

**Current Topics in Abnormal Psychology:
Cultural-Clinical Psychology
(PSYD33H3 F LEC01)**

Fall 2015 Course Syllabus

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

Class Time and Location: Mondays, 11:00am – 1:00pm, AC-332

Office Hours and Location: Mondays, 1:00pm – 3:00pm, SW-521

Email: jdere@utsc.utoronto.ca

Office Phone: (416) 208-2999

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

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

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

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

Course description: This course will provide students with an in-depth introduction to the field of cultural-clinical psychology. We will examine recent empirical efforts to address the complex interactions between cultural factors and psychopathology, incorporating an interdisciplinary perspective. Students will be asked to engage with both seminal works in the field, as well as cutting-edge lines of research. The overarching aim is to gain an increased understanding of the multifaceted inter-play between culture and mental health, with a focus on implications for the study and treatment of psychopathology.

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

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

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

Important dates:

September 14: First class

September 28: **½ Page proposal due**; Presentation topics and dates will be assigned in class

October 5: Writing Centre in-class workshop

October 19: **Revised proposal bonus assignment due**

October 26: **Annotated bibliography due**

November 9: **Structured 1-page outline due**

November 23: **Completed Discussion Questions Form due**

November 28: **'Culture and Mental Health in the Popular Press' bonus assignment due**

December 3: **Final paper due**

Class structure: The first five 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. Though these classes will include a lecture component, student discussion and debate will also be strongly encouraged, and we will engage in some small group activities to promote such discussion.

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

In our final class together on November 30th, we will examine coverage of culture and mental health issues in the popular press, as a means of synthesizing various course concepts. We will reflect upon what has been learned over the course of the semester and discuss future directions in this field. Rather than holding a final lecture on December 3rd, I will hold extended office hours during the week of November 23rd, 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 Blackboard.

Class schedule:

Date	Topic	Assignment notes
September 14	Introduction to the course	
September 21	Introduction to cultural-clinical psychology Culture and emotion	<u>In-class quiz</u>
September 28	Culture and symptoms	<u>In-class quiz</u> * ½ Page proposal due * <i>Presentation topics and dates to be assigned</i>
October 5	Culture and diagnosis	<u>In-class quiz</u> <i>Writing Centre in-class workshop</i>
Thanksgiving Holiday and Reading week		
October 19	Culture and treatment	<u>In-class quiz</u> <i>Revised proposal for bonus mark due</i>
October 26	Student presentations and group discussion	* Annotated bibliography due *
November 2	Student presentations and group discussion	
November 9	Student presentations and group discussion	* Structured 1-page outline due *
November 16	Student presentations and group discussion	
November 23	Student presentations and group discussion	<i>Completed Discussion Questions Form must be handed in by this date. Hard copy in class, or email by 11:59pm.</i>
November 30	Culture and mental health in the popular press Synthesis and future directions	<i>Bonus mark assignment due by 11:59pm <u>Saturday, November 28th</u></i>
December 3	<u>No class</u>	* Final paper due *

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

Evaluation:

Participation:

- Course participation: 5%
 - o General participation
 - o Discussion questions during student presentation weeks
- In-class quizzes: 5%

Assignments:

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

Bonus mark opportunities (up to 2%)

- Revised ½ page proposal, based on Writing Centre workshop (1%)
- Culture and mental health in the popular press thought piece (1%)

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

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

- Half of the course participation mark will be based on students' general participation throughout the semester.
- The other half of the course participation mark will be based on students' participation during the student presentation weeks, via the completion of a Discussion Questions Form. Students are asked to compose a discussion question for each of three different student presentations, which must be spread across three different weeks. The completed form must be handed in to me by November 23rd, 2015, either in hard copy or by email. This form will be available via Blackboard and limited copies will be provided in class.

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

Bonus mark opportunities:

Revised ½ page proposal: Students can receive 1 bonus mark, to be added to their final course grade. Following the in-class workshop facilitated by Dr. Sarah King from the Writing Centre, students are invited to revise their ½ page proposal. When compared to the originally submitted proposal, the revised proposal should clearly demonstrate effort to incorporate skills and techniques learned in the workshop. Students who submit revised proposals that demonstrate such effort will receive the full bonus mark.

- Revised proposals must be submitted by 11:59pm EST on October 19, 2015. Submissions will be made via Blackboard.

Culture and mental health in the popular press thought piece: Students can receive 1 bonus mark, to be added to their final course grade. This assignment consists of a brief critical analysis of one of the popular press stories that are required reading for November 30th. Students may choose which of the two stories they wish to analyze. Based on their learning in the course, students are asked to provide a first-person evaluation of the popular press article. Submissions must be no longer than a single page, double-spaced. Students are encouraged to make connections between the academic sources they have read to date and the presentation of similar issues in the popular press piece, and to share their opinions about whether or not the article does a good job of representing the issues to a lay audience. Submissions that demonstrate critical analysis and a thoughtful examination of the article will receive the full bonus mark.

- Bonus mark assignments must be submitted by 11:59pm EST on Saturday, November 28th, 2015. Submissions will be made via Blackboard.

Written Assignments:

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

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

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

Presentation: Students will be asked to each present **one recent empirical article** in the area of cultural-clinical psychology. These presentations will be **10-12 minutes** in length. Students are asked to prepare PowerPoint slides for their presentation. Each week will have an overarching topic (e.g., anxiety, depression), and students must choose an article that fits within the broad topic. The focus of the selected article must not be directly relevant to the student's chosen topic for their final paper. The presentations will then be followed by a class discussion of the week's topic, based upon the themes and findings highlighted in the student presentations. Additional details regarding the requirements and evaluation of the presentation, as well as the procedure for article selection, will be provided in class. **Presentation topics and dates will be assigned during class time on September 28th.** Students absent on that date will be informed of their presentation topic and date via email.

Policies for Assignments in this Course:

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

- Turnitin info for final paper submission: Class ID is **10625525** and the Enrolment password is "**culture**".

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

Late assignments: Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past 11:59 EST), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Blackboard portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment (e.g., a UTSC Medical Certificate completed by your doctor), you must contact Dr. Dere as soon as possible to discuss your situation and to establish a new deadline for your assignment.

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

Missed presentations: Students who are absent on their assigned presentation date without legitimate documentation will receive a mark of zero for their presentation. If you have legitimate documentation to explain your inability to present on your assigned date, you must contact Dr. Dere as soon as possible to discuss alternative arrangements.

The form for medical documentation can be found at the following link:

http://www.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

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.

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. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

The Writing Centre:

Your performance in this class will depend in large part upon your ability to communicate clearly and effectively. The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. Their services include online resources, drop-in hours, one-on-one consultations, and writing workshops. Additional information can be found at: <http://ctl.utsc.utoronto.ca/twc/main>

Academic Integrity:

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

In papers and assignments:

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

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

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, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

Grade Scale:

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

LIST OF COURSE READINGS FOR PSYD33H3 F LEC01 – CURRENT TOPICS IN
ABNORMAL PSYCHOLOGY (CULTURAL-CLINICAL PSYCHOLOGY)

Dr. Jessica Dere – Fall 2015

SEPTEMBER 21:

Introduction to Cultural-Clinical Psychology

Required Readings:

Draguns, J. G., & Tanaka-Matsumi, J. (2003). Assessment of psychopathology across and within cultures: Issues and findings. *Behaviour Research and Therapy*, 41, 755-776.

Ryder, A. G., Ban, L. M., & Chentsova-Dutton, Y. E. (2011). Towards a Cultural–Clinical Psychology. *Social and Personality Psychology Compass*, 5(12), 960–975.
doi:10.1111/j.1751-9004.2011.00404.x

Supplemental Readings:

Cohen, D. Methods in Cultural Psychology. Chapter 8 from *Handbook of Cultural Psychology*, S. Kitayama and D. Cohen (Eds.).

Gone, J. P., & Kirmayer, L. J. (2010). On the wisdom of considering culture and context in psychopathology. *Contemporary directions in psychopathology: Scientific foundations of the DSM-V and ICD-11*, 72–96.

López, S. R., & Guarnaccia, P. J. (2008). Cultural Dimensions of Psychopathology: The Social World's Impact on Mental Illness. In J. E. Maddux & B. A. Winstead (Eds.), *Psychopathology: Foundations for a contemporary understanding* (2nd ed., pp. 19–38). New York, US: Routledge.

Norenzayan, A., & Heine, S. J. (2005). Psychological universals: What are they and how can we know? *Psychological bulletin*, 131(5), 763.

Culture and emotion

Required Readings:

Markus, H., Kitayama, S., & VandenBos, G. R. (1996). The mutual interactions of culture and emotion. *Psychiatric Services*, 47(3), 225–226.

Chentsova-Dutton, Y. E., Chu, J. P., Tsai, J. L., Rottenberg, J., Gross, J. J., & Gotlib, I. H. (2007). Depression and emotional reactivity: Variation among Asian Americans of East Asian descent and European Americans. *Journal of Abnormal Psychology*, 116(4), 776-785.

Tsai, J. L., Miao, F. F., & Seppala, E. (2007). Good feelings in Christianity and Buddhism: Religious differences in ideal affect. *Personality and Social Psychology Bulletin*, 33, 409-421.

Supplemental Readings:

Chentsova-Dutton, Y. E., Tsai, J. L., & Gotlib, I. H. (2010). Further evidence for the cultural norm hypothesis: Positive emotion in depressed and control European American and Asian American women. *Cultural Diversity and Ethnic Minority Psychology*, 16(2), 284–295. doi:10.1037/a0017562

Tsai, J. L., Knutson, B., & Fung, H. H. (2006). Cultural variation in affect valuation. *Journal of Personality and Social Psychology*, 90, 288-307.

SEPTEMBER 28:

Culture and symptoms

Required Readings:

Kirmayer, L. J. (2001). Cultural variations in the clinical presentation of depression and anxiety: Implications for diagnosis and treatment. *Journal of Clinical Psychiatry*, 62, 22–30.

Ryder, A. G., & Chentsova-Dutton, Y. E. (2012). Depression in cultural context: “Chinese somatization,” revisited. *Psychiatric Clinics of North America*, 35, 15–36. doi:10.1016/j.psc.2011.11.006

Supplemental Readings:

Hinton, D. E., Pich, V., Marques, L., & Nickerson, A. (2010). Khyâl Attacks: A Key Idiom of Distress Among Traumatized Cambodia Refugees. *Culture, Medicine and Psychiatry*, 34(2), 244. doi:10.1007/s11013-010-9174-y

Ryder, A. G., Yang, J., Zhu, X., Yao, S., Yi, J., Heine, S. J., & Bagby, R. M. (2008). The cultural shaping of depression: somatic symptoms in China, psychological symptoms in North America? *Journal of Abnormal Psychology*, 117(2), 300–313.

OCTOBER 5:

Culture and diagnosis

Required Readings:

- Alarcón, R. D., Becker, A. E., Lewis-Fernández, R., Like, R. C., Desai, P., Foulks, E., ... Primm, A. (2009). Issues for DSM-V: The Role of Culture in Psychiatric Diagnosis. *The Journal of Nervous and Mental Disease*, 197(8), 559–660. doi:10.1097/NMD.0b013e3181b0cbff
- Lee, S., & Kleinman, A. (2007). Are somatoform disorders changing with time? The case of neurasthenia in China. *Psychosomatic medicine*, 69(9), 846–849.
- Lewis-Fernández, R., Aggarwal, N. K., Bäärnhielm, S., Rohlof, H., Kirmayer, L. J., Weiss, M. G., ... Lu, F. (2014). Culture and psychiatric evaluation: Operationalizing cultural formulation for DSM-5. *Psychiatry*, 77(2), 130-54. doi: 101521psyc2014772130

Supplemental Readings:

- Mezzich, J. E., Caracci, G., Fabrega, H., & Kirmayer, L. J. (2009). Cultural Formulation Guidelines. *Transcultural Psychiatry*, 46(3), 383–405. doi:10.1177/1363461509342942
- Supplemental material for Mezzich et al. (2009) Cultural Formulation Guidelines: Case studies pdf document (online supplemental material available on the journal website)
- Lee, S. (1996). Cultures in psychiatric nosology: The CCMD-2-R and international classification of mental disorders. *Culture, Medicine and Psychiatry*, 20, 421-472.
- Kirmayer, L. J. (2005). Culture, context and experience in psychiatric diagnosis. *Psychopathology*, 38(4), 192–196. doi:10.1159/000086090

OCTOBER 19:

Culture and treatment

Required Readings:

- Benish, S. G. (2011). Culturally Adapted Psychotherapy and the Legitimacy of Myth: A Direct-Comparison Meta-Analysis. *Journal of Counseling Psychology*, 58, 279–289.
- Gone, J. P. (2009). A community-based treatment for Native American historical trauma: Prospects for evidence-based practice. *Journal of Consulting and Clinical Psychology*, 77, 751-762. doi:10.1037/a0015390

Kirmayer, L. J. (2007). Psychotherapy and the cultural concept of the person. *Transcultural Psychiatry*, 44, 232-257.

Supplemental Readings:

Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting and Clinical Psychology*, 69, 502-510.

Hinton, D. E., Rivera, E. I., Hofmann, S. G., Barlow, D. H., & Otto, M. W. (2012). Adapting CBT for traumatized refugees and ethnic minority patients: Examples from culturally adapted CBT (CA-CBT). *Transcultural Psychiatry*, 49(2), 340-365. DOI: 10.1177/1363461512441595

Huey Jr, S. J., Tilley, J. L., Jones, E. O., & Smith, C. A. (2014). The contribution of cultural competence to evidence-based care for ethnically diverse populations. *Annual Review of Clinical Psychology*, 10, 305-338.

NOVEMBER 30:

Culture and mental health in the popular press

Required Readings:

Leach, Anna. (15 Feb 2015). "Exporting trauma: can the talking cure do more harm than good?". *The Guardian*. Retrieved from <http://gu.com/p/457qd/sbl>.

Watters, Ethan. (8 Jan 2010). "The Americanization of mental illness". *New York Times Magazine*. Retrieved from: http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html?_r=0