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**Diverse Clinical Populations: Poverty and Psychopathology
Psychology 509**

Instructor

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Prerequisites

For undergraduates, the prerequisites for this class are Abnormal Psychology (Psych 337) and Statistics (Psych 204). This class requires that students write a term paper based on their original review of the primary psychological literature. For this reason, students should be comfortable using the major search engines (e.g., PsycInfo, PubMed, ERIC) to identify relevant research studies.

Meetings and Format

We will meet Wednesdays from 11:35 to 2:25. In general, course meetings will begin with a presentation on that week's readings, followed by a group discussion of the material. Please note that the week of March 28th class will be held Tuesday evening from 5:30 to 8:30. Attendance at this class is optional, although everyone is encouraged to attend.

Course Description and Learning Objectives

This course will provide an in-depth introduction to the research literature concerning the associations between poverty and psychopathology. Students will read and discuss research papers concerning (a) the epidemiological literature demonstrating that low income is a risk factor for psychological disorders, (b) the mechanisms linking low income to psychopathology, and (c) intervention models developed to ameliorate the effects of poverty and for use with lower-income clients. This course will develop the students' ability to evaluate critically the research literature, as well as to articulate research questions and use the primary psychological literature to address these queries.

By the end of the course, students should:

- 1) Understand the epidemiological associations between poverty and psychopathology.
- 2) Be able to articulate the major theoretical models explaining the associations between poverty and psychopathology.
- 3) Understand the implications of poverty for treatment models of psychiatric disorders.
- 4) Be able to evaluate critically research studies that use a variety of methodologies.
- 5) Clearly articulate a research question and address it using evidence from the primary literature.

Required Reading

The required reading (detailed in the weekly outline below) will be available in a course pack. The number of papers for which students are responsible each week are specified on the schedule

of readings. Note that there may be minor changes to the schedule and content of readings in this course as additional data become available in the literature.

Evaluation

The final grade in this course will be based on performance on (1) participation in class (15%), (2) weekly response papers (30%), (3) an in-class presentation (10%), and (4) a term paper (45%). Detailed information for each of these components is outlined below.

- (1) *Participation.* To earn these points, you must come to each class and be an active participant during classroom discussions and activities. Note that this does not mean that you should feel pressured to speak all of the time. The quality of your contribution, and your engagement with the material, is more important than the quantity.
- (2) *Weekly response papers.* Beginning the second week of class, each student will submit a 3-page, double-spaced, weekly response paper based on that week's reading. The specific content of the paper is at the student's discretion, but it should be a critical examination of one or more issues raised by the readings. On a fourth page, students should raise two or three questions that they would like to discuss in class. Each response paper will be graded out of 5. Papers will be evaluated based on the quality of the examination of their chosen issue(s) (3 points) and the clarity of the writing (2 points). Each student can submit a response paper for 10 weeks worth of reading. The final grade for this component will be based on the student's 8 best scores (thus, students can skip two submissions and not have their grade adversely affected).

NOTE: *Papers are due by 5 pm the Monday before class.* All papers should be emailed as an attachment to the instructor (melanie.dirks@mcgill.ca). Note that the week of March 28th papers will be due on Sunday March 27th at 5:00. Papers cannot be submitted late. Papers that are late can only be credited if accompanied by documented medical excuse.

- (3) *In-class presentation.* Each student will give an in-class presentation based on the topic of his/her term paper. Presentations will last approximately 10 minutes with about 5 minutes for questions after each. Presentations will be graded out of 10. Grades will be based on the quality of the research presented and the clarity and organization of the presentation.

NOTE: Please ensure that you do not sign up for a presentation date that will conflict with a holy day you observe; holy day exemptions cannot be granted for presentation/submission dates that you choose.

- (4) *Term paper.* On the last day of class, each student will submit a 20-page double-spaced paper (not including references, tables, or figures), concerning some aspect of the association between poverty and psychopathology. In this paper, students will raise a research question and then address it using the primary literature. It is recommended that students discuss their topic and research question with the instructor prior to beginning to work on their paper. The instructor will be available for consultation on the paper, in office hours and by appointment, throughout the course. Papers will be graded out of 45 points. Evaluation will be based on the adequacy of the literature review, the quality of the discussion of the research question, and the organization and clarity of the writing.

NOTE: Extensions for the final term paper may be granted at the discretion of the instructor. *Requests for an extension must be submitted, in writing, to the instructor no later than two weeks prior to the due date of the paper.*

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Final Grades

Final letter grades will be assigned according to the following scheme:

A	A-	B+	B	B-	C+	C	D	F (Fail)
100-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	49-0

Rounding of percentages will follow standard scientific conventions to one decimal place. For example, a score of 84.5 would be rounded up to 85 and receive a grade of “A.” A score of 84.4 would round to 84 and receive an A-.

In the event of circumstances beyond the instructor’s control, the evaluation scheme as set out in this syllabus might require change.

Extensions for Written Work and In-Class Presentations

Extensions cannot be granted for response papers or for in-class presentations. Note that students can miss two response papers without penalty. If an in-class presentation is missed, students must provide the instructor with written, verifiable documentation of the reason for the absence. *Note that the instructor must be notified that a student will miss a presentation prior to the scheduled class.* If documentation is provided for the absence, the grading scheme will be adjusted such that the final paper will count for 55%.

Requests for extensions for the final term paper that are submitted less than two weeks before the end of class will only be granted for valid reasons (e.g., a medical issue) and the student must provide the instructor with written and verifiable documentation.

Plagiarism

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/students/srr/honest/> for more information). Cases of suspected plagiarism will be reported to the Disciplinary Officer for your faculty and may result in a score of 0 on the assignment, failure of the course, or suspension or expulsion from the university.

Empiricism

This class is a scientific examination of the associations between poverty and psychopathology. Many individuals will have personal experience (themselves, their friends, or their family) with emotional and behavioral difficulties and the mental-health system. This experience may provide the impetus for taking this class, or may (usefully) be the basis of general questions and hypotheses. However, the goal of this course is not the processing of personal experience in a

public forum. Please contact the instructor if you find the course content personally upsetting, or if you would like more information about mental health treatment at McGill or in the community more broadly.

Course Schedule

We will begin by addressing epidemiological work that establishes the associations between poverty and psychopathology. Next, we will turn our attention to work addressing the mechanisms by which poverty may exert its influence on mental health. Topics include models of social causation and social selection, the role of neighborhoods, behavioral norms, life stress, and resilience. Having established this theoretical foundation, the latter half of the course will focus on the implications of these research findings for intervention. We will examine both interventions that are designed to ameliorate the effects of poverty and treatments for psychopathology designed for lower-income populations.

Week	Date	Topic	Readings
1	Jan 5	Epidemiology of Psychopathology: Links between Poverty and Psychiatric Diagnoses (Read Boyle et al., Offord et al., and one other)	Boyle, M. B. et al. (1987). Ontario Child Health Study: I. Methodology. <i>Archives of General Psychiatry</i> , 44, 826-831. Offord, D. R. et al. (1989). Ontario Child Health Study: Correlates of disorder. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 28, 856-860. Costello, E. J. et al. (1996). The Great Smoky Mountains Study of Youth: Goals, design, methods, and the prevalence of DSM-III-R disorders. <i>Archives of General Psychiatry</i> , 53, 1129-1136. Bruce, M. L., Takeuchi, D. T., & Leaf, P. J. (1991). Poverty and psychiatric status: Longitudinal evidence from the New Haven Epidemiologic Catchment Area Study. <i>Archives of General Psychiatry</i> , 48, 470-474.
2	Jan 12	Theoretical Overview of the Associations between Poverty and Psychopathology (Read Dohrenwend and one other)	Dohrenwend, B. P. (1966). Social status and psychological disorder: An issue of substance and an issue of method. <i>American Sociological Review</i> , 31, 14-34. Brooks-Gunn, J. & Duncan, G. (1997). The effect of poverty on children. <i>The Future of Children</i> , 7, 55-71. Rutter, M., Moffitt, T. E., & Caspi, A. (2006). Gene-environment interplay

			and psychopathology: Multiple varieties but real effects. <i>Journal of Child Psychology and Psychiatry</i> , 47, 226-261.
3	Jan 19	Testing Models of the Associations Between Poverty and Psychopathology (Read 3 of 3)	Rutter, M. (2005). Environmentally mediated risk factors for psychopathology: Research strategies and findings. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 44, 3-18. Costello, E. J., et al. (2003). Relationships between poverty and psychopathology : A natural experiment. <i>Journal of the American Medical Association</i> , 290, 2023-2029. Wadsworth, M. E., & Achenbach, T. M. (2005). Explaining the link between low socioeconomic status and psychopathology: Testing two mechanisms of the social causation hypothesis. <i>Journal of Consulting and Clinical Psychology</i> , 73, 1146-1153.
4	Jan 26	The Social Context of Poverty: Neighborhoods (Read Leventhal & Brooks-Gunn and one other)	Leventhal, T., & Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. <i>Psychological Bulletin</i> , 126, 309-337. Xue et al. (2005). Neighborhood residence and mental health problems of 5- to 11-year-olds. <i>Archives of General Psychiatry</i> , 62, 554-563. Silver, E. et al. (2002). Neighborhood structural characteristics and mental disorder: Faris and Dunham revisited. <i>Social Science and Medicine</i> , 55, 1457-1470.
5	Feb 2	Possible Mechanisms of Action I: Behavioral Norms (Read Anderson and one other)	Anderson, E. (1998). The social ecology of youth violence. <i>Crime and Justice</i> , 65-104. Henry, D., et al. (2000). Normative influences on aggression in urban elementary school classrooms. <i>American Journal of Community Psychology</i> , 28, 59-81. Becker, B. E. & Luthar, S. S. (2007). Peer-perceived admiration and social

			preference: Contextual correlates of positive peer regard among suburban and urban adolescents. <i>Journal of Research on Adolescence</i> , 17, 117-144.
6	Feb 9	Possible Mechanisms of Action II: Life Stress (Read Hammen, Caspi et al., and one other)	Hammen, C. (2005). Stress and depression. <i>Annual Review of Clinical Psychology</i> , 1, 293-319. Caspi, A., et al. (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT gene. <i>Science</i> , 301, 386-389. Cairney, J. et al. (2002). Stress, social support, and depression in single and married mothers. <i>Social Psychiatry and Psychiatric Epidemiology</i> , 38,442-449. Evans, G. W. & English, K. (2002). The environment of poverty: Multiple stressor exposure, psychophysiological stress, and socioemotional adjustment. <i>Child Development</i> , 73, 1238-1248.
7	Feb 16	Resilience (Read 3 of 3)	Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. <i>Child Development</i> , 71, 543-562. Werner, E. E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai Longitudinal Study. <i>Development and Psychopathology</i> , 5, 503-515. Kim-Cohen, J., et al. (2004). Genetic and environmental processes in young children's resilience and vulnerability to socioeconomic deprivation. <i>Child Development</i> , 75, 651-668.
8	Mar 2	Policy-Level Interventions (Read Leventhal and Brooks-Gunn and one other) Student Presentations (3)	Leventhal, T. & Brooks-Gunn, J. (2000). Moving to Opportunity: An experimental study of neighborhood effects on mental health. <i>American Journal of Public Health</i> , 93, 1576-1582. Katz, L. F., et al. (2001). Moving to Opportunity in Boston: Early results of a randomized mobility experiment. <i>The Quarterly Journal of Economics</i> , 116,

			607-654. Gassman-Pines, A., & Yoshikawa, H. (2006). The effects of antipoverty programs on children's cumulative level of poverty-related risk. <i>Developmental Psychology, 42</i> , 981-999.
9	Mar 9	Efficacy and Effectiveness: Dissemination of Evidence-Based Treatments (Read 3 of 3) Student Presentations (2)	Weisz, J. R. et al. (1995). Bridging the gap between laboratory and clinic in child and adolescent psychotherapy. <i>Journal of Consulting and Clinical Psychology, 63</i> , 688-701. Weersing, V. R. & Weisz, J. R. (2002). Community clinic treatment of depressed youth: Benchmarking usual care against CBT clinical trials. <i>Journal of Consulting and Clinical Psychology, 70</i> , 299-310. Mufson, L. H. et al., (2004). Effectiveness research: Transporting Interpersonal Psychotherapy for Depressed Adolescents (IPT-A) from the lab to school-based health clinics. <i>Clinical Child and Family Psychology Review, 7</i> , 251-261.
10	Mar 16	Psychotherapy with Lower-Income Clients (Read Miranda et al., Kazdin & Mazurick, and one other) Student presentations (3)	Miranda, J. et al. (2005). State of the science on psychosocial interventions for ethnic minorities. <i>Annual Review of Clinical Psychology, 1</i> , 113-142. Kazdin, A. E., & Mazurick, J. L. (1994). Dropping out of child psychotherapy: Distinguishing early and late dropouts over the course of treatment. <i>Journal of Consulting and Clinical Psychology, 62</i> , 1069-1074. Atkins, M. S. et al. (2002). Schoolbased mental health services in urban communities. In M. Weist, S. Evans, & N.Tashman (Eds.), <i>Handbook of School Mental Health</i> (pp. 165-178). NeYork: Kluwer Academic/Plenum Publishers. Satterfield, J. M. (1998). Cognitive behavioral group therapy for depressed, low-income minority clients: Retention and treatment enhancement. <i>Cognitive Behavioral Practice, 5</i> , 65-80.

11	Mar 23	Student Presentations (11)	
12	Mar 29 (Note: Tuesday night)	Systems Interventions (<i>Read 2 of 3</i>)	<p>Henggeler, S. W. & Lee, T. (2003). Multisystemic treatment of serious clinical problems. In A. E. Kazdin & J. R. Weisz (Eds.), <i>Evidence-based psychotherapies for children and adolescents</i> (pp. 301-322). New York, Guilford.</p> <p>Chamberlain, P. & Smith, D. K. (2003) Antisocial behavior in children and adolescents: The Oregon Multidimensional Treatment Foster Care Model. In A. E. Kazdin & J. R. Weisz (Eds.), <i>Evidence-based psychotherapies for children and adolescents</i> (pp. 282-300). New York, Guilford.</p> <p>Woolston, J. et al. (2007). <i>IICAPS: A home-based psychiatric treatment for children and adolescents</i> (pp.19-42). New York: Yale University Press.</p>
13	Apr 6	Student presentations (11)	N/A