

Psychology 699 - Spring 2008 COR Speaker Series

Instructor: Dr. Linda Juang

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Office hours: Mon. 10:00 – noon, Tues. 10-11 a.m. & by appt.

Class Time: Thurs. 12:30 – 2:00 pm

Location: EP 302

Course Description: This colloquium-style seminar provides presentations, readings and discussion of a wide range of methodologies and professional issues in becoming a mental health researcher. This course will be similar to a graduate seminar in that all students will be expected to participate and contribute to the weekly discussions. In addition there will be a strong emphasis in this class upon developing or improving your presentation skills. To accomplish this, there will be a combination of readings, exercises, presentations, and guest speakers. This will be a hands-on class requiring active participation from everyone. Upon completion of this class, you will have a greater knowledge base of research methodologies in mental health research, more familiarity with the questions researchers are currently studying and further appreciation of the value of interdisciplinary perspectives.

Course Objectives

Upon completion of this course, you should be able to:

- Identify advantages and obstacles associated with a variety of possible research designs
- Explain the challenges facing mental health researchers
- Understand some of the cultural factors that influence mental health related research
- Critique research designs and consider the tradeoffs of various research designs
- Have a better understanding of the current research that is being conducted within the area of mental health

Readings:

No textbook is assigned for this course. Instead, articles will be distributed to you during the semester. These articles will be made available on iLearn whenever possible: <http://ilearn.sfsu.edu>

Course requirements and Evaluation:

E-mail questions about readings (10 points)

By **Wednesday** morning prior to a speaker's visit to class (on Thursday), you are expected to e-mail me a question about the reading that the speaker assigned. This written assignment is intended to have you thoroughly read the readings well before the speaker's presentation, and also to allow me time to give you feedback on the question you have, if appropriate. Your questions should be thoughtful and clearly based on the reading. Your grade for this part of the class will be based on completing the assignment on time and the quality of your work.

The syllabus is subject to change throughout the semester, as the instructor may slightly modify the course to meet the needs of the course and students. The instructor will notify the students of any possible changes to the syllabus as soon as they have been made.

Draft e-mails for discussion (20 points)

By the **Monday** morning after a speaker's visit to class, you are expected to e-mail me a draft of an e-mail that you might hypothetically send to the speaker. This e-mail should ask about some aspect of the speaker's presentation, or be in some other way related to the speaker's presentation or work. This written assignment is intended to give you practice communicating with professionals in the field. In some forum (e-mail or in class), we will review and edit these draft e-mails as a class, and decide on one or two questions to actually send to the presenters. Again, these questions should be thoughtful, and clearly based on the presenter's work, presentation, or area of expertise. Your grade for this part of the class will be based on completing the assignment on time and the quality of your work.

Class Participation (30 points)

Active participation is a vital part of this course, and it will require that you have completed the readings prior to class. Participation includes your presence, your active participation in class discussions, and interacting and asking questions of the guest speakers. I assume you will attend every class, will be on time, and will participate actively. If you have multiple absences, tardiness, or appear uninvolved in class, your grade will suffer. Finally, I would like to schedule at least one individual meeting with each of you to discuss your professional development and career options.

Oral Presentation of Individual Research (40 points)

Each first year COR student must present their individual research at the PSI CHI Student Research Conference on Thursday, May 8th and must do a trial presentation in this class (see schedule). Each second year COR student who has not already presented at the PSI CHI Student Research Conference in the past must do so this year.

For second year COR students who presented their individual research at the PSI CHI Psychology Student Research Conference in the past, you may either make another presentation at this conference or you may choose to serve as a mentor and otherwise help COR students who are developing their presentations for the PSI CHI Conference this year. If you choose this latter option, please note that you will be expected to work closely with students who have to make presentations this year. Since this is 40% of your course grade, you are expected to make a substantive contribution to the first year student's presentation. More on this in class.

FINAL COURSE GRADE:

Your grade will be based on the total 100 points listed above, and letter grades will be assigned as follows:

A 93-100 points	A- 90-92 points	
B+ 88-89 points	B 83-87 points	B- 80-82 points
C+ 78-79 points	C 73-77 points	C- 70-72 points
D+ 68-69 points	D 63-67 points	D- 60-62 points

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Schedule

January	24	Introductory meeting – overview and expectations
January	31	Dr. Saera Khan, University of San Francisco (discrimination, stereotyping)
February	5	Discussion of Dr. Khan's presentation (NOTE: this is a TUESDAY)
February	14	Dr. Kurt Organista, UC Berkeley (Latino mental health)
February	21	Discussion of Dr. Organista's presentation
February	28	Dr. Stanley Sue, UC Davis (Asian American mental health)
March	6	Discussion of Dr. Sue's presentation
March	13	Dr. Robert Williams, San Francisco State University (African American youth)
March	20	Dr. Margarita Azmitia, UC Santa Cruz (culture, context, and life transitions)
March	27	Spring Break – No class
April	3	Discussion of Dr. Williams's and Dr. Azmitia's presentations
April	10	Dr. Jeanne Tsai, Stanford University (cross-cultural studies of emotion)
April	17	Discussion of Dr. Tsai's presentation
April	24	Student Presentations
May	1	Student Presentations
May	8	PSI CHI conference
May	15	Wrap up

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