

## INTERPERSONAL PROCESSES IN DEPRESSION (PSYC 439)

Winter 2022

Tuesdays 3:30-5:20

All times below are in Eastern Time (ET)

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<i>Office and Office Hours</i>	Tuesdays 5:30-6:30pm (Zoom link can be found below and on OnQ)
<i>Pronouns</i>	He/Him/His

### ACKNOWLEDGEMENT OF TERRITORY

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 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

community and there are First people from other Nations across Turtle Island present here

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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 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



## ACCOMMODATIONS STATEMENT



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### **COPYRIGHT OF COURSE MATERIALS**

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### **PRIVACY STATEMENT**

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These documents, using the links below, before using the sites.  
- [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 3-5 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**

### **SYNCHRONOUS ONLINE DISCUSSIONS (20%)**

All students are required to participate in synchronous online discussions each week. Please let me know ASAP if you are in a time zone that makes attendance challenging. The

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breakout room. All students in the team are expected to participate. I will pop into breakout rooms during discussions. One teammate will volunteer to summarize the discussion to the class in the main Zoom room. All students are expected to take part in the discussion.

### **THOUGHT PAPERS (40%)**

Each week, half 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** (roughly one-page, double-spaced), in which you write in depth about 1-2 thoughts regarding **all** the readings. **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 thought papers). 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 readings 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. Be sure to **explain your thoughts in depth** and avoid simply stating thoughts.

**Thought papers are due by Friday at 11:59pm with a 72-hour grace period (the week before the topic is covered in class).** 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 (A- if it is submitted between 24 and 48 hours after the grace period). Your semester thought paper grade will be the average of your four thought paper grades (see Grading section below for numerical values of letter grades).

### **TOPIC PRESENTATION (15%)**

Starting in the 4<sup>th</sup> week of the course, one team in the class will conduct a presentation about a 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 (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 research proposal presentation. 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

## 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

### *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

<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

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>TOPIC PRESENTERS</b>
Tue, Jan. 11	Introduction	N/A	N/A



**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/**  
**the syllabus shared on OnQ.**

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### **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.

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.