

Psychology 366: CULTURE AND MENTAL HEALTH

306 Deady Hall, MTWR 14:00-15:50 (Mondays thru Thursdays, 2-3:50 pm), Weeks 5-8

Instructor:

Mark Reid – mreid1@uoregon.edu

Office Hours:

Tuesdays and Thursdays, 1-2pm
391 Straub Hall

Course web page:

<http://blackboard.uoregon.edu/>

Required Texts:

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

Duran, Eduardo. (2006). *Healing the Soul Wound: Counseling with American Indians and Other Native Peoples*. Teacher's College Press.

Additional Readings will be posted to the Course Documents folder of the course web page.

Course Description

"As powerful an influence as the culture of the Hmong patient and her family is on this case, the culture of biomedicine is equally powerful. If you can't see that your own culture has its own set of interests, emotions, and biases, how can you expect to deal successfully with someone else's culture?"

—Medical anthropologist Arthur Kleinman, quoted in The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures

Culture and Mental Health is a class that explores the role of culture in the definition and maintenance of mental health and "mental illness." We will be exploring what our culture and various cultures of the world have to say about mental health, mental illness, and treatment of mental illness. We will be addressing questions like the following:

- What is a mental illness? Do different cultures define it differently?
What is meant by culture, anyway?
- Are there different kinds of mental illness in different cultures of the world?
- Does depression look different in China than it does here?
- Does Schizophrenia occur all over the world?
- How do different cultures approach the healing of mental illness?

Requirements

1. **Participation** is crucial both to your success in this class and enjoyment of the material. Many of the topics covered in the class are controversial, and are best understood through discussion and debate by the members of the class. Also, you will be working in a small group in class and asked to complete various activities in these small groups. Credit for participation is not based on how much you talk or how well you do on in-class exercises, but is instead based on participation alone. If you attend every class and do the exercises, you will get full credit (there are no "incorrect" answers). In-class exercises will not occur on a fixed schedule and will not be part of every class, so attending every class is the only way to get full credit.
2. **Reading** assignments are listed at the end of this syllabus. Yes, I realize there is a GINORMOUS amount to read for a summer class, but I hope that the reading is beneficial and enjoyable. Readings are to be completed **before the beginning of each class**, and you may choose to prepare discussion points about the day's readings as one of your required projects (see below). There are two required textbooks (available at the UO bookstore or your favorite alternative) along with online readings available on the Blackboard website. Some chapters have been posted to the course website, if you do not yet have a book. You will not be able to do well on the exams or projects if you do not do the reading, so please try to keep up.

3. **Exams and Projects** will be due throughout the term (see class schedule at end of syllabus). During the typical school year, this class requires multiple projects, tests, in-class exercises, and weekly essays to be completed. Since we will be meeting for a shorter period of time, I am giving you some flexibility in terms of how you will be graded. **You will be required to complete at least three of the following five projects or exams** (completing two due on one day is okay):
1. A **50 question multiple choice Midterm**, given in-class on July 31st
 2. A **five-page take-home Midterm with essay questions**, due by 5pm on July 31st (time-stamped at the psychology office, 131 Straub Hall, or via email if you arrange this with me!)
 3. A **50 question multiple choice, semi-cumulative Final Exam**, given during the scheduled final exam time (August 15th, 3:15pm, or at an earlier time if needed, but please see me)
 4. **12 Daily Discussion points**, which will consist of one paragraph that contains questions or thoughts (but no summarizing!) about the day's readings, due by the beginning of class each day readings are assigned. You may want to keep a copy for yourself to use in class discussions. Though 13 classes (starting with day two) require a reading assignment, you will need to complete discussion points for 12 of these 13 days. Sorry, late discussion points are not accepted (early is okay, though!).
 5. A **Final Project** – your choice of **one of the following** (due by 5pm on August 15th):
 - You are working in a community mental health clinic in an area that has a lot of people from a different culture (you get to pick what culture, e.g., Hispanic, Asian, Hmong, Puerto Rican, etc.). The psychiatric staff is not aware of the effect of culture on the patients' mental state. **Your project is to design some sort of educational intervention for the staff. It might be a brochure or newsletter; an outline for a workshop; an internet learning experience; etc.** Use your imagination! Up to **two students** may complete this project together, but individuals will be graded more generously....**or...**
 - Write a **5-7 page paper**, with at least 5 references (other than assigned texts and articles) on the role of self and culture in a specific, culture-bound mental illness. For example, you might choose *anorexia*, *susto*, or *neurasthenia*....**or...**
 - A **case study** of a person with a culture bound illness, and how the person might be seen from other cultural settings....**or...**
 - Approach me with a **good idea**, and we'll see if we can make it work!

Grading

Your *final course grade* is based on the following components:

- 90% Top scores on **3 of 5 exams or projects**, each worth 30% (you may complete as many as you like, and your top 3 scores will count)
- 10% **Participation** in in-class exercises

****Note:** Random Extra Credit will pop up on occasion (for excellent discussion contributions, excellent work on projects, etc.), but can only increase your final course grade by up to 5%. Additional projects or exams completed may count as extra credit, if you wish, but will be constrained to 5% of your total grade.

Final grades are based on percentages of total possible points earned, rounded to the nearest tenth of a percent. Grades will be distributed as follows, and will be curved if needed:

A+	<i>Reserved for exceptional performance</i>		
A	93-100	D+	67-69.9
A-	90-92.9	D	63-66.9
B+	87-89.9	D-	60-62.9
B	83-86.9		
B-	80-82.9	N	less than 70***
C+	77-79.9	P	70 or higher***
C	73-76.9		
C-	70-72.9		***If taking pass/fail

Additional Notes

Late Assignments

Yes, I know **it happens. Your dog eats your keys, your little sister uses your homework to practice coloring, etc! **Late assignments** (except in class exams and discussion points, which cannot be completed late) will receive a **deduction of 5% for each day** a project is late (weekends count as one day). Remember, you are welcome to complete additional projects to improve your grade.

Using Blackboard

The web site for this course was constructed using Blackboard online software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu/>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC), or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

Policy on Email

Make sure that the email address listed for you on duckweb/blackboard is correct. You will need to check this account frequently because I may communicate with you outside of class. If the address you have listed on duckweb/blackboard is not the account that you regularly use, you can change your primary email address by going to <http://duckweb.uoregon.edu>, selecting "personal information," selecting "change email address" and then following the instructions. **YOU WILL BE RESPONSIBLE FOR ALL INFORMATION THAT IS SENT TO YOU VIA EMAIL.**

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with me before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct/>).

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also, if possible, please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, hgerdes@oregon.uoregon.edu]

One Further Note on Psychiatric Medications

You will find in this course many different ways of thinking about and treating what we call mental "disorders." Many approaches to mental illness do not emphasize medications the way that our culture does. I recognize that many of you may be taking such drugs, and if you feel that you need to question or change your regimen, you must do so **ONLY** with consent and cooperation of the person prescribing the medication.

CLASS SCHEDULE

This is an outline for the course, subject to change at any time. Updates to this schedule will be discussed in class, so please attend. Being unaware of a change due to missing class is not an excuse for being unprepared.

Note about Readings:

RC is the Castillo text; **ED** is the Duran Text; **Online** Readings can be found on Blackboard in the Course Documents folder for the class.

Date	Topic	Book Readings	Online Readings
<u>Week 5</u>			
7/21	Introduction: What is Culture? What is Mental health? How do they interact?	None	None
7/22	What is a psychiatric diagnosis? Modernism and Postmodernism	RC: Chapter 1 ED: Intro & Chapter 1	See Link on Blackboard
7/23	Culture, Personality and the Social Self: Independent or Relational?	RC: Chapters 2 & 3	Nisbett (2003)
7/24	Examining culture in the DSM-IV: Assessment and Diagnosis	RC: Chapter 4 ED: Chapter 2	Markus (1996)
<u>Week 6</u>			
7/28	Distress and Healing across cultures: The role of symbols	RC: Chapter 5 ED: Chapter 3	Krippner (1995) Epstein (1998)
7/29	Personality Disorders: Borderline personality disorder as cultural artifact	RC: Chapter 6	Paris (1991) <i>Optional: Peters (1994)</i>
7/30	Gender Identity and Sexual “Disorders”	RC: Chapter 7	Helliwell (2001)
7/31	Midterm Exam <u>and/or</u> Take-Home Due <i>Thursday, 2-3:50pm</i>		
<u>Week 7</u>			
8/4	Eating Disorders: Anorexia and Bulimia are culture-bound	RC: Chapter 8 ED: Chapter 4	Miller and Pumariega (2001)
8/5	Substance Abuse	RC: Chapter 9 ED: Chapter 5	
8/6	Anxiety and Somatoform Disorders	RC: Chapters 10 & 11	Kirmayer (2001)
8/7	Depression: Suicide, powerlessness, social stress and social roles	RC: Chapter 12 ED: Chapter 6	O'Neill (2001)
<u>Week 8</u>			
8/11	Dissociation and PTSD: The role of fear inducing trauma and social betrayal	RC: Chapter 13	Eagle (2005) <i>Optional: Howell (2002)</i>
8/12	Psychosis and Schizophrenia	RC: Chapter 14	Read (2004)
8/13	Review: How do we understand mental health, and how do we make it available for all?	RC: Chapter 15 ED: Chapter 7 <i>Optional:</i> ED: Chapters 8 & 9	Miranda (2005)
8/15	Final Exam <u>and/or</u> Final Project Due <i>Friday, 3:15-5:15pm</i>		