

General Psychology (PSY150)

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Developmental Psychology (PSY241)

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

**Culture-bound PSA:
by Tricia Adams**

Students will create a 60-90 second video public service announcement informing others about chosen culture-bound mental health syndromes from various countries.

Objective:

The purpose of this activity is to help students recognize cultural differences in the identification of abnormal behavior and mental health diagnosis. Culture-bound syndromes are mental health syndromes restricted to a single culture, country, or location. They are unique to that culture and/or location.

Globalized Learning Outcomes:

1. Describe the challenge of defining mental health, psychological disorders and treatment methods in various countries.
2. Identify the impact of socio-cultural perceptions on individuals with psychological disorders.
3. Compare global perspectives on lifespan development.

Time:

120 minutes (in-class or out-of-class)

Materials:

1. Researched information regarding culture-bound syndromes in student-chosen countries/cultures. Information should include (but is not limited to):
 - a. Definitions of "culture-bound syndrome" developed by students to assess understanding of the concept
 1. Provide an introduction and then have the students construct a definition on their own to increase depth of understanding.
 2. Definitions can be developed individually and shared within teams, or developed by the team together when teams are used.
 3. Definitions should be shared and refined with instructor guidance.
 - b. Background information regarding this type of mental health syndrome
 1. Articles can be provided to students or they can be used as a library orientation/research

- activity.
2. It is helpful to engage library staff to provide research process education to the students and/or create libguides to centralize resources.
 3. Contacting the NRC's at UNC for more information and resources is also recommended when specific needs and issues arise with student projects and research.
- c. Lists of culture-bound syndromes from which to choose examples (See articles and .pdf in resource list below.)
 - d. Information about mental health resources, diagnosis and treatment in different parts of the world (Note: Students should focus on a country, culture, or location from the world regions of Africa, Asia, Europe, Latin America, and the Middle East.)
2. Computer with internet access and/or software for making movies
 3. Pictures, video clips, and other visual information to insert into the movie.
 4. A script to insert into the video verbally or in writing.
 5. Music for video background if desired.

Resources:

General

National Resource Centers at UNC Chapel-Hill: <http://global.unc.edu/centerinstitutes/>

Culture-bound Syndrome Definition, General Information, and Examples

Guarnaccia, P. J., & Rogler, L. H. (1999). Research on culture-bound syndromes: New directions. *The American Journal of Psychiatry*, 156(9), 1322-7.

Paniagua, F.A. (2000). Culture-bound syndromes, cultural variations, and psychopathology, in I. Cuéllar & F.A.

Levine, Ruth E.; Gaw, Albert C. (1995). Culture-bound syndromes. *Psychiatric Clinics of North America*, Vol 18(3), 523-536.

Akhtar S. (1988). Four culture bound psychiatric syndromes in India. *Int J Soc Psychiatry*, 34 : 70-74

Culture-bound Syndromes in India: <http://medind.nic.in/daa/t08/i1/daat08i1p15.pdf>

Recognizing Culture-bound Syndromes: <http://www.aafp.org/afp/2010/0115/p206.html>

A modified list of syndromes: <https://www.msu.edu/course/sw/850/stocks/pack/u02/cltsyndr.pdf>

Mental Health Diagnosis, Resources, and Treatment

[Mental Health Promotion and Prevention in Europe](#) – Health and Consumer Protection Directorate-General

Paniagua, Eds., *Handbook of multicultural mental health: Assessment and treatment of diverse populations* (pp. 140-141). New York: Academic Press.

Ando, S., Yamaguchi, S., Aoki, Y. and Thornicroft, G. (2013), "Review of mental-health-related stigma in Japan." *Psychiatry and Clinical Neurosciences*, 67: 471–482.

Ciftci, Ayse. Patrick W Corrigan, Nev Jones. (2012) "Mental Health Stigma in the Muslim Community." *Journal of Muslim Mental Health*. 7.1.

Movie/Presentation Making

Tips for Using Windows Movie Maker: http://www.readwritethink.org/files/resources/printouts/Movie_Maker.pdf

How to Make a YouTube Video: <http://www.wikihow.com/Make-a-YouTube-Video>

Creating a Video Tutorial or PSA using PowerPoint (suggests using GIMP for screen capture, but can use any screen capture, including built-into YouTube, Vimeo, and PowerPoint): <https://www.youtube.com/watch?v=7BHcfyvCujA>

How to Make Video Slideshow with Music/Voice using Movie Maker: <https://youtu.be/NLzc0OVcFrl>

Sources for Background Music (Creative Commons Licensed): <http://creativecommons.org/legalmusicforvideos>

Procedure:

Traditional Class:

1. Divide the class into teams of 4-5 students, making sure at least one student in each group has technical knowledge adequate to complete the video portion of the task.
 - a. Making a video project uses 21st century skills that will aid students as they enter the workforce or continue their education.
 - b. Alternatives to a video should be discussed with students if the instructor desires to include them, but video-making is encouraged. Alternatives might include plays, songs, presentations, posters, etc.
2. Introduce the task, and describe the purpose and desired outcomes.
 - a. Introduce the idea of a public service announcement (PSA) and engage students in a discussion of PSA's they have seen.
 - b. Show examples of student-made PSA's. (Searching YouTube yields plentiful results.)
 - c. PSA's produced by students can be live action filmed by the students, picture presentations set to music with text, picture presentations with voice-over, or any other design chosen by the students and approved by the instructor.
3. Provide an overview of culture-bound mental health syndromes, have students develop their definitions of the concept, and guide students to choose a syndrome. (Resources listed in Materials)
4. Students research the syndrome (symptoms, prevalence, unique features, commonalities with other syndromes elsewhere, etc.), common treatment modalities, and the country/culture of origin. (Resources listed in Materials, and the task can be used as a library research introduction activity.)
5. Students will then make an outline of the video, design their projects, and assign roles within their groups.
 - a. Students should first list possible topics related to their chosen syndromes.
 - b. Next, students will organize their research, and explore anything needing further study to be thorough.
 - c. Students should then decide what kind of video they want to make, and whether they want to shoot live action, find pictures online, take pictures themselves, use text and/or voice-over, etc.
 - d. Videos should be between thirty seconds and one minute long. A maximum of 1.5 minutes can be used if desired.
 - e. An outline and script should be created, and students should include at least the following information in their videos:
 1. Definition of the chosen syndrome
 2. Country, culture, location of syndrome

3. Diagnostic criteria/symptoms
 4. Prevalence and other important facts
 5. Available treatment and resources
 6. "For more information" with at least two places to go, organizations to call, or websites to visit.
6. Students will make their videos and edit them, seeking help from on-campus technical resources as needed. (Some options for creating the video are listed in Materials. This can also be an opportunity to network with other departments and bring in specialists from other parts of campus to guide students.)
 7. Students then prepare a short (10 minutes or less) presentation that includes the video and a brief summary of information about the culture/country and syndrome. An opportunity for student questions should be provided.

Internet Class:

1. If used in an internet class, students work individually or will need a mechanism for group communication and collaboration. (The mechanism is somewhat dependent upon the LMS used, but Google Drive and Google Hangouts have great, free resources for collaboration. Students may also choose to exchange contact information if working together.)
2. Introduce the task either in writing or by video, and describe the purpose and desired outcomes following the same guidelines as discussed for a traditional class.
3. Students follow the same steps as traditional classroom students, working individually to research chosen syndromes and cultures/countries of origin. If collaboration is desired, students should be encouraged to divide tasks as they are comfortable. If using teams, it may be helpful to have students turn in pieces of the project as they go to monitor progress, troubleshoot issues early, and maintain open communication with online teams.
4. When completed, students can upload their videos to YouTube or another video sharing resource, and submit a short written summary of the information they learned.
5. If desired, the instructor can make the submitted videos available to all students and provide a method for peer rating, such as a forum, a Google Form or SurveyMonkey activity, or more simple written assignment.

Assessment:

1. Traditional Class - Groups will show their videos and present information regarding the culture/country referenced. Grading can include the video, presentation, and group dynamics.
2. Internet Class - Individual students upload their videos and short summaries, and are graded on both aspects of the work. If teams are used, a single assignment should be submitted for each team. Peer ratings may be employed as part of assessment and to create a way to document student viewing of all PSA's since they will not be presented to the class as a whole.