

INTERPERSONAL PROCESSES IN DEPRESSION (PSYC 439)

Winter 2023

Tuesdays 8:30-11:20

Humphrey Hall Room 223

All times 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 be 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.” - [Four Directions Indigenous Student Centre, Queen’s University](#)

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 processes in 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 processes 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
- Apply research findings on interpersonal processes to real-world implications
- Propose future directions to advance knowledge of how interpersonal processes contribute to the development, maintenance, and treatment of depression

COURSE WEB SITE

This syllabus, announcements, PowerPoint presentations and slides, assignment portals, and other course material can be found on OnQ.

OFFICE HOURS

Hybrid Office Hour – I will host a hybrid office hour each week on Tuesdays 3-4pm. The Zoom link each week will be:

<https://queensu.zoom.us/j/99501744425?pwd=ZGtueGIyUWZzU1VpLzJGc2pSMjkxQT09>

Email me when you enter the “Waiting Room,” so I know you are waiting and to give me a chance to verify that you are a student in the course. I will speak with one student at a time while other students wait in the “Waiting Room.”

EQUITY, DIVERSITY, AND INCLUSION STATEMENT

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

ETIQUETTE STATEMENT

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.
9. Remember that most likely there are students in the course who have personal experience with the mental disorders we cover in class. Be sure to discuss the content of the course in a respectful and sensitive manner.

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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was

approved at [Senate in November 2016](#). 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](#).

Please send emails regarding accommodations and considerations to Tara Karasewich, Accommodations and Learning Management Systems Assistant, at psycaccomm@queensu.ca

ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics.

This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

Note: The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our **COVID-Related Absence Reference Guide** on the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyaccom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

Please follow up with Tara Karasewich by email within 3 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

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. 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](#)).

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](#)), on the [Arts and Science website](#), 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 uses 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 to detect 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 select the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which govern 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

Unless otherwise stated, the material on the course website is copyrighted and is for the sole use of students registered in PSYC 439. 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 this course.

PRIVACY STATEMENT

This course makes use of FeedbackFruits and 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.

- FeedbackFruits - <https://feedbackfruits.com/privacy>
- Turnitin - 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 3-5 students. Weekly discussion activities and topic presentations will be completed within these teams. Topic mini-paper due dates will be based on teams. Pairs for written research proposals will also be assigned within these teams.

COURSE REQUIREMENTS

IN-CLASS PARTICIPATION (22%)

All students are required to participate in class discussions each week. The structure of these discussions will include both “team-level” and “class-level” discussions. In “team-level” discussions, questions/topics will be posed to each team to discuss at their table. All students in the team are expected to participate. Typically, one teammate will volunteer to summarize the discussion to the class. All students are expected to take turns summarizing over the course of the semester. I will track participation each week.

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 in both “team-level” and “class-level” discussions. 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. Each student has the flexibility to miss **one** class per semester without it affecting their grade (no need to submit for brief academic consideration for first absence).

THREE TOPIC MINI-PAPERS (36%)

Each week, a third of the class will write a topic mini-paper based on the set of readings for the week (to be uploaded on OnQ). The topic mini-paper should be **two-page, double-spaced using 12-point Times New Roman font (also include a cover page and reference page; use APA-style formatting)**, in which you propose 1-2 ideas and support each of them in depth (include **all** the week’s readings in topic mini-papers). **AVOID summarizing** the readings, as this limits space to express your own thoughts (as a result, summarizing would have a negative impact on the quality and grade of topic mini-papers). Topic mini-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 readings with previous readings or discussions **OR** with other readings you have done independently (e.g., integrate the main ideas of distinct readings/theories); propose future research directions that address study limitations and/or build on study findings; critique study design or proposed theories and the significance of critiques; etc. Be sure to **explain your ideas in depth** and avoid simply stating thoughts.

Topic mini-papers are due by Mondays at 2:00pm. You will receive a letter grade for each topic mini-paper. Topic mini-papers are meant to be written before engaging in class discussions. Thus, late topic mini-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 topic mini-paper grade will be the average of your three topic mini-paper grades (see Grading section below for numerical values of letter grades).

TOPIC PRESENTATION (17%)

Starting in the 4th 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 a discussion on the topic. Additional details forthcoming.

RESEARCH PROPOSAL (25%)

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 written research proposal. Additional details forthcoming.

SUGGESTED TIME COMMITMENT

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend watching lecture videos, attending discussion section, studying course material, and completing weekly homework or preparing for your larger assignments and exams. You are encouraged to use a term calendar and a weekly study schedule (visit Student Academic Success Services, SASS; <https://sass.queensu.ca/>) that distributes the 8-10 hours per week and avoid “cramming.” This way you will be more likely to complete the course successfully and remember what you learned longer.

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

Assignment mark	Numerical value for calculation of final mark
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

Grade	Numerical Course Average (Range)
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
Tue, Jan. 10	Introduction	N/A	N/A
Tue, Jan. 17	Interpersonal Theories of Depression	Dunn et al. (2012) Liu (2013)	N/A
Tue, Jan. 24	Interpersonal Emotion Regulation	Beckes & Coan (2011) Marroquín & Nolen-Hoeksema (2015) <i>Topic mini-papers: Teams A and B (due Jan. 23)</i>	N/A
Tue, Jan. 31	Social Support and Rejection	Ibarra-Rovillard & Kuiper (2011) Silk et al. (2014) <i>Topic mini-papers: Teams C and D (due Jan. 30)</i>	Team E
Tue, Feb. 7	Attachment Style	Khan et al. (2019) Mikulincer & Shaver (2019) <i>Topic mini-papers: Teams E and F (due Feb. 6)</i>	Team A
Tue, Feb. 14	Gender	Slavich & Sacher (2019) Nolen-Hoeksema (2012) – pages 169-174 <i>Topic mini-papers: Teams A and B (due Feb. 13)</i>	Team C
Tue, Feb. 21	READING WEEK – NO CLASS		
Tue, Feb. 28	Culture and Racism	Gone et al. (2019) Trent et al. (2019) Tsai et al. (2017) <i>Topic mini-papers: Teams C and D (due Feb. 27)</i>	Team F
Tue, Mar. 7	Social Neuroscience	Cacioppo et al. (2014) Forbes et al. (2020) <i>Topic mini-papers: Teams E and F (due Mar. 6)</i>	Team B
Tue, Mar. 14	Types of Interpersonal Relationships	Davila (2017) Schwartz et al. (2017) <i>Topic mini-papers: Teams A and B (due Mar. 13)</i>	Team D
Tue, Mar. 21	Interpersonal Psychotherapy	Cuijpers et al (2016) Markowitz & Weismann (2012) <i>Topic mini-papers: Teams C and D (due Mar. 20)</i>	N/A
Tue, Mar. 28	Couple Therapy	Atkins et al. (2009) Doss et al. (2019)	N/A

		<i>Topic mini-papers: Teams E and F (due Mar. 27)</i>	
Tue, Apr. 4	Asynchronous Research Proposal Workshop	N/A	N/A
Fri, Apr. 21	Research Proposal Due by 11:59pm (72-hour grace period)		

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

- 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.
- Doss, B. D., Roddy, M. K., Nowlan, K. M., Rothman, K., & Christensen, A. (2019). Maintenance of gains in relationship and individual functioning following the online OurRelationship program. *Behavior Therapy, 50*, 73-86.
- Dunn, J. C., Whelton, W. J., & Sharpe, D. (2012). Retreating to safety: Testing the social risk hypothesis model of depression. *Evolution and Human Behavior, 33*(6), 746-758.
- 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.
- 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.
- Liu, R. T. (2013). Stress generation: Future directions and clinical implications. *Clinical Psychology Review*, *33*(3), 406-416.
- 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., & Sacher, J. (2019). Stress, sex hormones, inflammation, and major depressive disorder: Extending Social Signal Transduction Theory of Depression to account for sex differences in mood disorders. *Psychopharmacology*, *236*(10), 3063-3079.
- 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.