

ETHNICITY AND MENTAL HEALTH

Course #80103.95712

Professor: Deidre Anglin, PhD

Class Time: Tuesdays 2:00pm-3:50pm in NAC Room 7/308

Office Hours in My Office Room 8/125: By appointment

Course Description

This graduate course is designed to familiarize clinical psychologists in training on relevant topics that examine the role of ethnicity in mental health and psychopathology. Course material will focus largely on populations of African, Latino, and Asian descent, highlighting the variability that lies within these groups. Readings are drawn from theoretical and empirical work across multiple disciplines including: psychiatric epidemiology, sociology, social psychology, and clinical psychology. Course content will focus on the epidemiology of mental illness across various ethnic groups and explanations for such relationships. Topics discussed will also include stigma of mental illness, and cultural variations in clinical presentations (e.g., Ataque de nervios among Puerto Ricans; sleep paralysis among African Americans). Lastly, the last third of the course will explore how to incorporate race/ethnicity issues in clinical work through the discussion of in-depth clinical case material. There is such a breadth of topics that could be covered in this type of course and students will have an opportunity to explore, research, and present on other relevant topics not specifically covered in the syllabus through group presentations.

The readings for this course do not specifically focus on other aspects of identity such as sexual orientation, class, and gender; however, this will be incorporated into class discussions which will likely incorporate implications of findings for multiple identities. Even though this course is not designed to be purely experiential, active participation and self-reflection will be required. The goal is to provide students with a solid understanding of the literature in this area to facilitate the development of cultural competence in research and clinical practice. Students will gain experience discussing and debating psychological findings about different ethnic groups and learning how to think critically in the area. Upon successful completion of this course, students will be well equipped to think critically about mental illness in their research and clinical work with participants and patients of color.

Course Objectives

- 1) Deeply understand why ethnic group membership might matter in understanding human behavior and risk for particular psychopathology.
- 2) Understand the individual contributions of race, ethnicity, and socioeconomic status to risk for psychopathology, as well as their interaction.
- 3) To be able to evaluate and identify the heterogeneity *within* specific sociodemographic groups, especially with regard to immigration status, country of ancestry, and gender roles.
- 4) Develop a more culturally rich understanding of how to clinically work with clients from diverse cultural backgrounds within the psychodynamic framework and generally.

5) Learn to apply analytic and critical thinking skills to cultural issues in multiple aspects of your work, including psychotherapy and research.

Required Books:

Reading Coursepack: Packet of articles and chapters to be downloaded from the internet and handed out in class.

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th. ed.). Washington, DC: Author.

Recommended Books:

Neville, HA, Tynes, BM, Utsey SO (2009). Handbook of African American Psychology. Sage Publications. ISBN-13: 9781412956871

Guthrie, R. V. (1998). Even the rat was White: A historical view of psychology (2nd ed.). Boston, MA: Allyn & Bacon.

Class Assignments and Assessment

Oral Group Presentation.....40%

Research/Clinical Paper (APA Format).....50%

Includes sub-sections and the final production and is described below.

In-Class Assignments and Participation.....10%

Students are required to attend all scheduled class meetings AND to actively participate in the in-class assignments and discussion.

1) Research/Clinical Paper. Students will prepare a 20-page, double-spaced research paper that accomplishes two major things. The first part of the paper should develop a hypothesis or research question about a content area relevant to the course material. Students will be required to provide a rationale for the research question, conduct a literature search, and describe preliminary findings found in the literature about the research topic. In the second part of the paper, students will describe the cultural background and clinical presentation of one of their clinical cases (it could be a case you plan to use for your 2nd Docs), and apply the research topic discussed in the first part of the paper to the case. How the research topic is applied will depend on the topic and the case. For example, if the research topic for the first part of the paper is “intergenerational transmission of trauma among refugees,” then the second part of the paper may describe how the clinical presentation of the case fits or does not fit with some of the findings found in the literature. The paper should end with how your clinical work with the case could inform next steps for future studies in the content area. Further details about this paper will be discussed in class. ****Students are required to include references and adhere to the latest APA Guidelines. ****

2) Oral Team Research Presentation. Students will work collectively in small teams of 3 to prepare a research presentation based on a topic relevant to the course. The topic has to be different from the topic of your final research/clinical paper. Examples of appropriate topics will be generated during class and students will be expected to contribute equally to the preparation of the presentation. The presentation should provide some empirical research on the topic and should include powerpoint slides. Additional visual aids such as videos are welcomed; however, students will be responsible for obtaining all necessary electronic equipment from the Media department. Students can contact the I-Media department at City College to obtain the necessary audiovisual equipment (212-650-5480). The presentation should include an educational piece, as well as prepared questions that can facilitate discussion. The class should be given at least 1 week's notice if there are any readings that must be read prior to the day of the presentation. Each team should provide a brief abstract of the subject matter of the presentation and should include references. The presentation including discussion should take the full class period.

Grading System

The grading scheme below will be used in assigning final grades. Class participation and attendance can be used to adjust final grades upward (for students who attend class regularly and participate frequently), or downward (for students who miss more than one class and/or do not participate).

A = 91+ (Exceptional work)

A- = 92- 90 (Great work, but not exceptional)

B+ = 89 - 87 (Good work, but not great)

B = 86 - 83 (Average work)

B- = 82-80 (Below expectation)

C+ or below = <80 (Significantly below expectation)

TENTATIVE CLASS SCHEDULE of topics and readings

The following is an outline of the order with which we will cover topics. THIS SCHEDULE IS SUBJECT TO CHANGE as a result of relevant current events or other factors. ANY CHANGES WILL BE ANNOUNCED AT THE BEGINNING OF CLASS. Some additional readings may be made available through the internet or through distribution in class.

1 - Jan 26

Welcome and Course Introduction

2 - Feb 2

Social Construction of Race and the Relationship to Ethnicity and SES

Social Selection vs. Social Causation

-Dohrenwend, B. P., Levav, I. L., Shrout, P.E. et al. (1992). Socioeconomic status and psychiatric disorders: The causation-selection Issue. *Science*, 255, 946-51.

- Link, B. & Phelan, J. (1995). Social Conditions as Fundamental Causes of Disease. *Journal of Health and Social Behavior*, 80-94.
- Lewis-Fernandez, R. & Kleinman, A. (1994). Culture, personality, and psychopathology. *Journal of Abnormal Psychology*, 103, 67-71.

3 – Feb 9

Prevalence of Mental Disorders among US Ethnic Minority Populations and Immigrants

- Breslau, J., Kendler, K. S., Su, M. et al. (2005). Lifetime risk and persistence of psychiatric disorders across ethnic groups in the United States. *Psychological Medicine*, 35, 317-327.
- Alegria, M., Canino, G., Shrout, P. et al. (2008). Prevalence of mental illness in immigrant and non-immigrant U.S. Latino groups. *American Journal of Psychiatry*, 165, 359-369.
- Williams, D., Gonzalez, H. Neighbors, H. et al. (2007). Prevalence and distribution of major depressive disorder in African Americans, Caribbean Blacks, and Non-Hispanic Whites. *Archives of General Psychiatry*, 64, 305-315.

4 – Feb 16

Ethnic Variability in Clinical Presentations, Symptomatology, and Mental Health and Treatment Beliefs

- Guarnaccia, P., Lewis-Fernandez, R., Pincay, I. M. (2009). Ataque de nervios as a marker of social and psychiatric vulnerability: Results from the NLAAS. *International Journal of Social Psychiatry*, 1-12.
- Anglin, D.M., Alberti, P., Link, B., & Phelan, J. (2008). Racial differences in beliefs about the effectiveness and necessity of mental health treatment. *American Journal of Community Psychology*, 42, 17-24.
- Friedman, S. & Paradis, C. (2002). Panic disorder in African Americans: Symptomatology and isolated sleep paralysis. *Culture, Medicine, and Psychiatry*, 26, 179-198.

*****Brainstorm for Oral Presentations*****

5 – Feb 23

Schizophrenia and Psychotic Symptoms:

Diagnostic Issues for African Americans, Latinos, and Asians

- Vega, W. & Lewis-Fernandez, R. (2008). Ethnicity and variability of psychotic symptoms. *Current Psychiatry Reports*, 10, 223-228.
- Anglin, D.M. Lee, R., Lo, G., Yang, L. Opler, M. (in press). Ethnicity and Psychosis: Examining the Nature of the Relationship. (Chapter). Nova Science Publishers.
- Anglin, D. M., & Malaspina D. (2008). Ethnicity Effects on Clinical Diagnoses Compared to Best-Estimate Research Diagnoses in Patients With Psychosis: A Retrospective Medical Chart Review. *Journal of Clinical Psychiatry*, 69, 941-945.

6 – Mar 2

Psychoanalytic Perspectives on Race and Class

- Altman, N. (1995). Race, class, and culture through a psychoanalytic lens. (1995). The Analyst in the Inner City. The Analytic Press Taylor and Francis Group: Florida, 74-119.

Altman, N. (2006). Whiteness. *Psychoanalytic Quarterly*, LXXV.

7 – Mar 9

Racial Identity

- Suchet, M. (2007). Unraveling Whiteness. *Psychoanalytic Dialogues*, 17, 867-886.
- Layton, L. (2006). Racial identities, racial enactments, and normative unconscious processes. *Psychoanalytic Quarterly*, LXXV, 237-269.
- Davis, C., Aronson, J., & Salinas, M. (2006). Shades of threat: Racial identity as a moderator of stereotype threat. *Journal of Black Psychology*, 32, 399-416.
- Anglin, D.M. & Wade, J. (2007). The Effects of Racial Socialization and Racial Identity on Black Students' Adjustment to College. *Cultural Diversity and Ethnic Minority Psychology*, 13, 207-215.
- Deaux, K. and Martin, D. (2003). Interpersonal networks and social categories: Specifying levels of context in identity processes. *Social Psychology Quarterly*, 66, 101-117.

8 – Mar 16

Stereotype Threat

- Coizet, J. C., , Despres, G., Gauzins, M.E., Huguet, P., Leyens, J.P. & Meot, A. (2004). Stereotype threat undermines intellectual performance by triggering a disruptive mental load. *Personality and Social Psychology Bulletin*, 30, 721-731.
- Steele, C. M., Aronson, J. (1995). Stereotype threat and the intellectual test of performance of African Americans. *Journal of Personality and Social Psychology*, 69, 797-811.
- Stricker, L. J., & Ward, W.C. . (2004). Stereotype threat, inquiring about test takers' ethnicity and gender, and standardized test performance. *Journal of Applied Social Psychology*, 34, 665-693.

9 – Mar 23

STUDENT ORAL PRESENTATION

Racial Discrimination and Mental Health

- Ong, A.D. and Fuller-Rowell, T. (2009). Racial Discrimination and the Stress Process. *Journal of Personality and Social Psychology*, 96, 1259-1271.
- Mays, V. Cochran, S. D., & Barnes, N. W. (2007). Race, Race-Based Discrimination, and Health Outcomes Among African Americans. *Annual Reviews in Psychology*, 58, 201-25.

10 – April 2

STUDENT ORAL PRESENTATION

Stigma and Mental Illness

- Major, B. [javascript:popRef\('a1'\)](#) and O'Brien, L.T. (2003). [javascript:popRef\('a1'\)](#) The Social Psychology of Stigma. *Annual Review of Psychology*, 56, 393-421.
- Yang, L.H., Phillips, M.R., Lo, G. et al. (in press). “Excessive Thinking” as Explanatory Model for Schizophrenia: Impacts on Stigma and “Moral” Status in Mainland China. *Schizophrenia Bulletin*.

11 – April 7

STUDENT ORAL PRESENTATION

DUE: 1-page Research Topic and Case description

12 - Apr 14

~~~SPRING BREAK~~~

~~~NO CLASS~~~

13 - Apr 21

STUDENT ORAL PRESENTATION

Immigration, Acculturation, and Mental Health

- Deaux, K. (2008). To be an American: Immigration, hyphenation, and incorporation. *Journal of Social Issues*, 64, 925-943.

- Deaux, K. et al. (2007). Becoming American: Stereotype threat effects in Afro-Caribbean immigrant groups. *Social Psychology Quarterly*, 70, 384-404.

- Takeuchi, D.T., Zane, N. Hong, S. et al. (2007). Immigration-related factors and mental disorders among Asian Americans. *American Journal of Public Health*, 97, 84-90.

14 - Apr 28

Self-disclosure in psychoanalytic work with Ethnic minority and White Clients

- Leary, K. (1997). Race, self-disclosure, and "Forbidden Talk" Race and ethnicity in contemporary clinical practice. *Psychoanalytic Quarterly*, LXVI, 163-189.

- Holmes, D. E. (1992). Race and transference in psychoanalysis and psychotherapy. *International Journal of Psychoanalysis*, 73.

15 - May 5

Transference, Countertransference and Race

Clinical Discussions among the Class

- La Roche, M. J. (1999). Culture, transference, and countertransference among Latinos. *Psychotherapy*, 36, 389-397.

16 - May 12

~~~LAST DAY OF CLASS~~~

~~~WRAP UP AND SYNTHESIS~~~

~~~FINAL PAPER DUE~~~