

ADVANCED TOPICS IN MOOD DISORDERS PSYC

437 Winter 201

Tuesday 4:00-5:30

Thursday 2:30-4:00

Humphrey 223

Instructor

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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. The course will examine 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

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.



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 guideline is 15 typed pages, excluding references. The paper is due **Thursday, April 6th**. Late papers will not be accepted except in cases of documented emergencies. Papers will be evaluated according to the following criteria:

(a)

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

Official Grade Conversion Scale:

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Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72

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/academics/calendars/regulations/academic_regulations/regulation1), 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

4XHHQ¶V LV FRPPLWWHG WR DQ LQFOXVLYH FDPSSXV FRPP 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/>

Psychology 437: Course Outline

Class	Date	Topic
1	Tuesday January #10	Introduction & Major Depression Defined
2	Thursday January #12	Beyond Diagnostic Categories: The Research Domain Criteria (RDoC)
3	Tuesday January #17	

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. 63-96). Guilford: New York.

Lumley, M. N., & Harkness, K. L. (2009). Childhood Maltreatment and Depressive Typology. *Cognitive Therapy & Research*, 33(1), 1-522.

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(4), 421-432.

Rumination

Stewart, J. G., Mazurka, R., Bond, L., Wyrwa, E., 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., & Base, M. E. (2014). The neural substrates of trait ruminations in depression. *Journal of Abnormal Psychology*, 123, 35-48.

van Randenborgh, A., de Jongh, 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*, 25(8), 1291-1303.

Social Risk Hypothesis

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Yang, X., et al., (2014) Motivational deficits in effort-based decision making in

Cognitive-Behavioural Therapy

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

Dozois, D. J. A., Bieling, P. J., Pateu, S., Soti, 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 HollonTalk: <https://www.youtube.com/watch?v=kXKNyHyB8>

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). Cultural shaping of depression: Somatic symptoms in China, psychological symptoms in North America?