

PSY 366: Culture and Mental Health
Spring 2007 • MW • 4:00 – 5:20 PM • 302 Gerlinger

Instructor: Georgina Parra, M.S.

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

Office hours: Monday 1:30 – 3:00, 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 cultures, and various other 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>
100	Midterm (5/2/07--in class)
120	Final Exam (6/14—3:15 p.m.)
60	Discussion Essays (6 Assignments/each worth 10 pts.)
20	Participation (in-class small group & Blackboard posts)
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, but not stiffened. Plus and minuses will be assigned accordingly.

Exams: 220 points (100-Midterm, 120-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 100 points. Final exam is worth 120 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 3-5 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 Wednesdays, 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.

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 source 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.

Diversity and Respect for Others

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the **Bias Response Team** at 346-2037 or <http://bias.uoregon.edu>

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:			
	Mo 4/2	Introduction: Why Culture? What is Mental Health and Mental Illness?	Chapter 1 Chapter 2 <i>Online Readings</i>
	We 4/4	What is a psychiatric diagnosis?	
Week 2:			
	Mo 4/9	Assessment and cultural context The Psychiatric Interview: DSM IV Expert Opinion vs. Individual Lived Experience?	Chapters 3, 4 <i>Online Readings</i>
	We 4/11	Assessment: Important cultural considerations ESSAY #1 DUE	
Week 3:			
	Mo 4/16	Mental Illness in Other Cultures Culture Specific Syndromes	Chapter 5 <i>Online Readings</i>
	We 4/18	Culturally Sensitive Treatment: How is healing approached in different cultures? ESSAY #2 DUE	
Week 4:			
	Mo 4/23	Treatment of the Mentally Ill Treatment and healing of the mentally ill	Chapter 15 <i>Online Readings</i>
	We 4/25	Mental Illness in American Culture: One Survivor's Experience ESSAY #3 DUE	
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 4/30	Alcohol and substance abuse in different groups	Chapter 9 <i>Online Readings</i>
	We 5/2	MIDTERM EXAM	
Week 6:			
	Mo 5/7	Depression and Suicide	Chapter 12 <i>Online Readings</i>
	We 5/9	Mood Disorders ESSAY #4 DUE	
Week 7:			
	Mo 5/14	PTSD and Dissociative Disorders	Chapter 13 Chapter 14 <i>Online Readings</i>

	We 5/16	Psychotic disorders and Schizophrenia ESSAY #5 DUE	
Week 8:	Mo 5/21	Gender Disorders	Chapter 7 <i>Online Readings</i>
	We 5/23	Anxiety Disorders and Somatoform Disorders ESSAY #6 DUE	Chapter 10 Chapter 11 <i>Online Readings</i>
Week 9:	Mo 5/28	NO CLASS-Memorial Day	
	We 5/30	Personality Disorders ESSAY #7 DUE (only if you missed one of the first 6 essays)	Chapter 6 <i>Online Readings</i>
Week 10:	Mo 6/4	Eating Disorders	Chapter 8 <i>Online Readings</i>
	We 6/6	Bringing it together: Bridging Knowledge with Practice	

Assignment DUE Dates:

Essays:

We 4/11	Essay #1
We 4/18	Essay #2
We 4/25	Essay #3
We 5/9	Essay #4
We 5/16	Essay #5
We 5/23	Essay #6
We 5/30	Essay #7: Only if previously missed one of first six essays

Blackboard Postings:

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

Exams:

We 5/2	In-class Mid-term Exam (4-5:20 p.m.)
Thrs. 6/14	Scheduled for 3:15 p.m. in Gerlinger 302