

SOCPSY 3A03: MENTAL HEALTH Spring Term, 2022

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Lecture: Asynchronous online delivery. Lectures will be recorded and posted on Avenue every Monday by 9am.
Office Hours: by appointment on Zoom.
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Course Description

In this course, we will explore social psychological approaches to mental health. This course is divided into two parts: Part 1 provides an overview of mental health disorders, and Part 2 focuses on the role of social psychological phenomena in mental health.

1. Overview of mental health disorders

We will review 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 overview will also emphasize the historical context of these perspectives. We will then review three major classes of mental disorder (mood, anxiety, psychotic).

2. Role of social psychological phenomena in mental health

In this part of this course, we will examine the ways that the norms, beliefs, attitudes, and behaviour of the social and cultural groups to which we belong influence our mental health. More specifically, we will focus on the influence of culture, our sense of self, social identity, close relationships, social networks, social roles, stigma, stereotypes, prejudice, discrimination, cis/heterosexism, and racism.

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.

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

Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th International Student Edition). McGraw Hill.

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 lecture component to this course, 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 24th
2. Test 2 – 35%, June 13th
3. Essay – 30%, due June 17th

Course Evaluation – Details

Test 1 (35%), May 24th from 10:00am - 12:00pm (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 24th 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. **If you have another course scheduled at the same time as Test 1, please email me and we will arrange another time for you to write the test.**

Test 2 (35%) – June 13th (10:00am-12:00pm)

Test 2 will consist of multiple-choice questions only. It will take place 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. **If you have another course scheduled at the same time as Test 2, please email me and we will arrange another time for you to write the test.**

Essay (30%), due June 17th (11:59pm)

Essays will address social psychological 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 (e.g., focusing on anorexia) from a social psychological perspective, focusing on the ways that the presenting symptoms, diagnosis, prevalence, etiology, and treatment of this disorder are influenced by one of the following: culture, self-esteem, social identity, social networks, social technology, close relationships, or cisheteropatriarchy. 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. Your essay should focus on social psychological influences on the mental disorder and 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 2): Introduction; Mood disorders

Week 2 (May 9): Anxiety disorders; Schizophrenia

Week 3 (May 16): 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.

Hofmann, S. G., Asnaani, A., & Hinton, D. E. (2010). Cultural aspects in social anxiety and social anxiety disorder. *Depression and Anxiety*, *27*, 1117-1127.

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 24): **Test 1; Social identity perspectives; Close relationships**

Test 1 will be held on Avenue on Tuesday, May 24th from 10:00am - 12:00pm.

I will not be posting any lecture recordings on Monday, May 23rd (Victoria Day holiday). I will post a Test 1 review session in Week 3.

May 24th (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

McIntyre, K., Mattingly, B., Stanton, S. C. E., Xu, X., Loving, T., & Lewandowski, G. (2022). Romantic relationships and mental health: Investigating the role of self-expansion on depression symptoms. *Journal of Social and Personal Relationships*. Access the paper here: <https://psyarxiv.com/3jc4y>

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

Seraj, S., Blackburn, K. G., & Pennebaker, J. W. (2021). Language left behind on social media exposes the emotional and cognitive costs of a romantic

breakup. *PNAS*, 118 (7), e2017154118.
<https://doi.org/10.1073/pnas.2017154118>

Week 5 (May 30): 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 6): Gender roles and sexism; cisheterosexism; ethnicity and racism

Readings: Gender roles and sexism

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: Cisheterosexism

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: Ethnicity and racism

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.

West, L. M., Donovan, R. A., & Daniel, A. R. (2016). The price of strength: Black college women's perspectives on the Strong Black Woman stereotype. *Women & Therapy, 39*(3-4), 390-412.
<https://doi.org/10.1080/02703149.2016.1116871>

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

Week 7 (June 13): ****Test 2****; ****Essay****

Test 2 will take place on **June 13th from 10:00am-12:00pm**. The essay will be due on **June 17th 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 17th 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:

MARK	GRADE
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.

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 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.