

African American Child and Adolescent Mental Health: An Ecological Lens

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Term: Spring 2021

Day/Time: Wednesdays 4-6:50PT

Credit: 3-4 – This course is intended for Masters and PhD students. Advanced undergraduates are allowed to attend after emailing and talking with the instructor for permission.

Office Hours: Email to schedule appointment

Course Description:

Some African American children and adolescents face a number of challenges (e.g., racism, discrimination, lack of access to resources, community violence) that can impact their mental health. Despite challenges, youth possess and utilize many strengths in the face of obstacles and adversity. This seminar will explore the most salient historical, social, cultural, and ecological factors that influence the mental health and resilience of African American youth, with attention to contextual determinants that shape mental health. Applying an ecological systems approach, the course will focus on how families, schools, and communities are integral to youth's adjustment and well-being. By utilizing a culturally specific, critical, and context based lens in analyzing empirical, narrative, and visual content, students will better understand factors that can promote or inhibit the mental health and resilience of African American children and adolescents across development and contexts.

Course Goals:

Throughout the course students will have the opportunity to analyze foundational theories, examine empirical research findings, assess relevant case studies, explore visual and auditory content (e.g., videos, music, art), and discuss universal and culturally specific mental health needs for African American youth. Upon completion of this course students will be able to:

- a) Identify salient factors that promote and inhibit the mental health of African American children and adolescents
- b) Provide real world examples of how families, schools, and communities can foster psychological health and wellness for youth
- c) Describe facilitators and barriers to mental health treatment across contexts

Course Readings:

Most articles are accessible through the Stanford online databases and are uploaded onto Canvas within the "files" section, including the full PDF version of the textbook referenced throughout the course:

Breland-Noble, A. M., Al-Mateen, C. S., & Singh, N. N. (Eds.). (2016). *Handbook of mental health in African American youth*. Springer.

Course Expectations

- On time attendance is required at all sessions. There is flexibility to accommodate emergencies and COVID-related situations. Please communicate and discuss any accommodations you may need with the instructor and communicate in advance if you are going to miss class. You will need to coordinate a meeting with Dr. Saleem or the TA to discuss the extra tasks that you will have to do to make up for missing a class.
- Reflections are due in Canvas the Sunday before the class
- Please turn your video on during the class. If there is a day that you cannot turn your video on, please contact and communicate this to Dr. Saleem and the TA.
- Actively participate in zoom discussions.
- Please be considerate. During class, please refrain from disruptive or distracting behavior. Be respectful of alternative viewpoints and experiences that you may disagree with. Please make sure that all class members have equal opportunity to talk during discussion. Provide respectful and constructive feedback on other participants' ideas.
- If you are having difficulties in this class for any reason, please meet with the instructor as soon as possible. The sooner we talk about your concerns, the more I can help you.
- **All students are required to meet individually with Dr. Saleem for a 20 minute time slot, at the end of class or by appointment, between weeks 1-6. This time will be used to answer questions and talk about students' plans for their final papers.**
- **Students are also strongly encouraged to meet individually with the TA for a 20 minute time slot, at the end of class or by appointment between weeks 1-9. This time will be used to answer questions and talk about students' plans for their final papers.**

Academic Integrity:

You are required to fully understand and abide by the Stanford University Honor Code. First written by students in 1921, the Honor Code articulates the university's expectations of students and faculty in the matter of academic integrity. The violation of the code will lead to no credit for the course and further disciplinary action.

See: <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>

Academic Accommodations:

Students who would like an academic accommodation based on the impact of a disability should initiate the request with the Office of Accessible Education (OAE). Contact the OAE as soon as possible and coordinate accommodations. Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Please let me know if any aspect of the class or assignments impedes your learning. All disability-related information will be treated as confidential.

The OAE: 563 Salvatierra Walk; #723-1066; <http://studentaffairs.stanford.edu/oae>

Stanford University Counseling and Psychological Services:

If you have mental health needs or concerns the Stanford Counseling and Psychological Services (CAPS) Center is an on campus resource <https://vaden.stanford.edu/caps>.

Additionally, the Weiland Health Initiative is another resource designed to promote mental health and wellness across the spectrum of gender identities and sexual orientations through education, training and clinical services at Stanford and beyond <https://weiland.stanford.edu/>.

Modifications to the Course:

Please note that as the class evolves, Dr. Saleem has the right to make changes to the course.

Course Assignments:

- **Attendance and presentations (20%).**
 - **Attendance and engagement - 10%**
 - **Thematic presentation and discussion - All students** taking the course will have the responsibility of making 1 class presentation that helps fellow class members gain a deeper understanding and connection among the thematic course readings for a particular week. Students will also lead a discussion on the readings.
 - **Mental health presentation and application - Those taking the class for 4 or more units will have the responsibility of making a second class presentation** that helps fellow class members gain an understanding of the mental health topic for that particular week based on the *Handbook of Mental Health in African American Youth* book chapter and additional resources and readings (e.g., papers, videos, websites, case examples/vignettes).
- **Student reflections (25%)**
 - **Student will complete 7 general weekly written reflections papers (15%):** Weeks 2-5 and 7-9
 - **Weeks 2 and 9 will include longer reflections (10%)**
- **Midterm synthesis reflection (25%)**
 - Students have the responsibility of writing a synthesis paper that explains your understanding of mental health of African American children and adolescents that considers aspects of development and context.
- **Research Paper (30%)**
 - Students will complete a research paper addressing a specific mental health topic and within a specific developmental period for African American youth.

Grade Component	Due	Percentage
Attendance & participation	Week 1-10	20%
Student reflections	Week 2-9	15%
Extended reflections	Week 2 & 9	10%
Midterm synthesis reflection	Week 6	25%
Research paper	Week 10	30%
TOTAL:		100%

Grading policies:

The following grading scale will be used to assign a cumulative course grade:

95-100	A	87-89	B+	80-82	B-	73-76	C	67-69	D+	<60	E
90-94	A-	83-86	B	77-79	C+	70-72	C-	60-66	D		

Week 1 (Wed 3/31) – Introduction

- Syllabus review and introductions
- Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *The American Psychologist*, 60(1), 16-26.

Handbook of Mental Health in African American Youth:

- The epidemiology of mental disorders in African American children and adolescents

Week 2 (Wed 4/7) –Theoretical foundations

- Coll, C. G., Crnic, K., Lamberty, G., & Wasik, B. H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67, 1891-1914.
- Spencer, M. B., Dupree, D., & Hartmann, T. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context. *Development and Psychopathology*, 9(4), 817-833
- Murry, V. M., Butler-Barnes, S. T., Mayo-Gamble, T. L., & Inniss-Thompson, M. N. (2018). Excavating new constructs for family stress theories in the context of everyday life experiences of Black American families. *Journal of Family Theory & Review*, 10(2), 384-405.

Handbook of Mental Health in African American Youth:

- Posttraumatic Stress Disorder

Additional suggested reading(s):

- Darling, N. (2007). Ecological systems theory: The person in the center of the circles. *Research in Human Development*, 4(3-4), 203-217.

End of Class Task/Deliverable

- Brainstorm final paper topics and developmental periods of interest.
- Deliverable: work in groups to brainstorm topics and write a few sentences about what you are thinking. Short write-up should be submitted through Canvas before the end of class.

Week 3 (Wed 4/14) – Foundational Considerations of Mental Health and Well-Being

- Suite, D. H., La Bril, R., Primm, A., & Harrison-Ross, P. (2007). Beyond misdiagnosis, misunderstanding and mistrust: Relevance of the historical perspective in the medical and mental health treatment of people of color. *Journal of the National Medical Association*, 99(8), 879-885.
- 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 and Medicine*, 106, 128-136.
- Culturally relevant diagnosis and assessment of mental illness (Handbook of Mental Health in African American Youth – Chapter by Erlanger Turner & Mills)

Handbook of Mental Health in African American Youth:

- Anxiety and obsessive compulsive disorder

Additional suggested reading(s):

- Graham-LoPresti, J., Williams, M. T., & Rosen, D. C. (2019). Culturally responsive assessment and diagnosis for clients of color. *Eliminating race-based mental health disparities: Promoting equity and culturally responsive care across settings*, 169-185.

End of Class Task/Deliverable

- Finalize selection of mental health topic and start literature review.
- Deliverable: Submit final proposed topic and development period. Short write-up should be submitted through Canvas before the end of class.

Week 4 (Wed 4/21) – Effects of Racism, Racial Trauma, and Current Sociopolitical Context

- Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist*, 54(10), 805-816.
- Jernigan, M. M., & Daniel, J. H. (2011). Racial trauma in the lives of Black children and adolescents: Challenges and clinical implications. *Journal of Child & Adolescent Trauma*, 4(2), 123-141.
- Saleem, F. T., Anderson, R. E., & Williams, M. (2019). Addressing the “myth” of racial trauma: developmental and ecological considerations for youth of color. *Clinical Child and Family Psychology Review*, 23(1), 1-14.

Handbook of Mental Health in African American Youth:

- Depressive disorders

Additional suggested reading(s):

- Bor, J., Venkataramani, A. S., Williams, D. R., & Tsai, A. C. (2018). Police killings and their spillover effects on the mental health of Black Americans: a population-based, quasi-experimental study. *The Lancet*, 392(10144), 302-310.
- Tynes, B. M., English, D., Del Toro, J., Smith, N. A., Lozada, F. T., & Williams, D. R. (2020). Trajectories of online racial discrimination and psychological functioning among African American and Latino adolescents. *Child Development*, 91(5), 1577-1593.
- English, D., Lambert, S. F., & Ialongo, N. S. (2014). Longitudinal associations between experienced racial discrimination and depressive symptoms in African American adolescents. *Developmental Psychology*, 50(4), 1190.

End of Class Task/Deliverable

- Mindfulness meditation reflection

Week 5 (Wed 4/28) – Culturally Relevant Promotive and Protective Factors

- Umaña-Taylor, A. J., & Hill, N. E. (2020). Ethnic–racial socialization in the family: A decade's advance on precursors and outcomes. *Journal of Marriage and Family*, 82(1), 244-271.
- Huguley, J. P., Wang, M. T., Vasquez, A. C., & Guo, J. (2019). Parental ethnic–racial socialization practices and the construction of children of color's ethnic–racial identity: A research synthesis and meta-analysis. *Psychological Bulletin*, 145(5), 437.
- Gaylord-Harden, N. K., Burrow, A. L., & Cunningham, J. A. (2012). A cultural-asset framework for investigating successful adaptation to stress in African American youth. *Child Development Perspectives*, 6(3), 264-271.

Handbook of Mental Health in African American Youth:

- Attention Deficit Hyperactivity Disorder (ADHD)

Additional suggested reading(s):

- Wang, M. T., Henry, D. A., Smith, L. V., Huguley, J. P., & Guo, J. (2020). Parental ethnic-racial socialization practices and children of color's psychosocial and behavioral adjustment: A systematic review and meta-analysis. *American Psychologist*, 75(1), 1.
- Anderson, R. E. & Stevenson, H. (in press). RECASTing racial stress and trauma: Theorizing the healing potential of racial socialization in families. *American Psychologist*.

End of Class Task/Deliverable

- Deliverable: Brainstorm a new education approach or theory that you want to apply in your paper. Each student will submit a paragraph about the approach/theory selected and how it can apply. Short write-up should be submitted through Canvas before the end of class.

Week 6 (Wed 5/5) – Intersecting Forms of Oppression Applied to Mental Health
(Time allocated to midterm paper)

- Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles*, 59(5-6), 377-391.

Handbook of Mental Health in African American Youth:

- Conduct Disorder

Additional suggested reading(s):

- English, D., Carter, J. A., Boone, C. A., Forbes, N., Bowleg, L., Malebranche, D. J., ... & Rendina, H. J. (2021). Intersecting structural oppression and Black sexual minority men's health. *American Journal of Preventive Medicine*.
- Seng, J. S., Lopez, W. D., Sperlich, M., Hamama, L., & Meldrum, C. D. R. (2012). Marginalized identities, discrimination burden, and mental health: Empirical exploration of an interpersonal-level approach to modeling intersectionality. *Social Science & Medicine*, 75(12), 2437-2445.
- Bryant-Davis, T. (2019). The cultural context of trauma recovery: Considering the posttraumatic stress disorder practice guideline and intersectionality. *Psychotherapy*, 56(3), 400.
- Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785-810.

End of Class Task/Deliverable

- Midterm due today

Week 7 (Wed 5/12) – Help Seeking

- Planey, A. M., Smith, S. M., Moore, S., & Walker, T. D. (2019). Barriers and facilitators to mental health help-seeking among African American youth and their families: a systematic review study. *Children and Youth Services Review*, 101, 190-200.
- Cauce, A. M., Domenech-Rodríguez, M., Paradise, M., Cochran, B. N., Shea, J. M., Srebnik, D., & Baydar, N. (2002). Cultural and contextual influences in mental health help seeking: a focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology*, 70(1), 44.
- Alvidrez, J., Snowden, L. R., & Kaiser, D. M. (2010). Involving consumers in the development of a psychoeducational booklet about stigma for black mental health clients. *Health Promotion Practice*, 11(2), 249-258.

Handbook of Mental Health in African American Youth:

- Suicide

- Goldston, D. B., Molock, S. D., Whitbeck, L. B., Murakami, J. L., Zayas, L. H., & Hall, G. C. N. (2008). Cultural considerations in adolescent suicide prevention and psychosocial treatment. *American Psychologist*, 63(1), 14.
- Opara, I., Assan, M. A., Pierre, K., Gunn III, J. F., Metzger, I., Hamilton, J., & Arugu, E. (2020). Suicide among Black Children: An Integrated Model of the Interpersonal-Psychological Theory of Suicide and Intersectionality Theory for Researchers and Clinicians. *Journal of Black Studies*, 51(6), 611-631.

Additional suggested reading(s):

- Comas-Díaz, L. (2016). *Racial trauma recovery: A race-informed therapeutic approach to racial wounds*. In A. N. Alvarez, C. T. H. Liang, & H. A. Neville (Eds.), *Cultural, racial, and ethnic psychology book series. The cost of racism for people of color: Contextualizing experiences of discrimination* (p. 249–272). American Psychological Association.

End of Class Task/Deliverable

- Deliverable: Submit 1) updated paper topic and 2) rough draft of paper outline

Week 8 (Wed 5/19) – Culturally Sensitive Treatment

- French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, 48(1), 14-46.
- Jones, S. C., Anderson, R. E., & Metzger, I. W. (2020). “Standing in the Gap”: The Continued Importance of Culturally Competent Therapeutic Interventions for Black Youth. *Evidence-Based Practice in Child and Adolescent Mental Health*, 5(3), 327-339.
- Huey Jr, S. J., & Polo, A. J. (2008). Evidence-based psychosocial treatments for ethnic minority youth. *Journal of Clinical Child & Adolescent Psychology*, 37(1), 262-301.

Handbook of Mental Health in African American Youth:

- Eating Disorders

Additional suggested reading(s):

- Jones, S. C., & Neblett, E. W. (2016). Racial–ethnic protective factors and mechanisms in psychosocial prevention and intervention programs for Black youth. *Clinical child and family psychology review*, 19(2), 134-161.
- Neighbors, H. W., Caldwell, C., Williams, D. R., Nesse, R., Taylor, R. J., Bullard, K. M., ... & Jackson, J. S. (2007). Race, ethnicity, and the use of services for mental disorders: Results from the National Survey of American Life. *Archives of General Psychiatry*, 64(4), 485-494.
- Suldo, S. M., Parker, J. S., Shaunessy-Dedrick, E., & O’Brennan, L. M. (2019). Mental health interventions. *Handbook of Student Engagement Interventions*, 199-215.

End of Class Task/Deliverable

- Deliverable: Submit updated / full paper outline

Week 9 (Wed 5/26) – Interventions

- Anderson, R. E., 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, 25-46.
- Brody, G. H., Murry, V. M., Gerrard, M., Gibbons, F. X., Molgaard, V., McNair, L., ... & Neubaum-Carlan, E. (2004). The strong African American families program: Translating research into prevention programming. *Child development*, 75(3), 900-917.

- Coard, S. I., Herring, M. H., Watkins, M. H., Foy-Watson, S. A., & McCoy, S. Z. (2013). Black Parents Strengths and Strategies (BPSS) program: A cultural adaptation of the strong-willed child program. In *Handbook of Culturally Responsive School Mental Health* (pp. 77-87). Springer, New York, NY.
- DeLoach, K. P., Dvorsky, M., & White-Johnson, R. L. (2013). Culturally competent engagement of African American youth and families in school mental health services. In *Handbook of Culturally Responsive School Mental Health* (pp. 59-75). Springer, New York, NY.

Handbook of Mental Health in African American Youth:

- Autism Spectrum Disorder

Additional suggested reading(s):

- Mance, G. A., Rodgers, C. R., Roberts, D., & Terry, A. (2020). Deeply Rooted: Maximizing the Strengths of a Historically Black University and Community-based Participatory Research to Understand Environmental Stressors and Trauma among Black Youth. *American Journal of Community Psychology*.
- Umaña-Taylor, A. J., Kornienko, O., Douglass Bayless, S., & Updegraff, K. A. (2017). A universal intervention program increases ethnic-racial identity exploration and resolution to predict adolescent psychosocial functioning one year later. *Journal of Youth and Adolescence*. 1-15. DOI: 10.1007/s10964-017-0766-5
- Okeke-Adeyanju, N., Taylor, L. C., Craig, A. B., Smith, R. E., Thomas, A., Boyle, A. E., & DeRosier, M. E. (2014). Celebrating the strengths of black youth: Increasing self-esteem and implications for prevention. *The Journal of Primary Prevention*, 35(5), 357-369.

No End of Class Task/Deliverable – Work on final paper

Week 10 (Wed 6/2)– Reflecting on the Future of Mental Health for African American Youth

- Breland-Noble, A. M., Al-Mateen, C. S., & Singh, N. N. (Eds.). (2016). The Way Head. *Handbook of mental health in African American youth*. (pp. 315-319). Springer.
- Jones, S. C., & Neblett, E. W. (2017). Future directions in research on racism-related stress and racial-ethnic protective factors for Black youth. *Journal of Clinical Child & Adolescent Psychology*, 46(5), 754-766.
- Cokley, K., Cody, B., Smith, L., Beasley, S., Miller, I. K., Hurst, A., ... & Jackson, S. (2014). Bridge over troubled waters: Meeting the mental health needs of Black students. *Phi Delta Kappan*, 96(4), 40-45.
- Class presentations

Additional suggested reading(s):

- Airhihenbuwa, C. O., & Liburd, L. (2006). Eliminating health disparities in the African American population: the interface of culture, gender, and power. *Health Education & Behavior*, 33(4), 488-501.
- Williams, D. R., Costa, M. V., Odunlami, A. O., & Mohammed, S. A. (2008). Moving upstream: how interventions that address the social determinants of health can improve health and reduce disparities. *Journal of public health management and practice: JPHMP*, 14(Suppl), S8.

Detailed Information on Course Assignments:

1. **Attendance (10%) and presentations (s) (10%).** *Students will sign up for presentations on week one of the course and are expected to meet with the instructor or TA the Wednesday before class to discuss their plan. Groups should have already met and are expected to come with an outline/ plan for the overview and discussion/ activity.*
 - **Thematic presentation and discussion - All students** taking the course will have the responsibility of making a 30 minute class presentation that helps fellow class members gain a deeper understanding and connection among the thematic course readings for a particular week. Students will also lead the discussion on the readings. The presentation should be interactive and involve an integrated overview of content in addition to an interactive portion. Lead a *discussion activity* among all students--not one, two, or three people doing most of the talking. Students may use additional readings to support the discussion. Examples of discussion activities may be group work, debate teams, role-playing, watching and applying a brief video to the readings, etc.
 - Based on the assigned readings, the presentation and/or discussion should clearly identify at least 1-2 factors that promote and inhibit the mental health of African American youth and highlight considerations for development and context.
 - **Mental Health presentation and application- Those taking the class for 4 or more units will have the responsibility of making a second** 30 minute class presentation that helps fellow class members gain an understanding of the mental health topic for that particular week based on the *Handbook of Mental Health in African American Youth* book chapter and additional resources and readings (e.g., papers, videos, websites, case examples/vignettes, audio, visuals).
 - The presentation should include a brief overview of the mental health problem. Based on the readings, it should also include at least one factor that can mitigate/help, and one factor that can exacerbate/inhibit, the problem and/or access to treatment. Include a short interactive activity/discussion to help others learn more about the experience or treatment of the mental health problem.
 - Students should upload an annotated bibliography of at least 3 additional resources (at least one resource should be an empirical paper, meta analysis, or review article; a second resource should be digestible information for the public from a creditable source (e.g., NIH psychoeducation information sheet) used to inform the presentation by 3pm Tuesday before the class
- **Student reflections (25%)**
 - Student will complete 7 written reflections papers due 3pm the Sunday before class: Weeks 2-5 and 7-9 (15%)
 - Reflection papers should be approximately 400 to 600 words each (no longer than 2 single spaced pages). The reflections have 3 components:
 - First, make it clear that you have done the week's readings. You should *not* summarize the readings in detail; rather, ***you should highlight the authors main arguments and put the readings "in conversation with" each other and with your own critical perspectives.*** This does *not* mean criticizing the authors or their arguments; instead, it means thinking critically.
 - Second, you should ***connect the course readings with your own research experiences, lived / professional experience, or the future work that you want to do.*** You may include how the readings shifted or challenged your perspective
 - Third, **list 1-2 lingering questions that you have**
 - Weeks 2 and 9 will include longer reflections (10%) due 3pm Tuesday before the class
 - **Week 2 extended reflection (5%):** On two double-spaced pages, describe your initial impression of African American youth. This is expressly meant to be

based on opinion, anecdote, and experience. Please use limited empirical sources and provide as honest a response as you can muster. Although you can write about whatever comes to mind, consider these prompts for guidance: How have your views come about? What messages were you told about this population, and by whom or in what capacity? Are there early memories you have that shape this impression? Describe the experience and be detailed regarding the imagery associated with the memory (e.g., where were you? How old were you? What do you recall feeling?).

- Also include at least 1 paragraph on your general impressions of mental health.
- **Week 9 extended reflection (5%):** Reflect on your week 2 reflection paper. What opinions, anecdotes, and experiences have changed? What remains the same? What have you learned throughout the course that has better informed those initial thoughts about African American youth?
- Include at least 1 paragraph on how your general impressions of mental health may have shifted over the course
- Include at least 1 paragraph about how you plan to use/ apply some of the information that you learned within the course.
 - Note: The brevity and non-empirical nature of these reflections is not synonymous with informal language or hastily-composed text.

Midterm synthesis reflection (25%) – Due 11:59pm on the Wednesday of our week 6 class

- Students have the responsibility of writing a synthesis paper (minimum 1000 words for undergraduate students and 1500 words for graduate students) that explains your understanding of factors that contribute to mental health problems, diagnoses, and treatment of African American children and adolescents, which consideration to development and context. This reflection should address 1-salient factors that promote and inhibit the mental health of African American children and adolescents and 2-describe facilitators and barriers to mental health treatment across context and development. The paper should meaningfully reference at least 50% of the thematic course readings from weeks 1-5 (including the application of at least 2 theories covered from week 2. This paper should not be a mere repetition of your earlier reflections.
- Additionally, include 2 paragraphs about how the course is informing your learning, teaching, research and/or professional development. Include how the concepts learned about in weeks 1-5 can help educators, clinicians, or mentors meet the needs of African American students.

• **Final Paper (30%) – Due 11:59pm on the Friday of our week 10 class**

- Grounded in theory and empirical evidence, students will complete 10-12 page research paper addressing a specific mental health topic (covered within the course) within a specific developmental period (early childhood, middle childhood, adolescence) for African American youth.
- The paper should include a literature review, integrate how certain thematic course topics discussed may contribute to mental health symptoms and treatment.
- Identify an education or novel theory (that was not on the course syllabus) that could help others further understand or contextualize the mental health of African American students. Discuss how the theory can enhance our understanding of the mental health of African American youth. Highlight if the approach focuses on strength and/or challenges. If the latter, how does it address the challenge? In what ways might you advance, adapt, or alter the approach based on developmental age, context, or risk or resilience factors.
- The paper should meaningfully reference at least 30% of the course readings and infuse additional research articles that provide supporting information.

- **Undergraduates have the option for the following:**
 - Create a multimedia project with a classmate that will be presented in class 10
 - **Informed by empirical evidence / statistics the team will create a product that can serve as a resource for a community organization or school aimed to 1-raise awareness about a pressing real-world challenge (related to mental health) for Black youth, families, and/or communities and 2) encourage others *to take action* to positively impact the challenge you identify.**
 - **In addition to the multimedia component, student should provide a short 2-3 page literature review on the importance of the topic (using at least 2 references from the syllabus and 4 additional references). Additionally, include 1.5-2 pages describing the project and goals.**
 - **In the paper and presentation clearly explain the need and how the product can enhance our understanding of the mental health and/or support the mental health of African American youth.**
 - The assignment will be submitted on Canvas (if it is visual art, please take a photograph for submission) and present it in class. Prepare for a 15-20 minute presentation to showcase your product, including the allotment of time for questions.

Below are examples of the types of products you might consider developing:

- An op-ed or commentary for publication in a professional newsletter or journal
- A magazine or newspaper article intended for non-professionals
- A Public Service Announcement (PSA) calling for action
- A brochure, booklet, or research/policy brief
- A website (do not make it live)
- A game
- A YouTube/Twitter campaign (do not make it live or public)

Papers should follow APA 7th Edition formatting

<https://apastyle.apa.org/products/publication-manual-7th-edition?tab=6>