

## INTERPERSONAL FACTORS OF DEPRESSION (PSYC 480)

Winter 2020

Mondays 10:00-11:20am  
Wednesdays 8:30-9:50am  
Humphrey Hall, Rm. 223

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<i>Pronouns</i>	He/Him/His

### ACKNOWLEDGEMENT OF TERRITORY

To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>

### COURSE DESCRIPTION

In this course, students will learn about interpersonal theories of depression, empirical findings related to interpersonal factors of depression, and interpersonal approaches to the treatment of depression.

### COURSE OBJECTIVES

At the end of this course, you should be able to do the following:

- Describe and critique interpersonal theories of depression
- Evaluate how empirical findings related to interpersonal factors support or challenge interpersonal theories of depression
- Explain interpersonal approaches to the treatment of depression
- Critique how empirical findings support or challenge the effectiveness of interpersonal approaches to the treatment of depression
- Propose future directions to advance knowledge of how interpersonal factors contribute to the development, maintenance, and treatment of depression

## **COURSE WEB SITE**

This syllabus, announcements, and other course material will be posted on OnQ.

## **ACCOMMODATIONS STATEMENT**

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

## **ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

## **ACADEMIC INTEGRITY**

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the

principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### **TURNITIN STATEMENT**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

### **COPYRIGHT OF COURSE MATERIALS**

The material on the course website is copyrighted and is for the sole use of students registered in PSYC 480. The material on the website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC 480. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

## PRIVACY STATEMENT

This course makes use of Turnitin. Be aware that by logging into Turnitin, you will be leaving onQ, and accessing their websites and programs. Your independent use of these sites, beyond what is required for the course (for example, purchasing the company's products), is subject to each company's terms of use and privacy policy. You are encouraged to review these documents, using the links below, before using the sites.

- Turnitin - [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)

## TEAMS

The class will consist of 6 teams (corresponding to the 6 tables in the classroom). You will be randomly assigned to a team/table. Small group activities will be completed within these teams. Weekly reaction paper due dates will be based on teams. Pairs for presentations will also be assigned within these teams. Teams will be shuffled a bit after Reading Week.

## COURSE REQUIREMENTS

### IN-CLASS PARTICIPATION (20%)

In-class participation will include a variety of activities, including but not limited to: small-group discussions, class discussions, quick writing, worksheets, impromptu presentations, etc. All students are expected to contribute to discussions in every class. Thus, preparing for class is essential. This includes not only completing the reading, but also making notes of thoughts and questions to help with contributing to class discussions. Speaking in class can be anxiety-inducing for some students. I am sympathetic to this concern and will do my best to help students feel comfortable participating (I am genuinely interested and excited to hear what you have to say!). There will be 24 seminar days and you can miss up to 2 days without it affecting your participation grade (this should be enough flexibility for most students to account for illness or other extenuating circumstances that may occur over the course of the semester). If you miss **more than two classes due to illness or other extenuating circumstances**, please contact me explaining that you have already missed two classes due to illness or other extenuating circumstances and seek an academic consideration for extenuating circumstance (<https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>).

You will earn a letter grade for every 4-week period (i.e., Weeks 1-4, 5-8, 9-12) depending on your level of participation. Your semester in-class participation grade will be the average of your three in-class participation grades (see Grading section below for numerical values of letter grades). After two absences in the course, each absence will result in a drop of 4% of the final participation grade given that each seminar day is ~4% of the total number of seminar days in the semester. For example, a student with three absences and an average participation grade of 87 would receive an 83.

### WEEKLY REACTION PAPERS (20%)

Each week, you will write a reaction paper based on the set of readings for one class (to be uploaded on OnQ; include your name and class number in the file name). The reaction paper should be approximately 250-300 words, in which you describe 1-3 thoughts about the readings. These reaction papers should NOT simply summarize the readings. Reaction papers should do one or more of the following: evaluate how the readings address big conceptual

questions discussed in class, such as how they support or contradict interpersonal theories of depression; link current reading with previous readings or discussions OR with other readings you have done independently; propose future research directions that address study limitations and/or build on study findings; critique study design or proposed theories; etc.

Your team will alternate between having a weekly reaction paper due by Sunday at 4pm (based on readings for Monday's class) or Tuesday at 4pm (based on readings for Wednesday's class). These deadlines will provide me enough time to review your reaction papers before class. You will receive a letter grade for weekly reaction papers. Late reaction papers that are submitted after the deadline but before class will receive a penalty of one full grade (e.g., an "A" will drop down to a "B"). Reaction papers will not be accepted after the start of the corresponding class without documented extenuating circumstances. Your semester reaction paper grade will be the average of your weekly reaction paper grades (see Grading section below for numerical values of letter grades). I will drop your lowest weekly grade before taking the average to provide flexibility of missing one reaction paper due to illness or other extenuating circumstances.

#### **ADDITIONAL READINGS PRESENTATION (30%)**

Starting in the 4<sup>th</sup> week of the course, a pair of students from one of the teams in the class will conduct a presentation about that day's topic that integrates the assigned reading along with at least 2 additional readings. They will then lead a discussion on the topic. Duration of the presentation and discussion should be approximately 40-45 minutes. Additional details forthcoming.

#### **RESEARCH PROPOSAL PRESENTATION (30%)**

At the end of the semester, you and another student from your team will propose a research project to help move the field of interpersonal factors of depression forward. Together, you will present conduct a research proposal presentation and respond to questions from the class. Presentations will be approximately 15 minutes with an additional 5 minutes allotted for questions. Additional details forthcoming.

## GRADING

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

### *Arts & Science Letter Grade Input Scheme*

<b>Assignment mark</b>	<b>Numerical value for calculation of final mark</b>
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

### *Queen's Official Grade Conversion Scale*

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

## TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READING	ADDITIONAL READING OR RESEARCH PROPOSAL PRESENTERS
Mon, Jan. 6	Introduction	N/A	N/A
Wed, Jan. 8	Coyne's Interpersonal Theory of Depression	Coyne (1976) Joiner & Metalsky (1995)	N/A
Mon, Jan. 13	Interpersonal Stress Generation and Expressed Emotion	Hammen (1991) Hooley & Gotlib (2000) <i>Reaction Paper #1m: Teams ABC</i>	N/A
Wed, Jan. 15	Evolutionary Theories of Depression	Allen & Badcock (2003) – Teams ACE Price et al. (1994) – Teams BDF Watson & Andrews (2002) – Teams BDF <i>Reaction Paper #1w: Teams DEF</i>	N/A
Mon, Jan. 20	Interpersonal Emotion Regulation	Hofmann (2014) Marroquín & Nolen-Hoeksema (2015) General Introduction – All Teams Study 1 – Teams AD Study 2a – Teams BE Study 2b – Teams CF General Discussion – All Teams <i>Reaction Paper #2m: Teams DEF</i>	N/A
Wed, Jan. 22	Social Baseline Theory	Beckes & Coan (2011) Coan et al. (2006) <i>Reaction Paper #2w: Teams ABC</i>	N/A
Mon, Jan. 27	Social Support	Ibarra-Rovillard & Kuiper (2011) Marroquín (2011) <i>Reaction Paper #3m: Teams ABC</i>	Group F2
Wed, Jan. 29	Social Rejection	Silk et al. (2014) Slavich et al. (2010) <i>Reaction Paper #3w: Teams DEF</i>	Group F1
Mon, Feb. 3	Social Skills	Gable & Shean (2000) Segrin (2000) <i>Reaction Paper #4m: Teams DEF</i>	Group D2
Wed, Feb. 5	Attachment Style	Khan et al. (2019) Mikulincer & Shaver (2019) <i>Reaction Paper #4w: Teams ABC</i>	Group B2
Mon, Feb. 10	Gender	Agoston & Rudolph (2011) Nolen-Hoeksema (2012) – pages 169-174 <i>Reaction Paper #5m: Teams ABC</i>	Group A1

Wed, Feb. 12	Culture	Gone et al. (2019) Tsai et al. (2017) <i>Reaction Paper #5w: Teams DEF</i>	Group E2
<b>Mon, Feb. 17</b>	<b>READING WEEK – NO CLASS</b>		
<b>Wed, Feb. 19</b>	<b>READING WEEK – NO CLASS</b>		
Mon, Feb. 24	Social Neuroscience	Cacioppo et al. (2014) Laurent & Ablow (2013) <i>Reaction Paper #6m: Teams JKL</i>	Group B1
Wed, Feb. 26	Social Reward	Forbes et al. (2012) Wake & Izuma (2017) <i>Reaction Paper #6w: Teams GHI</i>	Group C2
Mon, Mar. 2	Family	Garber et al. (2019) Schwartz et al. (2017) <i>Reaction Paper #7m: Teams GHI</i>	Group A2
Wed, Mar. 4	Romantic Relationships	Davila (2008) Du Rocher Shudlich et al (2011) <i>Reaction Paper #7w: Teams JKL</i>	Group E1
<b>Mon, Mar. 9</b>	<b>Class at Home - Film Representations of Depression</b>	Watch Film at Home <i>Reaction Paper #8: All Teams due by Midnight</i>	N/A
Wed, Mar. 11	Family Therapy	Diamond et al. (2016) Niv et al. (2018) <i>Reaction Paper #9w: Teams GHI</i>	Group C1
Mon, Mar. 16	Integrative Behavioral Couple Therapy	Atkins et al. (2009) Christensen et al. (2010) <i>Reaction Paper #9m: Teams JKL</i>	Group D1
Wed, Mar. 18	Interpersonal Psychotherapy	Cuijpers et al (2016) Markowitz & Weismann (2012) <i>Reaction Paper: Make-up</i>	N/A – Research Proposal Peer Feedback
Mon, Mar. 23	Research Proposal Presentations		Groups J2, B2, G1
Wed, Mar. 25	Research Proposal Presentations		Groups G2, J1, K1
Mon, Mar. 30	Research Proposal Presentations		Groups L1, K2, I2
Wed, Apr. 1	Research Proposal Presentations		Groups H1, L2, I1

**Please note that I reserve the right to modify the course syllabus during the semester as the course progresses and external events may dictate. Any changes made will be communicated to you in class and/or via your Queen’s email, and changes will be made to the syllabus shared on OnQ.**