



# Equity in Education and Society Conference

## Equality, Diversity and Inclusion in Global Mental Health: a Human Library Reading Event

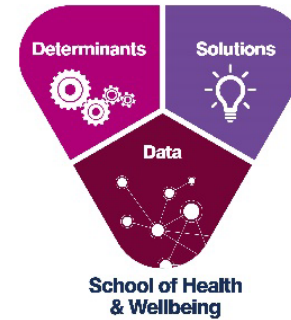
Dr Julie Langan Martin, Dr Laura Sharp and Dr Jack Melson  
School of Health and Wellbeing  
University of Glasgow  
2<sup>nd</sup> May 2024



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# Presentation Overview



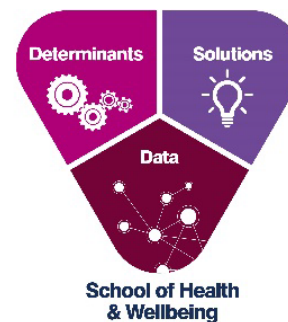
- Importance of embedding EDI
- Outline of the Global Mental Health MSc
- Embedding EDI – Progress to date
- Overview of the Human Library
- Next Steps



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# Attainment Gap



**Socio-  
economic  
Status**

**Gender**

**Ethnicity**

**Age**

**Race**

**Social  
Class**

**Disability**

**Sexual  
Orientation**

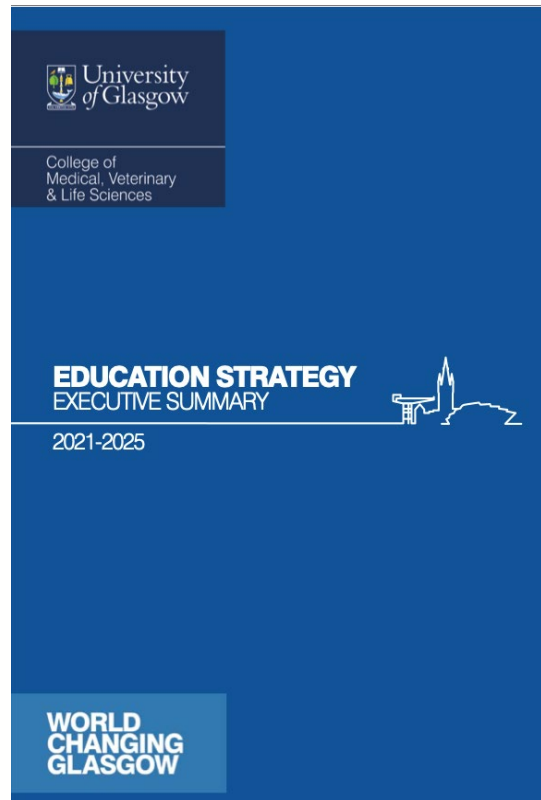
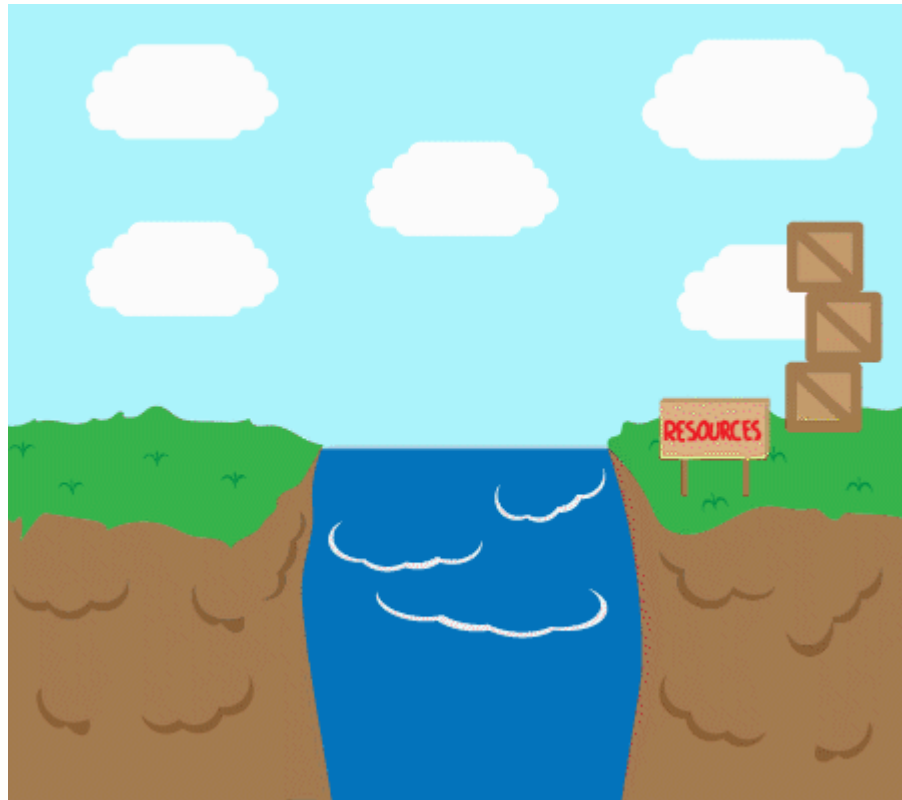
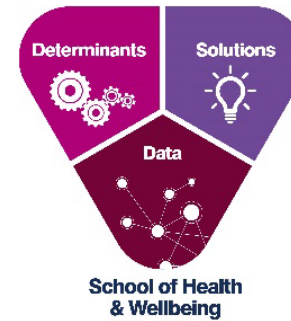
**Language**



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# Equality, Diversity, and Inclusion



## Commitment

Provide a learning experience that is free from discrimination and marginalisation.

Ensure a student centred approach.

Promote values of inclusivity, wellbeing, and respect.

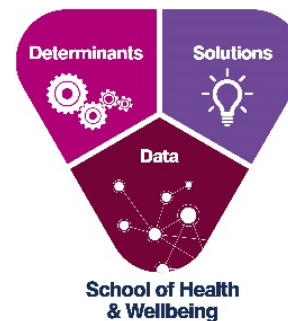




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# Global Mental Health MSc



## 60 Credits

- Three Core Course
- Themes in Global Mental Health
  - Research Methods
  - Mental Health and Disability: International Law & Policy

## 60 Credits

Three Optional Courses

## 60 Credits

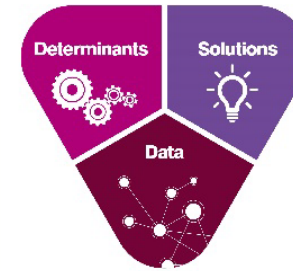
Dissertation Project



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# Global Mental Health MSc



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## Online Students



- 30 ODL students
- 3 years part-time

## On Campus Students



- 40-50 OC students
- 1 year full-time
- 2 years part-time



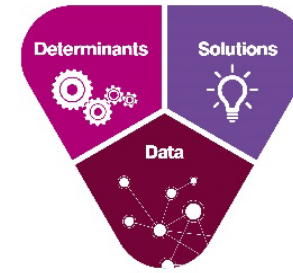
**Students with Dr Tedros Adhanom Ghebreyesus  
(WHO Director General, March 2024)**



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## Iterative Process of Enhancement



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Flipped classroom standard practice

Cyclical improvement approach

Student feedback

Employment of programme alumni





# Assessment Tips

## Assignment Tip

When completing assignments, bear in mind that by the end of your introductory paragraph, the reader should be clear about the question(s) you are addressing and, very broadly, how you plan to respond. Periodically, throughout your assignment, remind the reader of the question being addressed and how your evidence/argument is answering it.

# Self-Care / Wellbeing



# EDI Review



# Initiate Decolonisation

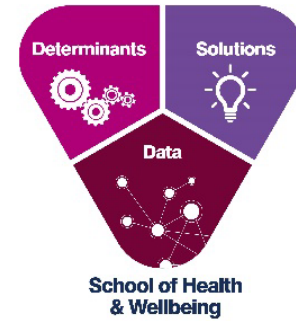




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## Mental Health and Disability: International Law & Policy Course



20 credit core course

Delivered across 10 teaching weeks

Sessions utilise 'flipped classroom'

Range of external speakers from Scottish Government,  
International Law Experts, NGOs.







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## Mental Health and Disability: International Law & Policy Course



### Strong emphasis on values of equality, diversity and inclusion:

- **Aims:** *introduce students to Global Mental Health Policies, Plans and Legislation. The course also aims to examine the legal rights afforded to the mental health of individuals across the world. Finally, this course aims to explore ways of minimising stigma and discrimination.*
- **ILOs:** *e.g., Critically discuss the concepts of stigma, discrimination and social exclusion and justify how they act as barriers to equitable healthcare across cultures*



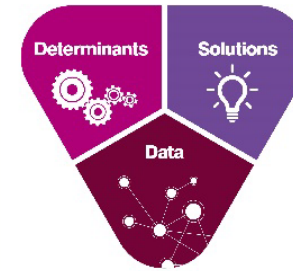


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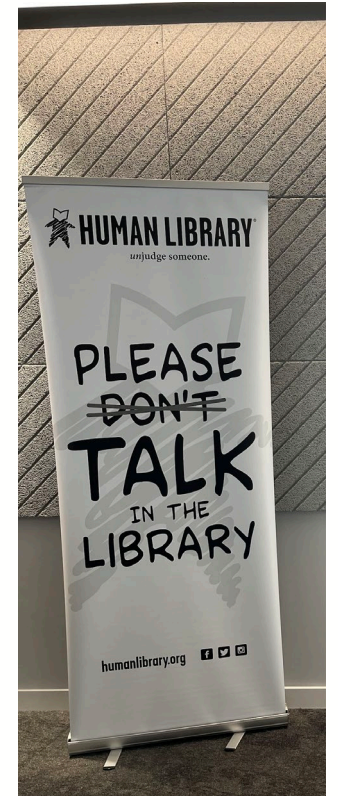


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Increasingly popular method utilising direct interaction and dialogue to explore difference, support understanding and challenge prejudice or assumptions

- Concept supported by evidence that ‘social contact’ interventions between those with lived experience of mental health problems can be effective (short term) for reducing stigma (e.g. Thornicroft, 2016)
- Experimental evidence that human library type intervention reduce stigma and desired social distance relative to didactic lecture formats (Chung et al., 2022)





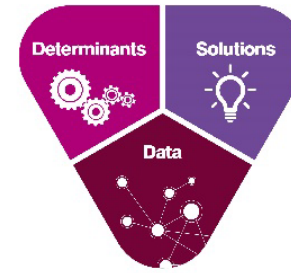


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Typically “readers” are provided an opportunity to engage in a dialogue with “living books” representing stigmatised, discriminated, marginalised groups

Safe and confidential space to ask questions, explore perceptions and attitudes, biases and stereotypes

Included in UofG undergraduate medical student curriculum



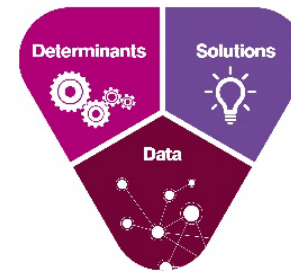


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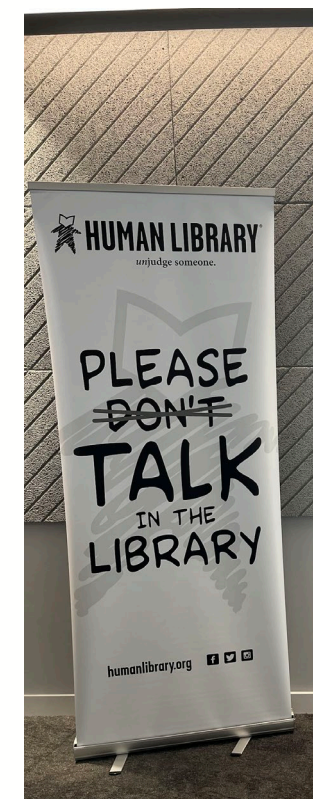


GMT team secured funding from the MVLS College Equality Diversity and Inclusion Fund to hold event for students in March 2023

### Human Library Organisation ‘Reading Hall’ event:

- 3 hour session embedded in student timetable
- Team of three “librarians” and six local “books” coordinated and delivered session for student “readers”
- Diversity areas represented by books: mental illness, religion, physical disability, gang membership, survivor of abuse, transgender and eating disorder.

Event ran again in March 2024



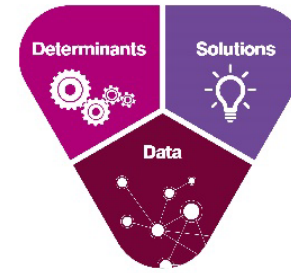


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In 2023, 94% (15/16) either strongly agreed or agreed that the event was informative and made them reflect on their personal views

In 2024, 100% (9/9) either strongly agreed or agreed that the event was informative and made them reflect on their personal views



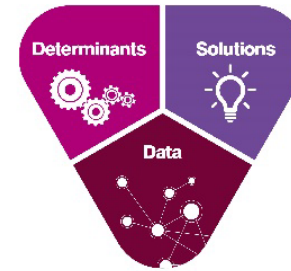


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*'I thoroughly enjoyed this event. I had never heard of this organization before and I think that it is an incredible concept. This was easily one of my favorite class days*

*'It was very comfortable. Books were open and came across as genuine. What was surprising was the books were open to learning as well. Great experience! Enlightened. Empathetic.'*

*'Unjudge people and listen more even if my brain is preconceived with certain contexts.'*

*'The event was amazing. I didn't even know such thing existed. Thank you for exposing these things to me'*

*'After attending today's experience, I will now commit to being more open minded and ask people more questions about themselves.'*







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## Conclusion



Utilised engaging and innovative approach to embed core EDI values in the Global Mental Health MSc curriculum.

Continue to offer this session as part of our core curriculum.





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## Collaborators and Thanks

With thanks to: Dr Jack Melson, Mia Wilson, Ailsa Frew, Dr Dimitar Karadzhov,  
Dr Breda Cullen, Andy Smith

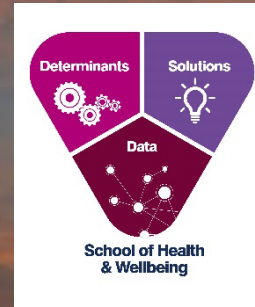
GMH Students

MVLS College Equality Diversity and Inclusion Fund





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Many thanks for listening

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