

ADVANCED TOPICS IN MOOD DISORDERS: PSYC

437 Winter 2017

Tuesdays 4:00-5:30

Thursday 2:30-4:00

Humphrey 223

Instructor

Amanda Shamblaw

phone: 613-533-6003

e-mail: 12als12@queensu.ca

office: HUM 245

office hours: by appointment

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 1/3 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, 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 sign up for a presentation topic and date.

Evaluation

Research proposal outline	20%
Full research proposal	35%
Presentation	25%
Discussion questions	10%
Participation/Attendance	10%

Course Requirements

1. Presentation: Students will conduct a 15-minute verbal presentation to the class on selected topics. Students will pick a presentation topic from the list in the syllabus. **Students need to meet with Amanda at least one week prior to their presentation 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. **Students are required to email Amanda a written report outlining the main points to be discussed in their presentation three days prior to their presentation.** Presentations will be evaluated according to the following criteria:

- (a) Organization
- (b) Appropriate coverage of the issue and controversies
- (c) Adequate understanding of the material
- (d) Use of visual aids, where appropriate (equipment is provided)
- (e) Generation of discussion and responsiveness to questions

2. Brief proposal: Students will write a brief literature review on a topic of their choice. Following the literature review students will clearly articulate the next step(s) for research on this topic. This proposal for next steps does not need to involve a description of method. Instead, the student just needs to clearly state the research question(s) that he/she thinks are central to moving this area of research forward. The student will need to justify these research questions with reference to the literature reviewed and will need to provide clearly stated and relevant hypotheses. Each student will write his or her own paper. The topic must be related to the course content and be **approved by the instructor**. Students are encouraged to meet with the instructor during office hours to help structure their paper.

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 5-7 typed pages, excluding references. The paper is due on **Tuesday, March 7th**. 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 literature reviewed is relevant, accurate, and current. Citations are used to substantiate presentations of ideas and issues.
- (b) **Purposefulness:** The paper identifies central ideas and follows them throughout the paper. The paper develops with a clear sense of introduction, purpose, development, and conclusion.
- (c) **Organization:** The paper is organized into clear sections demarcated by paragraph divisions. The organization is consistent with the purpose of the paper. There are transition sentences that help the flow of the paper.
- (d) **Content:** The student demonstrates an understanding of the content of the reviewed literature. The research questions and hypotheses flow logically from the reviewed literature.
- (e) **Writing Style & Grammar:** Formal, scientific writing style (APA) is used with correct grammar, spelling, and punctuation.

3. Full Research Proposal: Students will expand upon their brief proposal above to provide a full research proposal that includes a more comprehensive literature review; research question(s) and hypotheses; and a complete method section that clearly articulates how the research question(s) will be tested. The method section should contain the appropriate APA headings (Participants, Measures, Procedure). A Data Analysis section is not required, although it would be useful to put some thought into how the resulting data would be analyzed.

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 15-20 typed pages, excluding references. The paper is due on **Thursday, April 6th**. 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 literature reviewed is relevant, accurate, and current. Citations are used to substantiate presentations of ideas and issues.
- (b) **Purposefulness:** The paper identifies central ideas and follows them throughout the paper. The literature review develops with a clear sense of introduction, purpose, development, and conclusion.
- (c) **Organization:** The paper is organized into clear sections demarcated by paragraph divisions. The organization is consistent with the purpose of the paper. There are transition sentences that help the flow of the paper.
- (d) **Content:** The student demonstrates an understanding of the content of the reviewed literature. The research questions and hypotheses flow logically from the reviewed literature.
- (e) **Methodology:** The methodology is sound and consistent with the research question(s), the chosen measures are valid and appropriate to the question. The study is consistent with ethical principles guiding research on human subjects. The study is feasible.
- (f) **Writing Style & Grammar:** Formal, scientific writing style (APA) is used with correct grammar, spelling, and punctuation.

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 points 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 1 page in length double spaced.

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 Amanda 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

Class	Date	Topic
1	Tuesday January 10 th	Introduction & Major Depression Defined
2	Thursday January 12 th	Beyond Diagnostic Categories: The Research Domain Criteria (RDoC)
3	Tuesday January 17 th	Depression Etiology: Genetic Models
4	Thursday January 19 th	Depression Etiology: Stress & the Hypothalamic-Pituitary-Adrenal (HPA) Axis
5	Tuesday January 24 th	Depression & Etiology: Cognitive Models
6	Thursday January 26 th	Depression & Etiology: Stress Sensitivity & Sensitization
7	Tuesday January 31 st	Depression & Etiology: Parental Care & Abuse
8	Thursday February 2 nd	Depression & Etiology: Stress Generation
9	Tuesday February 7 th	Depression & Etiology: Rumination
10	Thursday February 9 th	Depression & Etiology: Interpersonal Models
11	Tuesday February 14 th	Depression & Etiology: Social Risk Hypothesis
12	Thursday February 16 th	Overflow or Special Topics Open for Class Decision
READING WEEK		
14	Tuesday February 28 th	Special Topics: Motivation and Reward-Responsivity in Depression
15	Thursday March 2 nd	Special Topics: Perinatal Depression
16	Tuesday March 7 th	Special Topics: Suicide in Youth
17	Thursday March 9 th	NO CLASS
18	Tuesday March 14 th	Special Topics: Depression in Very Young Children
19	Thursday March 16 th	Depression Treatment: Pharmacotherapy primer
20	Tuesday March 21 st	GUEST LECTURE: Cognitive Behavioural Therapy
21	Thursday March 23 rd	Depression Treatment: CBT vs. Pharmacotherapy
22	Tuesday March 28 th	Depression Treatment: Behavioural Activation
23	Thursday March 30 th	Depression Treatment: Mindfulness-based Interventions
24	Tuesday April 4 th	Special Topics: Cross-cultural approaches
25	Thursday April 6 th	Overflow or Special Topics Open for Class Decision

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

READING LIST

Major Depression Defined

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. (pp. 155, 160-168). Washington, DC: Author.

Beyond Diagnostic Categories: The Research Domain Criteria (RDoC)

Sanislow, C. A., Pine, D. S., Quinn, K. J., Kozak, M. J., Garvey, M. A., ...Cuthbert, B. N. (2010). Developing constructs for psychopathology research: research domain criteria. *Journal of Abnormal Psychology, 119*, 631-639.

You can view the RDoC Matrix here:

<http://www.nimh.nih.gov/research-priorities/rdoc/research-domain-criteria-matrix.shtml>

Genetic Models

Caspi, A., Sudgen, K., Moffitt, T.E., Taylor, A., Craig, I.W., Harrington, H., et al. (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT gene. *Science, 301*, 386-389.

Monroe, S. M., & Reid, M. W. (2008). Gene-environment interactions in depression: Genetic polymorphisms and life stress polyprocedures. *Psychological Science*.

Stress and the HPA Axis

Pariante, C. M., & Lightman, S. L. (2008). The HPA axis in major depression: Classical theories and new developments. *Trends in neurosciences, 31*(9), 464-468.

Cognitive Models

Beck, A. T. (2008). The Evolution of the Cognitive Model of Depression and Its Neurobiological Correlates. *American Journal of Psychiatry, 165*, 969-977.

Dozois, D. J. A., & Dobson, K. S. (2001). Information Processing and Cognitive Organization in Unipolar Depression: Specificity and Comorbidity Issues. *Journal of Abnormal Psychology, 110*, 236-246.

Stress Sensitivity and Sensitization

Stroud, C. B., Davila, J., Hammen, C., & Vrshek-Schallhorn, S. (2011). Severe and nonsevere events in first onsets versus recurrences of depression: Evidence for stress sensitization. *Journal of Abnormal Psychology, 120*, 142-154.

Harkness, K. L., Bruce, A. E., & Lumley, M. N. (2006). The role of childhood abuse and neglect in the sensitization to stressful life events in adolescent depression. *Journal of Abnormal Psychology, 115*, 730-741.

Parental Care and Abuse

Harkness, K. L., & Lumley, M. N. (2007). Child abuse and neglect and the development of depression in children and adolescents. In J. Abela & B. Hankin (Eds.) *Depression in Children and Adolescents*. (pp. 639-657) Guilford: New York.

Lumley, M. N., & Harkness, K. L. (2009). Childhood Maltreatment and Depressotypic Cognitive Organization. *Cognitive Therapy & Research*, 33, 511-522.

Stress Generation

Hammen, C. (2006). Stress Generation in Depression: Reflections on Origins, Research and Future Directions. *Journal of Clinical Psychology*, 62(9), 1065–1082.

Harkness, K. L., Lumley, M. N. & Truss, A. E. (2008). Stress generation in adolescent depression: The moderating role of child abuse and neglect. *Journal of Abnormal Child Psychology*, 36, 421-432.

Rumination

Stewart, J. G., Mazurka, R., Bond, L., Wynne-Edwards, K. E., & Harkness, K. L. (2013). Rumination and impaired cortisol recovery following a social stressor in adolescent depression. *Journal of Abnormal Child Psychology*, 41, 1015-1026.

Mandell, D., Siegle, G. J., Shutt, L., Feldmiller, J., & Thase, M. E. (2014). The neural substrates of trait ruminations in depression. *Journal of Abnormal Psychology*, 123, 35-48.

van Randenborgh, A., de Jong-Meyer, R., Huffmeier, J. (2010). Rumination fosters indecision in dysphoria. *Journal of Clinical Psychology*, 66(3), 229-248.

Interpersonal Models

Evraire, L. E., & Dozois, D. J. (2011). An integrative model of excessive reassurance seeking and negative feedback seeking in the development and maintenance of depression. *Clinical Psychology Review*, 31(8), 1291–303.

Social Risk Hypothesis

Slavich, G. M., O'Donovan, A., Epel, E. S., & Kemeny, M. E. (2010). Black sheep get the blues: A psychobiological model of social rejection and depression. *Neuroscience and Biobehavioral Reviews*, 35(1), 39–45.

Slavich, G. M., Thornton, T., Torres, L. D., Monroe, S. M., & Gotlib, I. H. (2009). Targeted rejection predicts hastened onset of major depression. *Journal of Social and Clinical Psychology*, 28, 223-243.

Motivation and Reward-Responsivity in Depression

Pizzagalli, D. A., Iosifescu, D., Hallett, L. A., Ratner, K. G., & Fava, M. (2008). Reduced hedonic capacity in major depressive disorder: Evidence from a probabilistic reward task. *Journal of Psychiatric Research*, 43, 76-87.

Yang, X., et al., (2014). Motivational deficits in effort-based decision making in individuals with subsyndromal depression, first-episode and remitted depression patients. *Psychiatry Research*, 220, 874-882.

Perinatal Depression

O'Hara, M. W., & McCabe, J. E. (2013). Postpartum depression: Current status and future directions. *Annual Review of Clinical Psychology*, 9, 379-407.

Suicide in Youth

Nock, M. K., Green, J. G., Hwang, I., McLaughlin, K. A., Sampson, N. A., Zaslavsky, A. M., & Kessler, R. C. (2013). Prevalence, correlates, and treatment of lifetime suicidal behavior among adolescents: Results from the National Comorbidity Survey Replication Adolescent Supplement. *JAMA Psychiatry*, 70, 300-310.

Abrutyn, S. & Mueller, A. S. (2014). Are suicidal behaviors contagious in adolescence? Using longitudinal data to examine suicide suggestion. *American Sociological Review*, 79, 211-227.

Depression in Very Young Children

Wichstrom, L., Berg-Nielsen, T. S., Angold, A., Egger, H. L., Solheim, E., Sveen, T. H. (2012). Prevalence of psychiatric disorders in preschoolers. *Journal of Child Psychology and Psychiatry*, 53, 695-705.

Gaffrey, M. S., Barch, D. M., Singer, J., Shenoy, R., & Luby, J. L. (2013). Disrupted amygdala reactivity in depressed 4- to 6-year-old children. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52, 737-746.

Luby, J., Lenze, S., & Tillman, R. (2012). A novel early intervention for preschool depression: Findings from a pilot randomized controlled trial. *Journal of Child Psychology and Psychiatry*, 53, 313-322.

Pharmacotherapy Primer

A list of antidepressants and their side effects:

<http://www.helpguide.org/articles/depression/types-of-antidepressants-and-their-side-effects.htm>

Lam, R. W., Kennedy, S. H., Grigoriadis, S., McIntyre, R. S., Milev, R., Ramasubbu, R.,... Ravindran, A. V. (2009). Canadian Network for Mood and Anxiety Treatments (CANMAT) clinical guidelines for the management of major depressive disorder in adults. III. Pharmacotherapy. *Journal of Affective Disorders*, 117, S26-S43.

Cognitive-Behavioural Therapy

Dobson, K. S. (2008). Cognitive therapy for depression. In M. A. Whisman (Ed.), *Adapting Cognitive Therapy for Depression: Managing Complexity and Comorbidity*. New York: Guilford.

Dozois, D. J. A., Bieling, P. J., Patelis-Siotis, I., Hoar, L., Chudzik, S., McCabe, K., & Westra, H. A. (2009). Changes in self-schema structure in cognitive therapy for major depressive disorder: a randomized clinical trial. *Journal of Consulting and Clinical Psychology, 77*(6), 1078–88.

CBT vs. Pharmacotherapy

Steve Hollon Talk: <https://www.youtube.com/watch?v=-qkXKNyHyB8>

Driessen, E., & Hollon, S. D. (2011). Cognitive Behavioral Therapy for mood disorders: Efficacy, moderators and mediators. *Psychiatric Clinics of North America, 33*(3), 537–555.

DeRubeis, R. J., Hollon, S. D., Amsterdam, J. D., Shelton, R. C., Young, P. R., ... Gallop, R. (2005). Cognitive therapy vs medications in the treatment of moderate to severe depression. *Archives of General Psychiatry, 62*, 409-416.

Behavioural Activation

Dimidjian, S., Hollon, S. D., Dobson, K. S., Schmaling, K. B., Kohlenberg, R. J., Addis, M. E., et al. (2006). Randomized trial of behavioral activation, cognitive therapy, and antidepressant medication in the acute treatment of adults with major depression. *Journal of Consulting & Clinical Psychology, 74*, 658-670.

Spates, C. R., Kalata, A. H., Ozeki, S., Stanton, C. E., & Peters, S. (2013). Initial open trial of a computerized behavioral activation treatment for depression. *Behavior Modification, 37*, 259-297.

Mindfulness-Based Interventions

Watch Dr. Zindel Segal's TEDx talk here:

<http://mbct.com>

Segal, Z. V., Bieling, P., Young, T., et al. (2010). Antidepressant Monotherapy vs Sequential Pharmacotherapy and Mindfulness-Based Cognitive Therapy, or Placebo, for Relapse Prophylaxis in Recurrent Depression. *Archives of General Psychiatry, 67*, 1256-1264.

Farb, N. A. S., Anderson, A. K., Mayberg, H., Bean, J., McKeon, D., & Segal, Z. V. (2010). Minding one's emotions: Mindfulness training alters the neural expression of sadness. *Emotion, 10*, 25-33.

Cross-Cultural Approaches

The WHO World Mental Health Survey Consortium. (2004). Prevalence, Severity, and Unmet Need for Treatment of Mental Disorders in the World Health Organization World Mental Health Surveys. *JAMA*, 291, 2581-2590.

<http://jama.jamanetwork.com/article.aspx?articleid=198847>

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.

<http://psycnet.apa.org/journals/abn/117/2/300.pdf>