

## SOCPSY 3A03: MENTAL HEALTH

### Spring Term, 2021

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**Pronouns:** she/her

**Lecture:** Asynchronous online delivery.  
Lectures will be recorded and posted on Avenue every Monday by 9am.

**Office Hours:** by appointment

**Teaching Assistant:** Julia Kay  
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## **Course Description**

An exploration of social psychological approaches and research to mental health. Topic areas range from the social and cultural factors that affect definitions of normal/abnormal to those that affect who experiences mental health issues and/or receives treatment. This course is divided into three major parts: Part 1 provides an overview of mental health disorders, and Parts 2 and 3 focus on the sociocultural context of these disorders.

### **1. Foundations of mental health**

In the introduction, we will review the following: conceptualizations of mental health and illness; diagnosis and classification systems of mental disorders; and major theoretical perspectives (e.g., biological, psychoanalysis, behaviorism, cognitive, sociocultural). This review will also emphasize the historic context of these perspectives. We will then review three major classes of mental disorder (mood, anxiety, psychotic).

### **2. Social psychological perspectives on mental health: culture, self, identity, interpersonal relationships, stigma**

In this part of this course, we will examine the various ways that the norms, beliefs, stereotypes, stigmas, and supports of the social and cultural groups to which we belong alter our attitudes towards and our lived experience of mental health. More specifically, we will focus on the influence of our sense of self, social identities, close relationships, social networks, and experiences of stigma on our mental health.

### **3. Social structural inequalities and mental health**

This last part of this course will examine the ways that mental health is influenced by social structural inequalities, with a focus on gender, sexuality, and 'race'/ethnicity.

## **Course Objectives**

By the end of the course students should be able to demonstrate:

- General knowledge and understanding of key concepts, methodologies, theoretical approaches and assumptions in the study of mental health.
- Broad understanding of the study of mental health from a social psychological perspective.
- Ability to critically analyze the research methods of empirical papers published within the field of mental health.
- Clear and concise academic writing.

## **Required Materials and Texts**

The first two weeks of this course will be based on material that can be found in the following textbooks. Students are not expected to purchase copies of these textbooks; rather, free copies should be available online. These textbooks are recommended rather than required; material from these textbooks that are not discussed in lectures will not be included on the tests.

Barlow, D. H., & Durand, V. M. (2012). *Abnormal psychology: An integrative approach* (6<sup>th</sup> edition). Belmont, CA: Wadsworth.

Comer, R. J. (2015). *Abnormal psychology* (9<sup>th</sup> edition). NY: Worth Publishers.

Journal articles are assigned for the remaining lectures (see reading list below). These articles can be accessed on Google Scholar or downloaded via the McMaster Library.

Some of these articles have complex Method and Results sections. You should focus on the introduction and the summary of results in the Abstract or Discussion. You will not be tested on the details of the method or analysis, but you will be responsible for learning the main pattern of results.

## **Class Format**

Lectures will be asynchronous: this means that recordings of the lectures and accompanying PowerPoint slides will be posted on Avenue every Monday by 9am, and it is up to you to listen to the recording and take notes on your own time. You can therefore follow the lectures at your own pace, but I strongly advise keeping up with the recordings on a weekly basis. The recordings go into the material in much greater depth than do the PowerPoint slides; to perform well in this course, it is necessary to attend to the recordings. There is no synchronous component to this course (e.g., attending a lecture through Zoom at a set time/date), but I am happy to schedule individual meetings through Zoom if you have any questions about the course.

## **Course Evaluation – Overview**

1. Test 1 – 35%, May 26<sup>th</sup>
2. Test 2 – 35%, June 14<sup>th</sup>
3. Essay – 30%, due June 17<sup>th</sup>

## **Course Evaluation – Details**

### **Test 1 (35%), May 26<sup>th</sup> from 8:30am – 10:30am (2 hours)**

Test 1 will consist of multiple-choice questions only. It will take place in the Quiz section of Avenue to Learn and will be based on material covered in Weeks 1-3 only (lectures and required reading). The material on social identity perspectives and close

relationships presented in Week 4 will be released after Test 1 and will be included in Test 2 only. You will be tested on lecture material only for Weeks 1-2. For Week 3, you will not be tested on the details of the method or analysis of any studies reported in papers on the reading list, but you will be responsible for learning the main pattern of results (focus on the summary of results in the Abstract or Discussion sections). You will not be tested on any material in the readings that is not covered during lectures.

As Test 1 is worth 35%, is not eligible for an online MSAF. If Test 1 on May 26<sup>th</sup> is missed, please contact your respective Faculty office with appropriate documentation for the Faculty to review. If Faculty approval is obtained, **Test 2 will be reweighted to 70% of your final mark.** There is no make-up test for missing Test 1.

### **Test 2 (35%) – June 14<sup>th</sup> (8:30-10:30am)**

Test 2 will consist of multiple-choice questions only. It will take place on June 14<sup>th</sup> (8:30-10:30am) in the Quiz section of Avenue to Learn. It is a non-cumulative test, so it will be based on material covered in Weeks 4-6 only. Similar to Test 1, you will not be tested on the details of the method or analysis for any empirical papers on the reading list, just the summary of results. You will not be tested on any material in the readings that is not covered during lectures.

As Test 2 is worth 35%, is not eligible for an online MSAF. If Test 2 is missed, please visit your respective Faculty office with appropriate documentation for the Faculty to review.

### **Essay (30%), due June 17<sup>th</sup> (11:59pm)**

Essays will address sociocultural influences on one of the following disorders:

- Eating disorders
- Disorders of trauma and stress
- Substance use and addictive disorders
- Personality disorders
- Dissociative and somatoform disorders
- Sexual disorders
- Childhood disorders
- Autistic spectrum disorder

For example, you may examine eating disorders (focusing on anorexia) from a social psychological perspective, focusing on the ways that this disorder is influenced by one of the following: culture, self-esteem, social identity, social networks/social technology, or close relationships. **OR** you may discuss theory and evidence that the presenting symptoms, diagnosis, prevalence, etiology, and treatment of anorexia are influenced by social structural inequalities, focusing on one of the following: gender, sexuality, or race/ethnicity. Please be specific at each stage, preferably focusing on one subtype if the class of disorders you choose is comprised of different subtypes (e.g., focus on anorexia or bulimia; choose a subtype of sexual or personality disorder).

Part of your essay should be devoted to briefly reviewing the presenting symptoms, DSM-5 diagnostic criteria, prevalence, etiology, and treatment of the disorder you choose, but please keep this review to a minimum – no more than one page. The focus of your essay should be on the social psychological influences or social structural inequalities that influence people who experience the mental disorder under examination. Your essay should not exceed 1,800 words (excluding the title page and references). There are no rules about how many references you should include, but as a loose guideline, aim for at least 10. These references should be primarily journal articles (e.g., empirical papers, reviews, meta-analyses). Do not include the title of any published articles in the body of your essay as this will deplete your word count unnecessarily. Your essay should be written in APA style (see the section on Submission of Assignments for more information on the formatting of your essay). **On the title page, please include your student number only – DO NOT INCLUDE YOUR NAME.** Neither the professor nor the TA are able to read essay drafts before the due date.

As the essay is worth 30%, is not eligible for an online MSAF. If the essay is not submitted on time, please visit your respective Faculty office with appropriate documentation for the Faculty to review.

## **Weekly Course Schedule and Required Readings**

**Week 1 (May 3): Introduction; Mood disorders**

**Week 2 (May 10): Anxiety disorders; Schizophrenia**

**Week 3 (May 17): Cultural perspectives; Self-esteem and self-verification**

### **Readings: Cultural perspectives**

Bauer, S. M., Schanda, H., Karakula, H., Olajossy-Hilkesberger, L., Rudaleviciene, P., Okribelashvili, N., ... & Stompe, T. (2011). Culture and the prevalence of hallucinations in schizophrenia. *Comprehensive Psychiatry*, 52, 319-325.

Kirmayer, L. J. (2001). Cultural variations in the clinical presentation of depression and anxiety: Implications for diagnosis and treatment. *Journal of Clinical Psychiatry*, 62, 22-28.

Ryder, A. G., Yang, J., Zhu, X., Yao, S., Yi, J., Heine, S. J., & Bagby, R. M. (2008). The cultural shaping of depression: Somatic symptoms in China, psychological symptoms in North America? *Journal of Abnormal Psychology*, 117, 300–313.

**Readings: Self-esteem and self-verification**

Leary, M. R. (2005) Sociometer theory and the pursuit of relational value: Getting to the root of self-esteem. *European Review of Social Psychology*, 16, 75-111.

North, R. J., & William B. Swann, W. B. (2009) Self-verification 360°: Illuminating the light and dark sides. *Self and Identity*, 8, 131-146.

**Week 4 (May 26): \*\*Test 1\*\*; Social identity perspectives; Close relationships**

**Test 1 will be held on Avenue on Wednesday, May 26<sup>th</sup> from 8:30am - 10:30am.**

I will not be posting any lecture recordings on Monday, May 24<sup>th</sup> (holiday). I will post a Test 1 review session in Week 3.

**May 26<sup>th</sup> (AFTER Test 1): You will not be tested on the following material for Test 1, only Test 2.**

**Readings: The “Social Cure”- Social identity perspectives**

Cruwys, T., Dingle, G. A., Haslam, C., Haslam, S. A., Jetten, J., Morton, T. A. (2013). Social group memberships protect against future depression, alleviate depression symptoms and prevent depression relapse. *Social Science & Medicine*, 98, 179-186.

Haslam, C., Cruwys, T., Haslam, S. A., Dingle, G., & Chang, M. (2016). GROUPS 4 HEALTH: Evidence that a social-identity intervention that builds and strengthens social group membership improves mental health. *Journal of Affective Disorders*, 194, 188-195.

**Readings: Influence of close relationships**

Boals, A., & Klein, K. (2005). Word use in emotional narratives about failed romantic relationships and subsequent mental health. *Journal of Language and Social Psychology, 24*, 252-268.

Mikulincer, M., & Shaver, P. R. (2012). An attachment perspective on psychopathology. *World Psychiatry, 11*, 11-15.

Navarro, R., Larrañaga, E., Yubero, S., & Villora, B. (2020). Psychological correlates of ghosting and breadcrumbing experiences: A preliminary study among adults. *International Journal of Environmental Research and Public Health, 17*, 1116.

### **Week 5 (May 31): Social technology and social networking; Mental health stigma and mental health literacy**

#### **Readings: Social technology and social networking**

Orben, A., & Przybylski, A. K. (2019). The association between adolescent well-being and digital technology use. *Nature Human Behaviour, 3*, 173-182.

Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among US adolescents after 2010 and links to increased new media screen time. *Clinical Psychological Science, 6*, 3-17.

#### **Readings: Mental health stigma and mental health literacy**

Corrigan, P. (2004). How stigma interferes with mental health care. *American Psychologist, 59*, 614-625.

Jorm, A. F. (2012). Mental health literacy: Empowering the community to take action for better mental health. *American Psychologist, 67*, 231-243.

### **Week 6 (June 7): Gender; LGBTQ+; Race & Ethnicity**

#### **Readings: Gender**

Kuehner, C. (2017). Why is depression more common among women than among men? *Lancet Psychiatry, 4*, 146-158.

Simon, R. W. (1995). Gender, multiple roles, role meaning, and mental health. *Journal of Health and Social Behavior, 36*, 182-194.

#### **Readings: LGBTQ+**



Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129, 674-697.

Ross, L., Dobinson, C., & Eady, A. (2010). Perceived determinants of mental health for bisexual people: A qualitative examination. *American Journal of Public Health*, 100, 496-502.

### **Readings: Race & Ethnicity**

Chen, J. A., Stevens, C., Wong, S. H. M., & Liu, C. H. (2019). Psychiatric symptoms and diagnoses among U.S. college students: A comparison by race and ethnicity. *Psychiatric Services*, 70, 442-449.

George, L. K., & Lynch, S. M. (2003). Race differences in depressive symptoms: A dynamic perspective on stress exposure and vulnerability. *Journal of Health & Social Behavior*, 44, 353-369.

Williams, D. R., & Williams-Morris, R. (2000). Racism and mental health: The African American experience. *Ethnicity and Health*, 5, 243-268.

### **Week 7 (June 14): **\*\*Test 2\*\***; **\*\*Essay\*\*****

Test 2 will take place on **June 14<sup>th</sup> from 8:30-10:30am**. The essay will be due on **June 17<sup>th</sup> at 11:59pm**.

I will not be posting any lecture recordings this week, and there are no readings. I will post a Test 2 review session in Week 6.

## **Course Policies**

### **Submission of Assignments**

Please submit an electronic copy of your essay by 11:59pm on June 17<sup>th</sup> via the dropbox in Avenue to Learn (Assessments → Assignments → SOCPSY 3A03 Essay). This dropbox is Turnitin-enabled. Emailed assignments will NOT be accepted. Your essay should be typed and double-spaced in 12-point Times New Roman font with one-inch (2.54cm) margins on all sides. Please include a title page with your essay title, student number (**DO NOT INCLUDE YOUR NAME**), date submitted, course number, page number (upper right corner), and word count, and a References section at the end. References should adhere to APA style conventions. I will review these conventions in a subsequent document, but they should take the following form:

John, J. B., & Joe, M. L. (1998). Gratitude interventions enhance subjective well-being. *Journal of Happiness Studies*, 27, 254-260.

Tip: do not include the title of any papers in the body of your essay as this will deplete your word count unnecessarily (i.e., include the title in the References section only). In-text citations should only include the authors' last names and the date of publication (e.g., "Smith & Lee, 2019").

## **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## **Late Assignments**

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 5% per day (including weekends). Late assignments will not be accepted after 7 days beyond the original deadline without appropriate documentation from the Office of the Associate Dean of Social Sciences.

## **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be

deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Absences, Missed Work, Illness**

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### **Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **Authenticity/Plagiarism Detection**

This course uses a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## **Academic Accommodation of Students with Disabilities**

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s Academic Accommodation of Students with Disabilities policy.

## **Requests for Relief for Missed Academic Term Work**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The

Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.