

Psychology of Cultural Diversity
(Psy 610)

Professor: Gordon C. Nagayama Hall, Ph.D.
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Office hours: Mondays 1-3pm and by appointment

Class Meeting Time and Classroom:

Thursdays, 1:00-2:50pm, 383 Straub

Course Description:

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/Pacific Islanders, Latinx Americans, and Native Americans 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.

Expected 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.
3. Apply theory and research findings to research and clinical practice.

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 on Canvas or the Knight Library. In addition to the readings, there are short blogs that I have written that are relevant to course topics.

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 one question from **each** of the readings before each class period for discussion. These questions should be submitted on Canvas **by 5pm on the day before class**. Submitted weekly discussion questions are worth **18% 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 paper should be 10-12 pages double-spaced, not including title page, abstract, references, or tables and figures. 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 should be submitted on Canvas and is due **Friday, February 22 by 5pm**. This paper should be considered a **final draft** that you have carefully reviewed and edited. I recommend that you get feedback from others on your paper before submitting it.

I will provide feedback and your revisions in response to the feedback should be submitted on Canvas and are due **Thursday, March 21 by 12:30pm**. 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 **22% of your course grade**.

Grading rubric for term paper

45 points – Novel ideas are presented and supported with theories, research, and well-reasoned arguments. Paper is coherent with transitions connecting each section. Presents a conceptual model relevant to people of color, addressing all major current theories. If an existing conceptual model is used that was not developed for people of color, the

model is contextualized or modified. Presents research to support the model as well as research that is critical of the model. Integration of articles discussed in class when relevant. Conflicting theoretical or empirical arguments are addressed and resolved when possible. Limitations of the paper are addressed. Realistic recommendations for future theory or research or both are offered.

36 points – Important ideas are presented but not all are fully developed. Each section of the paper is generally strong but not well-connected to other sections. Good coverage of most major theories but some major theories are overlooked or not adequately discussed. An existing conceptual model is not adequately contextualized or modified for people of color. Major research articles are omitted or not adequately discussed. Theoretical or empirical conflicts are not adequately addressed. Some important limitations of the paper are overlooked. Future recommendations are not realistic.

32 points – Ideas are generally underdeveloped or not well-justified. The relevance of parts of the paper to people of color is not clear. Excessive discussion of general theories or research that are not relevant to people of color. Theory or research on international populations is presented without addressing applications or limitations with populations of color in North America. Conflicting ideas are presented but the conflict is not addressed.

Grading rubric for revisions

22 points – Revisions are completely responsive to feedback. Cover memo details responses to feedback. New or edited material (not deleted material) is indicated in the text with italics or other notation. Responses are offered to each feedback comment. If feedback recommendations are not followed, a reasonable rationale is provided.

18 points – Revisions are responsive to nearly all the feedback. Some comments are overlooked or not adequately addressed.

15 points – Several feedback comments are not addressed.

Class Presentation:

Each student will be required to make a class presentation on their term paper topic. Presentations will be on Week 10. Slides for your presentation should be submitted on Canvas by **March 13 at 5pm**. The class presentation is worth **15% of your course grade**.

Grading:

Discussion questions (weekly)	= 18%
Term paper (2/23)	= 45%
Paper presentation (Week 10)	= 15%
Term paper revisions (3/19)	= 22%

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.

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, 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 university experience is one of growth and learning. We all face a variety of challenges and obstacles in school 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. They 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. 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 aaco.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.

The instructor of this class, as a Designated Reporter, will direct students who disclose sexual harassment or sexual violence to resources that can help and has the responsibility to report the information shared with them to the university administration. The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Mandatory Reporting of Child Abuse:

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Course Outline

Week	Topic	Readings
1	Introduction and History	Cauce (2011) Gone (2011) Perez-Brena et al. (2018) Sue (2009) Blog: Cultural Humility
2	Ethnic and Racial Identity/Acculturation	Bornstein (2017) Yip (2018) Yip et al. (2014) Yoon et al. (2013) Blog: DNA is Not Destiny
3	Research Methods	Bernal et al. (2014) Kitayama & Salvador (2017) Hall, Yip, & Zárate (2016) Syed et al. (2018) Blog: Navel Gazing
4	Psychopathology	Kaiser et al. (2015) Lui (2015) Ryder et al. (2008) Ryder et al. (2015)
5	Cultural Adaptations of Psychotherapy	Chu & Leino (2017) Hall et al. (2011) Hall, Ibaraki et al. (2016) Hall & Yee (2014) Blog: Getting Better or Getting Well?
6	African Americans	Belgrave & Abrams (2016) Gaylord-Harden et al. (2018) Holliday (2009) Olbert et al., (2018) Blog: Thresholds for Racism

7	Latinx Americans	Collado et al. (2016) Lopez et al. (2012) Lopez et al. (2012) Padilla & Olmedo (2009) Torres et al. (2018) Blog: Familismo
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Friday, February 22, 5pm - Term paper due

8	Asian Americans	Campos & Kim (2017) Huey & Tilley (2018) Leong & Okazaki (2009) Sue et al. (2012) Blog: Secret Asian Man?
9	Native Americans	Gone & Trimble (2012) Pomerville et al. (2016) Trimble & Clearing Sky (2009) Walls et al. (2016) Blog: Cultural Identity Theft

10	Paper presentations
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Thursday, March 21, 12:30pm – term paper revisions due

Readings

- Belgrave, F. Z., & Abrams, J. A. (2016). Reducing disparities and achieving equity in African American women's health. *American Psychologist*, 71, 723-733. <http://dx.doi.org/10.1037/amp0000081>
- 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
- Bornstein, M. H. (2017). The specificity principle in acculturation science. *Perspectives on Psychological Science*, 12, 3-45. <http://dx.doi.org/10.1177/1745691616655997>
- Campos, B., & Kim, H. S. (2017). Incorporating the cultural diversity of family and close relationships into the study of health. *American Psychologist*, 72, 543-554. <http://dx.doi.org/10.1037/amp0000122>
- 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
- Chu, J., & Leino, A. (2017). Advancement in the maturing science of cultural adaptations of evidence-based interventions. *Journal of Consulting and Clinical Psychology*, 85, 45-57. doi: 10.1037/ccp0000145
- Collado, A., Lim, A. C., & MacPherson, L. (2016). A systematic review of depression psychotherapies among Latinos. *Clinical Psychology Review*, 45, 193-209. <http://dx.doi.org/10.1016/j.cpr.2016.04.001>
- Gaylord-Harden, N. K., Barbarin, O., Tolan, P. H., & Murry, V. M. (2018). Understanding development of African American boys and young men: Moving from risks to positive youth development. *American Psychologist*, 73(6), 753-767. <http://dx.doi.org/10.1037/amp0000300>
- 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
- 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., Ibaraki, A. Y., Huang, E. R., Marti, C. N., & Stice, E. (2016). A meta-analysis of cultural adaptations of psychological interventions. *Behavior Therapy*, 47, 993-1014. doi: 10.1016/j.beth.2016.09.005

- 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.), *APA handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 59-79). Washington, DC: American Psychological Association. doi: 10.1037/14187-004
- 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: 10.1037/a0039734
- 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
- Huey, S. J., Jr., & Tilley, J. L. (2018). Effects of mental health interventions with Asian Americans: A review and meta-analysis. *Journal of Consulting and Clinical Psychology*, 86, 915-930. <http://dx.doi.org/10.1037/ccp0000346>
- Kaiser, B. N., Haroz, E. E., Kohrt, B. A., Bolton, P. A., Bass, J. K., & Hinton, D. E. (2015). "Thinking too much": A systematic review of a common idiom of distress. *Social Science & Medicine*, 147, 170-183. 10.1016/j.socscimed.2015.10.044
- Kitayama, S., & Salvador, C. E. (2017). Culture embrained: Going beyond the nature-nurture dichotomy. *Perspectives on Psychological Science*, 12, 841-854. <http://dx.doi.org/10.1177/1745691617707317>
- 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
- 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
- Lui, P. P. (2015). Intergenerational cultural conflict, mental health, and educational outcomes among Asian and Latino/a Americans: Qualitative and meta-analytic review. *Psychological Bulletin*, 141, 404-446. doi: 10.1037/a0038449
- 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. 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
- Olbert, C. M., Nagendra, A., & Buck, B. (2018). Meta-analysis of Black vs. White racial disparity in schizophrenia diagnosis in the United States: Do structured assessments attenuate racial disparities? *Journal of Abnormal Psychology*, 127, 104-115. <http://dx.doi.org/10.1037/abn0000309>
- 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
- Perez-Brena, N. J., Rivas-Drake, D., Toomey, R. B., & Umaña-Taylor, A. J. (2018). Contributions of the integrative model for the study of developmental competencies in minority children: What have we learned about adaptive culture? *American Psychologist*, 73, 713-726. <http://dx.doi.org/10.1037/amp0000292>

- 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
- Pomerville, A., Burrage, R. L., & Gone, J. P. (2016). Empirical findings from psychotherapy research with indigenous populations: A systematic review. *Journal of Consulting and Clinical Psychology, 84*, 1023–1038. doi: 10.1037/ccp0000150
- Ryder, A. G., Yang, J., Zhu, X., Yao, S., Yi, J., Heine, S. J., & Bagby, R. M. (2008). The cultural shaping of depression: somatic symptoms in China, psychological symptoms in North America?. *Journal of Abnormal Psychology, 117*, 300-313. doi: 10.1037/0021-843X.117.2.300
- Ryder, A. G., Sunohara, M., & Kirmayer, L. J. (2015). Culture and personality disorder: from a fragmented literature to a contextually grounded alternative. *Current Opinion in Psychiatry, 28*, 40-45. doi: 10.1097/YCO.0000000000000120
- 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
- Syed, M., Santos, C., Yoo, H. C., & Juang, L. P. (2018). Invisibility of racial/ethnic minorities in developmental science: Implications for research and institutional practices. *American Psychologist, 73*, 812-826. <http://dx.doi.org/10.1037/amp0000294>
- Torres, S. A., Santiago, C. D., Walts, K. K., & Richards, M. H. (2018). Immigration policy, practices, and procedures: The impact on the mental health of Mexican and Central American youth and families. *American Psychologist, 73*(7), 843-854. <http://dx.doi.org/10.1037/amp0000184>
- 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
- Walls, M. L., Whitbeck, L., & Armenta, B. (2016). A cautionary tale: Examining the interplay of culturally specific risk and resilience factors in indigenous communities. *Clinical Psychological Science, 4*, 732-743. <http://dx.doi.org/10.1177/2167702616645795>
- Yip, T. (2018). Ethnic/racial identity—A double-edged sword? Associations with discrimination and psychological outcomes. *Current Directions in Psychological Science, 27*, 170-175. <http://dx.doi.org/10.1177/0963721417739348>
- 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

Blogs

- Cultural Humility <https://www.psychologytoday.com/blog/life-in-the-intersection/201707/cultural-humility>
- DNA is Not Destiny <https://www.psychologytoday.com/us/blog/life-in-the-intersection/201810/dna-is-not-destiny>
- Navel Gazing <https://www.psychologytoday.com/blog/life-in-the-intersection/201612/navel-gazing>
- Getting Better or Getting Well? How Culture Can Improve Your Health <https://psychologybenefits.org/2016/10/27/getting-better-or-getting-well-how-culture-can-improve-your-health/>
- Thresholds for Racism <https://www.psychologytoday.com/blog/life-in-the-intersection/201708/thresholds-racism>
- Secret Asian Man? <https://www.psychologytoday.com/blog/life-in-the-intersection/201612/secret-asian-man>
- Familismo <https://www.psychologytoday.com/blog/life-in-the-intersection/201704/familismo>
- Cultural Identity Theft <https://www.psychologytoday.com/blog/life-in-the-intersection/201706/cultural-identity-theft>