings 2010 Global Summer Program Report

University of Copenhagen	
Brief description	<p>In this intensive three week course, students will explore the epidemiology and social origins of mental health disease in low income settings. Additionally, students will learn to think critically about designing interventions and scaling up services to affected populations within the confines of a low-income health setting.</p> <p>Mental disorders are an important cause of long-term disability worldwide and the WHO attributes 31.7% of all years lived with disability due to neuropsychiatric. These disorders are estimated to cause 1.4 million deaths each year and are quickly becoming a dominant cause of ill health worldwide. Partly inspired by the 2007 Lancet Series entitled Global Mental Health; this course explores the topic of mental health disease in low-income countries from a multi-disciplinary perspective.</p>
Course duration:	12 - 30 July (19 days)
Tuition fees:	Free for IARU Students. 12,000DKK for non-IARU Students
Accommodation:	USD \$486 - 520 (DKK2,800 – 3,000)
Field trip:	USD \$35 (DKK200)
Course facilitator(s):	Michael CALOPIETRO

2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich		
	National University of Singapore	3	
	Peking University	2	
	University of California, Berkeley	1	
	University of Cambridge		
	University of Copenhagen	11	2
	University of Oxford	1	
	The University of Tokyo	1	
	Yale University		
	Total IARU partner involvement	21	2
Non-IARU Partner Universities			1
			1
		1	1
			1
	TOTAL Non-IARU partner involvement	1	5
TOTAL	22	7	

3. Successful aspects of the course

Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)

2010 represents the first time the Summer School on Mental Health in Low Income Settings has been conducted. In order to evaluate strengths and weaknesses, the Department undertook three main evaluative processes:

- The course coordinator attended every lecture and evaluated them in terms of objective, content, teaching method and teaching style
- The students had the opportunity to complete an online evaluation form at the end of each lecture
- A final verbal evaluation with the students was held at the end of the course. The following information represents the findings

The IARU Course was designed around three one week themes:

- Week 1 - The Epidemiology of Mental Health Disease
- Week 2 - The Social Determinants of Mental Health Disease in Low Income Settings
- Week 3 - Barriers to and Approaches for Delivery of Mental Health Services in Low Income Settings

Thematically, both students and lecturers thought this structure was effective in framing the issue and in its progression in conveying knowledge of the topic. Based on the student and observer evaluation output, Weeks 1 and Weeks 3 were widely considered a success. The teaching quality was considered very high and the students responded well to the lecturers. The expertise of Professor Martin Prince in Week 1 and Professor Vikram Patel in Week 3 were significant contributors to the effectiveness of these two weeks. As the co-authors of the Lancet series on Mental Health in Low Income Countries, they represent the leading figures on this topic globally and the students seem to have benefitted.

The students responded well to a number of the group work activities designed by the Lecturers, particularly those of Vikram Patel and Jean Maracek, who lectured on the social determinants of mental health disease. The students seem to enjoy being activated in this way and had a significant amount to contribute.

The course included two participants (one medical doctor and one psychiatrist) from low income countries – Nigeria and Ethiopia respectively. Their presence in the class added an extra dimension of practical, lived experience - which was beneficial to the other students and many of them commented that they enjoyed the more applied discussions involving these students.

The students were asked in the verbal exam if they believed the content delivered had met the learning objectives established in the course description, namely:

- To communicate the global burden of disease caused by mental health disorders;
- To describe the social influencers of mental health disease in a low income context;
- To teach students to think critically about innovations in service delivery in resource poor settings

The students seem to universally agree that the course content had met the objectives defined and the high quality of the examinations submitted confirm this assessment.

4. Challenges and concerns for the future

Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)

The course evaluation process revealed some challenges in course delivery. Some are simply a consequence of running a course for the first time and are easily remedied. Others are more fundamental and require a deeper evaluation of both the intended audience and delivery approach. The challenges are organized accordingly and addressed as follows:

Challenges as a Consequence of First Delivery

Because the course lecturers were spread across the globe, it was a challenge to fully develop the material as a unified group. Each lecturer was operating in isolation on the pre-determined topics and submitted lecture outline forms to the course administrator for review and input. The process, however, wasn't always capable of revealing all lecture delivery issues. For example, there were a number of topic repetitions across lecturers that were revealed only on lecture

delivery and not in the outline review process. The topics of disease classification in a cross-culturally sensitive manner and the challenges conducting cross-cultural mental health research were both overly represented throughout the course and will be addressed in future course delivery.

Week 2 as a whole was received with some criticism by the students. The lectures were judged to be insufficiently challenging and the lecturers themselves somewhat poorly received by the students. A critical look at how to better deliver this material will be undertaken for future courses and we will work to identify lecturers better capable of activating the students from a social sciences perspective.

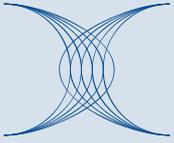
Lastly, the students expressed an interest in a different delivery method for the examination. Currently the students are given six questions and asked to write a comprehensive 3000 word essay on one of the six topics. Some students thought the examination was too hard, but our post-course review of the questions revealed that they are in consistent with the level of complexity found in other global mental health short courses. From a pedagogical standpoint, the primary problem is that the students focused too much on reading literature in support of the exam essay and thus weren't able to do all the reading expected of them for the daily lectures. In the future, we will work to better align the course literature with the literature needed to complete the exam questions.

Some of the international students would have liked accommodations closer to the campus and there was some concern about the limited accessibility of a housing representative at the dorm during the July holiday. Some students in the same dormitory were deemed to have better rooms and furnishings than others, so care to ensure equal quality for the same lodging fee should be assured in the future. There was a campus wide switch to a new protocol for accessing wireless internet services during the month of July. This caused problems for the continuity of wireless access for all students and was not sufficiently planned for by the administration team.

Fundamental Challenges

We approached the development of the Mental Health Summer School from a multi-disciplinary perspective and as such invited students from a variety of study programs to attend. Participants included students of Psychology, Public Health Sciences, Pharmacy Sciences and Neuroscience. Presenting mental health materials to a broad range of student disciplines is a challenge. The material has to be accessible enough for those with a non-specialized interest, yet challenging enough for those with a specialization in mental health.

The post-course evaluations revealed a mixed review in the extent to which the course was able to achieve the proper balance and level of complexity to meet the needs of a diverse student population. Some students (mostly the psychology students) thought it was too basic, while others found it too challenging. A few other students thought the course successfully found the right balance. A more thorough review of the intended audience will likely help to create further alignment between content, level of complexity, and acceptability of materials to the students.



xvi. Oxford Seminar in Global Leadership 2010 Global Summer Program Report

This paper will be distributed at the meeting