

**ANSWER BOOKLET**  
**LIVRET DE RÉPONSES**  
**CUADERNILLO DE RESPUESTAS**



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**4 PAGES / PÁGINAS**

At the start of each answer to a question, write the question number in the box. / Avant de répondre à une question, veuillez écrire le numéro de la question que vous allez traiter dans la case prévue à cet effet. / Al comienzo de cada respuesta, escriba el número de pregunta en la casilla.



Example  
 Exemple  
 Ejemplo

27

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Example  
 Exemple  
 Ejemplo

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3

Culture plays a key part in the treatment of depression. Variance and collisions of culture can hinder the treatment process while intercultural understanding can improve it. Due to cultural differences, treatment in depression varies from culture to culture. Two studies which support the role provide insight into the role culture plays in the treatment of depression are Zhung et al. (conducted in 1999) and Jenkins-Hull and Sacco (1998). With more cultural understanding the treatment of depression can become more effective overall and treatments can be personalized to fit people's cultural background and get them on the path to recovery faster.

Arguably the most important part of treating depression and any other psychological disorders is the diagnosis and identification of the illness. This can be difficult due to cultural barriers and lack of intercultural understanding. To study this, the study Jenkins-Hull and Sacco was undertaken in 1998. The study took doctors from various cultural and ethnic backgrounds (European-American, African-American and Asian-American) and had them diagnose patients after watching a video tape of them describing their symptoms and experiences. The aim of this was to see if a difference in cultural and ethnic background affected the doctor's diagnosis. The result of the study showed that, on average, European-American doctors were twice as likely to diagnose minority patients with depression than minority doctors were to ~~present~~ diagnose white patients with depression.

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This study shows that lack of inter-cultural understanding can lead to an over diagnosis of depression in some cases and which hinders treatment especially if the patient was wrongly diagnosed and is actually suffering from a different psychological disorder.

On further analysis, however, the study may not be truly representative of how African-American or Asian-American psychiatrists diagnose patients outside their cultural ethnic group as there was a disproportionate ratio of European-American to minority doctors in the study. In addition, the study doesn't account for variance within cultural groups. For instance, Northern Asians are quite different from their Southern counterparts culturally. Regardless of these limitations, the study still can be applied to the variables that must be considered when diagnosing a patient as it could hinder treatment and significantly reduce the patient's ability to recover if proper cultural considerations are not made.

Treatment of depression also ~~plays~~ is also highly determined on culture, as culture can affect the way depression is expressed in an individual. For example, people in more traditional cultures such as those in East Asia tend to exhibit depression in a way called somatization. This is the expression of depression in physical ways such as headaches, bodyaches, gastrointestinal issues or dizziness.

A study which researched this was Zhang et al. which looked at Chinese psychiatric patients with the aim of understanding how people of traditional cultures may express depression in contrast to the typical Western stereotype of depression as a disorder which causes mainly lack of motivation and feelings of worthlessness. Zhang et al. concluded that 80% of depression patients with depression in China expressed their symptoms physically like the aforementioned ways. This study has significant implications as well as possible applications. One exceptional way the results of this study can be applied is in the treatment of depression in cultural instances.

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Due to the fact there is no definitive cause of depression, most treatments currently try to mainly suppress the symptoms. In the west that is mostly carried out via the prescription of antidepressants but now due to increased understanding of the way culture impacts depression, patients from traditional cultures who suffer physically as a result of depression can be treated with medications and therapies which specifically target the pain they are feeling, increasing their quality of life while researchers still study the true causes of depression.

To conclude, culture plays a large part in the way depression is treated. Struggling with diagnosis, ~~culture can be~~ cultural differences can impact a physician's ability to correctly diagnose an individual leading to a less or completely ineffective treatment. In addition, culture can and should change the way psychiatrists alleviate the harmful effects of depression during treatment like in the way patients from an Eastern background may benefit more from treatments helping their physical symptoms than antidepressants as shown by the results of Zhong et al (2009).

$$1, 3, 3, 3, 2 = 13 | 22$$

6

Attachment is fundamental to a person's psychological and even physical development. Without sufficient guidance and a person to feel comfort and security around, children may be unable to develop at the same rate as their peers and could have lasting damage for the rest of their lives. Two studies which research the role of attachment in development Rutter et al.'s Romanian orphan study and Tierney et al.'s study of the correlation between attachment and development in high-risk individuals.

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Due to the fall of the brutal Ceaușescu regime in Romania it was discovered that children deemed 'defective' or not up to the standards the government wanted were put into special institutions. A key developmental researcher posed a question, were the children underdeveloped before being institutionalized or as a result of it? In the following time Rutter et al.'s famous study of Romanian children was born. In the beginning the study compared, through observations and in-home interviews, the development of British orphans versus Romania-ones immediately after being adopted. All children were between the ages of a couple months to 11 years. This first part to the study found that 2.3% of British orphans were developmentally behind whereas 14.2% of institutionalized Romanian orphans were behind the average for children their age. The study then went on to keep up with the Romanian orphans in the United Kingdom and came to some encouraging conclusions. Children who were adopted at 6 months or less from Romanian institutions were on the same level developmentally as their noninstitutionalized British counterparts. Additionally, the study concluded that the younger the child was adopted and able to form meaningful attachments, the more likely they were to catch up developmentally by the time they reach adolescence. Unfortunately, children adopted later in their lives around ages 9-11 were significantly less likely to properly develop emotionally in addition to having a smaller head circumference on average. The study can be difficult to apply to all instances due to cultural and other differences however it shows the need for meaningful relationships and attachments in order for a child to fulfill their developmental potential. In addition, the results of the study can be applied to the way various services and institutions for orphans are run and managed to ensure the children are getting proper care and attention in addition to forming meaningful relationships to fully develop emotionally and physically.

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Example  
 Exemple  
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Example  
 Exemple  
 Ejemplo

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(continued)

There is further evidence to show the significant role attachment plays in development but this time in a different way. Attachment can have a profound effect on individuals who lack it but gain it later in early adolescence. Programs like Big Brothers Big Sisters take children from troubled backgrounds where children may be lacking meaningful attachments such as families suffering from alcoholism or drug use and pairs those children up with mentors who try to form meaningful attachments with. According to the organization, kids from high-risk backgrounds who participate in the program are 46% less likely to abuse drugs, 27% less likely to try alcohol, and 51% less likely to skip school than other high-risk children. This highlights the profound effect meaningful attachments can have on development. To further study the effect of meaningful attachments to mentors the study Tierney et al. was devised. 144 high-risk children, deemed high-risk due to their backgrounds, were split into two groups. In one group the children were given mentors and in the other group the children were not. The children were ages 6-11. During the course of the study interviews and observations were made of the children to determine if attachments have an effect on development. The study concluded that those in the group with mentors who had formed meaningful relationships with their mentors were less likely to show deviant behavior and more likely to exhibit prosocial behavior than their mentorless counterparts. Despite the ethical limitations that children in the mentorless

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group got no help whatsoever what so ever and were expected to do poorly, the study does give valuable insight into how meaningful attachments to a person who can give guidance and serves as an example to a child allows them to fully develop emotionally and be socially successful by conforming to normalities and exhibiting prosocial behavior. The results of this study can be apply applied to how to aid high-risk children develop to fulfill their psychological potential and serves as a promoter of organizations such as Big Brother Big Sister.

In conclusion, attachment plays a fundamental role in the development of a child and through the creation of meaningful relationships between that child and individuals who can help guide them, the child can fulfill their developmental potential. This is heavily supported by Tienney et al. which concluded attachments are necessary in order for a child to develop fully and exhibit prosocial behavior. In addition, a lack of proper attachments during childhood and absences can have damaging effects on how a child develops but, as a result of studies like Rutter et al., we know that through the creation of meaningful attachments the negative effects can be either curbed or eliminated completely allowing the child to develop fully psychologically and physically.

$$2, 4, 5, 4, 2 = 17 / 22$$