



CULTURE & MENTAL HEALTH

PSY 366

Summer 2019

Class Meeting Time and Classroom:

June 24, 2019 to July 18, 2019

Mondays, Tuesdays, Wednesdays, and Thursdays, 2:00-3:50 pm, 128 CHI

Instructors:

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Joint Office Hours: 10 am - 12 pm on Thursdays in Straub 383. Also by appointment.

COURSE DESCRIPTION

This course introduces you to the role of cultural and sociocultural influences on mental health and psychopathology. You will learn about research and clinical implications 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.

LEARNING OUTCOMES

Upon completing this course, you should be able to:

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

COURSE MATERIAL

Textbook:

Hall, G. C. N. (2018). *Multicultural psychology*, 3rd ed. New York: Routledge.

Textbook readings will be posted on Canvas.

COURSE REQUIREMENTS

Your overall grade will be derived from class attendance and participation, one midterm, a non-cumulative final exam, and an in-class debate.

Attendance/Participation

You must participate in class exercises/content checks to get credit for each day you attend lecture. While you get 1 “free” miss day, you shouldn’t use it unless absolutely necessary; if you skip class, you will miss important information. Also, you cannot use your free “miss” day on a quiz day.

You will receive credit for attendance based on signing in during the beginning of class (0.5 credit) and completing content check questions at the end of class (0.5 credit). Your responses to the content check questions do not have to be correct to receive credit. The purpose of the checkout questions is to determine if the class is understanding the material. We will review the question further during the next lecture.

Exams: Midterm and Non-cumulative Final

Each exam will be a mix of multiple choice questions and short answers. Examples of possible exam questions will be reviewed in class. Exam questions will be based on all material covered in the lecture notes as well as content from the textbook and readings. Exam questions will be split about evenly between the lectures, textbook, and readings. Students must answer from memory, and cannot use notes, outlines, papers, etc.

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.

Debate

During the last day of class (in Week 4), we will have team debates on current, controversial topics in the domain of culture and mental health. There will be five debate topics and ten debate teams (about 5 students per team). Pairs of teams will be assigned to a debate topic. Class time will be devoted in Week 2 to providing more information about the debate topics, the structure and format of debates, the procedures, and criteria for judging (grading rubrics will be posted on Canvas).

Groups assigned to a specific debate topic will not know which side of a controversy they will present until 5 pm three days prior to the presentation. As such, groups need to prepare both sides of the issues. On the debate day, each group will give a PowerPoint presentation (about 20 minutes per team) that includes an introduction, sub-topics, and summary/conclusion. Students will also submit a sub-topic outline (covering each side of the debate) with cited references on the day of their presentation. Students will be graded on (1) their presentation during debate day (100 points) and (2) individual topic outlines (100 points).

Debate Topics*:

- All forms of therapy should be culturally adapted.
- There should always be a cultural match of clinician to client.
- Intersectionality should not be considered if the therapy is culturally adapted.
- When defining diversity in research, we should only consider ethno-racial diversity.
- Cultural factors put you at risk for mental health issues.

*Debate topics are subject to change.

Grading: Final grades in this course will be determined by the following:

Attendance/Participation	20%
Midterm	30%
Non-cumulative Final	30%
Debate	20%

Grades will be distributed as follows:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

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.

Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: <http://psychology.uoregon.edu/courses/departments-grading-standards/>

COURSE EXPECTATIONS and POLICIES

Estimated Student Workload: Course completion will provide 4 credits toward your degree. This is the equivalent of about 120 hours of work in 4 weeks. You will spend 12 hours in class each week. The remainder of those hours will be spent reading the textbook and readings, preparing for the debate, and studying for the midterm and the final.

Attendance: Attendance is expected and required. We guarantee that you will get more out of this course if you attend lectures. You should not rely on lecture slides posted after class as a substitute for attending class since we will often elaborate on points within the slides.

Readings: Readings should be completed prior to the class in which they are due.

Email: We will answer our emails between the hours of 9 AM and 5 PM during the weekdays. We will not answer emails during the weekend. We will do our best to respond to emails within 24 hours. However, please note that if you email us on Friday, we may not respond until the following Monday. Please include "PSY 366" in the subject line of your emails to help us keep track of them.

Electronics etiquette: Please turn off your cell phones before class. If you use a laptop to take notes, please do not browse the web because it distracts others.

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 background, which is the lifeblood of the university

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>. We 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 assignment or exam in which you cheat or plagiarize and may fail the course. All suspected Academic Misconduct will be reported to the Office of Student Conduct.

Accessibility: If you have a documented disability and you anticipate needing accommodations in this course, please see us 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, 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.

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. 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 or 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.

COURSE SCHEDULE

Week	Date	Topic	Readings & HW
1	6/24	Introduction	Chapter 1
	6/25	Culture, Race, Ethnicity, Acculturation	Chapter 2
	6/26	DSM-5	Chapter 7
	6/27	Research Design	Chapter 3
2	7/1	Psychological Assessment	Padilla & Borsato, 2008
	7/2	Cultural Competence	Chu et al 2016 + Sue et al 2009
	7/3	MIDTERM	
	7/4	No class- Fourth of July Holiday	
3	7/8	Cultural Adaptations of Psychotherapy	Hall & Yee 2014 + Barrera et al., 2013
	7/9	Externalizing Disorders	Canino et al., 2010 + Lawton, 2014
	7/10	Substance-Related and Other Addictive Disorders	Alegeria et al., 2011
	7/11	Schizophrenia Spectrum Disorders	Myers, 2011 + Barrio & Yamada 2010
4	7/15	Depression & Anxiety	Iwata & Buka, 2002
	7/16	Trauma	Center for Substance Abuse Treatment, 2014 + Hunt et al., 2011
	7/17	FINAL	
	7/18	DEBATES	

COURSE READINGS

(Available on Canvas)

Alegria, M., Carson, N. J., Goncalves, M., & Keefe, K. (2011). Disparities in treatment for substance use disorders and co-occurring disorders for ethnic/racial minority youth. *Journal of the American Academy of Child and Adolescent Psychiatry*, 50(1), 22–31.

Barrera, M., Jr, Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). Cultural adaptations of behavioral health interventions: a progress report. *Journal of consulting and clinical psychology*, 81(2), 196–205.

Barrio, C., & Yamada, A. M. (2010). Culturally based intervention development: The case of Latino families dealing with schizophrenia. *Research on Social Work Practice*, 20(5), 483-492.

Canino, G., Polanczyk, G., Bauermeister, J. J., Rohde, L. A., & Frick, P. J. (2010). Does the prevalence of CD and ODD vary across cultures?. *Social psychiatry and psychiatric epidemiology*, 45(7), 695-704.

Center for Substance Abuse Treatment. (2014). Trauma-informed care in behavioral health services.

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.

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.), *Handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 59-79). Washington, DC: American Psychological Association.

Hunt, K. L., Martens, P. M., & Belcher, H. M. (2011). Risky business: Trauma exposure and rate of posttraumatic stress disorder in African American children and adolescents. *Journal of Traumatic Stress*, 24(3), 365-369.

Iwata, N. & Buka, S. (2002). Race/ethnicity and depressive symptoms: A cross-cultural/ethnic comparison among university students in East Asia, North and South America. *Social Science & Medicine*, 55(12), 2243-2252.

Lawton, K. E., Gerdes, A. C., Haack, L. M., & Schneider, B. (2014). Acculturation, cultural values, and Latino parental beliefs about the etiology of ADHD. *Administration and Policy in Mental Health and Mental Health Services Research*, 41(2), 189-204.

Myers, N. L. (2011). Update: schizophrenia across cultures. *Current psychiatry reports*, 13(4), 305-311.

Padilla, A. M., & Borsato, G. N. (2008). Issues in culturally appropriate psychoeducational assessment. In L. A. Suzuki & J. G. Ponterotto (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (pp. 5-21). San Francisco, CA, US: Jossey-Bass.

Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual review of psychology*, 60, 525–548.