Psychological Clinical Science I: Historical Perspectives and Current Controversies
CLP 5007 ID 81548 Section U01
Department of Psychology
Fall Semester 2021

Professor: Dr. Stacy Frazier (she/her) [Personal pronouns, why I share](#)
Class Time: 12:30 pm - 3:15 pm Tuesday
Room: Chem & Physics (CP) 107
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Office: DM 286

Dr. Frazier's Biography: I direct a federally-funded program of community-engaged research to strengthen youth service systems and support providers (afterschool professionals, early intervention specialists, school personnel) to promote positive health and education trajectories for youth underserved by disparities in care and underrepresented in psychological research. I collaborate with community-based organizations and multidisciplinary colleagues to examine public mental health models of care that build on strengths, respond to needs, and respect the priorities, resources, contexts and constraints of children's service systems. Toward this goal, tiered and technology-facilitated models of workforce support focus on teachable moments during natural education, service and recreation routines. I have been funded continuously over two decades by NIH and IES. I have 20 years of experience with children's mental health services research in urban centers, and my work centers the voices of collaborating providers from systems of care serving Black and Hispanic/Latinx families.

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1. Description: This course provides an overview of the field of clinical child psychology, including (a) history and philosophy of psychological clinical science; (b) challenges and controversies related to bridging science and service; and (c) considerations of disparities, diversity and clinical research ethics. By the end of this course students should:

2. Learning Objectives:
1. Be familiar with the development of clinical child psychology as a field, including a historical perspective on the science of clinical psychology combined with emphasis on the most current and urgent questions and controversies.
2. Be familiar with the dialogue in our field related to culture, context, and diversity, including definitions of race, ethnicity, and culture; methods and measures that reflect cultural humility; history of disparities; and ethical considerations with vulnerable and underrepresented groups.
3. Develop a balance between skepticism and enthusiasm related to the pursuit of knowledge in child and adolescent clinical psychology.

2. Readings: The syllabus is built with consideration for both history of the field and current controversies, with emphasis on highlighting contributions by diverse authors, particularly scholars identifying with racial and ethnic groups that have been underrepresented in psychological clinical science. Readings are available through a shared Dropbox, available at least one week prior to each class meeting. Majority of readings also are available on-line through the FIU library. If you are unable to locate an assigned reading, *it is your responsibility to alert the instructor*.
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3. Format: The course includes lecture, extensive discussion, and a sampling of interactive exercises. Please come to class prepared to contribute to a discussion informed by the assigned readings (or related topics).

4. Health & Safety: Please take every precaution to keep yourself and others healthy. Per CDC guidelines, *you are encouraged to get vaccinated and strongly advised to wear a mask during class*. Complete the P3 app before arriving on campus. If you do not feel well, have tested positive for COVID-19, or have been in

contact with a person with COVID-19, *please do not come to class,* immediately complete the P3 app to notify the COVID Response Team or call them at 305-348-1919, and contact me by email as soon as you can.

4. Grades: Grades are based on 3 assignments described in detail at the end of the syllabus.

A   =   **94 or above**
A- =   **90 – 93**
B+ =   **87 – 89**
B   =   **84 – 86**
B- =   **80 – 83**

5. Academic Honesty: Cheating and plagiarism will not be tolerated. Penalties include, but are not limited to, course failure, suspension, and permanent expulsion from the university. For more information, consult the Florida International University Graduate Studies handbook, section on "Academic Honesty".

6. Accommodations: In accordance with 504/ADA Guidelines, we will provide reasonable accommodations to students who request and require them. Please call the FIU Disability Resource Center (305-348-3532) for more assistance.

7. Commitment: I am committed to affirming the identities, realities and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of person-first and system-centered language, preferred gender pronouns, and respect for the experiences of others. With that in mind, please review these resources on Microaggressions and Microinterventions generated by our Clinical Science Diversity Committee, Psychology Department Diversity Committee, and Graduate Student Health and Wellness committees. (Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist, 74*(1), 128–142. https://doi.org/10.1037/amp0000296)

8. Reach Out: Graduate students may encounter difficulties and need assistance from time to time to balance academic priorities with personal wellness. If you require flexibility in regard to class attendance, participation or assignments, please consider reaching out for support. FIU offers resources to assist with wellness and academic success, including Counseling and Psychological Services (@fiu_caps; 305.348.CAPS (2277) and the Healthy Living Program (@fiuhlp). If you are in immediate crisis, please contact the Crisis Text Line or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Course Topics and Readings

8/24   Introduction and Course Overview

SECTION I: HISTORY AND PHILOSOPHY OF SCIENCE

8/31   Philosophy of Science

Popper, K. (1959). *The Logic of Scientific Discovery*. NY: Routledge. Read Part 1: Introduction to the Logic of Science. Chapter 1: A Survey of Some Fundamental Problems (pp. 3-26).

Popper, K. (1963). *Conjectures and Refutations*.

Kuhn, T. S. (1970). *Logic of discovery or psychology of research?*

Popper, K. (1977). Normal Science and its Dangers (pp. 51-58). In *Criticism and the Growth of Knowledge* (Eds. I. Lakatos & A. Musgrave). NY: Cambridge University Press.

9/7   Heuristics and Biases in Judgment

Dawes, R.M., Faust, D., & Meehl, P.E. (1989). Clinical versus actuarial judgment. *Science, 243*, 1668-1674.

Lilienfeld, S.O., Wood, J.M., & Garb, H.N. (2000). The scientific status of projective techniques. *Psychological Science in the Public Interest*, *1*, 27-66.

Meehl, P.E. (1957). When shall we use our heads instead of the formula? *Journal of Counseling Psychology, 4,* 268-273.

Meehl, P. (1973). Why I do not attend case conferences. In Meehl, P. E., *Psychodiagnosis: Selected papers* (pp. 225-302). Minneapolis: University of Minnesota Press.

Tversky & Kahneman (1974). Judgment under uncertainty: Heuristics and biases. Science, 185, 1124-1131.

9/14   History of Psychological Clinical Science

Please read these in chronological order:

Eysenck, H.J. (1952). The effects of psychotherapy: An evaluation. *Journal of Consulting Psychology, 16*, 319-324.

Smith, M.L., & Glass, G.V. (1977). Meta-analysis of psychotherapy outcome studies. *American Psychologist, 32*, 752-760.

Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The Consumer Reports study. *American Psychologist, 50*(1), 964-965.

Please read these in the following order:

McFall, R.M. (1991). Manifesto for a science of clinical psychology. *The Clinical Psychologist, 44,* 75-88.

Baker, T. B., McFall, R. M., & Shoham, V. (2009). Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest, 9*(2): 67-103.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2943397/
http://journals.sagepub.com/doi/pdf/10.1111/j.1539-6053.2009.01036.x

Baker, T., McFall, R., & Shoham, V. (2009). Is your therapist a little behind the times? Washington Post. https://www3.nd.edu/~ghaeffel/WashPost%20copy.pdf

Price, M. (2009). Disputing a slam against psychology.
http://www.apa.org/monitor/2009/12/accreditation.aspx

9/21   Science and Psychology in the Public Interest: Credibility and Skepticism
**   *Journal Check #1**

Ioannidis JPA. 2005. Why most published research findings are false. *PLoS Med*. 2:e124. doi:10.1371/journal.pmed.0020124. PMID: 16060722.
http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0020124

Lilienfeld, S.O. (2012) Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*, 67, 111-129.

Nyhan, B. (September 18, 2014). To get more out of science, show the rejected research. *New York Times*: http://www.nytimes.com/2014/09/19/upshot/to-get-more-out-of-science-show-the-rejected-research.html

Carey, B. (August 27, 2015). Many psychology findings not as strong as claimed, study says. *New York Times*: http://www.nytimes.com/2015/08/28/science/many-social-science-findings-not-as-strong-as-claimed-study-says.html?emc=eta1&_r=0

Carey, B. (August 28, 2015). Psychologists welcome analysis casting doubt on their work. *New York Times*: : http://www.nytimes.com/2015/08/29/science/psychologists-welcome-analysis-casting-doubt-on-their-work.html

Open Science Collaboration (2015). Estimating the reproducibility of psychological science. Science, 349:aac4716-aac4716. Doi: 10.1126/science.aac4716. PMID:26315443
http://science.sciencemag.org/content/sci/349/6251/aac4716.full.pdf?casa_token=iFOrGk8p4nQAA

AAA:U3R1fMRLeo0KOheQ1FgQN3tn827vtWNnM-hZa8W3PKsMeMdQztpWoTf8uc2vq5s3FtK1Oj4RWSJDZDY

Button, K. S., Bal, L., Clark, A., & Shipley, T. (2016). Preventing the ends from justifying the means: Withholding results to address publication bias in peer review. BMC Psychology, 4(59). https://bmcpsychology.biomedcentral.com/articles/10.1186/s40359-016-0167-7

Tackett, J. L., Lilienfeld, S. O., Patrick, C. J., Johnson, S. L., Krueger, R. F., Miller, J. D., Oltmanns, T. F., & Shrout, P. E. (2017). It's time to broaden the replicability conversation: Thoughts for and from clinical psychological science. *Perspectives on Psychological Science, 12*(5), 742-756.

Optional: View Dr. Lilienfeld's Keynote Address in receipt of the APS James McKeen Cattell Award (2013): *Psychology's Public Image Problem: Why Many Laypersons and Politicians Don't View our Field as Scientific:* 13/psychologys-image-problem.html or try: https://vimeo.com/71999737

9/28   **ASSIGNMENT #2 DUE, CLASS DISCUSSION**

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SECTION II: SCIENCE ⟷ SERVICE

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10/5   **What is Evidence?**

Beutler, L. E. (1998). Identifying empirically supported treatments: What if we didn't? *Journal of Consulting and Clinical Psychology, 66*(1), 113-120.

Jensen, P. S., Weersing, R., Hoagwood, K. E., & Goldman, E. (2005). What is the evidence for evidence-based treatments? A hard look at our soft underbelly. *Mental Health Services Research, 7*, 53-74.

Huey, S. J., & Polo, A. J. (2008). Evidence-based psychosocial treatments for ethnic minority youth. *Journal of Clinical Child and Adolescent Psychology, 37*(1), 262-301.

La Roche, M., & Christopher, M.S. (2008). Culture and empirically supported treatments: On the road to a collision? *Culture and Psychology, 14*, 333–356.

Satterfield, J. M., Spring, B., Brownson, R. C., Mullen, E. J., Newhouse, R. P., Walker, B. B., & Whitlock, E. P. (2009). Toward a transdisciplinary model of evidence-based practice. *The Milbank Quarterly, 87*(2), 368-390.

Southam-Gerow, M. A. & Prinstein, M. J. (2014). Evidence-base updates: The evolution of the evaluation of psychological treatments for children and adolescents. *Journal of Clinical Child and Adolescent Psychology, 43*(1), 1-6. http://www.tandfonline.com/doi/full/10.1080/15374416.2013.855128?src=recsys

Weisz, J. R., Kuppens, S., Ng, M. Y, Eckshtain, D., Ugueto, A. M., Vaughn-Coaxum, R., et al. (2017). What five decades of research tells us about the effects of youth psychological therapy: A

multilevel meta-analysis and implications for science and practice. *American Psychologist, 72*(2), 79-117.

Whaley, A. L. & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist, 62*(6), 563-574.

10/12   Science ⟷ Service Gap

Please read these in order: Rebooting psychotherapy, Commentaries, Reply

Kazdin, A. E. & Blase, S. L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. *Perspectives on Psychological Science, 6*(1), 21-37.

Atkins, M. S. & Frazier, S. L. (2011). Expanding the toolkit or changing the paradigm: Are we ready for a public health approach to mental health? *Perspectives on Psychological Science, 6*(5), 483-487.

Chorpita, B., Rotheram-Borus, M. J., Daleiden, E., Bernstein, A., Cromley, T., Swendeman, D., & Regan, J. (2011). The old solutions are the new problem: How do we better use what we already know about reducing the burden of mental illness? *Perspectives on Psychological Science, 6*, 493-497.

Shalev, I. & Bargh, J. (2011). Use of priming-based interventions to facilitate psychological health: Commentary on Kazdin & Blasé (2011). *Perspectives on Psychological Science, 6*, 488-492.

Shoham, V. & Insel, T. (2011). Rebooting for whom?: Portfolios, technology, and personalized intervention. *Perspectives on Psychological Science, 6*(5), 478-482.

Sloan, D. M., Marks, B. P., & Keane, T. M. (2011). Reducing the burden of mental illness in military veterans: Commentary on Kazdin & Blasé (2011). *Perspectives on Psychological Science, 6*, 503-506.

Teachman, B. A. & Treat, T. A. (2011). Reactions to the call to reboot psychotherapy research and practice: Introduction to the special section of comments on Kazdin and Blasé (2011). *Perspectives on Psychological Science, 6*(5), 475-477.

Yates, B. (2011). Delivery systems can determine therapy costs and effectiveness, more than type of therapy. *Perspectives on Psychological Science, 6*, 498-502.

Kazdin, A. E. & Blase, S. L. (2011). Interventions and models of their delivery to reduce the burden of mental illness: Reply to commentaries. *Perspectives on Psychological Science, 6*(5), 507-510.

SECTION III: CENTERING RACIAL AND SOCIAL JUSTICE

10/19   Structural Racism, Discrimination and Health Disparities
**   *Submit groups and film choices for Assignment #3**

Boroughs, M. S., Feinstein, B. A., Mitchell, A. D., Shipherd, J. C., & O'Cleirigh, C. (2017). Establishing priorities for lesbian, gay, bisexual, and transgender health disparities: Implications for intervention development, implementation, research, and practice. *The Behavior Therapist (Special Issue: Diversity and Inclusion), 40*(3), 119-127.

Bosson, R., Williams, M., Frazier, V., Lippman, S., Carrico, R., Kanter, J., Pena, A., Mier-Chairez, J., & Ramirez, J. (2017). Addressing refugee mental health needs: From concept to implementation. *The Behavior Therapist (Special Issue: Diversity and Inclusion), 40*(3), 110-112.

Caprio, S., Daniels, S. R., Drewnowski, A., Kaufman, F. R., Palinkas, L. A., Rosenbloom, A. L., & Schwimmer, J. B. (2008). Influence of race, ethnicity, and culture on childhood obesity: Implications for prevention and treatment. *Obesity, 16,* 2566-2577.

Cauce, A.M., Domenech-Rodrıguez, M., Paradise, M., Cochran, B.N., Shea, J.M., Srebnik, D., et al. (2002). Cultural and contextual influences in mental health help seeking: A focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology, 70*, 44–55.

Garland, A. F., Taylor, R., Brookman-Frazee, L., Baker-Ericzen, M., Haine-Schlagel, R., & Liu, Y. H. (2014). Does patient race/ethnicity influence physician decision-making for diagnosis and treatment. Journal of Racial and Ethnic *Health Disparities*. DOI: 10.1007/s40615-014-0069-4. http://rd.springer.com/article/10.1007/s40615-014-0069-4/fulltext.html

Gilmore-Bykovskyi, A., Jackson, J. D., & Wilkins, C. H. (2021). The urgency of justice in research: Beyond COVID-19. *Trends Mol Med, 27*(2), 97-100.

Ku, L., & Waidmann, T. (2003). How race/ethnicity, immigration status and language affect health insurance coverage, access to care and quality of care among the low-income population. *Kaiser Commission on Medicaid and the Uninsured,* 1-35.

LeBeau, R. T., Hasratian, A. M., & Byeon, Y. V. (2017). Rejection sensitivity in members of marginalized groups: Implications for understanding mental health disparities. *The Behavior Therapist Special Issue: Diversity and Inclusion, 40*(3), 105-109.

Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 28*(12), 465-487. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4887282/

Siegel, B. S. & Davis, B. E. (2013). Health and mental health needs of children in US military families. *Pediatrics*. Clinical Report: DOI: 10.1542/peds.2013-0940

10/26 **Poverty, Privilege and Historical Trauma**
*Journal Check #2

APA's 2019 Deep Poverty Initiative: https://www.apa.org/about/governance/president/deep-poverty-initiative

American Psychologist 2019 Special Section: *Psychology's Contributions to Understanding and Alleviating Poverty and Economic Inequality* (Editors: H. E. Bullock & D. M. Quinn)

Costello, E. J., Compton, S. N., Keeler, G. & Angold, A. (2003). Relationships between poverty and psychopathology: A natural experiment. *Journal of the American Medical Association, 290*, 2023-29.

Evans-Campbell, T. (2008). Historical trauma in American Indian / Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. *Journal of Interpersonal Violence, 23*, 316-338.

Haushofer, J. & Fehr, E. (2014) On the psychology of poverty. *Science, 344* (*Special Issue: The Science of Inequality*), 862-867.

Mohatt, N. V., Thompson, A. B., Thai, N. D., & Tebes, J. K. (2014). Historical trauma as public narrative: A conceptual review of how history impacts present-day health. *Social Science Medicine, 106*, 128-36. https://www.ncbi.nlm.nih.gov/pubmed/24561774

Pentel, K. Z., Blakey, S. M., & Wise, E. H. (2017). When the political becomes personal: Implications for clinical practice and training. *The Behavior Therapist (Special Issue: Diversity and Inclusion), 40*(3), 88-92.

Strainge, L. (2017) Diversity in clinical psychology: Reflections on privilege. *The Behavior Therapist (Special Issue: Diversity and Inclusion), 40*(3), 86-87.

Turkheimer, E., Haley, A., Waldron, M., D'Onofrio, B., & Gottesman, I. I. (2003). Socioeconomic status modifies heritability of IQ in young children. *Psychological Science, 14*, 623-628.

Choose one:

Blair, C. & Raver, C. C. (2012) Child development in the context of adversity: Experiential canalization of brain and behavior. *American Psychologist, 67*, 309-318.

Evans, G. W. & Cassells, R. C. (2013). Childhood poverty, cumulative risk exposure, and mental health in emerging adults. *Clinical Psychological Science*. DOI: 10.1177/2167702613501496

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist, 67*, 272-284.

11/2   ASSIGNMENT #3 CLASS PRESENTATIONS

11/9   Culturally Centered Science and Practice

Special Issue of *American Psychologist* (2019) Racial Trauma: Theory, Research, and Healing (Guest Editors: Lillian Comas-Díaz, Gordon Nagayama Hall, Helen A. Neville, & Anne E. Kazak): https://psycnet.apa.org/PsycARTICLES/journal/amp/74/1. *Read the Introduction & select two articles*

APA Treatment Guidelines

Guidelines on Race and Ethnicity in Psychology: Promoting Responsiveness and Equity (2019)
https://www.apa.org/about/policy/summary-guidelines-race-ethnicity

Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (2012), *American Psychologist, 67*(1), 10-42.

Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (2015). *American Psychologist, 70*(9), 832-864. (Lifespan development begins on pp. 841)

Calls to Action

Dr. Martin Luther King Jr.'s 1967 "challenge to the nation's social scientists" delivered in his Invited Distinguished Address at the APA annual convention (subsequently published in *Journal of Social Issues* 1968 Vol. 24(1) and reprinted in the APA Monitor in Jan 1999).
https://www.apa.org/monitor/features/king-challenge

Buchanan, N. T. & Wiklund, L. O. (2020). Why clinical science must change or die: Integrating intersectionality and social justice. *Women & Therapy, 43*, 309-329.

Eberhardt, J., Markus, H. R., & Hamedani, M. (June 28, 2021). Bringing the World into our Science. Observer Presidential Column: https://www.psychologicalscience.org/observer/into-our-science

Abrams, Z. (April 2020). Working together against racism. *APA Monitor on Psychology, 51*(3).
https://www.apa.org/monitor/2020/04/working-against-racism

Drescher, J. (2015). Queer diagnoses revisited: The past and future of homosexuality and gender diagnoses in DSM and ICD. International Review of Psychiatry, 27(5), 386-395.
https://www-tandfonline-com.ezproxy.fiu.edu/doi/pdf/10.3109/09540261.2015.1053847?needAccess=true

11/16   Taking Diversity, Culture, and Context Seriously
ASSIGNMENT #3 PAPERS DUE

Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture and context seriously. *Administration and Policy Mental Health, 37,* 48-60.

Anderson, R. W., McKenny, M., Mitchell, A., Koku, L., & Stevenson, H. (2018). EMBRacing racial stress and trauma: Preliminary feasibility and coping outcomes of a racial socialization intervention. *Journal of Black Psychology, 44*(1), 25-46.

Baker, J. L., Stevenson, H. C., Talley, L. M., Jemmott, L. S., Jemmott, J. B. (2018). Development of a barbershop-based racial socialization violence intervention for young Black emerging adult men. *Journal of Community Psychology, 46*(4), 1-13.
https://onlinelibrary.wiley.com/doi/full/10.1002/jcop.21971

Barlow, A., Mullany, B., Neault, N., Goklish, N., Billy, T., Hastings, R. et al., (2015). Para-professional-delivered home-visiting intervention for American Indian teen mothers and children: Three-year outcomes from a randomized controlled trial. *American Journal of Psychiatry, 172(2)*, 154-162. Also see: https://caih.jhu.edu/programs/family-spirit

Rosen, D. C., Nakash, O., Kwong, A., & Branstetter, H. (2017). Culturally responsive assessment and diagnosis in the mental health intake. *The Behavior Therapist (Special Issue: Diversity and Inclusion), 40*(3), 93-98.

Spivey, L. A. & Edwarads-Leeper, L. (2019). Future Directions in Affirmative Psychological Interventions with Transgender Children and Adolescents, *Journal of Clinical Child and Adolescent Psychology, 48*(2), 343-356.

Walker, S. C., Whitener, R., Trupin, E. W., & Migliarini, N. (2015). American Indian perspectives on evidence-based practice implementation: Results from a statewide tribal gathering. *Administration and Policy in Mental Health, 42*, 29-39.

SECTION IV: ECOLOGIES AND ETHICS

11/23   **Schools and After-School Programs**

Welsh R. O. & Little S. (2018). The School Discipline Dilemma: A comprehensive review of disparities and alternative approaches. *Review of Educational Research, 88*(5), 752–794. DOI: 10.3102/0034654318791582 https://journals.sagepub.com/doi/10.3102/0034654318791582

Biddle, B. J. & Berliner, D. C. (2002). A research synthesis / Unequal school funding in the United States. Beyond Instructional Leadership, 59(8), 48-59. http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/Unequal-School-Funding-in-the-United-States.aspx

Cohen, G. L., Garcia, J., Apfel, N., Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science, 313*, 1307-1310.

Frazier, S. L., Chacko, A., Van Gessel, C., O'Boyle, C., & Pelham, W. E. (2012). The summer treatment program meets the south side of Chicago: Bridging science and service in urban after-school programs. *Child and Adolescent Mental Health*, *17*, 86-92.

Freudenberg, N. & Ruglis, J. (2007). Reframing school dropout as a public health issue. *Preventing Chronic Disease: Public Health Research, Practice, and Policy, 4*, 1-11.

Lee, J. & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal, 43*, 193-218.

Makarova, E. & Birman, D. (2015). Cultural transition and academic achievement of students from ethnic minority backgrounds: A content analysis of empirical research on acculturation. *Educational Research, 57*(3), 305-330.

Yeh, S. S. (2007). Cost-effectiveness of five policies for improving student achievement. *American Journal of Evaluation, 28*, 416-436.

11/30 **Community-Engaged and Participatory Action Science**
*Journal Check #3

Hailes, H. P., Ceccolini, C. J., Gutowski, E., & Liang, B. (2021). Ethical guidelines for social justice in psychology. *Professional Psychology: Research and Practice, 52*(1), 1-11.

Bogart, L. M. & Uyeda, K. (2009). Community-based participatory research: Partnering with communities for effective and sustainable behavioral health interventions. *Health Psychology, 28*(4), 391-393.

Fisher, C., Hoagwood, K. E. Boyce, C. A., Trimble, J. E., et al. (2002). Research ethics for mental health science involving ethnic minority children and youths. *American Psychologist, 57*(12), 1024-1040

Garland, A. F., McCabe, K. M., & Yeh, M. (2008). Ethical challenges in practice-based mental health services research: Examples from research with children and families. *Clinical Psychology: Science and Practice, 15*(2), 118-124.

Garland, A. F., Plemmons, D., & Koontz, L. (2006). Research-practice partnership in mental health: Lessons from participants. *Administration and Policy in Mental Health and Mental Health Services Research, 33,* 517-528.

Grady, C., Hampson, L. A., Wallen, G. R., Rivera-Goba, M. V., Carrington, K. L., & Mittleman, B. B. (2006). Exploring the ethics of clinical research in an urban community. *American Journal of Public Health, 96(11),* 1996-2001.

Malone, R. E., Yerger, V. B., McGruder, C., & Froelicher, E. (2006). It's like "Tuskegee in Reverse": A case study of ethical tensions in institutional review board review of community-based participatory research. *American Journal of Public Health, 96,* 1914-1919.

Tebes, J. K. (2018). Team science, justice, and the co-production of knowledge. *American Journal of Community Psychology, 0*, 1-10.

Assignment #1 Journal: Checks Sept 21, Oct 26, Nov 30

Journal entries should represent your brief comments, questions or reactions to each week's collection of readings. They will serve as your notes for group discussion at the beginning of each class. They may be hand-written or electronic, bullet points or paragraphs, stream-of-consciousness allowed. This is not a formal writing assignment, but rather designed to facilitate your personal reflection on the readings in advance of our conversation.

Rubric for Grading
0 points = no journal
1 point = journal offers consistently limited evidence of complete and active reading
2 points = journal offers some, but limited evidence of complete and active reading
3 points = journal notes are variable, offering some evidence of complete and active reading
4 points = journal notes are strong, with much evidence of complete and active reading
5 points = journal notes are excellent, with clear evidence of consistently complete and active reading

* This is an individual assignment, and represents 15% of your final grade.

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Assignment #2 THE PUBLIC FACE OF MENTAL HEALTH
Assignment Due & Class Discussion: SEPTEMBER 28

Please select two **current news stories from popular media** related to mental health (e.g., disparities, availability, stigma, delivery, access, utilization, effectiveness, quality, funding, policy). You may select two articles that are entirely different from one another, or you may select two articles aligned by one unifying theme. Provide a copy of (or link to) each article alongside your written reaction (reflection paper). Papers should be **~5-6 pages in length, single spaced, word document (not pdf)** submitted electronically. You may prepare separate reactions to your two news stories, or one reaction that includes reflections on both. Select one article to share with your classmates (you will have 5 minutes to introduce the main theme and questions raised by the article). Be prepared to facilitate and contribute to discussion.

Questions to Consider:

Please begin your assignment with a brief summary of your approach – how you went about selecting news stories and why. Then consider and respond to the following questions.

1. *Audience Segmentation*: Who is the audience for the news stories you selected (e.g., demographics, who's included, who's missing); Who was the author? (e.g., journalist, scientist, consumer)
2. *Scientific Communication*: To what extent does the article cite primary sources (i.e., academic journals) – to what extent is science accurately or misrepresented? To what extent are findings contextualized in a broader scope of literature? To what extent would more (complete) information or less (complex) information be recommended toward informing readers?

3. *Public Face of Psychology*: What does the public take away from the news stories with regard to perceptions of psychology and / or mental health (health, education)? What is the reader left with to inform decision making (e.g., about whether or not to seek mental health care; regarding stigma; understanding the causes or correlates of a disorder).

Criteria for Grading:

- Articles are substantive, meaningful, provocative, and current (within one year)
- Writing is fluid, clear, succinct, and well proofread
- Assertions are justified and properly cited
- Paper includes thoughtful reflection and sophisticated synthesis of article content with concepts from class. Comments include consideration for the themes above (audience segmentation, scientific communication, and consumer take-aways).
- Contribution to class discussion is clear, well-informed, well-justified, respectful, and tied to course material.

* This is an individual assignment, due by 12:30 pm on September 28 and worth 35% of your grade.

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Assignment #3 HISTORICAL TRAUMA AND MENTAL HEALTH
Submit groups and film selections: OCTOBER 19
Presentations: NOVEMBER 2
Papers: NOVEMBER 16

Please select a documentary for viewing and reaction – *choose a film/topic unfamiliar to you*. Documentaries should describe the history and current landscape (e.g., marginalization, structural discrimination, stigma) for a group underserved by – and underrepresented in – mental health research. You may select from the examples attached or identify another film (with approval from the instructor). Watch the documentary closely.
Note: You are encouraged to select and view a documentary with classmates, and present the film together (co-facilitate discussion), but reaction papers must be independent.

Class Presentation
Provide an overview of the film and, correspondingly, a historical summary. Select brief clips of the film to show during class. You may incorporate slides or other instructional elements to engage the class in discussion of the film. Depending on the number of groups, **presentations will be ~15-20 minutes**, with additional time for discussion and questions. *Note, presentations are about the past and present*.

Reaction Paper
Papers should be **~5-6 pages in length, single spaced, word document (not pdf)** submitted electronically. Note, do not summarize the film or provide a historical overview in your paper (leave this for the presentation); instead, *papers are about the future*. Carefully consider the following questions and focus your writing on how the film inspires your thinking about:

1. The relevance of historical trauma to the science and delivery of mental health care? What would it look like to study, design and deliver mental health care with more accountability to historical oppression and ongoing racism and discrimination (both interpersonal and structural)?

2. Ethical tensions between social justice and evidence-based practice

3. Current priorities (research, service, training, policy) and directions for centering racial and social justice within psychological clinical science

Criteria for Grading

- Writing is fluid, cogent, sophisticated, and well proofread.
- Reaction is coherent and compelling, demonstrating thoughtfulness, critical thinking, clarity, and breadth of vision for the field of children's mental health.
- Presentation is well planned, well organized, and produces lively discussion.

* Group Presentations are worth 20% of your final grade. Papers are an individual assignment, due at 12:30 pm on November 16, and worth 30% of your final grade.

Documentary Films (Note: You may choose from films below or request approval for another)

Crips and Bloods: Made in America (Director: Stacy Peralta)
http://www.fandango.com/cripsandbloods:madeinamerica_v427968/plotsummary
Summary: Narrated by Academy Award-winning actor Forest Whitaker, Dogtown, and Z-Boys director Stacy Peralta's unflinching documentary chronicles one of the longest-running civil wars in the history of America though a deeply humanistic lens. The Bloods and Crips are two of South Los Angeles' most notorious African-American gangs. While many outsiders simply cannot understand the decades-long cycle of despair and destruction that has come to define their daily lives, the individuals who comprise each gang are not simply mindless, gun-toting thugs, but real people with real families who have become caught up in a struggle from which the only escape is often death. Beginning with an illuminating look at the genesis of L.A.'s gang culture, Crips and Bloods: Made in America follows the bloody feud that would stretch on for a grueling four decades, revealing the turf wars, hierarchy, family structure, gun culture, and stringent rules through interviews with gangsters past and present, as well as experts, activists, and academics. Throughout the film, the numerous issues blanketing the streets of South L.A. with a deep sense of dread are reflected upon by gang intervention experts, former gang members, writers, and academics in an effort to examine the erosion of identity that helps to perpetrate black self-hatred, prison culture, and the disappearance of the black father in the home. ~ Jason Buchanan, Rovi

The Thick Dark Fog (Director: Randy Vasquez)
http://www.imdb.com/title/tt2361537/plotsummary?ref_=tt_stry_pl
Walter Littlemoon attended a federal Indian boarding school in South Dakota sixty years ago. The mission of many of these schools in 1950, was still to "kill the Indian and save the man." The children were not allowed to be Indians - to speak their language or express their culture or native identity in any way at the risk of being severely beaten, humiliated or abused. What effects did these actions cause? Many Indians, like Walter, lived with this unresolved trauma into adulthood, acting it out through alcoholism and domestic violence. At age 58, Walter decided to write and publish his memoirs as a way to explain his past abusive behaviors to his estranged children. But dealing with the memories of his boarding school days nearly put an end to it. "The Thick Dark Fog" tells the story of how Walter confronted the "thick dark fog" of his past so that he could renew himself and his community. ~ Randy Vasquez and Jonathan Skurnik

500 Years Later (Director: Owen Alik Shahadah)
http://www.imdb.com/title/tt0444593/plotsummary
Crime, drugs, HIV/AIDS, poor education, inferiority complex, low expectation, poverty, corruption, poor health, and underdevelopment plagues people of African descent globally - Why? 500 years later from the onset of Slavery and subsequent Colonialism, Africans are still struggling for basic freedom-Why? Filmed in five continents, and over twenty countries, 500 Years Later engages the authentic retrospective voice, told from the African vantage-point of those whom history has sought to silence by examining the collective atrocities that uprooted Africans from their culture and homeland. 500 Years Later is a timeless compelling journey, infused with the spirit and music of liberation that chronicles the struggle of a people who have fought and continue to fight for the most essential human right - freedom. ~ Halaqah Media

500 Nations (Director: Jack Leustig)
http://www.imdb.com/title/tt0111868/
500 Nations is an eight-part documentary which explores the history of the indigenous peoples of North and Central America, from pre-Colombian times, through the period of European contact and colonization, to the

end of the 19th century and the subjugation of the Plains Indians of North America. 500 Nations relies on historical texts, eyewitnesses accounts, pictorial sources and computer graphic reconstructions to explore the magnificent civilizations which flourished prior to contact with Western civilization, and to tell the dramatic and tragic story of the Native American nations' desperate attempts to retain their way of life against overwhelming odds. ~ John McClain

Dawnland (Directors: Adam Mazo and Ben Pender-Cudlip)
https://upstanderproject.org/dawnland
A 2018 Emmy-nominated documentary about cultural survival and stolen children: inside the first truth and reconciliation commission for Native Americans. For most of the 20th century, government agents systematically forced Native American children from their homes and placed them with white families. As recently as the 1970's, one in four Native children nationwide were living in non-Native foster care, adoptive homes, or boarding schools. Many children experienced devastating emotional and physical harm by adults who mistreated them and tried to erase their cultural identity. Now, for the first time, they are being asked to share their stories. ~ upstanderproject.org

The House I Live In (Director: Eugene Jarecki)
www.fandango.com/thehouseilivein_154809/plotsummary
Why We Fight director Eugene Jarecki shifts his focus from the military industrial complex to the War on Drugs in this documentary exploring the risks that prohibition poses to freedom, and the tragedy of addicts being treated as criminals. In the four decades since the War on Drugs commenced, more than 45 millions of addicts have been arrested -- and for each one jailed, another family is destroyed. Meanwhile, the prisons in America are growing overcrowded with non-violent criminals, and illegal drugs are still being sold in schoolyards. By examining just where it all went wrong, Jarecki reveals that a solution is possible if we can just find it in ourselves to be compassionate, and see past the decades of paranoia and propaganda. ~ Jason Buchanan, Rovi

13th (Director: Ava DuVernay)
https://www.imdb.com/title/tt5895028/
Selma director and first African-American woman to win Best Director Prize (2012), Ava DuVernay, brings us 13th (2016), this powerful American documentary that focuses on prominent historical events that were greatly influenced by the prison system in the United States and how it reveals the nation's history of racial inequality. The documentary is named after the 13th amendment of the constitution that was theoretically implemented to outlaw slavery. The documentary challenges the 13th amendment by shedding light on the underlying motive in its implementation and its role in continuing to perpetuate slavery through the use of criminalizing minorities, specifically black males.

Before Stonewall (Director: Robert Rosenberg & Greta Schiller)
http://ucf.catalog.fcla.edu/cf.jsp?st=CF034154388&ix=pm&I=0&V=D&pm=1&fl=ba
In 1969 the police raided the Stonewall Inn, a gay bar in New York City's Greenwich Village, leading to three nights of rioting by the city's gay community. With this outpouring of courage and unity the Gay Liberation Movement had begun. Before Stonewall pries open the closet door--setting free the dramatic story of the sometimes horrifying public and private existences experienced by gay and lesbian Americans since the 1920s. Revealing and often humorous, this widely acclaimed film relives the emotionally-charged sparking of today's gay rights movement, from the events that led to the fevered 1969 riots to many other milestones in the brave fight for acceptance. Experience the fascinating and unforgettable, decade-by-decade history of homosexuality

in America through eye-opening historical footage and amazing interviews with those who lived through an often brutal closeted history.

Teach Us All (Director: Sonia Lowman)
http://www.teachusallfilm.org
Produced by the Lowell Milken Center for Unsung Heroes, Teach Us All is a documentary and social justice campaign on educational inequality set against the backdrop of the 1957 Little Rock school crisis. Sixty years after the Little Rock Nine faced violent resistance when desegregating Central High in Arkansas, America's schools continue to represent the key battleground of the Civil Rights Movement. Teach Us All demonstrates powerful lessons from history within a timely context, emphasizing the need for unity and collective action to rectify the disparities among America's children. The Teach Us All social justice campaign seeks to build the capacity of students and educators to take leadership in carrying forth the legacy of the Little Rock Nine while activating broader community engagement in today's urgent movement for educational equity. ~ http://www.teachusallfilm.org/overview/

Poverty, Inc. (Director: Michael Matheson Miller)
https://www.povertyinc.org
The West has positioned itself as the protagonist of the development narrative. But the results have been mixed, in some cases even catastrophic, and developing world leaders have become increasingly vocal in calling for change. Drawing on perspectives gathered from over 150 interviews shot over 4 years in 20 countries, Poverty, Inc. explores the hidden side of doing good. From disaster relief to TOMs Shoes, from adoptions to agricultural subsidies, Poverty, Inc. follows the butterfly effect of our most well-intentioned efforts and pulls back the curtain on the poverty industrial complex - the multi-billion dollar market of NGOs, multilateral agencies, and for-profit aid contractors. Are we catalyzing development or are we propagating a system in which the poor stay poor while the rich get hipper? ~imdb.com

Crip Camp: A Disability Revolution (Directors: James Lebrecht and Nicole Newnham)
Political Documentary available on Netflix
Just down the road from Woodstock, in the late 1960s and early 1970s, a parallel revolution blossomed in a ramshackle summer camp for disabled teenagers. Steeped in the humor and music of the era, *Crip Camp* explores the universal experience of summer camp awakenings that would transform lives and shape the future of the disability rights movement. Told from the point of view of former camper Jim LeBrecht, the film traces the journeys of campers up to the present day, in this compelling and untold story of a powerful journey towards inclusion. *Crip Camp* will take viewers deep inside a revolutionary era and on a wild trip; a ride from oppression to empowerment, from infantilization to freedom - the trip of a lifetime. ~documentary.org

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