

## Praise for *Culture and Mental Health*

“One of the primary goals of psychology as a discipline is the alleviation of human suffering. To this end, it is imperative that we understand the various forms of human dysfunction and psychopathology, so that we can continuously intervene in constructive and helpful ways. As the world becomes smaller and borders more porous, psychologists also have the need to adopt a global perspective on the causes, forms, and treatments of various types of illnesses that afflict so many in the world today. Eshun and Gurung’s book represents the latest and best effort to compile the information about culture and mental health available in the field today. They have assembled some of the best scholars in the field to bring to bear their expertise in each of their respective areas. Readers will be enlightened with the exceptional information described in each of the chapters. The text is relevant, well-written, and engaging, and Eshun and Gurung are to be commended for an exceptional effort that will be a standard in the field.”

*David Matsumoto, San Francisco State University*

“Specifically focusing on the work of counselors and clinicians, and especially oriented to students and trainees aspiring to careers in the helping professions, this volume provides a rich introduction to the multitude of ways in which culture shapes everyday life, its various challenges, and their solutions. Far from an abstract and empty notion, Eshun and Gurung’s collection adds flesh, bones, and blood to the notion of ‘culture’ and offer persuasive illustrations of what is meant by the term ‘cultural competence.’”

*Larry Davidson, Yale University*

“Eshun, Gurung, and their contributing scholars provide a broad overview of culture and mental health. The book is well worth considering for graduate courses in counseling psychology and related fields.”

*Steven Lopez, University of Southern California*

“*Culture and Mental Health* comes to grips with the complexities of the field without overwhelming or intimidating its readers. It blends concepts and findings with clinical realities and challenges. Thoroughly documented and up to date, the book is relevant for clinicians and researchers at all levels of training and experience.”

*Juris G. Draguns, Pennsylvania State University*



# Culture and Mental Health

Sociocultural Influences, Theory, and Practice

Edited by  
Sussie Eshun and Regan A. R. Gurung

 **WILEY-BLACKWELL**

A John Wiley & Sons, Ltd., Publication

This edition first published 2009  
© 2009 Blackwell Publishing Ltd

Blackwell Publishing was acquired by John Wiley & Sons in February 2007. Blackwell's publishing program has been merged with Wiley's global Scientific, Technical, and Medical business to form Wiley-Blackwell.

*Registered Office*

John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, United Kingdom

*Editorial Offices*

350 Main Street, Malden, MA 02148-5020, USA  
9600 Garsington Road, Oxford, OX4 2DQ, UK  
The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, for customer services, and for information about how to apply for permission to reuse the copyright material in this book please see our website at [www.wiley.com/wiley-blackwell](http://www.wiley.com/wiley-blackwell).

The right of Sussie Eshun and Regan A. R. Gurung to be identified as the authors of the editorial material in this work has been asserted in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs and Patents Act 1988, without the prior permission of the publisher.

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The publisher is not associated with any product or vendor mentioned in this book. This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold on the understanding that the publisher is not engaged in rendering professional services. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

*Library of Congress Cataloging-in-Publication Data*

Culture and mental health : sociocultural influences, theory, and practice / edited by Sussie Eshun and Regan A. R. Gurung.

p. ; cm.

Includes bibliographical references and index.

ISBN 978-1-4051-6983-7 (hardcover : alk. paper) – ISBN 978-1-4051-6982-0 (pbk. : alk. paper)

1. Cultural psychiatry. I. Eshun, Sussie. II. Gurung, Regan A. R.

[DNLN: 1. Mental Disorders–ethnology. 2. Mental Disorders–psychology. 3. Cross-Cultural Comparison. 4. Mental Health. 5. Psychotherapy–methods. WM 140 C9685 2009]

RC455.4.E8C785 2009

616.89–dc22

2008028046

A catalogue record for this book is available from the British Library.

Set in 10.5/12.5pt Galliard by SPi Publisher Services, Pondicherry, India  
Printed in Malaysia by Vivar Printing Sdn Bhd

# Contents

Notes on Editors and Contributors	vii
Foreword	xiii
Preface	xvii
Acknowledgments	xxi
<b>Part I General Issues in Culture and Mental Health</b>	<b>1</b>
1 Introduction to Culture and Psychopathology <i>Sussie Eshun and Regan A. R. Gurung</i>	3
2 Culture and Mental Health Assessment <i>Bonnie A. Green</i>	19
3 Stress and Mental Health <i>Regan A. R. Gurung and Angela Roethel-Wendorf</i>	35
4 Managing Job Stress: Cross-Cultural Variations in Adjustment <i>Joseph P. Eshun, Jr. and Kevin J. Kelley</i>	55
5 Chronic Pain: Cultural Sensitivity to Pain <i>Jyh-Hann Chang</i>	71
6 Placing the Soul Back into Psychology: Religion in the Psychotherapy Process <i>Paul E. Priester, Shiva Khalili, and Jose E. Luvathingal</i>	91

vi *Contents*

7	Psychotherapy in a Culturally Diverse World <i>Laura R. Johnson, Gilberte Bastien, and Michael J. Hirschel</i>	115
8	International Perspectives on Culture and Mental Health <i>P. S. D. V. Prasadarao</i>	149
<b>Part II Cross-Cultural Issues in Specific Psychological Disorders</b>		179
9	Culture and Mood Disorders <i>Sussie Eshun and Toy Caldwell-Colbert</i>	181
10	Culture and Anxiety Disorders <i>Simon A. Rego</i>	197
11	Cultural Factors in Traumatic Stress <i>Peter D. Yeomans and Evan M. Forman</i>	221
12	Culture and Psychotic Disorders <i>Kristin M. Vespia</i>	245
13	Culture and Eating Disorders <i>Megan A. Markey Hood, Jillon S. Vander Wal, and Judith L. Gibbons</i>	273
14	Culture and Suicide <i>David Lester</i>	297
	Author Index	321
	Subject Index	339

# Notes on Editors and Contributors

## Editors

**Sussie Eshun** is a licensed psychologist and Professor of Psychology at East Stroudsburg University of Pennsylvania. She has lived in and experienced diverse cultural settings. Born and raised in Ghana, she received a BA in Psychology (with Sociology) at the University of Ghana and MA and PhD in Clinical Psychology at the State University of New York at Stony Brook. She is a dedicated teacher and researcher who has developed and taught several courses in psychology and supervised doctoral dissertations. In addition to her earlier work on culture and pain, she has several conference presentations and publications on topics related to depression, suicide, stress, and culture in journals including *Cross-Cultural Research*, *Psychological Reports* and *Suicide and Life Threatening Behavior*, and has recently published a work book on culture and health psychology. She is a member of the American Psychological Association and the Society for Cross-Cultural Research.

**Regan A. R. Gurung** is Chair of the Human Development Department and Professor of Human Development and Psychology at the University of Wisconsin, Green Bay. Born and raised in Bombay, India, Dr Gurung received a BA in Psychology at Carleton College (MN), and a Masters and PhD in Social and Personality Psychology at the University of Washington (WA). He then spent three years at UCLA as a National Institute of Mental Health (NIMH) Research fellow. He has received numerous local, state, and national grants for his health psychological and social psychological research on cultural differences in stress, social support, smoking cessation, body image and impression formation, and has published four other books and articles in a variety of scholarly journals including *Psychological Review* and *Personality and Social Psychology Bulletin*.

## Contributors

**Gilberte Bastien** is a doctoral student of Clinical Psychology at the University of Mississippi. She is originally from Haiti but grew up in south Florida. She obtained a BSc in psychology from Xavier University of Louisiana in 2005. Her research interests include acculturation of immigrants and international students, as well as psychological health in migrant farm-worker populations.

**Toy Caldwell-Colbert** was a long-standing advocate for issues of cultural and ethnic diversity. She served as President of APA Division 45, Society for the Psychological Study of Ethnic Minority Issues and also chaired the APA's Commission for the Recruitment, Retention and Training of Ethnic Minorities implementation task force (CEMRRAT2). Both organizations were instrumental in the approval of the APA Multicultural Competencies and the promotion of empirical research addressing mental health issues of ethnic minority clinical populations.

**Jyh-Hann Chang**, PhD, ABPP, is a Clinical Psychologist and an Assistant Professor of Psychology at East Stroudsburg University. He is a board certified Rehabilitation Psychologist, who has experience working with diverse ethnic populations.

**Joseph P. Eshun, Jr**, PhD, is an Associate Professor of Management at East Stroudsburg University. He has extensive global experience from Africa, Europe and the USA. He obtained his PhD in Sociology (with Management) from Columbia University in New York. His research focuses on entrepreneurship and culture. He has also served as panelist and invited lecturer outside the USA.

**Evan M. Forman**, PhD, is an Associate Professor of Psychology at Drexel University and Director of Clinical Training for the doctoral program in Clinical Psychology. He conducted a specialty fellowship in traumatic stress at Cambridge Hospital/Harvard Medical School. Research interests include the development and evaluation of acceptance-based behavior therapies for mood, anxiety, and weight control; mediators of psychotherapy outcome; and post-traumatic stress disorder.

**Judith Gibbons**, PhD, is Professor of Psychology and International Studies at Saint Louis University. As a cross-cultural developmental psychologist, her research centers on the lives of adolescents in different societies of the world. She is a former president of the Society for Cross-Cultural Research and the Vice President for North America of the Interamerican Society of Psychology.



**Bonnie A. Green** obtained her PhD in Experimental Psychology from Lehigh University. She is currently an Associate Professor of Psychology at East Stroudsburg University. She is the co-author of *Statistical Concepts for the Behavioral Sciences*, 4th edition, and conducts research and serves as a consultant on psychometrics.

**Michael J. Hirschel** graduated from the University of North Carolina at Chapel Hill in 2000, and then worked for several years in the Washington DC area as a consultant before beginning graduate school in Clinical Psychology at the University of Mississippi in 2005. His main research interest is working to reduce prejudice and discrimination, and he has helped facilitate an adjustment group for international students at the University of Mississippi.

**Megan Markey Hood** is a Clinical Psychology doctoral student at Saint Louis University. She is presently engaged in her internship training as a Psychological Resident at Rush, Chicago, specializing in Health Psychology.

**Laura R. Johnson**, PhD, is an Assistant Professor of Psychology at the University of Mississippi where she teaches Multicultural Psychology, Intercultural Communication, and Statistics. Dr Johnson has been an international student, Peace Corps Volunteer, Fulbright Fellow and member of the American Psychology Association's Committee on International Relations in Psychology. Dr Johnson studies youth social and environmental action in multiple cultural contexts.

**Shiva Khalili**, PhD, is a clinical psychologist. She completed her doctoral studies at Vienna University and is the Head of the Science and Religion Interdisciplinary group at the World Religions Research Center, Tehran, Iran. She is Assistant Professor at the faculty of Psychology and Education, Tehran University, and serves as clinical psychologist at the Tauhid Counseling and therapy center, and the Tehran University Clinic for counseling and psychotherapy.

**Kevin J. Kelley**, PhD, is an Assistant Professor of Psychology at the Pennsylvania State University, Lehigh Valley campus. His research interests include attachment theory and the relationship between empathy and health. Clinically, Dr Kelley focuses on the treatment of children who were severely abused in infancy or toddler hood and who were later adopted.

**David Lester**, PhD, has doctoral degrees from Cambridge University (UK) in Social and Political Science and Brandeis University (USA) in Psychology. He has been President of the International Association for Suicide Prevention, and he has published extensively on suicide, murder and other issues in thanatology. His recent books include *Katie's Diary: Unlocking the Mystery of a Suicide* (2004), *Suicide and the Holocaust* (2005), and *Is There Life After Death?* (2005).

**Jose E. Luvathingal** is a Catholic priest from India pursuing a doctoral degree in Counseling Psychology at University of Wisconsin-Milwaukee. He has bachelor degrees in Theology and English Literature, a certificate in Philosophy, and graduate degrees in Journalism and Clinical Psychology. His research interests include religion and spirituality in the context of psychological well-being.

**P. S. D. V. Prasadarao**, PhD, is a Consultant Clinical Psychologist at the Waikato DHB and lectures at the University of Waikato, Hamilton, New Zealand. He was formerly an Associate Professor at the National Institute of Mental Health and Neurosciences, Bangalore, India and at the USM Medical School, Malaysia. His areas of interest include cognitive behavior therapies, psychology of older persons, culture and mental health, and health psychology.

**Paul E. Priester** is an Associate Professor at North Park University. He has a PhD in Counseling Psychology from Loyola University, Chicago. His research interests include religious issues in counseling and psychology, multicultural counseling, and the treatment and prevention of addiction. He has three children (Caitlin, Paul, Margaret) and an ever-tolerant wife (Katherine). He also operates a small organic berry and apple farm.

**Simon A. Rego**, PsyD, is an Assistant Professor in the Department of Psychiatry and Behavioral Sciences at Albert Einstein College of Medicine, an Associate Director in the Psychology Training Internship Program and also a Supervising Psychologist in the Adult Outpatient Psychiatry Department at Montefiore Medical Center (Bronx, New York). He is also the Director of Quality Management and Development at University Behavioral Associate, and has experience working with diverse ethnic and immigrant populations.

**Angela Roethel-Wendorf**, is a graduate student in the Clinical Psychology PhD program at the University of Wisconsin-Milwaukee. Her clinical and research interests lie within clinical health psychology, centered on understanding the patient experience of chronic illness. She is interested in examining the influence of depression and anxiety on physical health, treatment adherence, patient-provider interactions, and health disparities.

**Jillon S. Vander Wal**, PhD, is an Assistant Professor of Psychology at Saint Louis University. She is a licensed clinical psychologist whose research and clinical interests include eating disorders, obesity, health behavior change, and cognitive behavioral and interpersonal interventions.

**Kristin M. Vespia**, PhD, is an Associate Professor of Human Development, Psychology, and Women's Studies at the University of Wisconsin-Green Bay, where she regularly teaches an undergraduate multicultural counseling course.

She earned her PhD in counseling psychology at the University of Iowa. Her recent presentations/publications have been in areas of cultural competence, counselor training, campus mental health services, and the scholarship of teaching and learning.

**Peter D. Yeomans**, PhD, is a post-doctoral psychology fellow in trauma at the San Francisco Veterans Affairs Medical Center in San Francisco, CA. He has worked for the African Great Lakes Initiative in Burundi and Rwanda in the capacity of training and evaluation. He completed his doctorate in Clinical Psychology at Drexel University.



# Foreword

As a long-standing advocate for understanding issues of cultural and ethnic diversity, I have served as President of APA Division 45, Society for the Psychological Study of Ethnic Minority Issues, and currently chair the American Psychological Association's Commission for the Recruitment, Retention and Training of Ethnic Minorities implementation task force (CEMRRAT2). Both of these organizations were instrumental in the approval of the *APA Multicultural Guidelines for Practice* and the promotion of empirical research addressing mental health issues of ethnic minority clinical populations. The expectation to be competent is for all psychologists but especially for those pursuing or engaged in the clinical and counseling psychology fields.

It goes without saying that I am a staunch advocate for multicultural competencies, as are the co-authors of this book, Regan A. R. Gurung and Sussie Eshun. I was most delighted to receive the call asking if I would support their book and write the foreword. I immediately sensed that this edited book, *Culture and Mental Health*, had the potential to propel many students and faculty of psychology into strengthening multicultural competencies, and to make a positive impact on our clinical work with ethnically and culturally diverse clients.

For the past fifteen years I have consulted with organizations and institutions interested in multicultural curriculum development and the recruitment, retention and training of ethnic minority faculty, students and staff. This has been some of my most fulfilling work as an African American female psychologist, and is how I came to know Regan A. R. Gurung. The expertise of Sussie Eshun has also become more poignant to me as a result of our work as co-authors on the chapter addressing mood disorders. She has a wonderful background as a counselor stemming from her work as a private practitioner.

We should all be committed to infusing the study of cultural and ethnic diversity in the psychology curriculum. This infusion promotes cultural understanding in training, and provides pedagogical tools to assist others in their

acquisition of a rich knowledge base. This focus was something I was not afforded as a graduate student for a variety of reasons, primarily because of the lack of available books and articles from people of various ethnic and cultural backgrounds who were addressing the issues and bringing that information into training settings. Moreover, at the time of my graduate training the overarching philosophy of color blindness led to the assumption that issues of ethnic and cultural diversity were irrelevant. As an African American female, I of course did not embrace this assumption, and found myself exploring issues of ethnic and cultural diversity in the field of psychology. I was encouraged in this quest by the support of my major professor, Karen Calhoun.

Having held a faculty position at an international institution, and enjoying new and interesting places, I consider myself a world traveler and an astute observer who continues to grow in understanding and appreciation of cultural differences. As a matter of fact, my first position as a new PhD was at the University of Manitoba in Winnipeg, Manitoba Canada. This experience provided one of my first far-reaching wake-up calls as a psychologist to cultural differences. It opened my eyes in ways that have helped sustain my long time commitment to understanding and appreciating cultural differences.

While at the University of Manitoba as a professor, I felt prepared to address gender differences, keeping in mind that my training had not emphasized cultural or ethnic differences. I was aware that I would be working with Alaska Natives and Eskimo populations, but I was somewhat naïve about how cosmopolitan the entire city would be. I set out to extend my dissertation research using assessment tools primarily validated on European American populations. I thought I would have a more controlled sample and be safe if I excluded from my population the two ethnic groups just mentioned, along with Asian, Latino, and African Diasporic populations. Within the first two weeks of data collection, even after running a small pilot with graduate students, I realized that the words of the survey had different meanings to subjects based upon their cultural background. This is an excellent example of assumed generalization going awry. Or maybe I should say I failed to thoroughly think through all of the fundamental teachings of generalization, research, and cultural diversity despite my good intentions to control the subject pool. Those who may look the same may not be the same!

I drew two lessons from this experience. The first is that an assessment tool does not automatically translate into a valid instrument for all populations – much like what we have learned about the application of IQ testing instruments without regard to ethnic or racial differences. The second lesson is that words matter within a cultural context. What means something in one culture may not have the same meaning in another culture. This truth is much like what they say when studying a foreign language. You have only mastered a foreign language when you understand the idioms and colloquial expressions unique to that culture. As I stated earlier, I continue to grow in my own knowledge base and know that I have come a long way since that early research study in a Canadian cosmopolitan urban center.

A major strength of the chapters in this book is that they keep us focused on the importance of growth in our understanding of self and others. The writers add a contemporary richness to the body of literature addressing ethnic and cultural difference in the mental health field. Chapter authors draw on their own knowledge of their culture and their direct work with clients from culturally diverse clinical populations. This book certainly meets the goals as stated by Gurung and Eshun, in that it clearly carves out important knowledge for helping students to become better therapists for their clients as they grow in their understanding and appreciation of cultural and ethnic differences within themselves and others. The authors provide a context in which to examine the psychopathology of different populations in today's growing cultural and ethnically diverse society. Today's democratic society is marked by growth in international immigration to the United States as well as by the growth of various ethnic and cultural populations already here.

Regan and Sussie have assembled a stellar group of authors who introduce some of the most current and relevant content in this book. I am sure it will become a major resource promoting the study of diversity in psychology programs and curricula. The co-authors are clearly committed to multicultural competence and to a curriculum that addresses issues of cultural and ethnic diversity. This commitment is critical for all students preparing to provide direct services as mental health professionals.

If our eyes are wide open to appreciating cultural and ethnic differences we will have a much deeper reach into the profession of mental health service delivery. I wish *Culture and Mental Health* had been available during my time as a graduate student. I think I could have really tipped the world of mental health on its edge much earlier in my career when working with those culturally diverse populations in Canada and providing training to my psychology students. Don't miss this opportunity to strengthen your skills, the training of students and your cultural understanding through the book that Gurung and Eshun have so ably edited. To borrow a poignant statement from chapter author Prasadarao: "Mental illness is of concern to people across the globe." Let's be prepared to meet the challenge by embracing the profound content of this book.

A. Toy Caldwell-Colbert, PhD, ABPP  
Provost and Vice President for Academic Affairs and Professor Psychology  
Central State University  
Wilberforce, Ohio





## Preface

You either picked this book because of personal interest in the topic or it was assigned by your professor for a particular course. Whatever the reason might be, it is very likely that you have some basic, but crucial questions, such as, “What is culture?” or “Does culture really influence our perceptions about mental health?” or “Is the role of culture in health merely a politically correct movement?” This book addresses these questions, but also goes beyond these questions and takes a critical look at the research pertaining to some common psychological disorders and conditions, such as depression, anxiety, suicide, and post-traumatic stress disorders. What is culture? Before we proceed to offer various definitions consider the following scenario:

Mrs B just lost her 14-year-old son. Her son was a healthy athlete who died out of the blue without any obvious cause such as an illness or an automobile accident. She is very distraught, cries constantly, feels helpless, and is scared about the uncertainties of the future. During the funeral, it is apparent that her pain is unbearable. She is surrounded by her husband, immediate family, and many relatives, as well as friends and neighbors, who are doing their best to support and comfort her while she endures this indescribably difficult experience. As she returns from the cemetery, where she faced the finality and reality of actual separation from her son, she bursts out in tears, wailing and crying hysterically. Just when she begins to wail, an older (or should we say more mature) relative comes over and puts her arm around Mrs B to comfort her, but she also keeps repeating in a firm emphatic tone ... “it is a taboo to go back home wailing and crying ... you cannot let the other children see you in this state ... all of the crying ends right here at the cemetery ... you need to stop crying now.” After a few minutes, Mrs B reluctantly whispers, “OK” and stops wailing, although she continues to weep silently.

What are your reactions after reading this story? You probably had some questions, such as, what is a taboo and who decides what constitutes a taboo or who is the older relative and what right does she have to say what she said to Mrs B? Furthermore, from a mental health viewpoint you are probably thinking it is unhealthy for the older relative to discourage Mrs. B from expressing her true feelings and pain after the burial. After all, there is quite an extensive body of literature that suggests that it is better to express such emotions in a safe environment. Is Mrs B likely to develop a psychological disorder ... perhaps depression, anxiety, adjustment or acute stress disorder? All of these questions and concerns are valid. The question and main focus of this book is would Mrs B's disposition be any different if you were told that she is of Latin, African, or Eastern European descent?

Overall epidemiological, clinical, and other studies suggest a "moderate but not unlimited impact of cultural factors" on mental health (Draguns, 1997). This implies that accurate evaluation and diagnoses of psychological disorders within the bounds of culture is crucial for appropriate and effective treatment and intervention (Arrindell, 2003). However, in spite of efforts in the field of counseling/clinical psychology to include or emphasize cultural influences on psychopathology in our traditional training programs, we are still limited in the depth and breadth of material available. Arrindell (2003) reviewed published papers in some leading psychiatric journals over a two-year period and noted a substantial underrepresentation of articles and studies from the non-western world. This is interesting because although most of the data from which psychological theories and concepts have been developed are from samples from western industrialized nations, it is estimated that approximately 70 percent of the world's population lives in non-western nations (Triandis, 1996).

The key pedagogical goals of this book are to examine how the areas of mental health can be studied from and vary according to different cultural perspectives. We introduce the main topics and issues in the area of mental health using culture as the focus. The book is specifically designed to help the reader understand (a) the extent to which mental health is culture-specific; (b) the meaning of "culture," and (c) how elements of mental health (symptom recognition, reporting, prevalence, and treatment) vary across cultures both within the United States and across the world.

Interest in the field of mental health and in health care in general has grown exponentially. Close to 1000 out of the approximately 1500 four-year colleges in America today offer undergraduate programs in the health professions, and every psychology department has at least one course on mental health or counseling. A majority of psychology majors (the second most common major in America) want to be counseling psychologists. This interest in the field is matched by a growing number of books written for the area. Although this variety of texts provides a good introduction to the theoretical and applied aspects of the field, few directly address the influence of culture (see Kazarian and Evans, 1998, for a notable, though now somewhat outdated example, and

Castillo, 1997). A cursory review of university catalogues shows that courses dealing with mental health and culture are now also on the rise. This increase in “multicultural mental health” courses corresponds to the areas of culture (especially gender and socioeconomic status) that are “hot topics” in the field of psychology. Similarly, even syllabi for counseling psychology courses at the undergraduate level show an increased emphasis on sociocultural issues and culture more broadly defined.

This book on the cultural issues in mental health will satisfy a growing need. The book is intended as a core text for upper level undergraduate courses in Multicultural Counseling Psychology courses or as a supplement to courses in Counseling Psychology, Medical Anthropology/Sociology, Cultural Psychology, Health Care, or culture-oriented courses in other Psychology courses. The book will also serve graduate psychopathology courses, and clinical practitioners.

The goal of this book is to address issues of cultural influences from the perspective of the client as well as the therapist. Each chapter emphasizes issues that pertain to conceptualization, perception, health-seeking behaviors, assessment, diagnosis, and treatment in the context of cultural variations. We begin with an introductory chapter discussing the role of culture in mental illness and also highlighting the widely used *DSM-IV-TR* categorization of culture-bound syndromes (Chapter 1, Eshun & Gurung). This chapter is followed by a series of chapters that discuss issues applicable to a variety of mental health issues. Chapter 2 (Green) reviews and actively encourages the reader to consider issues related to reliability, validity and standardization of commonly used psychological assessment instruments among different cultural groups. Chapters 3 (Gurung & Roethel) and 4 (Eshun & Kelley) discuss the role of stress in general and work stress in particular as they both relate to culture. Chapter 5 (Chang) focuses on the topic of pain discussing culture-specific issues. Chapter 6 (Priester, Khalili, & Luvathingal) provides a discussion on the role of religion in mental health. We then move to look at a bigger picture, focusing on psychotherapy in a culturally diverse world (Chapter 7, Johnson, Bastien, & Herschel), and to an international perspective on mental health (Chapter 8, Prasadarao).

From the general, we focus in on specific disorders. The chapters on mood disorders (Chapter 9, Eshun & Calbert), anxiety disorders (Chapter 10, Rego), Post Traumatic Stress Disorder (Chapter 11, Yeomans & Forman), and psychotic disorders (Chapter 12, Vespia) offer a critical review of cultural differences and/or similarities in the symptoms reported, with consideration of possibility of misdiagnosing mental illness among people who focus on specific symptoms (e.g., somatic) and less on others for varying reasons. Finally, we close with chapters on eating disorders (Chapter 13, Markey Hood, Gibbons, & Vander Wal) and suicide (Chapter 14, Lester).

By the time you get to the end of this book you should be struck by how important culture is and the differences across cultural groups. We often see texts treating culture as a minor factor relegating it to a paragraph here and there, often tacked on to the end of each chapter. Culture is way too important

for that, something that motivated us to compile this volume. You are about to be exposed to how culture influences critical issues and topics in clinical psychology. We hope you find it compelling, and useful.

*Sussie Eshun and Regan A. R. Gurung*

REFERENCES

- Arrindell, W. A. (2003). Cultural abnormal psychology. *Behavior Research and Therapy*, *41*, 749–753.
- Castillo, R. J. (1997). *Culture and Mental Illness*. Pacific Grove, CA: ITP.
- Draguns, J. G. (1997). Abnormal behavior patterns across culture: Implication for counseling and psychotherapy. *International Journal of Intercultural Relations*, *21*(2), 213–248.
- Kazarian, S. S. & Evans, D. R. (Ed.) (1998). *Cultural Clinical Psychology: Theory, Research, and Practice*. New York: Oxford University Press.
- Triandis, H. C. (1996). The psychological measurement of cultural syndromes. *American Psychologist*, *51*(4), 407–415.

# Acknowledgments

No project is a solitary effort. First, Regan has been a very productive and nurturing colleague. I learned a lot from his expertise and insight. I am also thankful for the support and love of my husband Joe and daughters Sandi, Philippa, and Jemiah who took care of some chores so that I could write. Special thanks to my mom and siblings for their support; Drs Fred and Marilyn Levine, Ron and Sandy Rountree, and Peter Haile, who helped me immensely in making appropriate transitions in acculturation; my professional colleagues Drs Marie and Lowell Hoffman; and the faculty and staff of the Psychology Department at ESU. Last, but certainly not the least, thanks to each chapter author for their persistence, diligence, and willingness to make adjustments. Kudos!

*Sussie Eshun*

Culture has been something that many academics acknowledge is important to feature, but few manage to do enough about it. Sussie first saw the need for this book and made sure we could get it launched. I am grateful for her perseverance. In addition to my thanks to the authors who put up with our editorial quirks, I am also grateful to the many who fueled my own interests in examining the intricacies of culture and its importance. Specifically, Chris Dunkel-Schetter, Hector Myers, and Shelley Taylor (UCLA), Arpana Inman, Nita Tiwari, and Lynn Bufka (SAPNA), and the UW System Institute for Race and Ethnicity. A special thank you to my wonderfully supportive wife, Martha Ahrendt and my son Liam (for whose train set I can now build many more structures).

*Regan A. R. Gurung*

We both gratefully acknowledge the work of our editor Chris Cardone and her staff at Wiley-Blackwell, as well as Joanna Pyke (project manager) and Martin Noble, for his excellent copy editing.