

Cultural-Clinical Psychology

(PSYD31H3 Y LEC01)

Summer 2017 Course Syllabus

Instructor: Jessica Dere, Ph.D., C. Psych.

Class Time and Location: Tuesdays, 1:00 – 3:00pm, SW-316

Office Hours and Location: Drop-in: Tuesdays, 3:00 – 4:00pm, SW-521

By appointment: Tuesdays, 4:00 – 5:00pm, SW-521

Email: jdere@utsc.utoronto.ca

Office Phone: (416) 208-2999

*** Please note: Course announcements will be made through Blackboard. Students are responsible for monitoring the course website regularly for important announcements and updates. Class emails will also be sent through Blackboard; please make sure your listed email address is correct. ***

Prerequisite: PSYB32H3 plus one C-level half-credit in PSY

Required Readings: Required readings for this course will be made up of journal articles and book chapters; these will largely consist of recent scholarly work in the field, but will also include some seminal articles. All required readings will be made available online through Blackboard, under the Course Readings tab in the Blackboard menu. The readings are organized by week. If you run into any problems, please contact our Liaison Librarian, Sarah Guay, at sarah.guay@utoronto.ca.

Additional Material: Supplemental readings and/or other course material will also be available on the Blackboard course page, to complement the required readings and material discussed in class. These materials are likely to serve as valuable resources when preparing course assignments.

Course description: This course provides an in-depth introduction to the field of cultural-clinical psychology. We examine theoretical and empirical advances in understanding the complex interplay between culture and mental health, focusing on implications for the study and treatment of psychopathology. Topics include cultural variations in the experience and expression of mental illness.

Learning objectives: At the conclusion of the course, students should be able to ...

1. Discuss the development of the field of cultural-clinical psychology, and its connection to other disciplines concerned with issues of culture and mental health
2. Describe several fundamental ways in which the examination of cultural factors is crucial to the study of psychopathology, with reference to relevant examples from the empirical literature

3. Critically analyze empirical work in this field, and clearly communicate their understanding of and ideas about recent research relevant to cultural-clinical psychology
4. Apply their knowledge of this field and of psychopathology research to a critical evaluation of popular press coverage of culture and mental health issues.
5. Conduct a careful literature search and review on a chosen topic in the area of cultural-clinical psychology, and select appropriate sources in the creation of an annotated bibliography
6. Independently develop a proposed research study grounded in recent empirical work on a chosen topic within cultural-clinical psychology, and clearly communicate the proposed research idea in written assignments and a final research paper

Important dates: All assignments are due by **11:59pm** on the relevant date.

May 2: First class

May 16: **½ Page proposal due**

May 23: Presentation topics and dates will be assigned in class

June 5: **Bonus mark assignment due**

June 13 - 17: Reading Week

June 20: **Annotated bibliography due**

July 4: **Structured 1-page outline due**

July 25: **Completed Discussion Questions Form due**

July 31: **Final paper due**

Class structure: The first six weeks of this course will be largely lecture-based, in order to provide a solid introduction to the area of cultural-clinical psychology. We will cover several fundamental topics in the interdisciplinary area of culture and mental health, with lectures being supplemented by video and other multi-media materials, as well as group activities. Though these classes will include a lecture component, student discussion and debate will also be strongly encouraged.

In the seventh week of class, the course structure will shift, with a greater emphasis on student-led discussion. Each week will focus on an overarching topic (e.g., depression, anxiety), and the class will begin with approximately five student presentations of 10-12 minutes. Each student will present a recent empirical article that addresses cultural-clinical questions that fit within that week's broad topic. Following the individual student presentations, the class will engage in a wider discussion of the week's topic, guided by the themes and questions raised by the student presentations.

Towards the end of the semester, I will hold extended office hours in order to conduct one-on-one meetings with students to discuss progress on the final papers. Sufficient slots will be offered such that all students will have the opportunity to meet with me individually. A sign-up sheet will be circulated in class prior to the final week. Further details will be discussed in class and announced on Blackboard.

Class schedule:

Date	Topic	Assignment notes
May 2	Introduction to the course	
May 9	Introduction to cultural-clinical psychology Culture and emotion	<u>In-class quiz</u>
May 16	Culture and symptoms	<u>In-class quiz</u> * ½ Page proposal due *
May 23	Culture and diagnosis	<u>In-class quiz</u> <i>Presentation topics and dates to be assigned</i>
May 30	Culture and treatment	<u>In-class quiz</u>
June 6	Culture and mental health in the popular press	<u>In-class quiz</u> <i>Bonus mark assignment due by 11:59pm MONDAY, June 5</i>
READING WEEK – June 13-17		
June 20	Student presentations and group discussion: Topic TBA	* Annotated bibliography due *
June 27	Student presentations and group discussion: Topic TBA	
July 4	Student presentations and group discussion: Topic TBA	* Structured 1-page outline due *
July 11	Student presentations and group discussion: Topic TBA	
July 18	Student presentations and group discussion: Topic TBA Course synthesis and future directions	
July 25	One-on-one meetings to discuss final papers – <u>No class</u>	<i>Completed Discussion Questions Form must be handed in by this date</i>

Please note: The class schedule is subject to change due to unforeseen circumstances.

Evaluation:

Participation:

- Course participation: 5%
 - o General participation
 - o Discussion questions during student presentation weeks
- In-class quizzes: 5% (Best 4 out of 5 quiz marks will be counted)

Assignments:

- ½ page proposal: 5%
- Annotated bibliography: 15%
- Structured 1-page outline: 15%
- Presentation: 15%
- Final paper: 40%

Bonus mark assignment (up to 2%)

Please note that there are no opportunities for extra credit to improve your grade at any time during this course or after the course is over.

Course participation: The aim of a seminar course is to promote discussion and debate amongst the group, as a means of enriching our understanding of, and engagement with, the course material. Students are encouraged and expected to constructively contribute to class discussions, and to share their own reflections and insights about the course content. Developing the skills to effectively communicate one's questions and ideas about complex topics is a crucial part of one's academic development. I recognize, however, that in-class participation may be more challenging for certain students. Students who find it challenging to speak in class are invited to speak with me within the first three weeks of the semester, to discuss alternative strategies for participation.

- Half of the course participation mark will be based on students' general participation throughout the course.
- The other half of the course participation mark will be based on students' participation during the student presentation weeks, via the completion of a Discussion Questions Form. Students are asked to compose a discussion question for each of five different student presentations, which must be spread across three different weeks of presentations. The completed form must be handed in to me by July 25, 2017 either in person or via email. This form will be available via Blackboard and limited copies will be provided in class.

In-class quizzes: There will be brief quizzes at the beginning of class during the first part of the course (a total of five quizzes). These quizzes will consist of a few short answer questions designed to assess your comprehension of that week's assigned readings. These quizzes will take place during the first 15 minutes of class. **If you are late or absent from class in a given week, you will NOT be able to write a make-up quiz, and will be assigned a grade of zero for that week's quiz.** The quiz grade will be based on the best 4 out of 5 quiz marks.

Bonus mark assignment: Students can receive up to 2 bonus marks, to be added to their final course grade. This assignment consists of a brief critical analysis of one of the popular press stories that are required reading for June 6. Students may choose which of the two stories they wish to analyze. Based on their learning in the course to date, students are asked to provide a first-person evaluation of the popular press article, drawing on some of the academic sources that have been read in class. Submissions should be no longer than a single page, double-spaced. Students are encouraged to share their opinions about whether or not the article does a good job of representing issues about culture and mental health to a lay audience. Submissions that demonstrate critical analysis and a thoughtful examination of the article will receive full points.

- Bonus mark assignments must be submitted by 11:59pm on **Monday, June 5, 2017**. Submissions will be made via Blackboard.

Written Assignments:

1. **½ Page proposal**
2. **Annotated bibliography**
3. **Structured 1-page outline**
4. **Final paper**

The major assignment for this course is a final research paper on a topic that falls within the general area of cultural-clinical psychology; this paper should be approximately **12 double-spaced pages (between 2700 and 3300 words)** in length, excluding the title page and reference list. Students will be asked to formulate a proposed research study based on a critical review of the literature to date on their chosen topic. Several course assignments are designed to help support and structure your work towards this final paper over the course of the semester. More specific details for each of these assignments will be discussed in class and posted on Blackboard.

Formatting: Papers **must** follow the American Psychological Association (APA) formatting and citation style guidelines (6th edition). Papers must be double-spaced and use a highly readable 12-point font such as Times New Roman. Further details, as well as library resources to help support correct formatting, will be discussed in class.

Presentation: Students will be asked to each present **one recent empirical article** in the area of cultural-clinical psychology. These presentations will be **10-12 minutes** in length. Students are asked to prepare PowerPoint slides for their presentation. Each week will have an overarching topic (e.g., anxiety, depression), and students must choose an article that fits within the broad topic. The focus of the selected article must not be directly relevant to the student's chosen topic for their final paper. The presentations will then be followed by a class discussion of the week's topic, based upon the themes and findings highlighted in the student presentations. Additional details regarding the requirements and evaluation of the presentation, as well as the procedure for article selection, will be provided in class. **Presentation topics and dates will be assigned during class time on May 23.** Students absent on that date will be informed of their presentation topic and date via email.

Policies for Assignments in this Course:

Submission: All assignments are due by **11:59pm on their due date**. The ½ page proposal, annotated bibliography, and structured 1-page outline will be submitted directly through Blackboard, under the “Written assignment submission” tab on the course page. The final paper is to be submitted as a Turnitin.com assignment; further instructions to follow.

- Turnitin info for final paper submission: Class ID is **15250607** and the Enrolment password is “**culture**”.

Statement regarding Turnitin.com: Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Late assignments: Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past 11:59pm EST), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Blackboard portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy outlined below.

Please note: Late submissions will not be accepted for the bonus mark assignment.

Missed presentations: Students who are absent on their assigned presentation date without legitimate documentation will receive a mark of zero for their presentation. If you have legitimate documentation to explain your inability to present on your assigned date, you must follow the departmental policy outlined below.

Psychology Missed Term Work due to Medical Illness or Emergency Policy:

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator, Ainsley Lawson, **within three (3) business days** of the assignment due date.

**** All requests must be accompanied by the [Request for Missed Term Work form](http://uoft.me/PSY-MTW) ****
(<http://uoft.me/PSY-MTW>)

In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

In the case of a **death of a family member**, a copy of a death certificate should be provided.

In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from your Disability Consultant at AccessAbility Services. The course instructor should also be copied.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from a coach or varsity administrator should be submitted, **in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

Your [request form](#) and [medical](#)/other documents must be submitted in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**, Monday through Friday. You will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>)

Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Rights and Responsibilities

Copyright in Instructional Settings:

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

AccessAbility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

Writing-related campus resources:

The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: <http://www.utsc.utoronto.ca/eld/>

The Writing Centre helps all UTSC students improve their writing skills. We work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: <http://www.utsc.utoronto.ca/twc/>

Grade Scale:

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0