

## INTERPERSONAL PROCESSES IN DEPRESSION (PSYC 435)

Winter 2021

All times below are in Eastern Time (ET)

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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.uslclwww/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.uslclwww/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 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.

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### **COPYRIGHT OF COURSE MATERIALS**

The material on the course website is copyrighted and is for the sole use of students registered in PSYC 435. 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 435. 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. You will be randomly assigned to a team of 4-5 students. Weekly discussion activities and topic presentations will be completed within these teams. Thought paper due dates will be based on teams. Pairs for research proposal presentations will also be assigned within these teams.

## COURSE REQUIREMENTS

### ONLINE DISCUSSIONS (15%)

All students are required to participate in online discussions each week. The structure of these online discussions will include both “team-level” discussions and “class-level” discussions. Questions/topics will be posed to each team to discuss in a “team-level discussion” (each team will usually get different questions/topics). All students in the team will post comments and respond to each other’s comments in the “team-level” discussion. The “Summarizing Representative” of the team will post a one-paragraph summary of the “team-level” discussion in the “class-level” forum for other students to learn from. The “Commenting Representatives” will then post substantive comments to at least two of the other teams’ summary posts.

<b>Team-Level Discussion:</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Thought Papers and Topic Presentations are due (10am)	Initiate Team-Level Discussions (each team member should make at least one post by Wednesday 11:59pm)		Finish Team-Level Discussions (each team member should make at least one response to each team member by Friday 11:59pm)	
<b>Class-Level Discussion (following week):</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Summarizing Representatives post one-paragraph summary of team-level discussion (by Wednesday 11:59pm)			Commenting Representatives respond to at least two other teams' summaries (by Friday 11:59pm)	

You will earn a letter grade for each 6-week period (i.e., Weeks 1-6, 7-12) depending on the quantity and quality of participation. Your semester in-class participation grade will be the average of your two in-class participation grades (see Grading section below for numerical values of letter grades). High quality of participation shows ability to critique, connect, and extend ideas/readings/topics/etc.

### THOUGHT PAPERS (30%)

Each week, a third of the class will write a thought paper based on the set of readings for the week (to be uploaded on OnQ). The thought paper should be no more than 500 words, in which you describe 1-3 thoughts about the readings. These thought papers should NOT simply summarize the readings. Thought 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.

Thought papers are due by Monday at 10:00am with a 24-hour grace period (the week it is due). You will receive a letter grade for each thought paper. Thought papers are meant to be written before watching videos or engaging in class discussions. Thus, late thought papers will receive a penalty of one grade for every 24 hours it is late (e.g., an “A” will drop down to a “B+” if it is submitted between 24 and 48 hours after the grace period). Your semester thought paper grade will be the average of your three thought paper grades (see Grading section below for numerical values of letter grades).

**TOPIC PRESENTATION (25%)**

Starting in the 4<sup>th</sup> week of the course, one team in the class will conduct a presentation about that day’s topic that integrates the assigned reading along with additional readings. They will then initiate an online discussion on the topic. Additional details forthcoming.

**RESEARCH PROPOSAL (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 develop a research proposal presentation. 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	TOPIC PRESENTERS
Mon, Jan. 11	Introduction	N/A	N/A
Mon, Jan. 18	Interpersonal Theories of Depression	Allen & Badcock (2003) Hammen (1991) <i>Thought Papers: Teams A and B</i>	N/A
Mon, Jan. 25	Interpersonal Emotion Regulation	Beckes & Coan (2011) Marroquín & Nolen-Hoeksema (2015) <i>Thought Papers: Teams C and D</i>	N/A
Mon, Feb. 1	Social Support and Rejection	Ibarra-Rovillard & Kuiper (2011) Slavich et al. (2010) <i>Thought Papers: Teams E and F</i>	Team A
Mon, Feb. 8	Attachment Style	Khan et al. (2019) Mikulincer & Shaver (2019) <i>Thought Papers: Teams A and B</i>	Team C
Mon, Feb. 15	<b>FAMILY DAY – NO CLASS</b>		
Mon, Feb. 22	Gender	Agoston & Rudolph (2011) Nolen-Hoeksema (2012) – pages 169-174 <i>Thought Papers: Teams C and D</i>	Team E
Mon, Mar. 1	Culture and Racism	Gone et al. (2019) Trent et al. (2019) Tsai et al. (2017) <i>Thought Papers: Teams E and F</i>	Team B
Mon, Mar. 8	Social Neuroscience	Cacioppo et al. (2014) Forbes et al. (2020) <i>Thought Papers: Teams A and B</i>	Team D
Mon, Mar. 15	Types of Interpersonal Relationships	Davila (2017) Schwartz et al. (2017) <i>Thought Papers: Teams C and D</i>	Team F
Mon, Mar. 22	Interpersonal Psychotherapy and Couple Therapy	Atkins et al. (2009) Cuijpers et al (2016) Markowitz & Weismann (2012) <i>Thought Papers: Teams E and F</i>	N/A
Mon, Mar. 29	Research Proposal Presentations	N/A	TBD
Mon, Apr. 5	Research Proposal Presentations	N/A	TBD

**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.**

### **List of Readings**

- Allen, N. B., & Badcock, P. B. (2003). The social risk hypothesis of depressed mood: evolutionary, psychosocial, and neurobiological perspectives. *Psychological Bulletin*, 129(6), 887-913.
- Atkins, D. C., Dimidjian, S., Bedics, J. D., & Christensen, A. (2009). Couple discord and depression in couples during couple therapy and in depressed individuals during depression treatment. *Journal of Consulting and Clinical Psychology*, 77, 1089–1099.
- Beckes, L., & Coan, J. A. (2011). Social baseline theory: The role of social proximity in emotion and economy of action. *Social and Personality Psychology Compass*, 5(12), 976-988.
- Cacioppo, J. T., Cacioppo, S., Dulawa, S., & Palmer, A. A. (2014). Social neuroscience and its potential contribution to psychiatry. *World Psychiatry*, 13(2), 131-139.
- Cuijpers, P., Donker, T., Weissman, M. M., Ravitz, P., & Cristea, I. A. (2016). Interpersonal psychotherapy for mental health problems: a comprehensive meta-analysis. *American Journal of Psychiatry*, 173(7), 680-687.
- Davila, J., Mattanah, J., Bhatia, V., Latack, J. A., Feinstein, B. A., Eaton, N. R., ... & Zhou, J. (2017). Romantic competence, healthy relationship functioning, and well-being in emerging adults. *Personal Relationships*, 24(1), 162-184.
- Forbes, E. E., Eckstrand, K. L., Rofey, D., & Silk, J. S. (2020). A social affective neuroscience model of risk and resilience in adolescent depression: Preliminary evidence and application to sexual and gender minority adolescents. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*.
- Gone, J. P., Hartmann, W. E., Pomerville, A., Wendt, D. C., Klem, S. H., & Burrage, R. L. (2019). The impact of historical trauma on health outcomes for indigenous populations in the USA and Canada: A systematic review. *American Psychologist*, 74(1), 20-35.
- Hammen, C. (1991). Generation of stress in the course of unipolar depression. *Journal of Abnormal Psychology*, 100(4), 555-561.
- Ibarra-Rovillard, M. S., & Kuiper, N. A. (2011). Social support and social negativity findings in depression: Perceived responsiveness to basic psychological needs. *Clinical Psychology Review*, 31(3), 342-352.



- Khan, F., Fraley, R. C., Young, J. F., & Hankin, B. L. (2019). Developmental trajectories of attachment and depressive symptoms in children and adolescents. *Attachment & Human Development*, 1-17.
- Markowitz, J. C., & Weissman, M. M. (2012). Interpersonal psychotherapy: Past, present and future. *Clinical Psychology & Psychotherapy*, 19(2), 99-105.
- Marroquín, B., & Nolen-Hoeksema, S. (2015). Emotion regulation and depressive symptoms: Close relationships as social context and influence. *Journal of Personality and Social Psychology*, 109(5), 836-855.
- Mikulincer, M., & Shaver, P. R. (2019). Attachment orientations and emotion regulation. *Current Opinion in Psychology*, 25, 6-10.
- Nolen-Hoeksema, S. (2012). Emotion regulation and psychopathology: The role of gender. *Annual Review of Clinical Psychology*, 8, 161-187.
- Schwartz, O. S., Simmons, J. G., Whittle, S., Byrne, M. L., Yap, M. B., Sheeber, L. B., & Allen, N. B. (2017). Affective parenting behaviors, adolescent depression, and brain development: A review of findings from the Orygen Adolescent Development Study. *Child Development Perspectives*, 11(2), 90-96.
- Silk, J. S., Siegle, G. J., Lee, K. H., Nelson, E. E., Stroud, L. R., & Dahl, R. E. (2014). Increased neural response to peer rejection associated with adolescent depression and pubertal development. *Social Cognitive and Affective Neuroscience*, 9(11), 1798-1807.
- Slavich, G. M., O'Donovan, A., Epel, E. S., & Kemeny, M. E. (2010). Black sheep get the blues: A psychobiological model of social rejection and depression. *Neuroscience & Biobehavioral Reviews*, 35(1), 39-45.
- Trent, M., Dooley, D. G., & Dougé, J. (2019). The impact of racism on child and adolescent health. *Pediatrics*, 144(2), e20191765.
- Tsai, W., Nguyen, D. J., Weiss, B., Ngo, V., & Lau, A. S. (2017). Cultural differences in the reciprocal relations between emotion suppression coping, depressive symptoms and interpersonal functioning among adolescents. *Journal of Abnormal Child Psychology*, 45(4), 657-669.