

# **Cultural-Clinical Psychology**

## **(PSYD31H3 F LEC01)**

### Fall 2019 Course Syllabus

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

**Class Time and Location:** Thursdays, 11:00am – 1:00pm, AC-334

**Office Hours and Location:** By appointment: Thursdays, 2:00-3:00pm, SW-521  
Drop-in: Thursdays, 3:00-4:00pm, SW-521

**Email:** [jdere@utsc.utoronto.ca](mailto:jdere@utsc.utoronto.ca)

**Office Phone:** (416) 208-2999

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

**Prerequisites:** PSYB32H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [0.5 credit at the C-level in PSY courses]

**Required Readings:** Required readings for this course will be made up of journal articles and book chapters; these will consist of recent scholarly work in the field as well as older, seminal articles. All required readings will be made available online through Quercus, under the Library Course Reserves module in the Quercus menu. If you run into any problems, please contact our Liaison Librarian, Sarah Guay, at [sarah.guay@utoronto.ca](mailto:sarah.guay@utoronto.ca).

**Additional Material:** Supplemental readings and/or other course material will also be available on the Quercus 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 systematic 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.

September 5: First class

September 19: **½ Page proposal due**

September 26: Presentation topics and dates will be assigned in class

October 8: **Bonus mark assignment due**

October 12 - 18: Reading Week

October 24: **Annotated bibliography due**

November 7: **Structured 1-page outline due**

December 2: **Final paper due** (Last day of classes)

**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.e., the week of November 25<sup>th</sup>), I will hold extended office hours in order to conduct one-on-one meetings with students to discuss progress on the final paper. 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. Further details will be discussed in class and announced on Quercus.

**Class schedule:**

<b>Date</b>	<b>Topic</b>	<b>Assignment notes</b>
September 5	Introduction to the course	
September 12	Introduction to cultural-clinical psychology Culture and emotion	<u>In-class quiz</u>
September 19	Culture and symptoms	<u>In-class quiz</u> * ½ Page proposal due *
September 26	Culture and diagnosis	<u>In-class quiz</u> <i>Presentation topics and dates to be assigned</i>
October 3	Culture and treatment	<u>In-class quiz</u>
October 10	Culture and mental health in the popular press	<u>In-class quiz</u> <i>Bonus mark assignment due by 11:59pm <b><u>TUESDAY, October 8</u></b></i>
<b>READING WEEK</b>		
October 24	Student presentations and group discussion: Topic TBA	* Annotated bibliography due *
October 31	Student presentations and group discussion: Topic TBA	
November 7	Student presentations and group discussion: Topic TBA	* Structured 1-page outline due *
November 14	Student presentations and group discussion: Topic TBA	
November 21	Student presentations and group discussion: Topic TBA	
November 28	<u>One-hour class, 11-12:</u> Course synthesis and future directions One-on-one meetings to discuss final papers offered this week	

*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 submission of **Discussion Questions Forms**. Students are asked to compose three questions per week, and must submit a completed form for at least three weeks of presentations. During the week of their own presentation, they must also compose a question about their own article. Each week, a completed form should be submitted in hard copy at the end of class or uploaded in Quercus by 11:59pm the day of class. If submitting in Quercus, you can upload a clear photo of your completed paper form or a completed Word form. This form will be available via Quercus and copies will be provided in class. Late discussion questions forms will not be accepted.

**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 October 10<sup>th</sup>. 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 **Tuesday, October 8<sup>th</sup>, 2019**. Submissions will be made via Quercus. *Please note the unusual day of the week; this will allow me to read the submitted assignments prior to that week's lecture.*

#### **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 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 current literature 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 Quercus.

Formatting: Papers **must** follow the American Psychological Association (APA) formatting and citation style guidelines (6<sup>th</sup> 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 will be provided in class. **Presentation topics and dates will be assigned during class time on September 26<sup>th</sup>**. 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, structured 1-page outline, and the final paper will all be submitted directly through Quercus. The final paper will be reviewed for plagiarism using Turnitin.com directly through Quercus. Any students with concerns regarding Turnitin.com must speak with me during the first three weeks of the semester.

**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 Quercus 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, nor for any components of the participation mark.

**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.

*Please note:* It is always best to speak with me **as soon as possible** if you foresee any challenges in meeting a deadline.

### **Missed Term Work due to Medical Illness or Other Emergency:**

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

### **Appropriate documentation:**

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form ([uoft.me/UTSC-Verification-Of-Illness-Form](http://uoft.me/UTSC-Verification-Of-Illness-Form)) or an **original** copy of the record of visitation to a hospital emergency room. 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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form ([uoft.me/PSY-self-declare-form](http://uoft.me/PSY-self-declare-form)).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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

### **Procedure:**

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

**You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

### **Missed Accommodations**

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

### **Importance of Three Business Day window:**

If you are unable to submit your documents in-person within the three business day window, **you must email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

### **NOTE: Assignments due at end of term**

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).



## **NOTE: Final Exams**

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

## **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 Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utoronto.ca](mailto:ability@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:**

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/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include 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 cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

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.

### **Religious Accommodation:**

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

### **Quercus Info:**

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for our course. You may need to scroll through other cards to find this. Click on the PSYD31 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

**SPECIAL NOTE ABOUT GRADES POSTED ONLINE:** Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

### **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. They 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/>