

Syllabus  
Culture and Mental Health  
PSY 366  
Fall 2017

**Professor**

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**Graduate Employees**

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Office hours: Mondays 2-3pm

**Class meeting time and classroom**

Tuesdays and Thursdays, 2-3:20pm, 145 Straub

**Textbook and readings**

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

Available in the Duck Store.

Course readings are available on Canvas 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.

### **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 cultural diversity and identify gaps in this literature.

### **Estimated Student Workload**

Reading requirements and review of class material outside class for exams will require approximately 8 hours per week. Study guides are provided on Canvas 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.

Please familiarize yourself with the University of Oregon's classroom misconduct code, found at <http://conduct.uoregon.edu>. I will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or plagiarizing will be reported to the University. In addition, you will receive a zero on any quiz, essay, or cumulative exam in which you cheat or plagiarize and may fail the course. 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. Lecture notes will be posted on Canvas. Throughout this course, we will be discussing a variety of socially sensitive and controversial issues, 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. This is a

Psychology course with a focus on empirical research rather than on popular or personal opinions about issues. 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. However, this is a large class and no one should monopolize class time with personal issues, which can be discussed outside class with Dr. Hall, the GEs, or the University Counseling Center (tel. 541-346-3227). Attendance is expected.

### **Accessibility**

If you have a documented disability and you anticipate needing accommodations in this course, please see me within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>. Also, please request that Hillary Gerdes ([hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu), tel. 346-3211, TTY 346-1083), Senior Director of the Accessible Education Center, send a letter verifying your disability.

**University Counseling Center:** (tel. 541-346-3227, 1590 E 13th Ave, Second Floor)

Your college experience is one of growth and learning. We all face a variety of challenges and obstacles in college and in life. You may come across moments that are not easy to talk about—struggling academically, navigating personal relationships, what it's like to live with mental health concerns. It can seem like you are the only one dealing with these issues, but you are not alone. The University Counseling Center has a team that cares deeply about your development and success. We are here to support you through the challenges and celebrate your successes.

### **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

## Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](https://respect.uoregon.edu) or [aaeo.uoregon.edu](https://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](https://titleix.uoregon.edu).

## Examinations

There will be three midterms and a final examination. Each exam will be 25 multiple choice questions. Examples of possible exam questions will be reviewed in class. Exam questions will be based on all the material in the lecture notes and on content emphasized in the study guides from the textbook and readings. Exam questions will be split about evenly between the lectures and textbook/readings. 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 (10/12)	25%
Midterm examination 2 (10/31)	25%
Midterm examination 3 (11/16)	25%
Final examination (12/7)	25%

Students who experience extenuating circumstances at the time of an exam, confirmed by a reliable source, can make alternative arrangements before 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. There is **no extra credit** in this course.

### Course Schedule

Date		Reading
9/26	Introduction	Hall, Yip, & Zarate (2016)
9/28	Culture, Race, Ethnicity, Acculturation	Hall, Chapter 1
10/3	DSM-5	Alcantara & Gone (2014)
10/5	DSM-5	Iwamasa & Regan (2014)
10/10	Personality and Psychopathology	Carlo et al. (2014)
10/12	<b>Midterm 1</b>	
10/17	Research Design	Hall, Chapter 2
10/19	Psychological Assessment	Malgady et al. (2014)
10/24	Cultural Competence	Chu et al. (2016)
10/26	Cultural Adaptations of Psychotherapy	Hall & Yee (2014)
10/31	<b>Midterm 2</b>	
11/2	African Americans	Hall, Chapter 6
11/7	African Americans	Snowden (2012)
11/9	Latino/a Americans	Hall, Chapter 8
11/14	Latino/a Americans	Lopez et al. (2012)
11/16	<b>Midterm 3</b>	
11/21	Asian Pacific Americans	Hall, Chapter 7, Sue et al. (2012)
11/28	American Indians	Hall, Chapter 9
11/30	Clinical Interventions	Nezu et al. (2014)
12/7	<b>Final exam, 12:30pm</b>	

## Course Readings

(Available on Canvas)

- Alcántara, C., & Gone, J. P. (2014). Multicultural issues in the clinical interview and diagnostic process. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. McLoyd, & J. Trimble (Eds.), *Handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 153-163). Washington, DC: American Psychological Association.
- 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.
- Chu, J., Leino, A., Pflum, S., & Sue, S. (2016). A model for the theoretical basis of cultural competency to guide psychotherapy. *Professional Psychology: Research and Practice*, 47, 18-29. doi: <http://dx.doi.org/10.1037/pro0000055>
- Hall, G. C. N., & Yee, A. (2014). Evidence-based practice. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. McLoyd, & J. Trimble (Eds.), *Handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 59-79). Washington, DC: American Psychological Association.
- Hall, G. C. N., Yip, T., & Zárate, M. A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *American Psychologist*, 71, 40-51. doi: <http://dx.doi.org/10.1037/a0039734>
- 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.
- 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: <http://dx.doi.org/10.1037/a0029737>
- 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.
- 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: <http://dx.doi.org/10.1037/a0030054>

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: <http://dx.doi.org/10.1037/a0028900>