

Psychology of Cultural Diversity (Psy 610)

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Purpose

The purpose of this course is to consider psychology in diverse cultural contexts. The applicability and limitations of mainstream psychology approaches with respect to culturally diverse populations will be evaluated. The course will focus on history, theory, and research on African Americans, Asian Americans, Latino/a Americans, and American Indians/Alaska Natives that addresses both cultural and sociocultural issues involving minority status. Although there are similarities across each of these groups of color, there are unique aspects of each group and much diversity within each group. There will be an emphasis on culturally competent research methods and clinical applications. The role of cultural diversity in informing mainstream psychology will be considered.

Mutual Respect:

Throughout this course, we will be discussing a variety of socially sensitive and controversial issues, some about which you may have strong feelings and attitudes. Thus, it will be extremely important to keep an open mind, to listen to others' viewpoints, and to appreciate a different opinion than your own. In order to get the most out of this course and to make this class a rich experience for all of us, it is essential that you treat your classmates with respect. Participation in class discussion is encouraged.

Readings:

Required readings for each week of the course are listed below. These readings have been selected to provide an in depth look at selected topics. All readings are available electronically from Blackboard or the Knight Library.

Weekly Discussion Questions:

Class sessions will primarily involve discussion of conceptual and empirical issues. The textbook and readings are intended as a springboard for discussion, so it is critical to prepare for class by completing the reading assignments.

Students will provide questions from each of the readings before each class period for possible discussion. Each week each student should be prepared to **lead a 7-minute class discussion** on a question that I will assign. Because your weekly discussion questions will help determine the focus of the class discussion, it behooves you to

provide good questions! These questions should be e-mailed to me (gnhall@uoregon.edu) **by 5pm on the Monday before class**. I will select questions to be assigned for class discussion from your questions and post them to Blackboard on Tuesday afternoons. You should be prepared to discuss all questions that I select, in addition to the one that I assign to you. Submitted weekly discussion questions are worth **20% of your course grade**.

Term Paper:

Everyone is expected to select a topic of interest involving persons of color in North America and to write a review paper. The model for the paper is that typified by *Annual Review of Clinical Psychology*, *Clinical Psychology Review*, and *Clinical Psychology: Science and Practice* articles. The review should cover current theories, current empirical research, and recommendations for future theory or research or both. "Current" generally means within the past five years. Other types of papers, such as an experiment or a grant proposal, are possible. The term paper should be in APA Style. The term paper is due **Monday, February 24 by 5pm**.

I will provide feedback and your revisions in response to the feedback are due **Monday, March 17 by 5pm**. The revisions should include a cover memo detailing changes from the term paper and changes in the paper should be italicized. The term paper is worth **45% of your course grade** and the revisions are worth **20% of your course grade**.

Class Presentation:

Each student will be required to make a class presentation of **7 minutes** on their term paper topic. Presentations will be on Week 10. The class presentation is worth **15% of your course grade**.

Grading:

Discussion questions (weekly)	= 20%
Term paper (2/24)	= 45%
Term paper revisions (3/17)	= 20%
Paper presentation (Week 10)	= 15%

Course Outline

Week	Topic	Readings
1	Introduction and History	Cauce (2011) Gone (2011) C. Hall (2014) Sue (2009)
2	Ethnic and Racial Identity/Acculturation	Smith & Silva (2011) Yip et al. (2014) Yoon et al. (2013) Zane & Mak (2003)
3	Research Methods	Bernal et al. (2014) David et al. (2014) Lau et al. (2010) Leong et al. (2010)
4	Cultural Adaptations of Psychotherapy	Bernal et al. (2009) Hall et al. (2011) Hall & Yee (2014) Nezu et al. (2014)
5	African Americans	Holliday (2009) Hunter & Schmidt (2010) Pieterse et al. (2012) Snowden (2012)
6	Asian Americans	Gupta et al. (2013) Kim et al. (2008) Leong & Okazaki (2009) Sue et al. (2012)
7	Latino/Latina Americans	Lopez et al. (2012) Mendelson et al. (2008) Padilla & Olmedo (2009) Valencia-Garcia et al. (2012)

Monday, February 24, 5pm - Term paper due

8	American Indians	Gone & Trimble (2012) Kaufman et al. (2013) Markstrom (2011) Trimble & Clearing Sky (2009)
9	Clinical Interventions	Cabral & Smith (2011) Comas-Diaz (2014) Leong (2007)
10	Paper presentations	

Monday, March 17, 5pm – term paper revisions due

Readings

- Bernal, G., Cumba-Avilés, E., & Rodriguez-Quintana, N. (2014). Methodological challenges in research with ethnic, racial, and ethnocultural groups. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. C. McLoyd, & J. E. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 1: Theory and research* (pp. 105-123). Washington, DC: American Psychological Association. doi: 10.1037/14189-006
- Bernal, G., Jiménez-Chafey, M. I., & Domenech Rodríguez, M. M. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. *Professional Psychology: Research and Practice*, 40, 361-368. doi: 10.1037/a0016401
- Cabral, R. R., & Smith, T. B. (2011). Racial/ethnic matching of clients and therapists in mental health services: A meta-analytic review of preferences, perceptions, and outcomes. *Journal of Counseling Psychology*, 58, 537-554. doi: 10.1037/a0025266
- Cauce, A. M. (2011). Is multicultural psychology a-scientific?: Diverse methods for diversity research. *Cultural Diversity and Ethnic Minority Psychology*, 17, 228-233. doi: 10.1037/a0023880
- Comas-Díaz, L. (2014). Multicultural psychotherapy. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. C. McLoyd, & J. E. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 419-441). Washington, DC: American Psychological Association. doi: 10.1037/14187-024
- David, E. J. R., Okazaki, S., & Giroux, D. (2014). A set of guiding principles to advance multicultural psychology and its major concepts. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. C. McLoyd, & J. E. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 1: Theory and research* (pp. 85-104). Washington, DC: American Psychological Association. doi: 10.1037/14189-005
- Gone, J. P. (2011). Is psychological science a-cultural? *Cultural Diversity and Ethnic Minority Psychology*, 17, 234-242. doi: 10.1037/a0023805
- Gone, J. P., & Trimble, J. E. (2012). American Indian and Alaska Native mental health: Diverse perspectives on enduring disparities. *Annual Review of Clinical Psychology*, 8, 131-160. doi: 10.1146/annurev-clinpsy-032511-143127
- Gupta, A., Leong, F., Valentine, J. C., & Canada, D. D. (2013). A meta-analytic study: The relationship between acculturation and depression among Asian Americans. *American Journal of Orthopsychiatry*, 83, 372-385. doi: 10.1111/ajop.12018
- Hall, C. C. I. (2014). The evolution of the revolution: The successful establishment of multicultural psychology. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. C. McLoyd, & J. E. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 1: Theory and research* (pp. 3-18). Washington, DC: American Psychological Association. doi: 10.1037/14189-001
- Hall, G. C. N., Hong, J. J., Zane, N. W., & Meyer, O. L. (2011). Culturally-competent treatments for Asian Americans: The relevance of mindfulness and acceptance-based therapies. *Clinical Psychology: Science and Practice*, 18, 215-231. doi: 10.1111/j.1468-2850.2011.01253.x

- Hall, G. C. N., & Yee, A. (2014). Evidence-based practice. In F. T. L. Leong, L. Comas-Diaz, G. C. N. Hall, V. McLoyd, & J. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 59-79). Washington, DC: American Psychological Association. doi: 10.1037/14187-004
- Holliday, B. G. (2009). The history and visions of African American psychology: Multiple pathways to place, space, and authority. *Cultural Diversity and Ethnic Minority Psychology, 15*, 317-337. doi: 10.1037/a0016971
- Hunter, L. R., & Schmidt, N. B. (2010). Anxiety psychopathology in African American adults: Literature review and development of an empirically informed sociocultural model. *Psychological Bulletin, 136*, 211-235. doi: 10.1037/a0018133
- Kaufman, C. E., Beals, J., Croy, C., Jiang, L., & Novins, D. K. (2013). The AI-SUPERPFP Team multilevel context of depression in two American Indian tribes. *Journal of Consulting and Clinical Psychology*. doi: 10.1037/a0034342
- Kim, H. S., Sherman, D. K., & Taylor, S. E. (2008). Culture and social support. *American Psychologist, 63*, 518-526. doi: 10.1037/0003-066X
- Lau, A. S., Chang, D. F., & Okazaki, S. (2010). Methodological challenges in treatment outcome research with ethnic minorities. *Cultural Diversity and Ethnic Minority Psychology, 16*, 573-580. doi: 10.1037/a0021371
- Leong, F. T. L. (2007). Cultural accommodation as method and metaphor. *American Psychologist, 62*, 916-927. doi: 10.1037/0003-066X.62.8.916
- Leong, F. T. L., & Okazaki, S. (2009). History of Asian American Psychology. *Cultural Diversity and Ethnic Minority Psychology, 15*, 352-362. doi: 10.1037/a0016443
- Leong, F. T. L., Leung, K., & Cheung, F. M. (2010). Integrating cross-cultural psychology research methods into ethnic minority psychology. *Cultural Diversity and Ethnic Minority Psychology, 16*, 590-597. doi: 10.1037/a0020127
- López, S. R., Barrio, C., Kopelowicz, A., & Vega, W. A. (2012). From documenting to eliminating disparities in mental health care for Latinos. *American Psychologist, 67*, 511-523. doi: 10.1037/a0029737
- Markstrom, C. A. (2011). Identity formation of American Indian adolescents: Local, national, and global considerations. *Journal of Research on Adolescence, 21*, 519-535. doi: 10.1111/j.1532-7795.2010.00690.x
- Mendelson, T., Rehkopf, D. H., & Kubzansky, L. D. (2008). Depression among Latinos in the United States: A meta-analytic review. *Journal of Consulting and Clinical Psychology, 76*, 355-366. doi: 10.1037/0022-006X.76.3.355
- Nezu, A. M., Greenberg, L. M., & Nezu, C. M. (2014). Cognitive and behavioral therapies. In F. T. L. Leong, L. Comas-Diaz, G. C. N. Hall, V. McLoyd, & J. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 443-454). Washington, DC: American Psychological Association. doi: 10.1037/14187-025
- Padilla, A. M., & Olmedo, E. (2009). Synopsis of key persons, events, and associations in the history of Latino psychology. *Cultural Diversity and Ethnic Minority Psychology, 15*, 363-373. doi: 10.1037/a0017557
- Pieterse, A. L., Todd, N. R., Neville, H. A., & Carter, R. T. (2012). Perceived racism and mental health among Black American adults: A meta-analytic review. *Journal of Counseling Psychology, 59*, 1-9. doi: 10.1037/a0026208

- Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. *Journal of Counseling Psychology*, 58, 42-60. doi: 10.1037/a0021528
- Snowden, L. R. (2012). Health and mental health policies' role in better understanding and closing African American–White American disparities in treatment access and quality of care. *American Psychologist*, 67, 524-531. doi: 10.1037/a0030054
- Sue, S. (2009). Ethnic minority psychology: Struggles and triumphs. *Cultural Diversity and Ethnic Minority Psychology*, 15, 409-415. doi: 10.1037/a0017559
- Sue, S., Cheng, J. K. Y., Saad, C. S., & Chu, J. P. (2012). Asian American mental health: A call to action. *American Psychologist*, 67, 532-544. doi: 10.1037/a0028900
- Trimble, J. E., & Clearing-Sky, M. (2009). An historical profile of American Indians and Alaska Natives in psychology. *Cultural Diversity and Ethnic Minority Psychology*, 15, 338-351. doi: 10.1037/a0015112
- Valencia-Garcia, D., Simoni, J. M., Alegría, M., & Takeuchi, D. T. (2012). Social capital, acculturation, mental health, and perceived access to services among Mexican American women. *Journal of Consulting and Clinical Psychology*, 80, 177-185. doi: 10.1037/a0027207
- Yip, T., Douglass, S., & Sellers, R. M. (2014). Ethnic and racial identity. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. C. McLoyd, & J. E. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 1: Theory and research* (pp. 179-205). Washington, DC: American Psychological Association. doi: 10.1037/14189-010
- Yoon, E., Chang, C., Kim, S., Clawson, A., Cleary, S. E., Hansen, M., Bruner, J. P., Chan, T. K., & Gomes, A. M. (2013). A meta-analysis of acculturation/enculturation and mental health. *Journal of Counseling Psychology*, 60, 15-30. doi: 10.1037/a0030652
- Zane, N., & Mak, W. (2003). Major approaches to the measurement of acculturation among ethnic minority populations: A content analysis and an alternative empirical strategy. In K. M. Chun, P. Balls Organista, & G. Marín, Gerardo (Eds.), *Acculturation: Advances in theory, measurement, and applied research* (pp. 39-60). Washington, DC: American Psychological Association. doi: 10.1037/10472-005