

PSYC428 & 724 – Cultural-Clinical Psychology (Fall 2015)

***** Please read the entire syllabus before committing to this course! *****

Instructor

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Primary Readings

Available through links on the course website

Course Website

Available as a Moodle website through the myConcordia portal

Introduction

This course will explore the interrelationship between culture, mind, and brain, and its implications for mental health. There is a tendency in psychology to assume that broad human similarities should be the primary focus, and that culture is a detail that does not exert much influence on these broad similarities. Cultural psychology, by contrast, takes the position that these similarities should be acknowledged, but should not be allowed to override the vast psychological variation that is observed across diverse human groups. In recent years, there has been a move to integrate the theoretical perspectives and methodological techniques to clinical psychology. The resulting sub-discipline, *cultural-clinical psychology*, is the focus of this course.

Course Organization

The first five classes will cover major topics in the field of cultural-clinical psychology and allied disciplines, especially cultural psychology, cultural psychiatry, and medical anthropology. The next six classes will focus on research in specific domains of psychopathology. The final two classes will consider research on assessment and treatment. For most classes, the first hour will consist of a traditional lecture while the second hour will include an interactive activity. After a short break, PSYC724 students will be invited to return for a film discussion, cultural assessment training, or detailed clinical case discussion. PSYC428 students will be invited to remain for the film discussions as well.

Learning Objectives

We will be considering many difficult questions over the course of this term, such as: What is human nature? How can psychologists study culture? How are self-concepts, cognition, motivation, emotion, etc., shaped by culture? How does culture shape the experience and expression of psychopathology? How are psychological interventions affected by cultural variation?

The ultimate goals of this course are: To introduce the rapidly growing field of cultural-clinical psychology; to explore the implications of profound variation in psychopathology; to stimulate critical thinking; to improve analytical writing skills; to help you consider your own values from a cultural perspective.

Grading System

Grades in this course will be assigned according to Concordia University's standard grading system:

Letter	Range	GPA	PSYC428	PSYC724
A+	90-100	4.30	Outstanding	Outstanding
A	85-89	4.00	Very Good	Very Good
A-	80-84	3.70	Very Good	Good
B+	77-79	3.30		Satisfactory
B	73-76	3.00	Good	Needs Improvement
B-	70-72	2.70		Needs Imp. in multiple domains
C+	67-69	2.30		
C	63-66	2.00	Satisfactory	Failure
C-	60-62	1.70		
D+	57-59	1.30		
D	53-56	1.00	Marginal Pass	Failure
D-	50-52	0.70		
F	0-49	0.00	Failure	Failure

Course Evaluation

Course grades will come from four sources: a letter of intent; a research proposal; a brief presentation; and citizenship. The letter of intent is worth 10%; the research proposal is worth 50%; the short presentation is worth 20%; citizenship is worth 20%. All work will be submitted via Moodle. Late work will incur a penalty of one fractional letter grade for every 24 hours late. If you anticipate any difficulties with the assignments or the deadlines, **please talk with the instructor as soon as possible**. Please also note that Concordia University policies on academic integrity will be **strictly enforced**. For details, please consult: www.concordia.ca/students/academic-integrity.html.

Letter of Intent and Research Proposal

The major part of this course involves conceptualizing, researching, and writing a research proposal. Potential topics can range widely, provided that they: (1) involve a particular cultural group and/or process; (2) can be related to mental health, broadly defined; and (3) can be supported by at least three studies from the past decade. Students will review the recent literature on the topic and then propose a study that would advance this literature. **The study must include some means of 'unpacking culture'.**

The letter of intent is due on October 19th, 2015, at 11:59pm Montreal time, and should consist of a single Word file containing: (1) a proposed title; (2) a maximum 300-word description of the research area and how culture will be unpacked in the proposed study; (3) the minimum three references for studies that will be consulted for the literature review. For any student who elects to submit the letter of

intent early, by October 16th, 2015, at 11:59pm Montreal time, I will endeavor to provide feedback within 72 hours.

Students may elect to submit their final research proposal following one of two paths. **For the standard path, the paper is due on December 8th, 2015**, at 11:59pm Montreal time and is worth 50% of the final grade. **For the peer-review path, a first draft of the paper is due on November 16th, 2015**, at 11:59pm Montreal time. These drafts will then be distributed randomly among all participants in the peer-review path. You will provide detailed feedback on two papers by November 30th, 2015, at 11:59pm Montreal time, and will receive detailed feedback from two peers plus the instructor. **The final version of the paper will then be due on December 8th, 2015**, at 11:59pm Montreal time. On this path, the first draft is worth 10% of the final grade (evaluated to the same standard as a finished paper), the thoroughness and constructiveness of peer review is worth 10% of the final grade, and the final version is worth 30% of the final grade.

Suggested length for PSYC428 students is around 8 pages; suggested length for PSYC724 students is around 15 pages. Please note, that as the major means of evaluation in this course, the final version of this paper will be held to strict standards with regard to: (1) the quality of the ideas, structure of the arguments, and clarity of writing; as well as (2) formatting, spelling, grammar, and syntax. **Concordia University offers several resources to assist students with research and writing.** For example, Student Learning Services (<http://learning.concordia.ca/Peer/WritingAssistance/writingmain.shtml>) has peer assistance and links to web resources, and the library has a number of 'how to' guides (<http://library.concordia.ca/help/howto/>).

Brief Presentation

Class time between October 26th and November 16th, inclusive, will be devoted to brief presentations followed by general discussion. Each presentation will last for a **maximum** of 5 minutes, use a **maximum** of 5 slides (e.g., title page, introduction, methods, results, discussion), with each slide making a maximum of 3 points, and each point taking up a **maximum** of one line (32-point font). PSYC424 presentations will summarize a single recent study, published in the previous three years, related to that week's topic. PSYC724 papers will integrate material across the studies. After the presentations, the presenters will form a panel and answer questions.

All presenters should use the same simple powerpoint template, which will be made available on Moodle. Slides should be submitted on Moodle by the **Friday before the presentation** at 11:59pm Montreal time. Students presenting on the same day should coordinate so that a **single** PowerPoint presentation, in order, is submitted to the instructor by **12:00pm the Monday of the presentation**. Groups will be formed early in the semester, and a list of potential studies for each topic will be provided. **Please check to make sure that your chosen study has not already been selected.** Other students in the class are not required to read these papers, but may wish to access them while working on their research proposals.

The topic of the presentation should differ from the topic of your research proposal. The instructor reserves the right to re-balance each topic so that a roughly equal number of PSYC428 students are involved with each topic, and similarly for the PSYC724 students.

Citizenship

Citizenship is a global assessment of each student's contributions to the class, in particular, classroom and online discussions. Students enlisting on the course Moodle site will be able to sign up for the online

discussion group. While engaging with various course readings, students may wish to post specific questions or comments that they feel might be valuable to other members of the class, or where they feel they might benefit from the thoughts of others. Students may also wish to post questions or observations that emerge from their work on the thought pieces. Questions relevant to an upcoming class may be posted the day before that class; questions on past classes can be addressed online. The instructor will occasionally provide questions or comments as well. Please note that citizenship goes beyond participation. **You will be evaluated on how well you contribute to the class, not simply how often you speak or post.** Citizenship includes respectful listening and consideration of other points of view, not simply speaking or posting as often as possible.

Course Outline

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Online Reading #s</i>
01	September 14 th	Introduction	
02	September 21 st	Culture-Mind-Brain	Readings 1-4
03	September 28 th	Selves & Emotions	Readings 5-8
04	October 5 th	Scripts & Narratives	Readings 9-12
05	October 19 th	Loops & Attention	Readings 13-16
06	October 26 th	Fear & Loss	Readings 17-18
07	November 2 nd	Stress & Trauma	Readings 19-20
08	November 9 th	Psychosis & Dissociation	Readings 21-22
09	November 16 th	Ingestion & Restriction	Readings 23-24
10	November 23 rd	Prejudice & Discrimination	Readings 25-26
11	November 30 th	Assessment & Diagnosis	Readings 27-28
12	December 7 th	Therapy & Healing	Readings 29-30
13	December 8 th	Revisioning Psychology	Readings 31

Readings

20 September - 26 September

Culture-Mind-Brain

1. López, S., & Guarnaccia, P. J. (2000). Cultural psychopathology: Uncovering the social world of mental illness. *Annual Review of Psychology*, 51, 571-598.

Steven López (University of Southern California) and Peter Guarnaccia (Rutgers University) are, respectively, a clinical psychologist and a cultural anthropologist who both have a particular interest in Latino mental health. This review emphasizes developments in the field since Kleinman's *Rethinking Psychiatry* from 1988, covering theoretical (defining culture, purposes of cultural research, culture in DSM) and empirical (anxiety, schizophrenia, childhood disorders) topics. The paper concludes by considering a few emerging trends for future research in the area.

2. Littlewood, R. (1990). From categories to contexts: A decade of the "New cross-cultural psychiatry". *British Journal of Psychiatry*, 156, 308-327.

Roland Littlewood (University College, London) is trained as both a psychiatrist and anthropologist and applies ethnographic methods to the study of mental health, with a particular interest in religion. This paper critically examines the progress made in cultural psychiatry since Kleinman's 1977 paper, in particular the move from labeled cultural categories to fluid cultural contexts.

3. Kirmayer, L. J. (2006). Beyond the 'new cross-cultural psychiatry': Cultural biology, discursive psychology and the ironies of globalization. *Transcultural Psychiatry*, 43, 126-144.

Laurence Kirmayer (McGill University) is a cultural psychiatrist and director of the Division of Social and Transcultural Psychiatry at McGill University. This paper further expands on the progress made in cultural psychiatry, now three decades after Kleinman's original paper. The major argument is that cultural psychiatry should become truly interdisciplinary, that biology must be understood as deeply interwoven with culture, and that globalization is offering opportunities for research while also pushing a universalist (and psychopharmacologically mediated) view of human nature.

4. Ryder, A. G., Ban, L. M., & Chentsova-Dutton, Y. E. (2011). Towards a cultural-clinical psychology. *Social and Personality Psychology Compass*, 5, 960-975.

Andrew Ryder (Concordia University), Lauren Ban (University of Melbourne), and Yulia Chentsova (Georgetown University) have all combined cultural and clinical psychology in various ways in their training and careers. This paper marks a first attempt to stake territory for the emerging sub-discipline of cultural-clinical psychology, imagining what such a field might look like. In particular, it proposes that culture-mind-brain should be understood as a single multilevel system, and that psychopathology is best understood as disturbances in this system.

27 September - 3 October

Selves & Emotions

5. Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, 5(4), 420-430.

Hazel Markus (Stanford University) and Shinobu Kitayama (University of Michigan) are cultural psychologists who helped to launch modern cultural psychology with their seminal 1991 paper on

independent and interdependent self-construals in 1991. The current reading updates this classic work, exploring the meaning behind the idea that culture and self are 'mutually constitutive' -- or in Shweder's pithy phrase, "culture and self make each other up". This paper explores some of the psychological implications of this claim.

6. Mesquita, B., & Walker, R. (2003). Cultural differences in emotions: A context for interpreting emotional experiences. *Behaviour Research and Therapy*, 41(7), 777-793.

Batja Mesquita (University of Louvain) is an emotion researcher who focuses on the ways in which culture fundamentally shapes what others have called 'basic emotions'. This paper is written for a clinical audience (primarily CBT) who might be unfamiliar with cultural work. The authors consider some of the implications of their perspective for clinical work, particularly assessment.

7. Chentsova-Dutton, Y. E., Chu, J. P., Tsai, J. L., Rottenberg, J., Gross, J. J., & Gotlib, I. H. (2007). Depression and emotional reactivity: Variation among Asian Americans of East Asian descent and European Americans. *Journal of Abnormal Psychology*, 116, 776-785.

See also context for reading #4. This paper is one of the target studies summarized by Ryder, Ban, & Chentsova-Dutton (2011). The authors use a variety of techniques, including self-report, facial coding, behavioural ratings, and psychophysiological measurement to assess how depressed and non-depressed European- and Asian-Americans respond to a negative mood induction. They postulate the 'cultural norm hypothesis' as an explanation for their findings, pointing to conclusions that are simultaneously universal and deeply culturally embedded.

8. Kim, H. S., Sherman, D. K., Sasaki, J. Y., Xu, J., Chu, T. Q., Ryu, C. ... Taylor, S. E. (2010). Culture, distress and oxytocin receptor polymorphism (OXTR) interact to influence emotional support seeking. *Proceedings of the National Academy of Sciences*, 107, 15717-15721.

Heejung Kim (University of California, Santa Barbara) is a cultural psychologist interested in how culture shapes basic psychological processes. This collaborative interdisciplinary study is one of the few to integrate culture, mind, and brain in the same design. Here, brain is represented by a genetic polymorphism that affects oxytocin receptors. The research team found that neither genetic/brain variation nor cultural variation is sufficient to explain a clinically important phenomenon at the mind-level; namely, emotional support seeking from important others.

4 October - 10 October

Scripts & Narratives

9. Heine, S. J., & Norenzayan, A. (2006). Towards a psychological science for a cultural species. *Perspectives on Psychological Science*, 1(3), 251-269.

Steven Heine and Ara Norenzayan (both at the University of British Columbia) are two cultural psychologists who co-founded an integrated lab for the study of mind and culture at UBC. This paper argues that humans are the animal species distinctly characterized by culture, and for this reason require a specific psychological science to take this into account. A substantial section of the paper is dedicated to the different ways in which cultural psychologists can 'unpack' cultural phenomena.

10. Goddard, C., & Wierzbicka, A. (2004). Cultural scripts: What are they and what are they good for? *Intercultural Pragmatics*, 1(2), 153-166.

Anna Wierzbicka (Australian National University) is a linguist who has pioneered the idea of 'cultural scripts' encoded in thought and expressed in language. This paper outlines how very different cultural scripts can be held by many (although not all) members of a particular cultural-linguistic group, but that

cross-cultural understanding and comparison of these scripts is possible by means of the 'Natural Semantic Metalanguage'. In other words, there are some general and abstract universals underpinning considerable cultural variation.

11. Kleinman, A., & Kleinman, J. (1991). Suffering and its professional transformation: Toward an ethnography of interpersonal experience. *Culture, Medicine and Psychiatry*, 15(3), 275-301.

Arthur Kleinman (Harvard University) is a psychiatrist with anthropological training who launched the modern field of cultural psychiatry. His wife, Joan Kleinman, was a sinologist (i.e., a specialist in China). The paper argues that both psychiatry (and by extension, clinical disciplines more generally) and anthropology run the risk of turning personal, lived, and subjective narratives of suffering into abstract and de-humanized categories. They argue for the intensive study of 'illness narratives', using a detailed example of a Chinese man who lived -- and suffered -- through the Cultural Revolution.

12. Ban, L., Kashima, Y., & Haslam, N. (2012). Does understanding behavior make it seem normal? Perceptions of abnormality among Euro-Australians and Chinese-Singaporeans. *Journal of Cross-Cultural Psychology*, 43(2), 286-298.

See also #4. Yoshi Kashima and Nick Haslam (both at the University of Melbourne) are a social/cultural psychologist and a clinical psychologist, respectively. This paper draws on cognitive work by Malle, and its extension to psychopathology by Haslam, to argue that people living in different cultural contexts understand mental illness narratives/scripts in very different ways. For example, and reflecting the paper's title, whereas Euro-Australians follow the general 'Anglo' pattern of seeing behaviour as more normal the more it is understood, Chinese-Singaporeans show the reverse.

11 October - 17 October

***** Thanksgiving Day -- NO CLASSES! *****

18 October - 24 October

Loops & Attention

13. Hacking, I. (2006). Making up people. *London Review of Books*, 28(16), 23-26.

Ian Hacking (University of Toronto) is a philosopher interested in the categories of people created by psychiatrists, social scientists, and statisticians. This paper was written for an 'educated layperson' audience, and is based on his seminal paper on the construction of human categories, 'The Looping Effects of Human Kinds' (see below). In this case, he looks at categories such multiple personality, autism, and suicide, and how the very act of identifying these categories has influenced the categories themselves.

14. Kirmayer, L. J., Sartorius, N. (2007). Cultural models and somatic syndromes. *Psychosomatic Medicine*, 69(9), 832-840.

See also reading #3. In this paper, the authors argue that there is a 'background noise' of physical sensations that have the potential to be noticed, elaborated, and exaggerated by attentional processes. In other words, the very act of noticing and interpreting them impacts not only how they are experienced but what is actually going on physiologically. They then propose other loops at different levels of analysis, considering the possibility that we would be better off with a taxonomy of loops rather than of discrete somatic syndromes.

15. Hinton, D. E., Chhean, D., Pich, V., Um, K., Fama, J. M., & Pollack, M. H. (2006). Neck-focused panic attacks among Cambodian refugees: A logistic and linear regression analysis. *Journal of Anxiety Disorders*, 20, 119-138.

Devon Hinton (Harvard University) is a cultural psychiatrist interested in how culture shapes anxiety disorders, especially panic disorder and PTSD. His research has demonstrated how just as American cultural beliefs surrounding heart attacks contribute to the catastrophic misinterpretation of chest pain, and hence to a loop that culminates in a panic attack, a similar pattern can be observed for Cambodians with neck pain. This study uses regression methods to study the influence of mind-level factors on a culturally-shaped symptom presentation and also uses mediation and moderation to help explain differences between patients with and without neck-focused panic attacks.

16. Ryder, A. G., Yang, J., Zhu, X., Yao, S., Yi, J., Heine, S. J., & Bagby, R. M. (2008). The cultural shaping of depression: Somatic symptoms in China, psychological symptoms in North America? *Journal of Abnormal Psychology*, 117(2), 300-313.

See also Reading #4 and #9. In this cross-national clinical study, the authors test the well-known hypothesis that Chinese psychiatric patients tend to emphasize somatic symptoms of depression. Using unstructured interview, structured interview, and self-report questionnaires, they demonstrate that this pattern generally holds, but that the tendency for Euro-Canadian psychiatric patients to emphasize psychological symptoms relative to their Chinese counterparts is even stronger. The authors use externally-oriented thinking as a mediator to partially unpack this cultural variation: Chinese patients are more likely to direct attention away from internal emotional experience, helping to explain the greater likelihood of somatic symptom reporting.

25 October - 31 October

Fear & Loss

17. Hofman, S. E., Asnaani, A., & Hinton, D. E. (2010). Cultural aspects in social anxiety and social anxiety disorder. *Depression & Anxiety*, 27(12), 1117-1127.

18. Parker, G., Gladstone, G., & Chee, K. T. (2001). Depression in the planet's largest ethnic group: The Chinese. *American Journal of Psychiatry*, 158(6), 857-864.

1 November - 7 November

Stress & Trauma

19. Kim, H., Sherman, D. K., Taylor, S. E. (2008). Culture and social support. *American Psychologist*, 63(6), 518-526.

20. Gone, J. P. (2009). A community-based treatment for Native American historical trauma: Prospects for evidence-based practice. *Journal of Consulting and Clinical Psychology*, 77(4), 751-762.

8 November - 14 November

Psychosis & Dissociation

21. Williams, C. C. (2003). Re-reading the IPSS research record. *Social Science & Medicine*, 56(3), 501-515.

22. Seligman, R., & Kirmayer, L. J. (2008). Dissociative experience and cultural neuroscience: Narrative, metaphor, and mechanism. *Culture, Medicine, and Psychiatry*, 32(1), 31-64.

15 November - 21 November

Ingestion & Restriction

23. Becker, A. E. (2007). Culture and eating disorders classification. *International Journal of Eating Disorders*, 40(S3), S111-S116.
24. Raikhel, E. (2010). Post-Soviet placebos: Epistemology and authority in Russian treatments for alcoholism. *Culture, Medicine and Psychiatry*, 34(1), 132-168.

22 November - 28 November

Prejudice & Discrimination

25. Chou, T., Asnaani, A., & Hofmann, S. G. (2012). Perception of racial discrimination and psychopathology across three U.S. ethnic minority groups. *Cultural Diversity and Ethnic Minority Psychology*, 18(1), 74-81.
26. Major, B., Mendes, W. B., & Dovidio, J. F. (2013). Intergroup relations and health disparities: A social psychological perspective. *Health Psychology*, 32(5), 514-525.

29 November - 5 December

Assessment & Diagnosis

27. Draguns, J. G., & Tanaka-Matsumi, J. (2003). Assessment of psychopathology across and within cultures: Issues and findings. *Behaviour Research and Therapy*, 41, 755-776.

Juris Draguns (The Pennsylvania State University) and Junko Tanaka-Matsumi (Kwansei Gakuin University) study clinical psychology issues from a cross-cultural psychology perspective. Here, they present an evidence-based review of cultural issues in the assessment of psychopathology. They advocate greater attention to cultural values in explaining group differences, and draw the reader's attention to the potential impact of the diagnostician's cultural context and of rapid social change.

28. Lee, S. (1996). Cultures in psychiatric nosology: The CCMD-2-R and international classification of mental disorders. *Culture, Medicine and Psychiatry*, 20, 421-472.

Sing Lee (Chinese University of Hong Kong) is a psychiatrist with particular research and clinical interests in eating and somatoform disorders. This paper takes the perspective that psychiatric symptoms and syndromes are shaped by cultural context, a process that is evident in the construction of formal diagnostic systems. These systems both reflect and constrain the ways in which psychopathology is experienced, expressed, and communicated to others. The argument is made through a detailed consideration of the revised second edition of the Chinese psychiatric classification system.

6 December - 12 December

Therapy & Healing

29. Kirmayer, L. J. (2007). Psychotherapy and the cultural concept of the person. *Transcultural Psychiatry*, 44, 232-257.

This paper argues that psychotherapies are unique in that they involve explicit talk about the self, which is based on implicit self-concepts, which are shaped by culture. He describes several different culturally-shaped models of the self and discusses their psychological ramifications. These approaches to

self are contrasted with the ‘idiocentric’ or individualist model grounding most ‘Western’ assumptions about psychotherapy.

30. Lau, A. S., Chang, D. F., & Okazaki, S. (2010). Methodological challenges in treatment outcome research with ethnic minorities. *Cultural Diversity and Ethnic Minority Psychology, 16*, 573-580.

Anna Lau (University of California, Los Angeles), Doris Chang (New School for Social Research), and Sumie Okazaki (New York University) are clinical psychologists who conduct research in East Asian and Asian American cultural settings. This paper reviews the challenges that face researchers attempting to conduct ethnoculturally diverse treatment outcome studies. They begin by considering the limitations of the Randomized Clinical Trial approach, and then propose several alternatives aimed at advancing culturally-focused treatment research.

8 December

Revisioning Psychology

31. Ryder, A. G., & Chentsova-Dutton, Y. E. (2015). Cultural-Clinical Psychology: From cultural scripts to contextualized treatments. In Kirmayer, L. J., Lemelson, R., & Cummings, C. A. (Eds), *Revisioning Psychiatry*. Cambridge, U.K.: Cambridge University Press.