

Cultural-Clinical Psychology

(PSYD31H3 F LEC01)

Fall 2024 Course Syllabus

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

Class Time and Place: Mondays, 11:10am – 1:00pm. AC-332.

Office Hours:

Drop-in in-person: 1:10 – 2:00pm on most Mondays, room SW-521 (details to be provided on Quercus)

By appointment via Zoom: 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, Nicole Slattery, at nicole.slattery@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

The course is designed for **fully in-person delivery**. 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 (e.g., illness) 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 expectation 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 25th), I will hold extra office hours 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.

My sincere hope for our course 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 semester. I promise to do my best in this regard, 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.

Considerations related to illness and public health

Illness: Please stay home if you are not well. Please reach out to me as soon as possible 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.

Masks in the Classroom: The university's mask requirements have been lifted. Some members of our community may choose to continue to wear a mask. Please remember to respect each other's decisions, comfort levels, and health needs. Mask recommendations or requirements may change at short notice based on public health guidance.

Delivery mode: If I need to switch to online delivery due to illness, 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 9 th	First class meeting
September 16 th	Reading check #1 due by 10:00am
September 23 rd	Reading check #2 due by 10:00am ½ page proposal due by 11:59pm
September 30 th	Reading check #3 due by 10:00am Presentation topics/dates will be assigned in class
October 7 th	Reading check #4 due by 10:00am
Thanksgiving holiday (October 14 th)	
October 19 th	Bonus mark assignment due by 11:59pm (Note: *Saturday*)
October 21 st	Reading check #5 due by 10:00am
Reading week (Oct. 28 – Nov. 1)	
November 4 th	Annotated bibliography due by 11:59pm
November 11 th	Structured 1-page outline due by 11:59pm
December 3 rd	Special Tuesday class and last day of classes Final paper due by 11:59pm

Class schedule

Date	Topic	Assignment notes
September 9	Introduction to the course	
September 16	Introduction to cultural-clinical psychology Culture and emotion	<u>Reading check #1</u>
September 23	Culture and symptoms	<u>Reading check #2</u> * ½ Page proposal due *
September 30	Culture and diagnosis	<u>Reading check #3</u> <i>Presentation topics and dates to be assigned</i>
October 7	Culture and treatment	<u>Reading check #4</u>
THANKSGIVING DAY (October 14)		
October 21	Culture and mental health in the popular press	<u>Reading check #5</u> Bonus mark assignment due October 19th
READING WEEK (October 28 – November 1)		
November 4	Student presentations and discussion: <i>Anxiety</i>	* Annotated bibliography due *
November 11	Student presentations and discussion: <i>Depression</i>	* Structured 1-page outline due *
November 18	Student presentations and discussion: <i>Eating disorders</i>	
November 25	Student presentations and discussion: <i>Schizophrenia/psychosis</i> One-on-one meetings to discuss final papers offered this week	
December 2	Student presentations and discussion: <i>Developmental psychopathology</i>	
December 3	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**. Successful responses will clearly demonstrate that you have completed the readings and engaged with the content in a thoughtful way. Reading checks 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 13th – 10:00am September 16th
- Reading check #2: 10:00am September 20th – 10:00am September 23rd
- Reading check #3: 10:00am September 27th – 10:00am September 30th
- Reading check #4: 10:00am October 4th – 10:00am October 7th
- Reading check #5: 10:00am October 18th – 10:00am October 21st

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 21st. 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. A direct link must be made between the academic source and the popular press article. 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. Successful submissions will demonstrate critical analysis and a thoughtful examination of the popular press article.

- Bonus mark assignments must be submitted by 11:59pm on **Saturday, October 19th**. 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. 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 September 30th.** 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.

University's 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. I want to help you succeed in this course.

Department of Psychology Missed Term Work Policy

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

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to jessica.dere@utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	WITHIN 2 BUSINESS DAYS of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	WITHIN 2 BUSINESS DAYS of the missed work
University-sponsored	ACORN Absence	A note from a university	10 BUSINESS DAYS IN

athletic or artistic obligation at the varsity/provincial/national level	Declaration	staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	<p>For missed TERM TESTS,</p> <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. <p>For missed ASSIGNMENTS,</p> <ul style="list-style-type: none"> - 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), send your Accommodation Letter to the course email and specify 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), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.

- Back-to-back tests/quizzes are not considered academic 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.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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.

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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *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

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Recording of classroom material by students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense 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.

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.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

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.

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. 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.

Writing-related campus resources:

The Centre for Teaching and Learning (CTL) is available to support you in your writing, math and stats, and English language needs. It offers online and in-person tutoring and consultations and has a variety of helpful resources. For more information, please visit CTL's Student Resource Centre at AC313 or check out <https://uoft.me/AcademicLearningSupport>.

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/>