



**HONOURS SEMINAR IN PERSONALITY AND CLINICAL PSYCHOLOGY
TOPIC: DEPRESSION
PSYCHOLOGY 457 – SECTION 001
COURSE SYLLABUS
FALL 2017**

EXPANDED COURSE DESCRIPTION

This course will expose students to contemporary research and controversies in the area of depression by examining primary empirical and review articles from leading researchers in the fields of psychology and psychiatry. Initially, we will discuss ways of conceptualizing major depressive disorder. The course will then focus on cognitive, social, and biological theories of the etiology and maintenance of depression. We will also discuss several empirically-supported treatment approaches, including cognitive behavioural therapy, pharmacotherapy, and behavioural activation.

Prerequisite(s): PSYCH 257/257R or 323R; Level at least 3A Honours Psychology or Make-up Psychology students; Psychology average at least 74%

Corequisite(s): PSYCH 391

Antirequisite(s): None.

Time Requirements: 3 lecture hours per week for 12 weeks (36 hours)

Credits: 0.5/half credit course

COURSE INFORMATION

Instructor: Dr. Pamela Seeds, Ph.D., C.Psych.

Office: PAS 3040

Telephone: 519-888-4567 extension 38132

Email: pamela.seeds@uwaterloo.ca **

Office Hours: By appointment only

** **NOTE:** Please write Psychology 457 in the subject line of all emails to the Instructor.

Students are responsible for all e-mail that is sent to their official UW email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](#)" for further details (*e.g., procedures and warnings regarding forwarding e-mail to other accounts*).

Time and location of lectures: Tuesdays; 2:30 to 5:20 p.m.
Psychology, Anthropology, Sociology Building (PAS) Room 4032

Course website through [LEARN](#). Grades will be posted on [LEARN](#).

TEXTBOOK/READINGS

There is not textbook for this class. Instead, you will be reading published journal articles and book chapters from psychology journals and selected chapters from published books. These are available on LEARN and the UWaterloo Library Course Reserves.

For the majority of weeks, you will be assigned 3-5 articles and/or chapters to read **in preparation for** (prior to) class. This is a reading intensive course and you will need to review the readings more than once in order to integrate this information well enough to participate in class discussions and use this material effectively in your class presentations.

COURSE STRUCTURE AND OBJECTIVES

The goals of Psychology 457 – Honours Seminar in Personality and Clinical Psychology are to provide students with:

- a) Knowledge of the etiological theories of depression and its maintenance;
- b) Knowledge of the empirically-supported treatment options for depression;
- c) Awareness of the advances and challenges in the study of depression;
- d) The ability to explain scientific concepts verbally and in writing to audiences of varying backgrounds; and
- e) The ability to think critically and independently about issues in depression research.

Students are expected to attend every class and come prepared to discuss the journal article(s)/chapter(s) material. This course will be interactive, and students are expected to offer their opinions, perspective, and answers when invited to by the instructor or group presenters. There will also be demonstrations and opportunities for class participation.

As participation is a key element in this course, it is important that we foster and maintain an atmosphere of respect and civility. All class members have a role in creating this type of an atmosphere, which includes minimizing distractions (e.g., cell phones ringing, texting, sleeping, using laptops for non-class related activity), responding to comments with interest, and allowing all students to participate. It is my hope that we can all work together to make the learning environment as positive as possible.

GRADING

Percentages below indicate the standard required for each letter grade. Grades that are 0.5 or better will be rounded up to the next whole number when calculating the final grade in the course. Please note that higher letter grades will not be given unless the percentage is met (e.g., a final percentage of 79 is considered a B+). Rounding will not occur until the final grade calculation; all decimals will be retained for individual grade items (e.g., tests, assignments)

A+ 90-100%	B+ 77-79%	C+ 67-69%	D+ 57-59%	F+ 42-49%
A 85-89%	B 73-76%	C 63-66%	D 53-56%	F 35-41%
A- 80-84%	B- 70-72%	C- 60-62%	D- 50-52%	F- 0-34%

STUDENT EVALUATION SCHEDULE AND RESPONSIBILITIES

	Lectures	Due Date	% of Grade
Participation/Attendance	All	Each lecture	<i>10 lectures x 2% each = 20%</i>
Presentation Feedback	All	5:00 p.m. the day after each lecture	<i>10 lectures x 2% each = 20%</i>
Discussion Questions	TBA	5:00 p.m. the day before lecture (2 times/semester)	<i>Twice x 10% each = 20%</i>
Small Group Presentations/Discussion Facilitation	TBA	TBA	20%
Op-Ed Assignment	All	Tuesday, November 28, 2017	20%

Participation/Attendance

Students are expected to come to every class and be prepared to discuss the article(s)/chapter(s). Participation marks will be based on attendance and active class participation (e.g., asking questions, participating in discussion, etc.) in each class. Students will be given 1 mark for attending each class and 1 mark for actively participating during that class (to a max of 2% per each class). Given that there are 11 weeks remaining in the semester, this allows for up to 1 “freebie” lecture per person over the semester for instances where a student did not attend, did not fully participate, etc. I would strongly encourage you to not use your “freebie” unless absolutely needed. Students often find

that they require this “freebie” later in the semester when they are deathly ill or have other pressing demands on their time, and then are in the unfortunate situation that they receive 0 for a given class because they used their “freebie” up earlier in the term for a lesser reason than the current situation.

Presentation Feedback

Each week, students will be expected to provide written feedback on that week’s presentation(s) to help their classmates improve. Direct quotations from this feedback may be amalgamated with feedback from the instructor for formal evaluation of group presentations in the course. These assignments will be due at 5:00 p.m. the day after the class (each Wednesday). You will be graded out of 2 points (2%) for completion of each of these forms weekly for the presenter(s): 1 point for completing the form and handing it in, and 1 point for providing appropriate and insightful comments and feedback. As with the participation/attendance grades, you will have the opportunity to have one missed/“freebie” over the course of the semester.

Discussion Questions

You will have an opportunity to generate discussion questions for two lecture of the course. You will sign-up in advance to cover a given lecture. Four to six students will be assigned each lecture (two to three per lecture topic). You will be graded on your three to five discussion questions (submitted electronically by 5:00 p.m. the day before class through the LEARN dropbox). Each set of discussion questions will be worth 10% of your final grade in the course (10% for discussion questions x 2 classes = 20% of your overall course grade). Samples of thoughtful discussion questions will be provided to the class in advance of this assignment.

Small Group Presentations/Discussion Facilitation

Groups of two to three students will work as part of a team to present the material relevant to the article(s)/chapter(s) for a given topic on the etiology, treatment, or issue in the field of depression. Available topics are bolded on the weekly outline below and will be distributed in-class based on student preferences. Several sample presentations will occur earlier in the term to give you examples of how to approach this task. Grading criteria for your presentations will be provided in advance of this assignment. This course component will be worth 20% of your final grade in the course.

Op-Ed Assignment

During the course of the semester, you will craft a short opinion piece that addresses the topic of your choice in this course. You can focus on a particular controversy, a debate, or some other issue in the field of depression research. The purpose of this assignment is to help you develop the skill of translating and advocating complex issues effectively. That means good writing, clear thinking, and appropriate tone. The subject matter of this course provides an abundance of provocative and controversial topics from which to draw. (You are welcome to choose a current issue or controversy, but you need not do so. Feel free to focus on a historical case or event that is of interest to you.) Another challenge of this assignment will be to convey psychological and scientific concepts and ideas in a clear and accessible manner in a short amount of space. This is a far more difficult task than you might think, and you will benefit from practicing this skill. Your piece should be between 800 – 1000 words and will be worth 20% of your final grade in the course. Your op-ed must be submitted by the final class

(Tuesday, November 28, 2017 by 5:20 p.m.) at the latest, but may be submitted any time earlier in the semester. Further guidelines and the marking key for this assignment will be provided in advance of this assignment.

THE WRITING AND COMMUNICATION CENTRE

[The Writing and Communication Centre](#) (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [The Writing and Communication Centre](#). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

ELECTRONIC DEVICE POLICY

Cell phone ringers must be turned “off” or to “vibrate” during class time. Cell phones should be put away during lectures. Students are welcome to bring laptops to class (but see warning under Learning Contract, below). Students wishing to audiotape lectures must request special permission from the instructor. Videotaping lectures is not permitted.

ATTENDANCE POLICY

Attendance in class will be tracked. Students are expected to attend all classes unless there is compelling medical, religious, or compassionate reason.

LECTURE SCHEDULE

Date	Lecture	Topic
Tues., September 12	1	Introduction to the Course Major Depression Defined
Tues., September 19	2	Depression Etiology: Genetic Models Depression Etiology: Stress and the Hypothalamic-Pituitary-Adrenal (HPA) Axis
Tues., September 26	3	Depression Etiology: Cognitive Models Depression Etiology: Parental Care and Abuse
Tues., October 3	4	Depression Etiology: Stress Sensitivity and Sensitization Depression Etiology: Stress Generation
Tues., October 10	N/A	NO CLASS – FALL BREAK (Study Days)
Thurs., October 12 <i>** make-up day for Fall Break/Study Days</i>	5	Depression Etiology: Interpersonal Models Depression Etiology: Rumination
Tues., October 17	6	Depression Etiology: Social Risk Hypothesis Special Topics: Motivation and Rewards-Responsivity in Depression
Tues., October 24	7	Depression Etiology: Social Cognition and Theory of Mind Special Topics: Suicide in Youth
Tues., October 31	8	Special Topics: Depression in Very Young Children Overflow or Special Topics Open for Class Discussion
Tues., November 7	9	Special Topics: Perinatal Depression Depression Treatment: Cognitive Behavioural Therapy
Tues., November 14	10	Depression Treatment: Pharmacotherapy Primer Depression Treatment: CBT vs. Pharmacotherapy
Tues., November 21	11	Depression Treatment: Behavioural Activation Depression Treatment: Mindfulness-Based Interventions
Tues., November 28	12	Special Topics: Cross-Cultural Approaches Overflow or Special Topics Open for Class Discussion

*****Note. All bolded topics are ones that are available for student presentations.**

ACCOMMODATION FOR COURSE REQUIREMENTS

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
 - seek medical treatment as soon as possible
 - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor **within 48 hours**
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- **In the case of a missed final exam**, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- **In the case of a missed assignment deadline, midterm test, or quiz**, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- **In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- **Elective arrangements** such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

****Please note** that alternative arrangements for the assignments will only be made if there is a **major** disruption in your ability to function academically due to **documented** health reasons or personal problems. If you are in that situation, I need you to call me at least an hour in advance of the graded course component you are missing (519-888-4567, x38312; be sure to call rather than e-mail!) and you will need to provide your formal documentation as soon as possible. All documentation must date from **before** the missed assignment, **not** after it. That is, the documentation must represent *first-hand knowledge* of the circumstances that made it impossible for you to complete the graded course component as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation. If you miss an assignment for a documented reason, you need to make arrangements **as soon as** possible to make it up.

Requests for accommodation based on religious holidays must be submitted to the student’s instructor(s) as soon as the conflict becomes apparent; in any case, no later than one week following the publication of the [final exam schedule](#). Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

The following includes occasions and observances for Fall 2017 that might warrant accommodation on religious/cultural grounds:

Dates	Religious holiday
Thursday, September 21 Friday, September 22	Rosh Hashanah (Jewish)
Saturday, September 30	Yom Kippur (Jewish) Ashura (Islam)
Thursday, October 19	Diwali (Sikh, Hindu)
Saturday, November 4	Guru Nanak’s Birthday (Sikh)
Wednesday, December 13	Aga Khan’s Birthday (Islam Ismaili)

*tentative: the actual timing of Muslim events is subject to the sighting of the moon immediately before.

ACADEMIC INTEGRITY

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

CONCERNS ABOUT A COURSE POLICY OR DECISION

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Phone 519-888-4567 ext. 38790

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

MENTAL HEALTH SUPPORTS

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services ([Needles Hall Addition, NH 2401](#)) counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- [Health Services Building](#): located across the creek from Student Life Centre / 519-888-4096 to schedule an appointment

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

PLAGARISM DETECTION SOFTWARE

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®. See [guidelines for instructors](#) for more information.

THE OFFICIAL VERSION OF THE COURSE OUTLINE

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

OTHER HELPFUL INFORMATION

University of Waterloo [Department of Psychology](#)

University of Waterloo [Registrar's Office](#)

[Canadian Psychological Association](#)

[American Psychological Association](#)

[Association for Psychological Science](#)

[Ontario Psychological Association](#)

[The Canadian Council of Professional Psychology Programs](#)

[The College of Psychologists of Ontario](#)

[Society for a Science of Clinical Psychology](#)

[Society of Clinical Psychology](#)

[Society of Clinical Child & Adolescent Psychology](#)

[Canadian Association for Cognitive and Behavioural Therapies](#)

[Association for Behavioral and Cognitive Therapies](#)

[Canadian Register of Health Service Psychologists](#)