

ADVANCED TOPICS IN MOOD DISORDERS: PSYC 437
Winter 2020

Monday 1:00-2:30
Wednesday 11:30-1:00
Humphrey 223

Instructor

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Course Requirements

1. Presentation: Students will conduct a 30-minute verbal group presentation to the class on a selected topic from the syllabus. Due to the number of students in the class, each presentation will be assigned to 2-3 students. Students

- (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

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.

Statement on 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/academicregulations/regulation-1>), on the Arts and Science website (see

<http://www.queensu.ca/artsci/academics> 8 31.9 (c) -8.4 (i) 16.1 (j) -7.7 (a) 15.4 (c) -8.7 (t) -7.7 (p) 2.4 (i) 15 (.) -11.9 6 (j) -7.7 (a) 15.

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Accommodations Statement

Psychology 437: Course Outline

Date	Topic
Jan. 6	Introduction and Major Depression defined
Jan. 8	Beyond diagnostic categories: The Research Domain Criteria (RDoC)
Jan. 13	Depression etiology: Cognitive models
Jan. 15	Depression etiology: Early life stress
Jan. 20	Depression etiology: Proximal life stress
Jan. 22	Depression etiology: Interpersonal models
Jan. 27	Depression etiology: Stress generation
Jan. 29	Depression etiology: Stress and the hypothalamic-pituitary-adrenal (HPA) axis
Feb. 3	Depression etiology: Social risk hypothesis and neuroimmunology
Feb. 5	Depression etiology: Social cognition and theory of mind
Feb. 10	Depression etiology: Reward responsivity
Feb. 12	Depression etiology: Social media
	READING WEEK
Feb. 24	Depression treatment: Cognitive-behavioural therapy
Feb. 26	