

Cultural-Clinical Psychology

(PSYD31H3 F LEC01)

Fall 2021 Course Syllabus

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

Class Time: Mondays, 11:10am – 1:00pm. Meeting remotely via Zoom. See link on Quercus.

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

Drop-in: 1:00 – 2:00pm on Mondays

By appointment: As needed, to be discussed in class.

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, 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.

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 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, making use of our online tools throughout the term. Online learning and teaching remain novel for all of us, 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.

This course has been designed for synchronous delivery. It is expected that students will do their best to participate in our class meetings during our designated class time. However, I recognize that this may be challenging for some students or may become challenging at certain points in the semester. I have therefore built some flexibility into the course structure, with regards to asynchronous options. Our synchronous class meetings will be recorded and posted for viewing on Quercus. **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. Details regarding the remote delivery of presentations will be discussed in class and on Quercus.

Towards the end of the semester (i.e., the week of November 29th), 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. Further details will be discussed in class and announced on Quercus.

Important dates:

Date	Why is it important?
September 13 th	First class meeting
September 20 th	Reading check #1 due by 10:00am
September 27 th	Reading check #2 due by 10:00am ½ page proposal due by 11:59pm
October 4 th	Reading check #3 due by 10:00am Presentation topics/dates will be assigned in class
October 9 th – 15 th	Reading week
October 18 th	Reading check #4 due by 10:00am
October 24 th	Bonus mark assignment due by 11:59pm
October 25 th	Reading check #5 due by 10:00am
November 1 st	Annotated bibliography due by 11:59pm
November 15 th	Structured 1-page outline due by 11:59pm
December 6 th	Last day of classes Final paper due by 11:59pm

Class schedule:

Date	Topic	Assignment notes
September 13	Introduction to the course	
September 20	Introduction to cultural-clinical psychology Culture and emotion	<u>Reading check #1</u>
September 27	Culture and symptoms	<u>Reading check #2</u> * ½ Page proposal due *
October 4	Culture and diagnosis	<u>Reading check #3</u> <i>Presentation topics and dates to be assigned</i>
READING WEEK (October 9 - 15 th)		
October 18	Culture and treatment	<u>Reading check #4</u>
October 25	Culture and mental health in the popular press	<u>Reading check #5</u> Bonus mark assignment due October 24th
November 1	Student presentations and discussion: <i>Anxiety</i>	* Annotated bibliography due *
November 8	Student presentations and discussion: <i>Depression</i>	
November 15	Student presentations and discussion: <i>Eating disorders</i>	* Structured 1-page outline due *
November 22	Student presentations and discussion: <i>Schizophrenia/psychosis</i>	
November 29	Student presentations and discussion: <i>Developmental psychopathology</i> One-on-one meetings to discuss final papers offered this week	
December 6	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. In light of the online delivery of the course this year, course participation will look a little bit different. Students have the following options for participation in class discussions:

- Using their microphone during class (with or without camera on)
- Using the chat function during class
- Posting on weekly discussion boards before and/or after class

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 by directly through Quercus. Each reading check assignment will be available for a 24-hour period, from 10:00am on Sunday 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 19th – 10:00am September 20th
- Reading check #2: 10:00am September 26th – 10:00am September 27th
- Reading check #3: 10:00am October 3rd – 10:00am October 4th
- Reading check #4: 10:00am October 17th – 10:00am October 18th
- Reading check #5: 10:00am October 24th – 10:00am October 25th

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 25th. Students may choose which of the 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. 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 24th**. Submissions will be made via Quercus. *Please note the unusual day of the week; this will allow me to look through 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 (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 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 October 4th.** Students absent on that date will be informed of their presentation topic and date via email. 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 web site (<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, FALL 2021

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

- 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: <http://www.utsc.utoronto.ca/registrar/missing-examination>
- 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.utsc.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, complete the following **three-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>)
2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the email address provided by your instructor on the course syllabus [jessica.dere@utoronto.ca] **WITHIN 2 BUSINESS DAYS** of the missed work. **Please include a clear subject line to help me process such requests.**

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Note: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor **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.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor **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.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to your course instructor **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.

Accommodations for Students Registered with AccessAbility Services:

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

- **Contact your AccessAbility consultant** and have them email your instructor 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 your instructor, 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 your instructor 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 for accommodation. **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 an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future).**

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. **Please make it clear in your subject line that you are requesting a second**

accommodation. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request '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 be provided.

Rights and Responsibilities

Notice of Video Recording and Sharing of Course Materials:

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

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 as soon as possible.

AccessAbility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. They can be contacted by phone at 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.

Religious Accommodation:

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory

holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

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:

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](#) 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 in all relevant courses
- 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

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

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

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.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/>