

ADVANCED TOPICS IN MOOD DISORDERS: PSYC 437

Winter 2016

Wednesdays 1:00-2:30

Fridays 11:30-1:00

Humphrey 223

Instructors

Katherine Holshausen

tel: 613-533-6000 ext. 78478

e-mail: k.holshausen@queensu.ca

office: HUM 129

office hours: by appointment

Raegan Mazurka

tel: 613-533-6003

e-mail: r.mazurka@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

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

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 opp

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.

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 K23 rTeh K7(4(e)404C>4005**

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

5. Participation/Attendance:

Official Grade Conversion Scale:

4MHQV2IILFLDO*UDGH&RQYHUVLRQ6FDOH

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

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 in

(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	