



DEPARTMENT OF PSYCHOLOGY
BERKELEY, CALIFORNIA 94720-1650
2121 BERKELEY WAY

PSYCH 173: Lens on Mental Health: Diversity & Intersectional Approaches
3 units, Summer

Class Time:

Location:

Instructor:

Email:

Office Hours:

Course Overview: From its incipience, the mainstream psychotherapy evidence base is understood to have been based off of a particular kind of person or people: the Viennese bourgeoisie, YAVIS (young, attractive, verbal, intelligent, successful), WEIRD (western, educated, industrialized, rich, democratic), and more recently, the white, middle- and upper-middle classes, and usually, women. This course provides an overview of these criticisms and shifts the gaze, evaluating the evidence for and against such views, centering on populations who have not been centered in the literature, and summarizes best steps forward for the field. As such, it relies on:

- 1) the best available research and evidence-based mental health approaches;
- 2) an interdisciplinary approach, drawing from psychology and related disciplines including affective neuroscience, sociology, and cultural studies.

Readings will focus on primary-source empirical articles, recent chapters and similar peer-reviewed work, and popular media articles.

Objectives: The objectives of this course are three-fold. Students will gain:

- 1) An understanding of extant criticisms and biases within mental health and psychotherapy research and practice
- 2) Critical thinking skills to evaluate scientific ideas and original scientific papers and their presentation (or absence) in popular media
- 3) Ability to articulate both orally and in written form a nuanced understanding of the importance of context, culture, race/ethnicity, class, gender (among others) in mental health research and practice, as well as both existing limitations and recent attempts to redress these so as to improve mental health research and practice
- 4) Your learning goal:

Required Texts.

- Articles, as assigned below

Disability Accommodations Policy:

- If you require accommodations for any physical, psychological, or learning disability, contact the Disability Students' Program (DSP: 510-642-0518) for verification requirements. I am happy to discuss

DSP-arranged accommodations for the course, but can do so only if you have an official DSP accommodation letter.

Collegiality: As the class heavily values thoughtful discussion, challenges and questions must be posed professionally and respectfully. Discriminatory, intimidating, and otherwise intolerant language will not be permitted and will be addressed immediately.

Limits to Confidentiality: As UC employees, all course instructors are “Responsible Employees” and are therefore required to report incidents of sexual violence, sexual harassment or other conduct prohibited by university policy to the Title IX officer. We cannot keep reports of sexual harassment or sexual violence confidential, but the Title IX officer will consider requests for confidentiality. There are confidential resources available to you, including the PATH to Care Center Team (<http://sa.berkeley.edu/dean/confidential-careadvocate>), which serves survivors of sexual violence and sexual harassment.

Plagiarism: All written work submitted in this course, except for acknowledged quotations, is to be expressed in your own words. Consultation of chat GPT and similar language learning models for assignments are strictly prohibited. All work should be constructed upon a plan of your own devising. The Berkeley campus of Student Conduct defines plagiarism as “the use of intellectual material produced by another person without acknowledging its source” and stipulates that plagiarism includes:

- Copying from the writings or works of others into one’s academic assignment without attribution, or submitting such work as it were one’s own;
- Using the views, opinions, or insights of another, including technology, without acknowledgment; or
- Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.

Unacknowledged use of the words or ideas of others from any medium (print, digital, or otherwise) is plagiarism. The submission of plagiarized work will, under University rules, render the offending student subject to an F grade for the work in question or for the whole course, and will also make him/her liable for referral to the Student Judicial Affairs Office for further disciplinary action. Educate yourself about the campus code of conduct in relation to plagiarism. Ignorance is not an excuse. If you feel overwhelmed about an assignment, speak to the professor or your GSI. DO NOT PLAGIARIZE!

Intellectual Property Notice: In this class, you may share any notes you take with other members of this class. You may also record the class, if you wish, as long as that recording is only for use by you and other members of this class. You may not post notes, recordings, class materials, etc., anywhere except on our class websites. Any commercial use of materials from this class is forbidden by University policy and California state law.

Academic Honesty Policy: The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments and the exam are to be completed independently and materials submitted as homework should be the result of one’s own independent work, without any assistance of others, including technology. Any project submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course. In any papers, you may use words or ideas written by other individuals in publications, websites, or other sources, but only with proper attribution. “Proper attribution” means that you

have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis. As a general rule, if you are citing from a published source or a web site and the quote is short (i.e., up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, indent it and use single spacing. In either case, be sure to cite the original source in a footnote or in parenthesis (for details, see APA Publication Manual, 6th edition).

As a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it. For more information on the conduct expected of Berkeley students, please review the Student Conduct code: <http://students.berkeley.edu/uga/conduct.pdf>. In fairness to students who put in an honest effort, cheaters will be harshly treated. Any evidence of cheating will result in a score of zero (0) on that assignment of examination. Cheating includes but is not limited to sharing an exam, copying off another person’s exam, allowing someone to copy off of your exam, or having someone take an exam or quiz for you. Incidences of cheating will be reported to Student Judicial Affairs, which may administer additional punishment. If at any point, you have any questions about the above or anything else related to the course, please do see the Instructor.

Incomplete Course Grade: Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final exam, may request an Incomplete grade. Given the intensity and brief length of the course (3 weeks), students should discuss with the Instructor various options. This request must be submitted in writing or by email to the course instructor within a timely manner. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

Grading & Course Requirements:

- Exam: 40 points
- Article Presentation & PowerPoint based on assigned topic: 30 points
- Response to final presentations: 10 points
- Discussion Activities: 20 points
 - You will post a response to at least 5 Discussion Activities in bCourses. To which must include the following:
 - a) one limitation/critique of the article (2 points) and
 - b) how this articles addresses or does not address your problem area topic (2 points)

Each discussion activity must be submitted by 8:10am in bCourses on the day they are assigned—no late submissions will be counted, given an abundance of opportunities (>20 Discussion Activity opportunities) are provided. No exceptions will be made. Please plan accordingly. Each discussion activity will be worth 4 points. A total of 5 of these must be submitted for a total of 20 points. You are welcome to submit text-only submissions after your first video submission in bCourses.

Your letter grade will be based on the following scale:			
A	(93-100%)	C+	(75-79.9%)
A-	(90-92.9%)	C	(70-74.9%)
B+	(87-89.9%)	D	(60-69.9%)
B	(83-86.9%)	F	(0-59.9%)
B-	(80-82.9%)		

Exam. The exam will be a combination of multiple-choice, short answer, and essay questions and will be openbook. It should demonstrate your critical thinking and active synthesis of concepts discussed in class. You will have a maximum of 2 hours to complete this exam. The exam will be available at 8am and must be completed within the allotted time. No late or make-up exams will be accepted. Exam material may include information not presented in the readings alone. Please review all course material.

Proposed Solutions: Empirical Article Summary & Presentation. Each student will review the literature for a proposed solution (e.g., with intervention implications) for a particular problem area discussed in class, and select one empirical article (not reviewed in class or from our syllabus) demonstrating an alternative and improved version of treatment, prevention, or promotion. You will present a live PowerPoint presentation (no recorded presentations are allowed), and actively participate, respond, and provide commentary on other presentations. **Given this assignment is assigned at the very start of class and the intensity and brevity of this 3-week course, no late assignments will be accepted and late presentations will necessarily result in an Incomplete. Please plan accordingly.**

Topic assignments will be from one of the following topics:

• **PROPOSED SOLUTIONS A: Racism & discrimination**

- Empirical research demonstrating approaches that improve mental health for those of minoritized backgrounds. This can include racialized and/or sexual minorities, as well as gender norms (e.g., traditional norms of masculinity). As discussed in class, this can also include people from mixed-race backgrounds, which is understudied in the literature.

• **PROPOSED SOLUTIONS B: Neurodiversity**

- Empirical research demonstrating approaches that improve mental health for those of neurodiverse backgrounds.

• **PROPOSED SOLUTIONS C: Immigrants**

- Empirical research demonstrating approaches that improve mental health for those of immigrant and otherwise cross-cultural (in particular, non-WEIRD) backgrounds.

• **PROPOSED SOLUTIONS D: Religion/spirituality**

- Empirical research demonstrating approaches integrating religious/spiritual beliefs or backgrounds.

Grading for the debate topic is from the following 3 areas. Points will be deducted for late uploads to bCourses—please plan accordingly.

1) Upload a full-text PDF article onto **bCourses (10 points).**

- (2 points) Article must be uploaded on time and not be a redundant with another student's article
- (2 points) Article must be recent (published 2017 or after)
- (2 points) Article must be empirical, with original data collection. Reviews are OK
- (2 points) Full-text PDF (actual PDF and not just a link to the article)
- (2 points) Article must be relevant to your topic
- ***Note: link to PDF alone will lead to 3-point deduction**

2) Live presentation (24 points): 7-minute presentation will be a live, oral presentation using slides ((e.g., PowerPoint). Your complete slides must be uploaded onto **bCourses** and should include the following elements:

- (2 points) Background of the study and how it addresses your problem area & Grandma explanation
- (2 points) Hypothesis of study (what question is being asked by researchers) & Grandma explanation
- (2 points) Identification of the independent and dependent variable(s) in hypothesis/hypotheses

- (2 points) Main outcome of study & Grandma explanation
 - (4 points) Critical evaluation, including at least 2 limitations (1 point each) & Grandma explanations
 - (5 points) Your sense of the larger literature reviewed, citing a bibliography of 5 related empirical articles (published 2017 or after) with a bullet point line summarizing the main point of each article
 - (7 points) Is this a good solution? Your own individual thoughts about whether the research study adequately addresses your assigned problem area. Full credit will be awarded to those demonstrating depth of critical thinking and linkage to concepts covered in class. This portion of the grade will also include a holistic evaluation of your presentation.
 - ***Note: link to shared document or other shared drive, e.g., Google slides, Canva, will lead to a 3point deduction**
- 3) Response & Commentary (6 points): You will participate in a live commentary on each groups' presentation after each presentation. You must be present on Zoom to receive credits for this portion of your grade. Full credit for your commentary will be based on a holistic evaluation of your depth of critical thinking demonstrated through your response and linkage of the presentations to concepts covered in class.

SCHEDULE:

Note that schedule may change during the term. Course lectures will be recorded.

DATE	TOPIC	READINGS
WEEK 1		
	<p>Introduction to the course, syllabus review</p> <p><u>Restricted range problem</u>: Critical review of history</p>	<ul style="list-style-type: none"> • Shaw, B. (2023). Historical context for the writings of Sigmund Freud. Available at (last accessed Nov 26, 2023): https://www.college.columbia.edu/core/content/writings-sigmundfreud/context • Desai, M. et al. (2021). Implicit organizational bias: Mental health treatment culture and norms as barriers to engaging with diversity. <i>American Psychologist</i>, 76, 78-90. • Thalmayer, A. et al. (2021). The neglected 95% revisited: Is American psychology becoming less American? <i>American Psychologist</i>, 76, 116-129. <p><u>Discussion Activity</u>:</p> <ul style="list-style-type: none"> • 1. Intro to class survey (completed in-class only)

	Class & Neoliberalism	<ul style="list-style-type: none"> • Adams, G., Estrada-Villalta, S., Sullivan, D., & Markus, H.R. (2019). The psychology of neoliberalism and the neoliberalism of psychology. <i>Journal of Social Issues</i>, 75, 189-216. • Lamont, M. (2019). From ‘having’ to ‘being’: self-worth and the current crisis of American society. <i>British Journal of Sociology</i>, 70, 660-707. • Lamont, M. et al. (2005). Everyday antiracism: Competence and religion in the cultural repertoire of the African American elite. <i>Du Bois Review</i>, 2. <p>Discussion Activity:</p> <ul style="list-style-type: none"> • 2. Howes, R. (2009, December 30). The ideal psychotherapy client. Are you a YAVIS? Available at (last accessed Nov 26, 2023): https://www.psychologytoday.com/us/blog/in-therapy/200912/theideal-psychotherapy-client • 3. Henrich et al. (2010). The weirdest people in the world? <i>Behavioral and Brain Sciences</i>, 33, 61-135. • 4. Time 2023. Why Americans are uniquely afraid to grow old. Available at: https://time.com/6257805/americans-aging-resistance/ • 5. Reeves (2015). The dangerous separation of the American upper middle class.
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	Racism & discrimination	<ul style="list-style-type: none"> • Hardy, K.V. (2013). Healing the hidden wounds of racial trauma. • Neblett, E.W. (2023). Racial, ethnic, and cultural resilience factors in African American youth mental health. <i>Annual Review of Clinical Psychology</i>, 19, 361-379. • Anderson, R.E., & Stevenson, H.C. (2019). RECASTing racial stress and trauma: Theorizing the healing potential of racial socialization in families. <i>American Psychologist</i>, 74, 63-75. <p>Discussion Activity:</p> <ul style="list-style-type: none"> • 6. Williamson, W., et al. (2022). How diverse are the samples used to study intimate relationships? A systematic review. <i>Journal of Social and Personal Relationships</i>, 39, 1087-1109. • 7. Van Drunen, M., Dworsky, A., & Brooks, L. (2023). Adapting dialectical behavior therapy for transition-age youth and young adults in foster care. Lessons from the Field. Youth at-Risk of Homelessness. OPRE Report# 2023-078. Available at (last accessed Nov 26, 2023): https://www.acf.hhs.gov/sites/default/files/documents/opre/Adapting_dialectical_behavior_therapy_march_2023.pdf • 8. NYT (2024). This therapy helps victims of violent crime. Who will pay for it? Available at: https://www.nytimes.com/2024/04/20/nyregion/trauma-recoverycenter-nyc-funding.html
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	<p>Emotional Valence & Articulation</p>	<ul style="list-style-type: none"> • Tsai, J. (2017). Ideal affect in daily life: Implications for affective experience, health, and social behavior. <i>Current Opinions in Psychology, 17</i>, 118-128. • Tsai, J., & Clobert, M. (2019). Cultural influences on emotion: Empirical patterns and emerging trends. In S. Kitayama & D. Cohen (Eds). <i>Handbook of cultural psychology</i>. Oxford University Press. • Soto, J. et al. (2011). Is expressive suppression always associated with poorer psychological functioning? A cross-cultural comparison between European Americans and Hong Kong Chinese. <i>Emotion, 11</i>, 1450-1455. <p>Discussion Activity:</p> <ul style="list-style-type: none"> • 16. Tsai, J.L., et al. (2018). Valuing excitement makes people look forward to old age less and dread it more. <i>Psychology and Aging, 33</i>, 975-992. • 17. Clobert et al. (2020). Feeling excited or taking a bath: Do distinct pathways underlie the positive affect-health link in the US and Japan? <i>Emotion</i>. • 18. Koopmann-Holm, B. & Tsai, J.L. (2014). Focusing on the negative: Cultural differences in expressions of sympathy. <i>Journal of Personality and Social Psychology, 107</i>, 1092-1115. • 19. Lomas, T. (2022). Insights from the first global survey of balance and harmony. <i>World Happiness Report</i>. • 20. NYT 2024. Is cutting off your family good therapy? Available at: https://www.nytimes.com/2024/07/14/health/therapy-familyestrangement.html
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<p>Religion/spirituality and etc.</p> <p>Case study: Black youth suicide</p> <p>Family, Intersectionality & Traditional norms of masculinity</p>		<ul style="list-style-type: none"> • Goodwill, J.R. (2023). Reasons for suicide in black young adults: A latent class analysis. <i>Journal of Racial and Ethnic Health Disparities</i>, 11, 425-440. • Molock, S. et al. (2008). Developing suicide prevention programs for African American youth in African American churches. <i>Suicide and Life-Threatening Behavior</i>, 38, 323-333. • Cowan, P.A., Cowan, C.P., & Gillette, P.F. (2021). TRUE Dads: The impact of a couples-based fatherhood intervention on family relationships, child outcomes, and economic self-sufficiency. <i>Family Process</i>, 61, 1021-1044. • Bennett et al. (2023). Male suicide and barriers to accessing professional support: A qualitative thematic analysis. <i>Current Psychology</i>. <p>Discussion Activity:</p> <ul style="list-style-type: none"> • 21. Weziak-Bialowolska, D. et al. (2021). Character strengths involving an orientation to promote good can help your health and well-being. Evidence from two longitudinal studies. <i>Am J or Health Promotion</i>, 35, 388-398. • 22. Goodwill, J. (2023). <i>American Psychologist</i>. • 23. Narayan, et al. (2021). Intergenerational ACES. <i>Clinical Psychology Review</i>.
		<ul style="list-style-type: none"> • 24. Ogborn, G. et al. (2022). Barbershops as a setting for supporting men’s mental health during the COVID-19 pandemic: A qualitative study from the UK. <i>British Journal of Psychology</i>. • 25. Gibbs, J.T. (1997). African-American suicide: A cultural paradox. <i>SLTB</i>, 27. • 26. Sheftall, A.H., et al. (2023). Black youth suicide: Investigation of current trends and precipitating circumstances. <i>J Am Acad Child Adolesc Psychiatry</i>, 61, 662-675.
WEEK 3		
	EXAM (on bCourses)	
	<i>Full-text article PDF uploaded to bCourses</i>	

	<p>Is this a solution? Exploring 3 proposed solutions</p> <ul style="list-style-type: none"> • Cultural adaptations • Affirmative care • Anti-racism 	<p><i>link to PDF alone will lead to 3-point deduction)</i> (*Note:</p> <ul style="list-style-type: none"> • Chu, J. & Leino, A. (2017). Advancement in the maturing cultural adaptations of evidence-based interventions. <i>Journal of Consulting and Clinical Psychology</i>, 85, 45-57. • Cohen (2020). Affirmative dialectical behavioral therapy training with sexual minority Veterans. <i>Cognitive and Behavioral Practice</i>. • Pierson, A.M., Vinushini, A., Bond, D.M. (2022). “You don’t cause racism, and you have to solve it anyways”: Antiracist adaptations to dialectical behavior therapy for white therapists. <i>Cognitive and Behavioral Practice</i>, 29, 796-815. • Morris (2022). Race in the space. <i>Cognitive and Behavioral Practice</i>.
	<p>Presentations</p>	<p>Full PDF/PPT slides uploaded to bCourses due (*Note: <i>link to shared document or other shared drive, e.g., Google slides, will lead to a 3-point deduction)</i></p> <ul style="list-style-type: none"> • No make-up presentations will be allowed. Please plan accordingly.