

Cultural-Clinical Psychology

(PSYD31H3 F LEC01)

Fall 2022 Course Syllabus

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

Class Time and Place: Mondays, 11:10am – 1:00pm. SW-316.

Office Hours: Conducted remotely using Zoom. See details and link on Quercus.

Drop-in: 1:30 – 2:30pm on most Mondays (details to be provided on Quercus)

By appointment: Weekly timeslots offered via Quercus calendar and as needed

Email: jessica.dere@utoronto.ca

All dates/times listed are local Toronto time (Eastern time zone).

*** 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, influential 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.

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

Class structure and culture

These remain challenging and unusual times. This course will take place amidst the ongoing impacts of the COVID-19 pandemic. This course also raises issues relevant to current societal conversations and protests regarding systemic racism and discrimination. This makes the course feel all the more important, but also perhaps more fraught. We have all been experiencing these societal events in different and unpredictable ways, which may also shift in the coming months. Acknowledging this as our backdrop, my sincere hope is that we are able to build a course community together to the best of our abilities and I will seek out and welcome your input, feedback, and suggestions throughout the course. I promise to do my best in these challenging circumstances, and I hope and expect students will do the same. I also expect that we will all contribute to a class culture that is guided by principles of equity, diversity, and inclusion, and that we will respectfully offer and listen to different perspectives and viewpoints.

The course has been designed for **fully in-person delivery** this semester; this is the first time that I will be delivering this course in person in over two years. In light of the seminar format, class attendance and participation are crucial ingredients for getting the most out of the course. However, I recognize that this may be challenging for some students at times or may become challenging at certain points in the semester. I may also encounter situations that make it difficult (or impossible) for me to attend in person, in which case we would shift to virtual delivery. I will do my utmost to communicate with you promptly and clearly and we will work together to address any shifting circumstances as needed. **Please reach out to me as early as possible if you have any concerns about your ability to participate in class or see any barriers that I may be able to help address.** I want to help you succeed and get as much out of this course as possible.

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 short 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., anxiety, depression),

and the class will include approximately five 10-minute student presentations. 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. The default is for presentations to be delivered in person. If necessary, I will discuss the possibility of remote delivery of presentations on a case-by-case basis.

Towards the end of the semester (i.e., the week of November 28th), I will hold extra 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, via Zoom. Further details will be discussed in class and announced on Quercus.

Considerations related to COVID-19

Illness: If you are unwell or you test positive for COVID-19 or are at high risk of having been exposed, **you should not come to campus**. Please stay home and reach out to me to discuss the week's course material. Lecture slides will always be available and there will be weekly online discussion boards for asynchronous participation. All assignments are submitted online via Quercus. If your illness coincides with a course deadline, please follow the missed term work policy below. I will provide whatever support I can to students in challenging positions during the term.

Face masks: As per the [most recent UofT policy](#), masks are not currently required on campus, though it remains the case that medical masks are strongly encouraged in high-density indoor spaces. We are all trying to navigate the pandemic as best we can and we each have a particular set of circumstances and considerations that contribute to our own calculations regarding masks and other mitigation measures. I will be happy to discuss my own thought process about this topic in class and expect that we will all remain respectful of each other's choices. If you have any concerns or questions regarding face masks at any point in the term, please do not hesitate to speak with me.

Delivery mode: If I need to switch to online delivery due to symptoms, COVID-19 exposure or other unforeseen circumstance, I will let you know as soon as possible. Our online platform will be Zoom and I will communicate relevant details via Quercus. Please be sure to stay up to date with Quercus updates and announcements. If I become ill and cannot teach, I will let you know as soon as possible and provide updates via Quercus.

If needed, I will update these and/or other considerations over the course of the semester.

Important dates:

Date	Why is it important?
September 12 th	First class meeting
September 19 th	Reading check #1 due by 10:00am
September 26 th	Reading check #2 due by 10:00am ½ page proposal due by 11:59pm
October 3 rd	Reading check #3 due by 10:00am Presentation topics/dates will be assigned in class
October 8 th – 14 th	Reading week
October 17 th	Reading check #4 due by 10:00am
October 23 rd	Bonus mark assignment due by 11:59pm
October 24 th	Reading check #5 due by 10:00am
October 31 st	Annotated bibliography due by 11:59pm
November 14 th	Structured 1-page outline due by 11:59pm
December 5 th	Last day of classes Final paper due by 11:59pm

Class schedule:

Date	Topic	Assignment notes
September 12	Introduction to the course	
September 19	Introduction to cultural-clinical psychology Culture and emotion	<u>Reading check #1</u>
September 26	Culture and symptoms	<u>Reading check #2</u> * ½ Page proposal due *
October 3	Culture and diagnosis	<u>Reading check #3</u> <i>Presentation topics and dates to be assigned</i>
READING WEEK (October 8 - 14 th)		
October 17	Culture and treatment	<u>Reading check #4</u>
October 24	Culture and mental health in the popular press	<u>Reading check #5</u> Bonus mark assignment due October 23rd
October 31	Student presentations and discussion: <i>Anxiety</i>	* Annotated bibliography due *
November 7	Student presentations and discussion: <i>Depression</i>	
November 14	Student presentations and discussion: <i>Eating disorders</i>	* Structured 1-page outline due *
November 21	Student presentations and discussion: <i>Schizophrenia/psychosis</i>	
November 28	Student presentations and discussion: <i>Developmental psychopathology</i> One-on-one meetings to discuss final papers offered this week	
December 5	Course synthesis and future directions	* Final paper due *

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

Evaluation:

Engagement:

- Course participation: 10%
 - o General participation (5%)
 - o Discussion questions during student presentation weeks (5%)
- Reading checks: 5% (Best 4 out of 5 reading check marks will be counted)

Assignments:

- ½ page proposal: 5%
- Annotated bibliography: 10%
- 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. Students have the following options for participation in class discussions:

- Participation during class time (strongly encouraged!)
- Posting on weekly discussion boards before and/or after class (useful option if you are unable to attend class during a given week)

If these options pose a challenge for you, please speak with me within the first few weeks of the semester to discuss potential remedies and strategies for participation.

- Half of the course participation mark will be based on students' general participation throughout the course. An accompanying rubric for this mark will be posted on Quercus. Around Reading Week, students will receive a "check in" about their participation mark to date.
- The other half of the course participation mark will be based on students' development of discussion questions posed to peers during the student presentation weeks. Details of the structure and submission of these discussion questions will be posted closer to the time.

Reading checks: There will be five weekly reading checks during the first part of the semester. The reading checks will consist of a few short answer questions designed to assess your comprehension and critical analysis of the relevant readings; they should take approximately 25 minutes to complete. It is understood that you will have the readings available to you when completing these reading checks. However, in order to receive full marks, you will need to have

read and reflected upon the readings and answers **must be in your own words**. These will be posted as assignments on Quercus, and responses must be submitted via Quercus and will be reviewed for plagiarism directly through Quercus. Each reading check assignment will be available for a 72-hour period, from 10:00am on Friday to 10:00am on Monday of the relevant weeks. **All responses must be submitted by the deadline.** The reading check grade will be based on the best 4 out of 5 reading check marks.

- Reading check #1: 10:00am September 16th – 10:00am September 19th
- Reading check #2: 10:00am September 23rd – 10:00am September 26th
- Reading check #3: 10:00am September 30th – 10:00am October 3rd
- Reading check #4: 10:00am October 14th – 10:00am October 17th
- Reading check #5: 10:00am October 21st – 10:00am October 24th

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 readings from the week of October 24th. Students may choose which of the stories they wish to analyze, including the supplemental readings if desired. Based on their learning in the course to date, students are asked to provide a first-person evaluation of the popular press article. This evaluation must draw on at least one 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 **Sunday, October 23rd**. Submissions will be made via Quercus. *Please note the unusual day of the week; this will allow me to look through 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 (7th 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 and available via Quercus.

Presentation: Students will be asked to each present **one recent empirical article** in the area of cultural-clinical psychology. These presentations will be **10 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 a research 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 October 3rd.** Students absent on that date will be informed of their presentation topic and date via email. If you know ahead of time that you will be unable to attend class, you may email me your ranked preferences for the presentation topics/dates and I will use that information when assigning dates. If you foresee an unavoidable conflict with potential presentation dates, please let me know as early in the term as possible.

Policies for Assignments in this Course:

Submission: Weekly reading checks are due by 10:00am on their due date. All other assignments are due by 11:59pm on their due date. All assignments will be submitted directly through Quercus. The reading checks and the final paper will be reviewed for plagiarism directly through Quercus. Any students with concerns regarding the plagiarism detection tool must speak with me during the first three weeks of the semester.

Statement regarding plagiarism detection tool: Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Late assignments: Unless you have legitimate documentation for a late assignment, 5% 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, 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 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 reading checks: Students should not submit documentation regarding one missed reading check, as the best 4 out of 5 will be counted. If a student misses another reading check with legitimate documentation, they will be asked to write a 500-word reflection on one of the required readings from the relevant week.

Missed presentations: Students who are absent on their assigned presentation date without legitimate documentation, and who have not made alternative arrangements with me ahead of time, will receive a mark of zero for their presentation. If you have 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 at any point in the semester.

Psychology Department Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Note:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in PSYD31 is:
jessica.dere@utoronto.ca

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
 - a. the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - b. a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

Note:

- Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

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

- **Contact your AccessAbility consultant** and have them email the course email detailing accommodations required.

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

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form ***AND*** your **Accommodation Letter** to the course email specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email the course email detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test,

you must submit *another* [Request for Missed Term Work Accommodations Form](#) and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

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.

On Equity, Diversity and Inclusion:

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

I will work to establish an environment that is informed by principles of equity, diversity, and inclusion, where everyone feels comfortable sharing their perspectives, questions, and feedback with one another. I welcome input and discussion about our class culture and environment at any point.

Accessibility:

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 (<http://www.utsc.utoronto.ca/ability/>) 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. Please contact 416-287-7560 (tel/TTY) or email ability.utsc@utoronto.ca for more information. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

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.

Family Care Responsibilities:

The University of Toronto strives to provide a family-friendly environment. Challenges related to family responsibilities are all the more salient in the context of the COVID-19 pandemic. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.utoronto.ca.

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.

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 may also wish to 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.utscc.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.utscc.utoronto.ca/twc/>