

**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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**PROFESSOR** Luis Flores, PhD, C Psych

	533-3177
<i>Office and Office Hours</i>	Humphrey 357; Tuesdays 3-4pm
<i>Pronouns</i>	He/Him/His

**ACKNOWLEDGEMENT OF TERRITORY**

³7R EHJLQ OHW XV DFNQRZOHGJH WKDW 4XHHQ¶V LV VLVW  
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  
HVWDEOLVKPHQW RI WKH HDUOLHVW (XURSHDQ FRORQLHY  
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  
UHIOHFW WKH DUHD¶V \$QLVKLQDDEHN DQG +DXGHQRVDXC  
community and there are First people from other Nations across Turtle Island present here  
WRG-DRXU 'LUHFWLRQV ,QGLJHQRXV 6WXGHQW &HQWUH 4

## 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 have a chance to verify that you are a student in the course. I will speak with one student at a time

## 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

set of lived experiences. You can help to create a safe, respectful place for learners by

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. 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



*If you need to request academic consideration for this course, you will be required to*





**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.

## 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 the following scale:

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

<b>Assignment mark</b>	<b>Numerical value for calculation of final mark</b>
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## 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) <del>pages</del> 169-174 <i>Topic mini-papers: Teams A and B (due Feb. 13)</i>	Team C

**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/** **o**  
**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 UHODWLRQVKLS IXQFWLRQLQJ DQG 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. *Evolu.024 369.Evolu.024 369.Evolu.024 (Ev)612 Opothe- 33 (G)JTJETQM*

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*