Psychology 269
Cross Cultural Psychology: A Clinical Perspective
Spring 2013
Syllabus

Class Times: Tuesday and Thursday 2:30 pm – 3:45 pm
Classroom: Dewey Hall, Room 100

Professor: Sondra E. Solomon, Ph.D.
E-Mail: Sondra.Solomon@uvm.edu
Office: Dewey, 346
Office Hours: Wednesdays: 10:00 am- 12:00 noon

The syllabus is a dynamic document. Revisions and adaptations to the syllabus may be made at the discretion of the professor and/or by consensus of the professor and seminar participants.

Required Text

- Yes! This is a required text. We will be using materials from the text in class discussion.
- You will use the material in the text as you prepare written assignments for this course.
- The text is available from the UVM Bookstore. This is a new edition of the text. Earlier editions may not be suitable.

Optional / Recommended Texts and Resources


Weekly Reading Assignments
Assigned articles will be posted as PDF links on Blackboard. Additional articles will be posted during the semester. Other articles and book chapters are available via Psych Info, Med-Line or Psych Articles in PDF format. Readings and in-class materials will be distributed during the seminar.

Blackboard
Materials, assignments, and communications from Prof. Solomon and relevant information for this seminar are posted on Blackboard. Check Blackboard frequently. You are responsible for keeping up-to-date with the requirements for this course.

Think! Read! Write! Engage with Each Other!
“It is easy to be discouraged about the possibilities for improving services for those with mental health problems in poor countries. Fewer than half of poor countries have mental health care policies. Less than 1% of total expenditures on health goes to mental health in such countries. And amidst the problems of failed and failing governments, worsening inequalities in wealth and health status, and an AIDS pandemic that is already pushing health care resources to their limits, it is all too easy to write off care for the mentally ill as simply unachievable any time soon.”


“The point is not that psychiatric diagnoses are meaningless, but that they may be, and often are, swung as semantic blackjacks: cracking the subject’s respectability and dignity, destroying him or her just as effectively, and more often so, as cracking his or her skull. The difference is that the person who wields a blackjack is recognized by everyone as a public menace, but the person who wields a psychiatric diagnosis is not”.

Psychiatric Classification as a Strategy of Personal Constraint Ideology and Insanity, Thomas S. Szasz (1970)
Course Description and Course Objectives
Welcome! Our understanding of the terms race, racism, mental disorder, stigma, exclusion, prejudice and discrimination, etc. is blurred by the complexities of human experience and the cultural context in which experience occurs.

Psychologists, psychiatrists, social workers and other mental and medical health professionals have attempted to be unbiased, empirical and "colorblind" in their efforts to:
(1) research psychological phenomenon;
(2) describe and assess behavior (adaptive and maladaptive); and,
(3) develop interventions to alleviate suffering.

This methodology and worldview are bounded by traditional systems of inquiry and are based on a western analytic scientific paradigm deeply imbedded in Western European and North American ideology.

This approach, while useful for some, may have limited relevance, utility and application to a 21st century United States of America and global community that is not ethnically, culturally, spiritually or intellectually connected to this way of knowing.

The U.S. Census Bureau reports that 25-30% of the United States population self-identifies as belonging to an ethnic or traditionally under-represented group. By 2025 that number will increase to 39.3% and by 2050 to 49.6%. (U.S. Census Bureau, Current Population Reports, Series P25, 2012). Additionally, there will be greater numbers of people who self-identify as gay, lesbian, bisexual or transgendered. We are intricately bound to a global community that transcends traditional definitions of borders and boundaries. Some might say, “It’s a small world” others would say, “We are the world.” Whatever witty phrase we conjure, we must recognize that the world is at our door and we must be ready to meet the world community. The need to incorporate identity, race, ethnicity, class, privilege, gender, age, international affiliation, sexual orientation, gender identity and expression, ability, appearance, and different ways of knowing represents a major challenge to traditional psychology.

Developmentally, the 21st century is a teenager. This is 2013! Fundamental shifts in the demographics of the United States may push us to change the way we conduct research, assessment, and treatment. It also forces us to think about the way we train psychologists. The need to study and understand race, ethnicity and class represents a major challenge to mainstream psychology. ALANA (African American, Latino/a American, Asian American, and Native American) and international populations have been largely ignored in mainstream psychological literature. It may not be surprising that you have not been exposed to the concepts and material that will be covered this semester.

Until recently, mainstream psychology has frequently dismissed the contributions of those who address the concerns, experiences, and interventions designed to assist ALANA and international populations as “non-scientific” or not meeting the standards of “empirically validated intervention”. This creates a dilemma. This course is designed to examine the history of psychology, the current dilemmas psychologists face in understanding and serving a global community, and directions for future research and treatment.

Some of you may be taking this course because:
(1) it is a requirement for graduation – it meets the Diversity Requirement – D1 (you have to be here);
(2) you have a desire to enhance your cultural competence (you are curious); and / or
(3) you are on a path of self-exploration that compels you to understand other people and ways of knowing (expansion of your worldview).

Think! Read! Write! Engage with Each Other!
I also imagine there are various other reasons you are joining the dialogue. I also have a notion that there may be some anxiety about what opportunities for learning will be offered, how learning will occur, how learning will be experienced, and how learning will be assessed.

To reiterate, the issues we will be discussing explore race, racism, “skin color”, sociopolitical forces, sexism, heterosexism, stigma, ableism, economic prejudice, gender discrimination, appearance, ageism, privilege, etc. These factors and forces shape individual development, and the “here and now” expression of behavior (maladaptive or adaptive) within a cultural context. An exploration of your own experience (self-reflection) and cultural heritage and the way these factors intersect with your approach to the course material will be a pivotal part of your learning this semester.

We will explore:
- ways in which we define abnormal behavior through a culturally competent lens;
- developmental, dimensional and cross cultural perspectives regarding abnormal behavior;
- survey the contemporary research;
- discuss ethical and legal issues in therapy, assessment and research;
- explore how our perceptions about abnormal behavior are shaped by the media;
- examine case examples and “in the moment” events of cultural and behavioral relevance;
- issues regarding research, assessment & treatment from an empirically valid and culturally competent perspective;
- the proposed causes and treatments of abnormal behavior from various perspectives; and,
- the value of an integrated or biopsychosocial approach to understanding the domains listed above.

This course is designed for intermediate and advanced undergraduate students in psychology and related fields who have completed Introductory Psychology (Psy001) and several other 100 and 200 level courses or have had equivalent course experience.

**Expectations**

**Code of Conduct and the Academic Environment**

Please review the University of Vermont's website regarding the rights and responsibilities of students (Code of Conduct):  [http://www.uvm.edu/policies/student/studentcode.pdf](http://www.uvm.edu/policies/student/studentcode.pdf)

**Classroom Environment:** University of Vermont Classroom Code of Conduct.

- Faculty and students will at all times conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment befitting the University of Vermont. To this end, it is expected that all members of the learning community will adhere to the following guidelines:
- Faculty and students will attend all regularly scheduled classes, except for those occasions warranting an excused absence under the University Attendance Policy (e.g., religious, athletic, and medical).
- Students and faculty will arrive prepared for class and on time, and they will remain in class until the class is dismissed.
- Faculty and students will treat all members of the learning community with respect. Toward this end, they will promote academic discourse and the free exchange of ideas by listening with civil attention to comments made by all individuals.
- Students and faculty will maintain an appropriate academic climate by refraining from all actions that disrupt the learning environment (e.g., making noise, ostentatiously not paying attention, leaving and reentering the classroom inappropriately).
- **Students and the instructor must turn off cell phones. Do not us text messages, twitters, tweets, blue tooth communiqués, blogging, surfing are not acceptable behaviors in class unless it is an explicit part of the in-class assignment.**

**Think! Read! Write! Engage with Each Other!**
- Students can bring lap tops to take notes and to open pdf files the instructor assigned for readings. Students must ask permission to the instructor before they utilize their lap tops for any other activity.

**Safety and Respect**

It is extremely important that an atmosphere of safety, dignity and respect be maintained during the course of this seminar. Be mindful of confidentiality and of each other

- Listen to one another.
- Compassionate learning and respect for one another is important
- Mindful communication and speech is at the top of my list!
- Try not to engage in gossip or snarky commentary about what has been shared by your peers during the seminar or outside the confines of this seminar.
- Cross talk and side-bar conversations will not be tolerated. By this I mean that it is unacceptable to carry on conversations while someone else is talking.
- Students and the instructor must turn off cell phones.
- Do not us text messages, twitters, tweets, blue tooth communiqués, blogging, surfing or other forms of social media during this seminar. These are not acceptable behaviors in class unless it is an explicit part of the in-class assignment.
- Computers may be used to take notes.

There are no stupid questions. No one is culturally competent (least of all me). We are all on the learning curve together. This is just a beginning! Your presence and participation in class are greatly appreciated. By the end of the second week of this seminar we will develop a Safety Contract to assist us during our dialogues.

**Religious Holidays:**

Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. This is a regulation adopted by the University of Vermont and all students are responsible to provide this information to all the instructors in their courses. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

**Special Accommodations and ACCESS:**

If there is anything that Prof. Solomon needs to know that might improve your learning environment in this seminar, please contact me, in person, as soon as possible. The Office of Accommodation, Consultation, Collaboration and Educational Support Services for Students (ACCESS) provides accommodation, consultation, collaboration and education support services to students with disabilities.

Contact the ACCESS office: http://www.uvm.edu/access/; email them at access@uvm.edu; or call at 656-7753. If you need specific accommodations Provide documentation from ACCESS within the first 2 weeks of seminar so that appropriate arrangements can be provided.

**Student Athletes**

I will make every accommodation possible for our wonderful student athletes; however, I must know ahead of time about your athletic schedule. Student athletes are advised to contact Prof. Solomon regarding conflicts between your academic and athletic schedule.

Please inform me if you will be absent at the same time an assignment is due and a documented sports related event is scheduled. The student athlete will have to submit the assignment the day before the assignment is due or earlier. The same applies to individuals who may miss class attendance for religious holidays.

During the semester, I am often asked to document the progress of student athletes. Please let me know when these reports need to be submitted.

**Think! Read! Write! Engage with Each Other!**
Academic Honesty
Please review the University of Vermont’s website regarding academic Honesty and Integrity at: http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf

The work that you do and submit must be your own work. If you ever have questions about drawing the line between others' work and your own, ask Prof. Solomon to provide guidance.

The following section, in italics, is copied directly from the University of Vermont’s policy statement on academic honesty and integrity: University of Vermont, Policy V. 3.4.3.5 (2012)

1. Students may not plagiarize.
All ideas, arguments, and phrases, submitted without attribution to other sources must be the creative product of the student. Thus, all text passages taken from the works of other authors (published or unpublished) must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism.

2. Students may not fabricate.
All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way. Violations of this standard constitute fabrication.

3. Students may not collude.
Students may only provide, seek or accept information about any academic work to or from another student with the authorization of the instructor. Students may only collaborate on academic work within the limits prescribed by their instructors. Violations of this standard constitute collusion.

4. Students may not cheat.
Students must adhere to the guidelines provided by their instructors for completing academic work. Students may not claim as their own work any portion of academic work that was completed by another student. Students may only use materials approved by their instructor when completing an assignment or exam. Students may not present the same (or substantially the same) work for more than one course without obtaining approval from the instructor of each course. Students must adhere to all course reserves regulations. Violations of this standard constitute cheating.

COURSE REQUIREMENTS AND GRADING SYSTEM
A. Readings, Attendance and Class Participation 10 Points

Readings
THIS IS A COURSE THAT WILL REQUIRE YOU TO READ, WRITE AND PARTICIPATE. Assigned readings are due at the beginning of the week they are going to be discussed (on Tuesday). You will read and write a lot. Some of you may want to decide to form groups to share your thoughts about the material before or between classes. This will give you the opportunity to work in an interdisciplinary and multi-cultural milieu. This means that we will have the opportunity to cover some topics in great detail. There will be ample opportunity for everyone to discuss the journal articles, book chapters and case studies each week.

There will be sufficient opportunity for everyone to discuss the material. Your ability to understand and enjoy the course material will be enhanced if you have done the reading before coming to class. While it is not necessary, nor do I expect you to have committed the readings to memory, reading the material before class will prove beneficial in the long run. Take notes when you read and generate lots of discussion questions. Your ability to understand and enjoy the course material will be enhanced if you have done the reading before
**Attendance:**

**Attendance is very important in this course.** Please honor and respect your peers and attend class. I will honor the time boundary and begin class at 2:30 pm and end class at 3:45 pm. I will expect the same from you. Minimize late arrivals and early departures. Do not plan long weekends and early departures for breaks and holidays that interfere with class attendance. Come to class and be engaged!

If you attend class be prepared to participate! I will sometimes take attendance. All absences are treated equally (e.g., illness, extended vacations, family emergencies, etc.).

If you do not expect to attend class, please notify me at least 24 hours in advance. All absences are treated equally (e.g., illness, extended vacations, etc.).

There are 22 lecture / discussion seminars between January 15th and April 6th; 6 group presentation seminars between April 9th and April 25th, and 1 end of semester seminar on April 30th. There is an expectation and requirement that you attend all of the seminars, particularly the group presentation seminars.

If you miss 6 or more seminars (< 25% [27.2%] you jeopardize your grade and the number of points you receive for Readings, Attendance and Class Participation will be reduced by 50%.

It is expected that students will attend every group presentation. If you miss 2 or more of the Group Presentation seminars (30%) the number of points you receive for Readings, Attendance and Class Participation will be reduced by 50%.

**Class Participation:**

**Participation and interactive education are the cornerstones of this seminar.** We learn a great deal from each other and our collective experience is valuable. We all have a wealth of stories and experiences to communicate. Active participation and consistent attendance is crucial to the success of this class. Your experience will contribute to your own learning and to the learning experience of others. Students will participate through class discussion, collaborating with fellow students during small group activities, and short in-class writing exercises that require familiarity with the readings assigned for that week. Class participation (written or oral) is considered an important component of the final grade. Students are graded on their in class participation and are acknowledged when they make significant contributions to class discussions.

**Punctuality:**

**The time boundary is extremely important.** I expect everyone to be in class when the seminar begins at 2:30 pm. It is very disruptive and disrespectful to those present for other students to be entering and/leaving the seminar after we begin the discussion.

**B: Folio (Organization)**

10 Points

Each student must maintain a Folio (compilation) of all (Discussion Questions, Journal Entries, Outline of Group Presentation, Final Report of Group Presentation, Drafts and Final Versions of Final Paper).

You will need to obtain a loose-leaf binder and a package of paper and dividers to create sections for each type of written assignment you will be submitting. Affix a label with your name, seminar title, and course # on the right hand corner of the Binder.

Example: Ms. Nicki Minaj

Cross Cultural Psychology: A Clinical Perspective

Psychology 269

Think! Read! Write! Engage with Each Other!
There will be 5 sections in the Folio.
Section 1: Discussion Questions
Section 2: Self Reflection Papers
Section 3: Eyes Wide Open Paper
Section 4: Group Presentation (Outline of Group Presentation and Final Report of Group Presentation),
Section 5: Draft and Final Version of Outline of Final Paper

Instructions regarding how to organize your Folio will be demonstrated at the beginning of the seminar.

- Place your name and student ID# in the upper right hand corner of the first page of each assignment.
- Indicate the type of writing assignment you are submitting (i.e., give a title for the writing assignment).
- Place the writing assignment in the appropriate section of your Folio and bring the Folio to class on Tuesday and Thursday.
- You will find that you will refer to your Folio during class.

I will:

- Collect writing assignments on their due date.
- Collect your Folio for a mid-year review on March 4th.
- I will review your Folio and make comments on the content of your Folio when I return them to you on March 16th.
- Your completed Folio is due on May 7th at 10:15 am.

Your final grade will be based, in part, on the quality, integrity and completeness of your Folio. Specifically, your Folio will be assessed for its organization, indications of improvement in writing, ability to explain your leaning process and to make direct links to the readings and your personal and scholarly growth.

The organization of your Folio is worth 10 Points toward your final grade.

Written Assignments Included in the Folio:
There are several types of written assignments:

1. Journal Entry: 15 POINTS
The first section of your Folio will be a Journal Entry. There are readings each week for this seminar. While it is not necessary, nor do I expect you to have committed the readings to memory, a thorough review of the readings will prove beneficial in the long run.

Read and analyze the assigned readings each week. Generate questions and comments about what you have read. Place these comments and questions in your Journal Entry. It will be easier for you to comment on the book chapters and articles as you go along rather than to create the Journal Entry just before class.

Each student will have the opportunity to share the questions or comments in class to facilitate the discussion.

Part of your Journal Entry must contain questions about the readings. One question for each article or book chapter that you have read is the minimum requirement. These questions will be used as a way to launch class discussion. Students will be expected to share questions from their Journal Entry to propel the class discussion. Written Journal Entry questions should be specifically related to the readings for the week and need to indicate that you have read the relevant material. Each student will have the opportunity to share questions or comments in class to facilitate the discussion.

Think! Read! Write! Engage with Each Other!
Part of your Journal Entry must be an analysis of the readings and should be specifically related to the readings for the week and need to indicate that you have read the relevant material. You should comment on the most material that you read. Generate questions and comment on the readings each week.

Journal Entries must be produced by word processor.
Double spaced
Times New Roman or Arial 11 Point Font or its equivalent
1” margins
Numbered pages
Label the Journal Entry with your name, date, and Student ID# and title of the submission.
Handwritten entries or e-mailed entries will not be accepted.

Produce 2 copies of the Journal Entry. Place one in your Folio and place the second copy on the table in the front of Room 212 when you arrive in class on Tuesday afternoon where I will collect them. You must submit the Journal Entry on the Tuesday the topic is being discussed. Due dates for the Journal Entries are noted on the Schedule of Seminars Table.

Some Tips
Simply stating that you enjoyed reading an article or that you did not realize a certain phenomena had or had not been reported in the literature is not sufficient. Make every effort to critically analyze what you have read.

Two questions and two paragraphs (the 2 paragraphs should be about 750 words) are required for each week’s Journal Entry. That is the minimum requirement. Additional writing and contributions will enhance the number of points you accrue for the submission and increase your understanding of a particular topic. generate lots of questions!!!

The Journal Entry is worth 15 Points towards your final grade.

2. Self-Reflection Papers:

The second section of your Folio will be a series of Self-Reflection Papers. Each week you will be asked to write 1 page paper. The Self-Reflection Paper is a brief narrative report. The paper should be a careful consideration and discussion of what you have learned, what you experienced and what you felt during the past week. Your Self Reflection Paper may include personal reactions to or critical reviews of the readings as a result of the class discussion. What has changed between the time you read the material, engaged in class discussion and processed your reactions to the week’s work?

Self-Reflection Papers must be produced by word processor.
Double spaced
Times New Roman or Arial 11 Point Font or its equivalent
1” margins
Numbered pages
Label the Self-Reflection Paper with your name, date, and Student ID# and title of the submission.
Handwritten entries or e-mailed entries will not be accepted.

Produce 2 copies of the Self Reflection Paper. Place one in your Folio and place the second copy on the table in the front of the seminar room when you arrive in class on Tuesday afternoon where I will collect them. You must submit the Self-Reflection Paper on the Tuesday after the topic is discussed. Due dates for the Self Reflection Papers are noted on the Schedule of Seminars Table.

Think! Read! Write! Engage with Each Other!
Some Tips

One of the ways to accomplish this task is by trying a “free write”. Sit at your laptop or desktop and write without stopping for five minutes. Write whatever comes to mind. Longer entries are even better as the writing process will help you to develop your own ideas. Think about how the readings, class discussion, in-class projects, films or videos changed your perception, ways of knowing or ways of thinking about a topic, group of people or your place in the world?

This Self-Reflection Paper is worth 15 Points towards your final grade.

3. Eyes Wide Open Writing Assignment:

The third section of your Folio will be an Eyes Wide Open Paper.

Open your eyes, look around you, step outside of your zone of comfort and look at the world around you. What do you see? Who do you see? How are the images and people you see portrayed?

You will be required to write and submit a brief (2-3 pages or 1,500 words [no longer please]) paper discussing an aspect of abnormal behavior as it is portrayed in contemporary culture.

The Eyes Wide Open Paper must be produced by word processor.
Double spaced
Times New Roman or Arial 11 Point Font or its equivalent
1” margins
Numbered pages
Label the Eyes Wide Open Paper with your name, date, and Student ID# and title of the submission. **Handwritten entries or e-mailed entries will not be accepted.**

Produce 2 copies of the assignment. Place one in your Folio and place the second copy in the bin on the table in the front of the Seminar room when you arrive in class and I will collect them.

Some Tips

Use a broad definition of the media, (e.g., newspapers, magazine articles, cinema, television, radio commentary, play, performance art, music or music video, contemporary or historical sources, etc.). Be judicious yet creative if you employ internet or web resources. You may select one of the topics from the syllabus or be a pioneer and develop a topic of your own.

Guidelines for Eyes Wide Open Writing Assignment

"In contemporary culture the media have become central to the constitution of social identity. It is not just that media messages have become important forms of influence on individuals. We also identify and construct ourselves as social beings through the mediation of images. This is not simply a case of people being dominated by images, but of people seeking and obtaining pleasure through the experience of the consumption of these images. An understanding of contemporary culture involves focus on both the phenomenology of watching and the cultural form of images". (Ian Agnus and Sut Jhally)

The Eyes Wide Open Writing Assignment is designed to enhance your understanding of a specific topic in clinical psychology. Critically analyze a form of the media (e.g., magazines, periodicals, newspapers, TV, movies, music, and poetry) for the portrayal of different classes and groups of people.

For example, if you are writing about a type of mental disorder some guiding questions can be:

What is the topic or mental disorder you are discussing? How is it portrayed in the media?

Think! Read! Write! Engage with Each Other!
What do the individuals with the disorder look like? What do they do? Are they married, single, divorced, heterosexual, lesbian, homosexual, bisexual, transgendered, old, young, physically distinctive (e.g., impaired or disabled).

What are the typical roles that individuals with the disorder play? What activities and functions do they perform? What kind of jobs do they hold?

What shapes, sizes and colors do the individuals come in? If individuals with a particular disorder are not thin, white and attractive are they portrayed negatively? (e.g., “fat women overeating, people of color as unemployed, dangerous, threatening).

Is there a difference between the ways women and men with a particular disorder are characterized?

How do the media portray treatment or intervention?

Is there any information regarding treatment?

Is treatment affordable and accessible?

Is there universal access to treatment?

Is treatment appropriate across cultural groups or across gender?

Do you agree with the treatment approach?

How do you feel about the images that you have seen? What would you change and how would you change the media message? What do you think about the media message?

You need not address all of the topics listed above. The questions are meant to be suggestions. You can choose several of these questions or you can come up with a few of your own. You should cite or discuss a specific media reference (e.g., specific article, film, news report, television program, etc.). Refrain from discussing the media in general. The Eyes Wide Open paper should be in the form of a brief essay. The essay should be approximately 4-5 pages, exclusive of attachments and references. The Eyes Wide Open Paper is due on April 4th.

4. Group Presentation

Students are expected to work in groups and present to the class a topic relevant to cross cultural psychology.

The purpose of the Group Presentation is to enhance your understanding of a particular topic in cross-cultural psychology and to explore your capacity to work in groups. Presentations can take a number of forms (formal presentation or lecture, panel discussion, interviews, film or video essay, slide show, performance art, operas, plays, etc.). Presentations can be drawn from virtually any area pertaining to cross cultural psychology. You may, for example, choose to explore the topic of depression in Asian American adolescents or effective treatment models for substance abuse in Native Americans. You should begin to think about the presentation as early in the semester as possible. A portion of the class on March 2nd and March 4th will be reserved to facilitate the planning process.

The group presentation is worth 15 points towards your final grade.
5. Literature Review / Discussion Paper Writing Assignment: 25 Points

The fifth section of your Folio will be a Literature Review or Discussion Paper.

As you read books, book chapters, and articles in this course you might be interested in gaining additional knowledge about one of these topics. You may have strong reactions to some of the readings and class discussions, and you may want to relate them to yourself personally or professionally or explore these issues in greater detail from an academic perspective. You may examine, in detail, a topic from the course syllabus or a topic that has not been addressed in class regarding cross cultural perspectives on treatment, assessment, diagnosis, and research. The paper may take a number of forms (e.g., discussion paper, critical review of the literature, etc.) The project may not be the same topic as your group presentation. The subject of the project should be reviewed with me before you begin work. I will be available to assist you with structuring the paper, as well as providing resources and reviewing preliminary drafts.

While you may submit this paper at any point during the semester, this assignment must be submitted with your entire Folio by 5:30 May 7th.

Guidelines for the Paper

During the semester we will be exploring various themes in cross cultural clinical psychology. You may be interested in examining one of these themes in greater detail (e.g., stress management among African American men, chronic illness and disability, lack of access to care, HIV/AIDS in the United States of American, the Caribbean, sub-Saharan Africa or the Pacific Rim, etc.) or in learning about a new topic area (e.g., spirituality, health and well-being among various groups. You may have strong reactions to some of the readings and class discussions, and you may want to relate them to yourself personally or professionally and to explore these issues in greater detail from a scholarly perspective. The literature review and discussion paper is designed so you can examine, in detail, a topic from the course syllabus or a specific topic of your own choosing.

Include the following information in your paper

- A cover page containing your name, student I.D. number, title of your paper and date paper was submitted.
- An introductory section describing the topic you are going to discuss and why the topic you have chosen is interesting and important. A section that reviews the relevant literature.

- A section that discusses treatment.
- A concluding discussion that summarizes your thoughts.
- A bibliography, appropriately referenced, using American Psychological Association format.
- All appropriate attachments.

Some questions to consider in your paper

- What is your personal response to the research? What is your evaluation of the research?
- Do you agree or disagree with the literature you are reviewing?
- How does what you have read relate to your personal and/or professional experience.
- What are your suggestions for future research?
- What does the literature report about treatment?
- What are the available treatment models?
- Do you have any suggestions for treatment (e.g. individual, group family models)?
- Is treatment affordable and accessible?
- Is there universal access to treatment?

Think! Read! Write! Engage with Each Other!
- Is treatment appropriate for all cultural groups and for both genders?
- Do you agree with the treatment approach?
- What would you suggest as treatment alternatives?
- Be certain to provide evidence to support all of your arguments.

**Important Considerations**

- The subject of the literature review and discussion paper should be reviewed with Professor Solomon before you begin work.
- The paper should be between 10 pages or 5,000 – words in length, (not including title page, abstract, bibliography and attachments).
- Papers should be double spaced, with 1” margins, pages numbered, and produced by word processor using Times New Roman 11 point type (or equivalent).

**The Literature Review / Discussion Paper Writing Assignment is worth 25 points towards your final grade.**

**C. Let’s Eat!**

**Let’s schedule a cultural dinner brunch.** This will occur on May April 30th (our last class). Bring a dish to share that reflects your cultural heritage (e.g., something mom, dad, uncle, auntie, sister, brother, grandpa, grandma, the next door neighbor or you cooked). If you have started your own cultural tradition regarding food – bring that! Every dish has a story and every story has a dish.

**D. Grading Policy**

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<th>Maximum # of Points Assigned to Each Domain</th>
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<tr>
<td>Folio Integrity</td>
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<td>Writing Assignments Included in Folio</td>
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<td>Journal Entries:</td>
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<td>Self Reflection</td>
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<td>Group Presentation</td>
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Total 100 Points

Final letter grades will be assigned as follows:

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<th>Grade</th>
<th>Points Range</th>
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<td>A</td>
<td>98-100</td>
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<td>A-</td>
<td>97-90</td>
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<td>F</td>
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Remember to take care of yourselves.
Relax and appreciate with gratitude the process of exploration and self-awareness.
Most of all remember to BREATHE!

Schedule of Seminars:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Seminar Topic</th>
<th>Writing Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>January 15</td>
<td>Introduction</td>
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<tr>
<td>1</td>
<td>January 17</td>
<td>Introduction Who Are You? Who Are We?</td>
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<td>2</td>
<td>January 22</td>
<td>Culture Bound Syndromes</td>
<td>Journal Entry Week #2</td>
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<td>Self-Reflection Paper Week #1</td>
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<td>2</td>
<td>January 24</td>
<td>The Way we Speak</td>
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<td>3</td>
<td>January 19</td>
<td>Stereotypes, Stigma and Social Exclusion</td>
<td>Journal Entry Week #3</td>
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<td>Self-Reflection Paper Week #2</td>
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<td>January 31</td>
<td>Stereotypes, Stigma &amp; Social Exclusion</td>
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<td>4</td>
<td>February 5</td>
<td>Race, Racism &amp; Discrimination</td>
<td>Journal Entry Week #4</td>
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<td>Self Reflection Paper Week #3</td>
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<td>4</td>
<td>February 7</td>
<td>Acculturative Stress</td>
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<td>5</td>
<td>February 12</td>
<td>Film and Discussion Babel</td>
<td>No Journal Entry Week #5</td>
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<td>Self-Reflection Paper Week #4</td>
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<td>5</td>
<td>February 14</td>
<td>Film and Discussion Babel</td>
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<td>Week</td>
<td>Date</td>
<td>Seminar Topic</td>
<td>Writing Assignment</td>
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<td>6</td>
<td>February 19</td>
<td>They Say You’re Crazy: The DSM &amp; the Construction of Mental Illness. Is it Disorder or Cultural Context? Mood Disorders and Suicide</td>
<td>Journal Entry Week # 6 Self-Reflection Paper Week #5 on Film Babel</td>
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<tr>
<td>6</td>
<td>February 21</td>
<td>They Say You’re Crazy: The DSM &amp; the Construction of Mental Illness. Is it Disorder or Cultural Context? Mood Disorders and Suicide</td>
<td>Group Presentation Planning Discussion of Eyes Wide Open Paper</td>
</tr>
<tr>
<td>7</td>
<td>February 26</td>
<td>They Say You’re Crazy: The DSM &amp; the Construction of Mental Illness. Is it Disorder or Cultural Context? Psychotic Disorders</td>
<td>Journal Entry Week # 7 Self-Reflection Paper Week #6</td>
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<tr>
<td>7</td>
<td>February 28</td>
<td>They Say You’re Crazy: The DSM &amp; the Construction of Mental Disorder. Is it Disorder or Cultural Context? Psychotic Disorders</td>
<td>Submit Folio for Review</td>
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<td>8</td>
<td>March 5</td>
<td>Spring Recess</td>
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<td>8</td>
<td>March 7</td>
<td>Spring Recess</td>
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<td>Week</td>
<td>Date</td>
<td>Seminar Topic</td>
<td>Writing Assignment</td>
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</tbody>
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| 9    | March 12 | They Say You’re Crazy: The DSM & the Construction of Mental Illness. Is it Disorder or Cultural Context? **Anxiety** | Journal Entry Week # 9  
Self-Reflection Paper Week #7  
Submit Outline of **Eyes Wide Open Paper** |
| 9    | March 14 | They Say You’re Crazy: The DSM & the Construction of Mental Illness. Is it Disorder or Cultural Context? **Anxiety** | Group Presentation Planning                                                |
| 10   | March 19 | They Say You’re Crazy: The DSM IV & the Construction of Mental Illness. Is it Disorder or Cultural Context? **Sexual Orientation & Gender Identity** | Journal Entry Week # 10  
Self-Reflection Paper Week #9 |
| 10   | March 21 | They Say You’re Crazy: The DSM IV & the Construction of Mental Illness. Is it Disorder or Cultural Context? **Sexual Orientation & Gender Identity** |                                                                            |
| 11   | March 26 | Film and Discussion  
*Life, After All*  
Socio-cultural forces and cultural imagery | Journal Entry Week #11  
Self-Reflection Paper Week # 10  
Schedule meeting with Prof. Solomon for Final Paper |
| 11   | March 28 | Film and Discussion  
*Life, After All*  
Socio-cultural forces and cultural imagery |                                                                            |
| 12   | April 2  | Existential Isolation, Death & Dying                                     | Journal Entry Week # 12  
Self-Reflection Paper Week #11 |
| 12   | April 4  | Existential Isolation, Death & Dying                                     | **Eyes Wide Open Paper Due** |
| 13   | April 9 & 11 | Group Presentations              | Self-Reflection Paper # 12 |
| 14   | April 16 & 14 | Group Presentations              |                                                                            |
| 15   | April 23 & 25 | Group Presentations              |                                                                            |
| 16   | April 30 | Reflections & Let’s Eat                                             |                                                                            |
|      | May 7    |                                                                              | **Literature Review / Discussion Paper & Folio Submission** |

Think! Read! Write! Engage with Each Other!