

Refugee's Mental Health: Global and Local Perspectives

Kim Yuval

Course Number: 702.2194.b.01

Semester: Spring 2015

Class Time: Wednesday's 12:00-15:00

Class Location: TBA

Office Hours: By Appointment

Location: TBA

Phone:

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Course Description:

Contemporary armed conflicts and complex humanitarian crises create substantial mental health burdens that damage health and well-being, and limit development. Taking a multidisciplinary approach, this course examines the field of forced migration, focusing in particular on psychosocial and mental health issues. Throughout the semester we will try to understand forced migration as a global phenomenon while learning to recognize and assess its influence on the mental health of the millions it affects around the world. The interconnections between forced migration and mental health will be explored in this course through reading and discussing academic research, professional guidelines and prominent theoretical debates. Moving from a global perspective to the "here-and-now", in the second half of the course we will explore the specific case of the African asylum seekers in Israel, analyzing their conditions and discussing possible solutions and interventions. The course will also include a tour at the southern part of Tel-Aviv, where many asylum seekers reside.

Course Requirements:

Attendance, preparation and classroom participation

Students are expected to actively participate in all classes. It is important to complete all the reading assignments prior to the weekly sessions. A list of readings can be found in the syllabus. Students may not miss more than three meetings in order to receive a grade for the course irrespective of the reasons for the absence.

Class presentation (30%)

In groups of two or three, students will prepare a 20-minute presentation of one of the readings from the syllabus (starting from week 7). The presentation will include a brief overview of the main arguments made in the text as well as a critical review, in which the students are expected to connect the text to concepts and ideas discussed in the course.

Response papers (30%)

Students are responsible for writing 10 response papers during the semester. Each response papers should be 1 page long (double-spaced). Response papers should reflect the students' opinions, thoughts, feelings and experiences related to the weekly reading.. The response papers should not give a summary of the readings, but rather use the readings to explore and reflect on interesting ideas or debates related to the topic.

Term paper: (40%)

TBA

Course outline and reading list:

Week 1:	<p>Introduction: Forced migration in a global age</p> <p>No readings</p>
Week 2:	<p>Psychosocial and Mental Health Consequences of Forced Migration I – Basic notions</p> <p>Baron, N., Jensen, S., & de Jong, J. (2003). Refugees and internally displaced people. In B. Green et al. (Eds.), <i>Trauma interventions in war and peace: Prevention, practice, and policy</i> (pp. 243-270).</p> <p>Becker-Blease, K., Turner, H., & Finkelhor, D. (2010). Disasters, victimization, and children's mental health. <i>Child Development</i>, 81(4), 1040-1052.</p> <p>Hubbard, J., & Pearson, N. (2004) <i>Sierra Leonean refugees in Guinea: Addressing the mental health effects of massive community violence</i> (pp. 95-132).</p>
Week 3:	<p>Psychosocial and Mental Health Consequences of Forced Migration II - the Theoretical debates about the consequences of traumatic events and the Secondary trauma due to life in exile</p> <p>Mekki-Berrada, A., Rousseau, C. And Bertot, J. (2001) <i>Research on Refugees: Means of Transmitting Suffering and Forging Social Bonds</i>. <i>International Journal of Mental Health</i> Vol. 30 No. 2, 41-57.</p> <p>Summerfield, D. (1998). <i>The Social Experience of War and Some Issues for the Humanitarian Field</i> In <i>Rethinking the Trauma of War</i>. Bracken, P. & Petty, C.(Eds.), 9 – 59.</p> <p>Green, B. (2003). <i>Traumatic Stress and Its Consequences</i> In <i>Trauma interventions in War and Peace: Prevention, Practice and Policy</i>. Green, B., Friedman, M, De Jong, J et al. (Eds.) Kluwer Academic Publishers.</p> <p>Horowitz, A. (2007). <i>Distinguishing distress from disorder as psychological outcomes of stressful social arrangements</i>. <i>An Interdisciplinary journal for the social study of health, illness and medicine</i>. London: Sage Publications.</p> <p>Moorehead, C. (2006) <i>Little Better than Cockroaches</i> In <i>Human Cargo</i>. London: Vintage Books, 153-179.</p>
Week 4:	<p>Psychosocial and Mental Health Consequences of Forced Migration III -</p>

	<p>Exploration of the experience of forced migration</p> <p>Testimony and discussion – a refugee from Sudan/Eritrea residing in Israel</p> <p>TBA</p>
Week 5:	<p>Forced migration, refugees and asylum seekers in the international law: rights, pacts and the nexus between migration and asylum seeking. (Guest lecture).</p> <p>TBA</p>
Week 6:	<p>Influences of context, culture, tradition and religion on the individual, family and communal experiences of forced migrants – Sources of psychosocial distress, support and resilience</p> <p>Honwana, A. (2001). Discussion guide 4: Non-Western concepts of mental health. In M. Loughry & A. Ager (Eds.), <i>The refugee experience: Psychosocial training module</i> (rev. ed., pp. 103-119). Oxford: Refugee Studies Centre.</p> <p>Van de Put, W., & Eisenbruch, M. Internally displaced Cambodians: Healing trauma in communities (pp. 133-159 of required text).</p> <p>Baron, N. (2002). <i>Southern Sudanese Refugees in Exile Forever?</i> In A Psychosocial Approach to Innovative Multicultural Intervention. Bemak, F., Chung R. C-Y, Pedersen, P. (Eds.) Greenwood Press.</p> <p>Cooker, E. (2004). <i>Traveling pains”; Embodied metaphors of suffering among southern Sudanese refugees in Cairo.</i> Culture, Medicine and Psychiatry 28: 15-39.</p>
Week 7:	<p>The consequences of torture, rape and acts of violence</p> <p>Movie: "Sound of torture", Shaio, K. (2014). Discussion with the director</p> <p>McKinney, K. (2007). Culture, Power, and Practice in a Psychosocial Program for Survivors of Torture and Refugee Trauma. <i>Transcultural Psychiatry</i></p> <p>Richters, A. (1998). Sexual violence in wartime. Psycho-sociocultural wounds and healing processes: The example of the former Yugoslavia.. In: P.J. Bracken & C. Petty (eds). <i>Rethinking the Trauma of War.</i> London: Free Association Books, 112-127.</p>

Week 8:	<p>Gender, age, health and disability</p> <p>Rees, S. (2004) <i>Significance of psychosocial and cultural issues in domestic violence policy and intervention for refugee women</i>. Australian Journal of Human Rights 19.</p> <p>Mehraby, N. (2007). <i>Refugee Women: The Authentic Heroines</i>, Service for the treatment and rehabilitation of torture and trauma survivors.</p> <p>Carballo, M. & Nerukar, A. (2001) Migration, Refugees and Health Risks. Center for Disease Control, Vol 7 No 3.</p> <p>Women's Commission for Refugee Women and Children (2008). Disabilities among refugees and conflict-affected populations. Report.</p> <p>Sowey, H. (2005). Are refugees at increased risk of substance misuse? Drug and Alcohol Multicultural Education Center (DAMEC) Report New Zealand.</p>
Week 9:	<p>Addressing global trends: The urban context</p> <p>TBA</p>
Week 10:	<p>From global to local: The Israeli context (I)</p> <p>TBA</p>
Week 11:	<p>From global to local: The Israeli context (II) Tour in South Tel-Aviv</p> <p>General outline: Levinski garden, Neve-Sha'an, meeting with city council member and local residents, visiting government organization (Mesila), NGOs (ASSAF, Physicians for Human Rights) and Refugees organizations (Eritrean Woman's center, African Refugees Development Center).</p>
Week 12:	<p>Aid organizations and aid workers</p> <p>Allotey, P and Manderson, L (2003) Storytelling, marginality, and community in Australia: How immigrants position their difference in health care settings. Medical Anthropology, 22, 1–21</p> <p>Harrel-Bond, B. (2002) Can Humanitarian Work with Refugees Be Humane? Human Rights Quarterly, Vol. 24, No. 1 pp. 51-85</p> <p>Gilbert, J (2009) Power and ethics in psychosocial counseling. Intervention 7 (1), 50 – 60.</p>

	<p>Curling, P and Simmons K (2010) Stress and staff support strategies for international aid work. <i>Intervention</i>, 8 (2), 93 – 105.</p> <p>Samady, L (2009) Feedback from local staff. <i>Intervention</i>, 7 (2), 152 - 155</p>
Week 13:	<p>Mental health and Psychosocial interventions – individual, family, community and social levels</p> <p>Kazdin, A. E., & Blase, S. L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. <i>Perspectives on Psychological Science</i>, 6(1), 21-37</p> <p>Nickerson, A., Bryant, R. A., Silove, D., & Steel, Z. (2011). A critical review of psychological treatments of posttraumatic stress disorder in refugees. <i>Clinical Psychology Review</i>, 31, 399-417</p> <p>Elbert, T et al (2004) A Comparison of Narrative Exposure Therapy, Supportive Counseling, and Psychoeducation for Treating Posttraumatic Stress Disorder in an African Refugee Settlement. <i>Journal of consulting and clinical psychology</i>, 72 (4) 579 – 587</p> <p>Farwell, N. and Cole, J.B. (2001-2002). Community as a context of healing: Psychosocial recovery of children affected by war and political violence. <i>International Journal of Mental Health</i>, 30(4): 19-41.</p> <p>Hamdani, N (2003). Psycho-education through radio. <i>Intervention</i>, 1 (2), 47 – 49.</p>
14	<p>"Do No Harm" and Evaluation of Mental Health and Psychosocial Programs</p> <p>Anderson, M. (1999). Do no harm: How aid can support peace—or war. Boulder: Lynne Rienner. (pp. 23-76).</p> <p>Collogon, L., Tuma, F., Dolan-Sewell, R., Borja, S., & Fleischman, A. (2004). Ethical issues pertaining to research in the aftermath of disaster. <i>Journal of Traumatic Stress</i>, 17(5), 363-372.</p>