

**ADVANCED TOPICS IN MOOD DISORDERS: PSYC 437
Winter 2018**

**Tuesday 10:00-11:30
Thursday 8:30-10:00
Humphrey 223**

Instructor

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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.

Learning Outcomes

To complete this course, students will demonstrate their ability to:

1. Understand the definitions of, and assessment methods for depression
2. Understand the up-to-date literature on etiological models of depression
3. Understand the up-to-date literature on evidence-based treatment modalities for depression

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. The url for each reading is provided in the reading list. Simply click on the url and you will be directed to a page which will allow you to download a pdf copy of the article as long as you are connected to the Queen's server. You can then either print the article or save it to your hard drive or USB key for reading later. You will need to be connected to the Queen's server to take advantage of free downloads of these articles.

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

Brief research proposal:	20%
Full research 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 will be assigned to 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 me 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. 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 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 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 5th. 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 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.).

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.

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/>

Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/arts/sci/accommodations>

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities 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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning

academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Turnitin Statement

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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Psychology 437: Course Outline

Date	Topic
*Jan. 9	Introduction and Major Depression defined
*Jan. 11	Beyond diagnostic categories: The Research Domain Criteria (RDoC)
*Jan. 16	Depression etiology: Cognitive models
*Jan. 18	Depression etiology: Interpersonal models
*Jan. 23	Depression etiology: Early life stress
*Jan. 25	Depression etiology: Stress sensitization and stress generation
*Jan. 30	Depression etiology: Stress and the hypothalamic-pituitary-adrenal (HPA) axis
*Feb. 1	Depression etiology: Social risk hypothesis and neuroimmunology
*Feb. 6	Depression etiology: Genetic and epigenetic models
Feb. 8	Depression etiology: Rumination and neural networks
*Feb. 13	Depression etiology: Reward responsivity
*Feb. 15	Depression etiology: Social cognition and theory of mind
Feb. 19- 23	READING WEEK
*Feb. 27	Depression treatment: Cognitive-behavioural therapy
*Mar. 1	Depression treatment: Behavioural activation
Mar. 6	Depression treatment: Mindfulness-based interventions: BRIEF PROPOSAL DUE
*Mar. 8	Depression treatment: Pharmacotherapy
Mar. 13	Depression treatment: Neurostimulation treatments for treatment-resistant depression
Mar. 15	Depression treatment: Non-traditional therapies
Mar. 20	Depression prevention: Strategies and policy
Mar. 22	Special Topics: Suicide
Mar. 27	Special Topics: Depression in very young children
Mar. 29	Special Topics: Maternal depression and inter-generational transmission
Apr. 3	Special Topics: Sex and gender differences
Apr. 5	Special Topics: Cross-cultural approaches