

Syllabus
Culture and Mental Health
PSY 366
Winter 2015

Professor

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Graduate Teaching Fellow

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Class meeting time and classroom

Tuesdays and Thursdays, 10-11:20am, Pacific 123

Textbook and readings

Hall, G. C. N. (2010). *Multicultural psychology*, 2nd ed. Upper Saddle River, NJ: Prentice-Hall.

Available in the Duck Store.

Course readings are available on Blackboard and are listed at the end of the syllabus.

The textbook and readings are intended to provide a context for the class sessions. The class sessions will cover issues presented in the text, as well as material that is not. Assigned reading should be completed before the class session that it corresponds with.

Course description

This course introduces you to the role of cultural and sociocultural influences on mental health and psychopathology. You will learn about research on culture, race, and ethnicity, on diagnosis, psychological assessment, and psychotherapy, and on mental health issues specific to ethnic groups of color in the United States. Although there will be some attention to international research, the focus will be on the U.S. because of the large amount of research on U.S. populations and because most students will live and

work in the U.S. This course addresses the American Cultures and Identity, Pluralism, and Tolerance categories of the university Multicultural requirement.

Expected Learning Outcomes

Upon completing this course, you should be able to:

1. Identify major theories, research findings, and methodological approaches in culture and mental health and apply research findings to human behavior in everyday life.
2. Evaluate the adequacy of the mainstream mental health literature in addressing culture and identify gaps in this literature.

Estimated Student Workload

Reading requirements and review of class material outside class will require approximately 8 hours per week. Study guides will be provided for the reading assignments.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The class sanction for cheating will be a 0 on the examination on which the student cheated. All suspected Academic Misconduct will be reported to Office of Student Conduct.

Course Policies

Class sessions will be a combination of interactive lectures and discussion. Class notes will be posted on Blackboard. 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. Attendance is expected.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if aspects of the instruction or course design result in barriers to your participation. You are also encouraged to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu

Inclusivity Statement

It is the policy of the University of Oregon to support and value cultural 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

If you believe you have been the victim of or a witness to a bias incident, harassment, or a hate crime, the University of Oregon encourages you to report it to the Bias Response Team. The team can help you document the incident and can provide support.

Bias Response Team: <http://darkwing.uoregon.edu/~brt/>

Phone (541) 346-1139

Affirmative Action and Equal Opportunity: <http://aaeo.uoregon.edu/>

Phone (541) 346-3123.

Discussion Board

On Blackboard, there will be a discussion board where you, in conjunction with the GTF, discuss class concepts in between classes. It is a place to critically think about the material from class and integrate it into knowledge you have accumulated from other psychology courses. Participation is optional but highly encouraged.

Examinations

There will be three midterms and a final examination. All exams will be multiple choice and examples of possible exam questions will be reviewed in class. Students must answer from memory, and cannot use notes, outlines, papers, etc.

Each midterm and final will be worth 25% of your grade. Having multiple low stakes exams is based on current learning research that indicates that this method facilitates learning and retention of material.

Midterm examination 1 (January 22)	25%
Midterm examination 2 (February 10)	25%
Midterm examination 3 (February 26)	25%

Final examination (March 17)

25%

Students who experience extenuating circumstances at the time of an exam, confirmed by a reliable source, can make alternative arrangements for taking the exam. Make-up exams may be essay questions.

Grading

Grades will be assigned by the following percentages based on exam performance:

- A 90% - signifies an exceptional level of achievement. The student demonstrates an excellent grasp of the material and very strong performance across the board, or exceptional performance on most aspects of the course and good performance in others.
- B 80% - signifies a good level of achievement. The student demonstrates consistently good grasp of material and good performance, or very strong performance on some aspects of the course and satisfactory performance on others.
- C 70% - signifies an adequate level of achievement. The student demonstrates a satisfactory grasp of course material and adequate performance, or good performance on many aspects of the course paired with some notable deficiencies.
- D 60% - signifies a minimal level of achievement. The student demonstrates the bare minimum level of understanding and does not fully meet the course requirements.
- F 59% and below - evidence of student understanding of course material and/or performance is insufficient to merit credit for the course.

You will be guaranteed the letter grades above with the percentages above. Grading on a curve may be considered depending on the class grade distribution. The system (% or curve) that results in higher grades for students will be used.

Course Schedule

Date		Reading
1/6	Introduction	
1/8	Culture, Race, Ethnicity, Acculturation	Hall, Chapter 1
1/13, 1/15	DSM-5	Iwamasa & Regan (2014)
1/20	Personality and Psychopathology	Carlo et al. (2014)
1/22	Midterm 1	
1/27	Research Design	Hall, Chapter 2
1/29	Psychological Assessment	Malgady et al. (2014)
2/3, 2/5	Cultural Competence/Cultural Adaptations of Psychotherapy	Koslofsky (2013)/ Hall & Yee (2014)
2/10	Midterm 2	
2/12	Cultural Betrayal Trauma Theory	Gomez (2012)

2/17	African Americans	Hall, Chapter 6
2/19, 2/24	Latino/a Americans	Hall, Chapter 8
2/26	Midterm 3	
3/3, 3/5	Asian Pacific Americans	Hall, Chapter 7
3/10	American Indians	Hall, Chapter 9
3/12	Clinical Interventions	Nezu et al. (2014)
3/17	Final exam , 8am, Pacific 123	

Supplemental Readings

(Available on Blackboard)

- Carlo, G., Knight, G. P., Roesch, S. C., Opal, D., & Davis, A. (2014). Personality across cultures: A critical analysis of Big Five research and current directions. 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. 285-298). Washington, DC: American Psychological Association.
- Gómez, J. M. (2012). Cultural betrayal trauma theory: The impact of culture on the effects of trauma. In *Blind to Betrayal*. Retrieved October 22, 2012, from <https://sites.google.com/site/betrayalbook/betrayal-research-news/cultural-betrayal>
- Hall, G. C. N., & Yee, A. (2014). Evidence-based practice. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. C. McLoyd, & J. Trimble (Eds.), *Handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 59-79). Washington, DC: American Psychological Association.
- Iwamasa, G. Y., & Regan, S. M. P. (2014). Anxiety disorders. 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. 289-306). Washington, DC: American Psychological Association.
- Koslofsky, S. (2013). Why does diversity matter? *The Oregon Psychologist*, 4, 9-11.
- Malgady, R. G., Castagno, R. M., & Cardinale, J. A. (2014). Clinical tests and assessment: Ethnocultural and linguistic bias in mental health evaluation of Latinos. 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. 165-179). Washington, DC: American Psychological Association.
- Nezu, A. M., Greenberg, L. M., & Nezu, C. M. (2014). Cognitive and behavioral therapies. 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. 443-454). Washington, DC: American Psychological Association.