

ADVANCED TOPICS IN MOOD DISORDERS: PSYC 437

Winter 2016

Wednesdays 1:00-2:30

Fridays 11:30-1:00

Humphrey 223

Instructors

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Course Description

The purpose of this course is to provide students with an advanced understanding of the state of research and controversies in the area of depression by examining primary empirical and review articles from leading researchers in psychology and psychiatry. The course will focus on cognitive, social, and biological theories of etiology and treatment.

Readings

Readings for the course will consist of primary empirical articles and book chapters. The articles are available to download from the Queen's library.

Course Format

This course will be structured such that approximately 1/2 of classes will involve lectures and discussion moderated by the instructor. The remaining class periods will be devoted to presentations and discussion moderated by students. In these sessions, groups of 2-3 students will be responsible for presenting and discussing the articles. However, all students are expected to come to class prepared to discuss the material.

During the first class period, students will pick their presentation partner(s) and sign up for a presentation topic and date. Partners will work together to prepare the class presentations. However, each student is expected to contribute equally to the presentation, and students will be assigned their own separate grades. Students are also expected to hand in their own independent assignments (see below).

Evaluation

Funding proposal outline:	20%
Full funding proposal:	40%
Presentation:	25%
Discussion questions:	10%
Participation/Attendance:	5%

Course Requirements

1. Presentation: Students will conduct a 30-minute verbal group presentation to the class on selected topics. Due to the number of students in the class, each presentation group will comprise of 2-3 students. Students will work together on the presentations, although each person will receive an individual mark. Student groups will pick a presentation topic from the list in the syllabus. **Students are encouraged to meet with Katherine or Raegan during office hours to help prepare for their presentation. The presentation must be presented on the day listed in the syllabus for that topic. Changes will not be made to the syllabus.** Students will be required to coherently summarize, expand upon, and discuss one of the articles for their assigned topic. Presentations will be evaluated according to the following criteria:

- (a) Cooperation between group members
- (b) Organization
- (c) Appropriate coverage of the issue and controversies
- (d) Adequate understanding of the material
- (e) Individual contribution of each group member
- (f) Use of visual aids, where appropriate (equipment is provided)
- (g) Generation of discussion and responsiveness to questions

2. Written Assignment Proposal: Students will write a funding proposal. Here is a description of the setting:

You work in an outpatient mood disorders clinic at a hospital located in a mid-sized community (e.g., Kingston - you may select another city if you choose).

Recently, you have received news that the hospital has received a large donation to fund a new project at the hospital's discretion. The hospital has created a committee that will evaluate the funding proposals. It will consist of a clinician whose primary interest is patient care, a researcher from the local university with limited clinical experience, a hospital administrator interested in the financial bottom line, and a patient representative. To receive funding for your program, you must submit a proposal to the committee who will evaluate it. The committee will be evaluating the proposal for its feasibility based on the resources and funding available and its ability to improve clinical services at the hospital (e.g., likelihood of effectiveness, efficacy).

Some additional information about the hospital, the community it serves, and possible opportunities to collaborate with colleagues in the community:

- The hospital is associated with a research university (Queen's) that is also located in the community. The university has a medical school and graduate programs in clinical psychology, social work, and occupational therapy. There is also a community college with an applied behavioural sciences program. You have had successful collaboration in the past with a faculty member who is an expert on depression. The university also has a strong biological sciences program, but the faculty have not previously collaborated in the study of mental disorders.

- Although the clinic is located in a mid-sized community, it also provides services to patients in a much larger catchment area. In some cases, patients must drive 2 hours to attend their clinic appointments.
- The hospital is constantly looking for ways to reduce healthcare costs. Efficient use of available resources and evidence-based programing is of utmost priority.
- Establishing a strong mood disorders research program is part of the hospital's strategic plan but there is currently little existing infrastructure. Through collaborations in the community, it may be possible to access equipment and other research support.
- The hospital has recently put together a public outreach committee whose mandate is to improve awareness and raise funding specifically for mental health issues; you may use this as a resource if you so choose.
- At present there is a waitlist for intake to the service, which consists primarily of medication consultation and follow-up with psychiatry, and to the other programs provided by allied health professionals (e.g., mental health nursing, social work, occupational therapy, and psychology).

For the **Outline**, you are expected to write a 2-page description outlining your idea for the funding proposal. You need to (1) clearly articulate the overall aim of your funding program, (2) outline the specific ways in which your new program will benefit the clinic, (3) specify how you will go about putting your proposal into play (e.g., interview & hire new people, consult with experts in the community, etc.), and (4) a proposed budget. You need not have specific scientific references to support your claims for the outline (though, it will be expected that you demonstrate empirical evidence for your claims in the full funding proposal).

Each student will write his or her own paper. The topic must be related to the course content and be approved by the instructor(s). **You are required to meet with Katherine during a scheduled appointment to discuss your plans before the outline deadline.**

The **outline** is due on **WEDNESDAY, MARCH 2nd**. **Late papers will not be accepted except in cases of documented emergencies.** The paper will be evaluated according to the following criteria:

- Pertinence:** The funding idea is relevant to the setting and would afford tangible gains to the functionality of the clinic/quality of services to the patients.
- Feasibility:** Your funding proposal must be feasible, in that the money you have requested is enough to cover expenses and you have reasonably considered the ways in which money should be allocated.
- Organization:** The paper is organized into clear sections demarcated by paragraph divisions or detailed charts/tables. The organization is consistent with the purpose of the paper.
- Writing Style & Grammar:** Formal, scientific writing style (APA) is used with correct grammar, spelling, and punctuation. Note: you may only use point form in the budget section, otherwise it must be full sentences.

3. Full Funding Proposal: Students will expand upon their brief proposal above to provide a full funding proposal that includes a more comprehensive explanation of the

project as well as provide *supporting empirical literature* to demonstrate and make a case for the clinical effectiveness and efficacy of the proposed project. The paper should be prepared according to APA publication guidelines. It should be based on primary research and secondary review articles from major journals in psychology and psychiatry. Quality is stressed over quantity, but a rough guide is 10-15 typed pages, excluding references. The paper is due on **FRIDAY, APRIL 1st**. **Late papers will not be accepted except in cases of documented emergencies.** The paper will be evaluated according to the following criteria:

- (a) **Pertinence:** The funding idea is relevant to the setting and would afford tangible gains to the functionality of the clinic/quality of services to the patients.
- (b) **Supporting Evidence:** The literature reviewed is relevant, accurate, and current. Citations are used to substantiate presentations of ideas and issues.
- (c) **Feasibility:** Your funding proposal must be feasible, in that the money you have requested is enough to cover expenses and you have reasonably considered the ways in which money should be allocated.
- (d) **Organization:** The paper is organized into clear sections demarcated by paragraph divisions or detailed charts/tables. The organization is consistent with the purpose of the paper. There are transition sentences that help the flow of the paper.
- (e) **Content:** You demonstrate an understanding of the content of the reviewed literature. The research questions and hypotheses flow logically from the reviewed literature.
- (f) **Persuasiveness:** The overall argument, in terms of your ability to consider the perspectives of each of the members of the committee (clinician, researcher, patient, hospital administrator).
- (g) **Creativity/Overall Design:** Creativity of the proposal will be considered; should you elect an approach that permits less creativity because it is a more common approach (e.g., hiring a new staff member), you will not lose points. The overall creativity is one consideration of the overall design of your proposal.
- (h) **Writing Style & Grammar:** Formal, scientific writing style (APA) is used with correct grammar, spelling, and punctuation. Note: you may only use point form in the budget section, otherwise it must be full sentences.

4. Discussion Questions: Students will propose and answer *two* discussion questions based on the readings for two different topics in the syllabus (for a total of *four* thought questions). Students will sign up for their discussion question topics. These questions will be provided to the instructor the day before the scheduled class for distribution to the rest of the students. A full “answer” to each question is also expected to be handed in the day before the scheduled class for grading. **Late questions will not be accepted.** Answers will be awarded five point each, and will be graded on the following criteria: (a) adequate understanding of the article, (b) critical thinking, (c) creativity, and (d) clarity (including correct grammar, spelling, etc.). Each discussion question and answer should be approximately ½ - 1 page in length.

5. Participation/Attendance: Students are expected to come to every class and be prepared to discuss the articles. Participation marks will be based on attendance and class participation (e.g., asking questions, participating in discussion, etc.).

Grading Scheme

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:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
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

Your course average will then be converted to a final letter grade according to Queen's

Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
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

Late Policy

Late discussion questions will not be accepted. Group presentations must be given on the date on which they are scheduled. Late presentations will not be accepted. Late proposals and full papers will not be accepted except in cases of documented family or medical emergencies.

Academic Integrity

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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Accessibility Statement

Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Documents can be made available in an accessible format or with appropriate communication supports upon request.

Please contact one of Katherine or Raegan using the contact information on the first page of this syllabus.

Accommodations Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services

(SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:
<http://www.queensu.ca/studentwellness/accessibility-services/>

Psychology 437: Course Outline

Date	Topic
Wednesday January 6 th	Introduction & Major Depression Defined
Friday January 8 th	Beyond Diagnostic Categories: The Research Domain Criteria (RDoC)
Wednesday January 13 th	Depression Etiology: Genetic Models
Friday January 15 th	Depression Etiology: Stress & the Hypothalamic-Pituitary-Adrenal (HPA) Axis
Wednesday January 20 th	Neurobiology of Depression
Friday January 22 nd	Depression & Etiology: Cognitive Models
Wednesday January 27 th	Depression & Etiology: Parental Care & Abuse
Friday January 29 th	Depression & Etiology: Stress Sensitivity & Sensitization
Wednesday February 3 rd	Depression & Etiology: Stress Generation
Friday February 5 th	Depression & Etiology: Rumination
Wednesday February 10 th	Depression & Etiology: Interpersonal Models
Friday February 12 th	Depression & Etiology: Social Risk Hypothesis
READING WEEK	
Wednesday February 24 th	Depression & Etiology: Social Cognition and Theory of Mind
Friday February 26 th	GUEST LECTURE: Suicide in Youth
Wednesday March 2 nd	Special Topics: Depression in Very Young Children
Friday March 4 th	GUEST LECTURE: Maternal Depression & Inter-generational Transmission; Post-partum Depression
Wednesday March 9 th	Depression Treatment: Pharmacotherapy primer
Friday March 11 th	GUEST LECTURE: Cognitive Behavioural Therapy
Wednesday March 16 th	Depression Treatment: CBT vs. Pharmacotherapy
Friday March 18 th	Depression Treatment: Behavioural Activation
Wednesday March 23 rd	Depression Treatment: Experimental Treatments for Treatment-Resistant Depression
Friday March 25 th	Depression Treatment: Mindfulness-based Interventions
Wednesday March 30 th	Special Topics: Cross-cultural approaches
Friday April 1 st	Special Topics: TBD

***Bolded topics are those that are up for grabs as presentation topics**