

PSY 366: Culture and Mental Health
Fall 2006 • MW • 4:00 – 5:20 PM • 105 Esslinger

Instructor: Georgina Parra, M.S.

Office: Straub 398 • Office phone: 346-4947 ☎

Office hours: Wednesday 2:00 – 3:30, or by appt.

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COURSE DESCRIPTION:

This course will focus on the role of culture in the definition and maintenance of mental health and "mental illness." We will explore what our culture, and various cultures of the world, say about mental health, and the treatment of mental illness.

REQUIRED TEXT: 📖

Castillo, R. (1997). Culture and Mental Illness: A Client-Centered Approach, Brooks/Cole.

CLASS FORMAT:

Classes will be a mixture of lecture, discussion, and/or group exercises. In order to be fully engaged and to participate in class, it is essential that you read and think about the material to be covered in lecture **before** you come to class. This will enhance your learning experience.

Please note: Lecture material is **selective**. We will not cover everything in the text in class, and new material (not in the text) will be introduced in class. Class meets Mondays and Wednesdays and your attendance is expected. Class participation, in the form of small-group activities, is part of the course requirements. As such, this is not a course to take if you expect to be absent more than once. Further, you must check the course Blackboard site at least twice per week for important course information and additions. Likewise, you are expected to check your university email regularly. Do make sure that the email address you actually use is the address listed on Blackboard, as important announcements will sometimes be sent to you through this email account. 📧 ✍

GRADING:

<i>Points</i>	<i>Course Work</i>
50	Midterm (10/23/06--in class)
80	Final Exam (12/5—3:15 p.m.)
60	Discussion Essays (6 Assignments/each worth 10 pts.)
80	Final Project
20	Participation (in-class small group)
10	Can be attributed to either Final exam or Final Project, such that on of these will be worth 100 pts. (rather than 80 points).
300	Total

Points	Letter Grade
270-300	A
240-269	B
210-239	C
180-209	D
Below 180	F

Note: Based on the actual distribution of final grades, this criterion might be relaxed.

Exams: 130 points (50-Midterm, 80-Final)

The exams will be structured to assess your knowledge of the text, online readings, in-class films, lectures, and class discussions. Exam questions will cover material from **both** class lecture-discussions **and** assigned readings. Midterm is worth 50 points. Final exam is worth 80 points.

Discussion Assignments: 60 points

Discussion will be an important part of this course. As such, Discussion Essays are meant to prepare you to better engage in class discussions. You will complete **6** Discussion Essays, cumulatively worth 60 points. Written essays must be typed (computer printed) and be 2-4 pages in length (double spaced, 1" margins, 12-point Times Roman, 11 point Arial or equivalent font). Discussion essays are due in class, on designated Mondays, at the beginning of class. Please do not email essays!

Each essay should show that you have put thought into the reading material, and serve to stimulate thoughtful class discussion about the reading and/or related issues. Consider the discussion essays as an opportunity to reflect on the meaning of the material to you, and how it may affect your life and society in general. I will provide specific topics to write about for each week. Each essay is worth 10 points.

Please note: Two points will be subtracted each day/portion of a day late. These essays are due **IN** class. Late essays must be submitted to the Psychology department front office and be date and time stamped. You will be selecting 6 out of 7 possible essays. As such, during the term, you can choose one essay that you do not want to do, and 6 that you will.

Final Project: 80 points

Consider the following scenario: You are working in a community mental health clinic in an area that has a lot of people from a different culture (you select what cultural group to focus on, i.e. Asian, Hmong, Puerto Rican, Hispanic). In your opinion, the predominantly Caucasian/non-Hispanic psychiatric staff at this clinic are not aware of the effect of culture on a patient's mental state. Your project is to design an educational intervention for the staff at this clinic. Possibilities range from drafting a brochure or newsletter, submission of an outline for a workshop, an internet learning experience, etc. Feel free to use your imagination, but do note that this project is worth 80 points, and as such must reflect your understanding of the topics covered in this class, and your ability to successfully bridge this material to real-world situations.

Participation: 20 points

Participation is crucial in this course. In class participation will likely be in the form of small groups (10 points total). You will work with different groups throughout the quarter and assigned group activities will be turned in. Blackboard discussion postings on your part, in response to questions posed by instructor, will make up the other 10 participation points (1 point each week).

ADDITIONAL NOTES:

Students with disabilities: If you are having difficulty and are in need of academic support because of a documented disability, whether it be psychiatric, learning, physical, hearing, or vision, you may be eligible for academic accommodations. Please talk to me at the end of the first class.

Experiencing a problem?: If you are having any difficulties with the class -- such as dealing with the material, making it to class on time, attending class, doing poorly on the exams, or dealing with other students - please let me know as soon as possible so that we can work together toward resolving the issue.

Academic Honesty: As a student at the University of Oregon, you are expected to abide by the honor code. All work submitted in this course must be your own and produced solely for this class. The sure of sources

(ideas, quotations, paraphrases) must be properly acknowledged and documented. Plagiarism is the inclusion of someone else's words, ideas, or data as your own. By placing one's name on a work submitted for credit, the student certifies the originality of all work.

On written assignments, if statements are included verbatim, they should be enclosed by quotation marks or set off from regular text as indented extracts. Unauthorized collaboration with others on papers or projects can lead to a charge of plagiarism. If in doubt, consult with the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). UO website regarding academic honesty:
<http://darkwing.uoregon.edu/~conduct>

Psychiatric medications

You will find this course presents you with differing ways of thinking about, and treating, what is termed mental "disorders". Many approaches to mental illness do not emphasize medications in the same manner our culture does. I recognize that many of you may be taking such drugs, and may feel the need to question or change your regimen. You must do so ONLY with consent and cooperation from your medication prescriber.

Guidelines for Teaching and Learning at the University of Oregon, Department of Psychology


As members of the University of Oregon Department of Psychology we all share the responsibility for creating an atmosphere conducive to learning. A collaborative learning environment both in and outside the classroom involves the active participation of instructors (including faculty members, adjuncts, and GTFs), teaching assistants, and students. This environment requires:

- The best effort on the part of both instructors and students to enhance the learning experience for the benefit of all persons involved.
- The recognition that all present play important roles; all participants in the learning experience deserve respect for what they bring to it, and all should be sensitive to the importance of others in this process.
- An atmosphere in the classroom of mutual respect for all persons.
- See <http://psychweb.uoregon.edu/guidelines/> for more information.

CLASS SCHEDULE: LECTURE TOPICS AND READING ASSIGNMENTS

(subject to slight changes as course unfolds)

Note: Online Readings will be posted on Blackboard (a week before they are to be done)

	<u>Date</u>	<u>Lecture topic</u>	<u>Readings</u> 
Week 1:		Introduction to Culture, mental illness and mental health	
	Mo 9/25	Introduction: Why Culture? What is Mental Health and Mental Illness?	Chapter 1
	We 9/27	What is a psychiatric diagnosis?	Chapter 2 <i>Online Readings</i>
Week 2:		Assessment and cultural context	
	Mo 10/2	The Psychiatric Interview: DSM IV Expert Opinion vs. Individual Lived Experience? ESSAY #1 DUE	Chapters 3, 4 <i>Online Readings</i>
	We 10/4	Assessment: Important cultural considerations	
Week 3:		Mental Illness in Other Cultures	
	Mo 10/9	Culture Specific Syndromes ESSAY #2 DUE	Chapter 5 <i>Online Readings</i>
	We 10/11	Culturally Sensitive Treatment: How is healing approached in different cultures?	
Week 4:		Treatment of the Mentally Ill	
	Mo 10/16	Treatment and healing of the mentally ill ESSAY #3 DUE	Chapter 15 <i>Online Readings</i>
	We 10/18	Mental Illness in American Culture: One Survivor's Experience	Watch "One Flew Over the Cuckoo's Nest" c. 1975, Warner Home Videos, 1997
Week 5: This latter half of the course will focus on specific disorders across cultures (including our own) with an emphasis on identification, diagnosis and treatment			
	Mo 10/23	MIDTERM EXAM	
	We 10/25	Alcohol and substance abuse in different groups	Chapter 9 <i>Online Readings</i>
Week 6:			
	Mo 10/30	Depression and Suicide ESSAY #4 DUE	Chapter 12 <i>Online Readings</i>
	We 11/1	Mood Disorders	
Week 7:			
	Mo 11/6	PTSD and Dissociative Disorders ESSAY #5 DUE Final 20 point contract due today (see Blackboard)	Chapter 13
	We 11/8	Psychotic disorders and Schizophrenia	Chapter 14 <i>Online Readings</i>
Week 8:			
	Mo 11/13	Individual and Collectivist Culture: Compare and Contrast	<i>Online Readings</i>

ESSAY #6 DUE

We 11/15 Gender Disorders

Chapter 7
Online Readings

Week 9:

Mo 11/20 Anxiety Disorders and Somatoform Disorders
ESSAY #7 DUE (only if you missed one of the first 6 essays)

Chapter 10
Chapter 11
Online Readings

We 11/22 NO CLASS-Thanksgiving Holiday

Week 10:

Mo 11/27 Personality Disorders

Chapter 6
Online Readings

We 11/29 Eating Disorders
FINAL PROJECT DUE Nov. 29th by noon.

Chapter 8
Online Readings

Mo 12/1 Bringing it together: Bridging Knowledge with Practice

Assignment DUE Dates:**Essays:**

Mo 10/2 Essay #1
Mo 10/9 Essay #2
Mo 10/16 Essay #3
Mo 10/30 Essay #4
Mo 11/6 Essay #5
Mo 11/13 Essay #6
Mo 11/20 Essay #7: Only if previously missed one of first six essays

Allocation of 10 points:

Mo 11/6 Decide whether to have Final Exam or Final Project worth 90 pts. (vs. 80).
If no official decision is made, the default will be to have them applied to
Final exam. Decision to be made on Blackboard by 11/6/06!

Blackboard Postings:

Due every Wed. by noon, for a total of 10 participation points.

Final Project:

Mo 11/29 Final Project due by noon (Psychology Front Office)

Exams:

Mo 10/23 In-class Mid-term Exam (4-5:20 p.m.)
Tu 12/5 Scheduled for 3:15 p.m. in Esslinger 105