



# Mental Health & Well-being in Spain

## Course Details

Course Designator & Number: EPSY 3401

Number of Credits: 3

Language of Instruction: English

Contact Hours: Class days, 12:30–2:30 p.m.

Instructor: Seth Christman, PhD, LP, [chri2031@umn.edu](mailto:chri2031@umn.edu)

## Course Description

The course seeks to explore mental health, well-being, and helping professions in Spain, while supporting students in developing cross-cultural competencies in a global context. Students will live and attend class in a converted convent (built in 1514) in the medieval city of Toledo, immersing themselves in the history, culture, and community through a variety of tours, excursions, guest lectures, cultural events, reflective exercises, and personal time.

Planned learned activities include:

1. Guest lectures from local psychologists.
2. Madrid excursion, touring a mental health clinic and exploring connections between art and mental health with a visit to Reina Sofia (national museum of 20th-Century art).
3. Segovia excursion, touring El Alcazar, Plaza Mayor, Jewish Quarter, and Roman aqueduct.
4. Flamenco lessons.
5. Local cultural events and tours, including a guided tour of Toledo, visit to Toledo's Cheese Museum, and "El Martes" Tuesday street market.
6. Peer-to-peer dialogues with Spanish students.

7. Spanish language and culture lessons from community partners, focusing on common Spanish expressions, local history, art, food, and other aspects of Spanish culture.
8. Lectures on frameworks of well-being, mental health, and psychology, with discussion, role-play, and reflection-based activities to apply, compare, and contrast across Spanish, U.S., and other international contexts.

## Course Objectives

1. Exploring history, current issues, data, and trends of the mental health field in Spain.
2. Identifying influences and intersections between art, culture, history, and well-being.
3. Examining culturally-informed models for supporting mental health and well-being for individuals, families, and communities in Spain.
4. Comparing mental health conceptualization, policies, and care systems in the U.S. and Spain, broadening understanding of mental health in a global context.
5. Deepen abilities to apply cross-cultural competencies in mental health research, practice, and advocacy.

## Learning Outcomes

**Engaging diversity:** Understand diverse philosophies and culture within and across societies. Students hear from guest lecturers and local psychologists regarding the history, training, and practice of psychology in Spain, and identify strengths, challenges, similarities, and differences from other cultural contexts through the Mental Health in Spain paper. In part two of this paper, students will reflect on the interactions between culture and mental health based on their experiences of community engagement, cultural excursions, visiting a mental health clinic, and engaging in dialogues with local peers. Finally, they will engage in cultural immersion activities, and reflect on how culture impacts self, others, community, and helping relationships through a Virtual Scrapbook.

**Critical thinking:** Can locate and critically evaluate information. Students will work in groups to identify, research, and propose strategies for addressing Current Issues: Mental Health in Spain, a group presentation.

## College of Education & Human Development Mission Statement

The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

# Methodology

## College of Education & Human Development Mission Statement

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## Department of Educational Psychology Mission Statement

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology.

## Diversity, Equity, & Inclusion Statement

I am committed to identifying, acknowledging, and addressing biases or discrimination that may exist within myself, the course content, and our profession. The following serves as a general framework for considering the content of this course and our discussions:

**Equitable content:** Ensure course content is representative of all people and communities. Promote equity through the content we and the voices we amplify.

**Inclusive science:** Address inequities in coursework and interactions through transparency and openness. Advance inclusive and equitable standards for course activities. A diverse community: Diversify our community of students, faculty, and professionals, creating space for multiple worldviews and perspectives.

**An inclusive learning environment and profession:** Promote a more inclusive and equitable experience for underrepresented members of the communities we belong to.

*(Adapted from APA Publishing EDI framework: [apa.org/pubs/authors/equity-diversity-inclusion](https://apa.org/pubs/authors/equity-diversity-inclusion))*

This course will require us to collaborate and engage in regular dialogue around complex and challenging subjects. It is expected that we treat each other with respect, stating and listening to varying viewpoints with care. Furthermore, I ask that students join with me in a commitment to considering the impacts of culture, lived experiences, and multiple worldviews for ourselves, others, our counseling work, and in all course-related activities.

## Course Prerequisites

None.

## Required Reading / Materials

All materials available through UMN library (linked on Canvas):

- Kapany, K., Cohn, J., Huddleson, G., Collins, R., Schwarz, M., Phelan, T., Franco, V., Sharifi, J., & O'Connell, B. (2021). *The ornament of the world*. PBS.
- Tremlett, G. (2022). *España: A brief history of Spain*. Head of Zeus, an Apollo Book.
- Erco, C. (2021). Art as a restorative justice tool in the field of mental health in the Spanish context. In T. Gavrielides (Ed.), *Bringing restorative justice and art into mental health settings* (pp. 5-12). Restorative Justice for All (RJ4All) Publications.

## Technology

Computer with Internet and Canvas access. Wireless internet is available on site. The site will work with students to ensure cell phone access while abroad (e.g., sim card for unlocked phones; provided phone; or students may already have or independently acquire international access).

# Grading

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Attendance and Participation	25%
Mental Health in Spain Paper	25%
Academic Scrapbook	25%
Current Issues: Mental Health in Spain	25%
<b>Overall grade</b>	<b>100%</b>

## Assessment Details

### Attendance & Participation

This class utilizes many learning activities including lectures, discussions, guest speakers, role plays, and cultural excursions, tours, and lessons. The highly experiential nature means that attendance and participation is essential. To earn full credit for participation, students must be punctual, attend for the entirety, and actively participate in all activities as evidenced by asking questions, demonstrating active listening, utilizing technology appropriately, engaging in peer discussions, and completing other tasks as assigned. If students are unable to attend or participate, they should communicate with the instructor as soon as possible. Students with two unexcused absences will automatically have their grade lowered by one letter grade, missing three classes will lower the grade to a “C,” and missing four or more classes will result in a failing grade.

### Reading & Content Review

The readings and media in this course provide important and extensive foundational information in the field. While we will review and discuss much of this material in class, it is expected that you spend time each week reading and critically examining course content on your own. Please come to class prepared to discuss the readings for the week with written or typed notes, in preparation for discussing the readings in class. Your notes should include the following:

- At least three key concepts, themes, terms, or new ideas.

- At least one significant quote or sentence (including page #).
- At least one question, reflection, or critical thought you have as a result of this reading.

## Mental Health in Spain Paper

The purpose of this assignment is to identify, document, and reflect upon what you are learning about mental health and well-being, mental health fields, and interactions between culture and mental health in Spain. The paper should be approximately 6 pages in length, 12-point font, and double-spaced with one-inch margins. Appropriate resources, including assigned readings, should be utilized to support your discussion, and cited utilizing APA style.

The following organization and questions should guide your paper:

*Part I: Mental Health and Mental Health Professions in Spain (approx. 3 pages):*

- What did you learn about stressors/ challenges, and coping skills/strengths in the context of Spain?
- What did you learn about how mental health and well-being is supported or addressed in Spain?
- What did you learn about the training of mental health professionals in Spain? How is this similar or different from the U.S.?

*Part II: Interactions of Culture, Mental Health, and Well-being in Spain (approx. 3 pages):*

How does culture impact well-being? Specifically:

- What did you learn about the history of Spain, and its impacts on mental health and well-being?
- What cultural strengths and challenges can impact mental health and the helping process, and how? What did you learn about food; spirituality; language; self, family, and community.
- What did you learn about views of mental health in Spain (e.g. stigma, strengths, generational differences)?

## Academic Scrapbook

The purpose of this assignment is to track and reflect on your experiences, learning, and connections throughout the program. Students are encouraged to journal daily/regularly (personal entries do not need to be shared), take daily notes/reminders, and take photos, videos, etc. Each week, you will share your scrapbook for that week.\*

Students are encouraged to get creative with how they'd like to document their scrapbook. Canva is recommended due to its availability and capabilities, though you may use other technologies (you will need to be able to upload photos, videos, include text, etc.). Length can

vary greatly based on style and format (how much you include on each page), but should include:

- Highlight **photos\*** from your academic and personal experiences.
- **Videos\*** (if available or relevant) of your experiences.
- **Labels** or descriptions of each photo, video, or item as needed.
- **Descriptions** of what you did, where you went, special memories, quotes, or happenings.
- Brief **reflections** on the week's highlights:
  - What stood out to you?
  - What did you learn?
  - Who did you meet?
  - It might help to think about the perspective of sharing this book with others in your life, or looking back on this journey in 10 years:
    - What are the key takeaways?
    - What should be documented or remembered?
    - What connections, ideas, experiences, or feelings stand out?
    - You can include several brief/paragraph reflections, or one overarching reflection, but for each week, the reflection should be about one page in total.

\*Note: Be thoughtful and purposeful about photography and video content. Photos of others in our travel group are generally OK, but be sure to ask permission of others before taking the photo. Do not include photos of children without parental permission. Also consider if photography and video are appropriate in the time and space.

## **Current Issues: Mental Health in Spain**

Throughout the class, we will spend time discussing current issues in the field, with the dialogue led by students. The discussion leaders will work in small groups (3-4) to identify a current issue in counseling. While some examples will be provided (see Canvas), you are encouraged to consult guest lectures, course readings, recent journals, professional organization list-servs and websites, and other resources to identify relevant and timely topics.

You will provide a brief overview of the issue, but most of the time should be spent in dialogue. Consider posing discussion questions, creating a dialogue activity, or other creative ways to engage peers in analyzing these issues.

Provide a briefing (1 page summary front/back) on the issue (submit to Canvas, share electronically in class), including:

- An overview of the issue.



- Various perspectives/sides of the issue.
- What steps have or could be taken to address the issue.
- Relevant readings, resources, or articles which discuss the issue.

## Final Exam

There is no final exam for this course.

## Extra Credit Policy

There will be no extra credit offered in this course.

## How to Access Your Grades

You can view your grades on the Grades tab in MyU: Academics. Additional instructions can be found on [One Stop](#).

## Returning Papers, Exams, and Projects

Assignments will be submitted and graded via Canvas.

## Workload Expectation (Policy: [Expected Student Academic Work](#))

Undergraduate Courses. This is a three-credit, three-week May-term course. For the average University undergraduate student, this represents 45 hours of academic work per week.

### Instructional Time—45 hours total

- Lectures and in-class discussion: 18 hours
- Guest lectures & discussion: 8 hours
- Faculty-led cultural excursions, tours, & activities: 19 hours

### Student Time—90 hours total

- Independent cultural activities: 45 hours
- Completing course assignments: 18 hours
- Reading, research, viewing media, and preparing for class & guest lectures: 18 hours
- Peer-to-peer dialogues: 5 hours
- On-site orientation: 4 hours

# Tentative Course Schedule

## Sunday 5/18

- Depart MSP

## Monday 5/19

- Arrival at MAD, transfer to Toledo
- Orientation and guided visit of the residence
- Welcome dinner

## Tuesday 5/20

- Class: Community building and course expectations
- Toledo walking tour with entrance to Cathedral
- Basic Spanish class: Expressions, history, art, culture

## Wednesday 5/21

- Class: Frameworks for mental health and well-being
- Basic Spanish class: Expressions, history, art, culture

## Thursday 5/22

- Class: Food, culture, spirituality, well-being
- Cheese Museum and tasting

## Friday 5/23

- **Day trip to Madrid:**
- Visit Reina Sofia Museum and a mental health clinic
- Guest Lecture: Leticia Martinez Prado, Psychologist

## Saturday 5/24

- **Personal day**

## **Sunday 5/25**

- **Study day**
- Scrapbook Entry 1

## **Monday 5/26**

- Guest lecture and discussion: TBD
- Peer-to-peer dialogues

## **Tuesday 5/27**

- Walking tour to “El Martes,” flea market in Toledo
- Class: History of mental health in Spain
- Flamenco class

## **Wednesday 5/28**

- Guest lecture: Leticia Martinez Prado, Psychologist
- Flamenco class

## **Thursday 5/29**

- Class: Systems of mental health in Spain

## **Friday 5/30**

- Class: Mental health training in Spain

## **Saturday 5/31**

- **Holiday of Castilla-La Mancha - personal day**

## **Sunday 6/1**

- **Study day**
- Scrapbook Entry 2

## Monday 6/2

- Class: Culture and psychology (theories)
- Peer-to-peer dialogues
- Current Issues presentations

## Tuesday 6/3

- Guest lecture & discussion: TBD

## Wednesday 6/4

- Class: Culture and psychology (skills)
- Mental Health in Spain Paper

## Thursday 6/5

- **Day trip to Segovia:**
- Guided visit to El Alcazar, Plaza Mayor, Jewish Quarter, Aqueduct

## Friday 6/6

- Final class: Reflections and wrap-up
- Scrapbook Entry 3

## Saturday 6/7

- **Personal day**
- Farewell dinner

## Sunday 6/8

- Departure for USA

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can not be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course::

- Submitting all or part of an assignment statement to an online learning support platform
- Incorporating any part of an AI generated response in an assignment
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials

- Submitting your own work to an online learning support platform for ideas/improvement

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, discuss with the instructor. Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Examples of citing content composed by digital tools are presented in: [libguides.umn.edu/chatgpt](https://libguides.umn.edu/chatgpt)

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

The Office for Community Standards has compiled a [useful list of Frequently Asked Questions pertaining to scholastic dishonesty](#). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

## Student Confidentiality

Being actively involved in class sessions and small groups may entail some self-disclosure. Because of the nature of the vulnerability, trust, and openness needed for self-reflection and counselor development, it is important that confidentiality be maintained. It is expected that anyone who participates in a demonstration in this course will have their confidentiality respected. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. If you are struggling with an issue in class, speak with the instructor individually as soon as possible.

## Unfairly Prejudicial Comments in Teaching Evaluations

While we have much to learn from the critical feedback our students give, unfairly prejudicial comments have no place in the teaching evaluation process and are **inexcusable and wrong**. According to the [University of Minnesota's policy on teaching evaluations](#), these comments may include **offensive, racist, sexist, homophobic, and other personal comments**.

UMN's Center for Educational Innovation has provided a list of comments **likely** to be labeled unfairly prejudicial because they refer to one or more of the following properties in describing an instructor:

1. **Body characteristics** (e.g., weight, level of attractiveness, body shape or contour, other distinguishing physical features)
2. **Professional appearance** (e.g., apparel or accessories, hairstyle, grooming habits)

3. **Discriminatory statements** counter to Equal Opportunity and Affirmative Action values (e.g., sexual identity, age, race, religion, nationality, visible or invisible disabilities)
4. **A bullying, abusive, or offensive tone** that comprises harassment or intimidation  
Student comments might be unfairly prejudicial if they refer to:
5. **Elocution of speech** (e.g., accent, pronunciation, rhythm, speed)

Be mindful to avoid these types of comments when providing course evaluations.

## Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. Reference the [student responsibilities policy](#).

## Make-Up Work Policy

Class attendance is required. Attendance, engagement, and participation (including responsible use of electronic devices during class) will be assessed as part of your grade. Make-up opportunities will only be offered for class absences in line with [UofM's Makeup Work Policy](#). If you desire to make up work missed as a result of an approved absence, please contact the instructor to make arrangements as soon as you are aware of the absence.

## Incomplete Policy

An incomplete will be offered only in limited situations that align with University of Minnesota [grading policies](#). If you anticipate difficulty completing required coursework, make an appointment with the instructor to discuss whether an incomplete would be appropriate for your situation.

## Appropriate Student Use of Class Notes & Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. Reference the [student responsibilities policy](#).

## CEHD Policy on Recording Classes

All class sessions may be recorded by the instructor using the procedures in the [CEHD Policy on Recording Classes](#), with or without prior notice. Students should assume that a class

session is being recorded unless otherwise notified. No person (student or otherwise) may record a class without express written permission from the instructor or an authorized administrator implementing a disability accommodation. All permitted recordings are governed by this policy's limits on distribution and redistribution of recordings.

## **Sexual Harassment, Sexual Assault, Stalking, & Relationship Violence**

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services. If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, [see instructions here to report online](#) or contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role. [Review the policy here.](#)

## **Sexual Assault & Higher Education: Training Modules & Information**

Training modules and information The Department of Educational Psychology supports the efforts of the University of Minnesota towards prevention of sexual assault. We encourage all students to participate in the free online training that has been established for undergraduate students and graduate students. The training highlights pertinent issues regarding sexual assault, including, but not limited to: defining healthy relationships, consent, bystander intervention, and gender roles. The guide for the training in your [My Training page](#) is [available here](#). Additionally, to learn more about how you can help reduce sexual assault at the University of Minnesota, [visit the Aurora Center](#).

## **Equity, Diversity & Equal Opportunity**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, [consult the Board of Regents Policy](#).

## **Disability Accommodations**

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.



- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities: 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations, contact your (access consultant/disability specialist).

Additional information is available on the [DRC website](#), or email [drc@umn.edu](mailto:drc@umn.edu) with questions.

## Academic Freedom & Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."