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:

Textbook readings will be posted on Canvas. Other course readings are also available on Canvas and are listed at the end of the syllabus. Readings should be completed prior to the class in which they are due.

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 exam in which you cheat or plagiarize and may fail the course. In addition, you will receive a zero on any exam in which you cheat and may fail the course. All suspected Academic Misconduct will be reported to Office of Student Conduct.

Course Policies

Class sessions will be on Zoom and will be a combination of lectures and discussion. Lecture notes will be posted on Canvas before each class and Zoom recordings of the class session will be posted after class. During each class, I will present several review questions that will be similar to those on exams. Benefits of being on Zoom during the lectures and watching them are: (a) better understanding of the material; and (b) review questions for the exams that I will not post 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.
Each class will have small group discussions to help you learn and process the lecture material with your classmates. Current learning research indicates that your participation in small group discussions will make it more likely that you understand the material. No one should monopolize class time with personal issues, which can be discussed outside class with me, or the University Counseling Center (tel. 541-346-3227).

Accessibility

If you have a documented disability and you anticipate needing accommodations in this course, please reach out to 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 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. 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 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.

Examinations

There will be three examinations. Each exam will be 25 multiple choice questions administered on Canvas. The third examination will cover the last section of the course and will not be cumulative. Exams will be open notes and open book.

You will have 40 minutes to complete each exam. One question will be presented at a time and you will not be able to return to a question after you have answered it. There will not be a lecture on the days of the examinations.

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.

Each examination 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.

Exam 1 (7/9) 33.33%
Exam 2 (7/28) 33.33%
Exam 3 (8/13) 33.33%

Students who experience extenuating circumstances at the time of an exam can make alternative arrangements before the exam. Make-up exams may be essay questions.

Exam grades are final. You will not be allowed to retake any exam. All exams count in your grade. No exams will be dropped. If you want to review your exam answers after an exam or want to prepare for future exams, contact me.

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 may be some extra credit opportunities along the way, so be sure to pay attention to them. Please do not try to negotiate a grade after the last exam. Your grade is solely based on exam points.

The university policy on incomplete grades is https://registrar.uoregon.edu/current-students/incomplete-policy

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; HW due on class date</th>
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<tbody>
<tr>
<td>1</td>
<td>6/23</td>
<td>Introduction</td>
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<td></td>
<td>6/25</td>
<td>Multicultural Psychology</td>
<td>Chapter 1</td>
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<td>2</td>
<td>6/30</td>
<td>Culture, Race, Ethnicity, Acculturation</td>
<td>Chapter 2</td>
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<td>7/2</td>
<td>DSM-5</td>
<td>Chapter 7</td>
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<td>3</td>
<td>7/7</td>
<td>Research Design</td>
<td>Chapter 3</td>
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<td></td>
<td>7/9</td>
<td><strong>Exam 1</strong></td>
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<td>4</td>
<td>7/14</td>
<td>Psychological Assessment</td>
<td>Padilla &amp; Borsato, 2008</td>
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<td>7/16</td>
<td>Cultural Competence</td>
<td>Chu et al 2016 + Sue et al 2009</td>
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<td>5</td>
<td>7/21</td>
<td>Cultural Adaptations of Psychotherapy</td>
<td>Hall &amp; Yee 2014 + Barrera et al., 2013</td>
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<td>7/23</td>
<td>Externalizing Disorders</td>
<td>Canino et al., 2010 + Lawton, 2014</td>
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<td>6</td>
<td>7/28</td>
<td><strong>Exam 2</strong></td>
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<td>7/30</td>
<td>Substance-Related and Other Addictive Disorders</td>
<td>Alegeria et al., 2011</td>
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<td>7</td>
<td>Schizophrenia Spectrum Disorders</td>
<td>Myers, 2011 + Barrio &amp; Yamada 2010</td>
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<td>8/6</td>
<td>Depression &amp; Anxiety</td>
<td>Iwata &amp; Buka, 2002</td>
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<td>8</td>
<td>Trauma</td>
<td>Center for Substance Abuse Treatment, 2014 + Hunt et al., 2011</td>
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<td>8/13</td>
<td><strong>Exam 3</strong></td>
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</table>

**COURSE READINGS**

(Available on Canvas)


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


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.

