

Psychology 457—Winter 2007
Mood Disorders: Theory & Research

1.0 CALENDAR DESCRIPTION:

This course will examine current theory and research primarily on unipolar mood disorders. NOTE: Bipolar disorders will not likely be covered due to limited time. Topics will include current theories about etiology, maintenance and vulnerability for illness and resilience. In addition, research examining relevant issues such as interpersonal and cognitive aspects of the disorder will be discussed.

2.0 COURSE INFORMATION:

Time and Location of Lecture: Friday 1:30-3:30; PAS 3026

Instructor: Dr. Scott B. McCabe

Office and Phone Number: PAS 3037, 888-4567 ext. 35955

E-mail: smccabe@watarts.uwaterloo.ca

Office Hours: Tuesday 1 p.m.-2 p.m. (or by appointment).

3.0 TEXTBOOKS:

There are no assigned texts for this class. No single text covered all the topics I was interested in discussing with you, so all readings will be assigned from journal articles or book chapters. Readings will be made available to you online one week before the discussion on the topic. When you begin to present your seminars, you will also be expected to provide the class with 2-3 key readings one week before class, electronically in the class “Lessons” section for “Seminar Presentation Articles”.

4.0 COURSE OBJECTIVES

The purpose of this course is to provide an overview of mood disorders from both clinical and research perspectives. I hope to cover a wide variety of topics in order to give you an appreciation of the breadth of information on depression. The course is a seminar course and thus the format is different from the lecture format that you are likely more familiar with. Each week, readings for the next week’s topics will be made available to the class electronically. Since each of you will be involved in presenting a seminar, a list of readings is not possible to present at the beginning of the term. I will provide some guidance on a reading or two, but it will be up to you to select final readings for your presentation/discussion of the area. Due to the large size of the seminar class, we will be tied to working in small groups for the presentations. Although some didactic presentation is necessary, the presenters will provide a thought paper to accompany the readings each week in order to help guide the classroom discussion. The thought paper will highlight issues that are to be discussed or define questions the presenters hope to discuss with the class.

5.0 EVALUATION

Students will be required to write one thought paper on their presentation topic (10%), present a seminar on their topic (40%) and a paper due two weeks following the seminar presentation (40%). Finally, 10% of the grade will be determined by class participation. Students must meet with me and

the other members of their group during office hours a *minimum* of two weeks before their seminar to discuss the seminar topic generally and to get help with finding appropriate research papers or chapters (we can arrange special times when all group members can come to a meeting if everyone cannot make it during my scheduled office hours). Since we must have group seminars due to class size, and groups notoriously have someone who doesn't pull their weight, I will ask each member of the group to submit a participation mark for all other group members to me, in confidence, that will comprise 10% of the seminar grade (i.e., 10% of the 40% will be the average of your group members assigned participation grade). You will need to justify your grade out of 10% for other group members (you cannot simply collude together for a higher grade by assigning 10/10 to everyone). Seminar presentation grading by me is based on group performance and not the individual. The seminars will consist of a presentation describing an overview and issues to be raised that should not be longer than one hour and not shorter than 30 minutes. Class discussion should take up the remainder of time. Class attendance is mandatory and active participation is expected. Due to class size, verbal participation in every single class may not be possible, but generally I expect people to participate regularly. If someone is not participating, I will likely call upon that person for an opinion or to answer a question or may ask them to discuss privately with me why they are not participating. Attendance is required and only medical, compassionate or religious reasons for absence will be accepted. Attendance will be recorded at each class. Missing class will cost your 1% of your final grade without justification. The seminar paper (8 pages minimum to 10 pages maximum) will be based on a topic of interest chosen by the student within the general seminar topic area and approved by the instructor (approval must be given in discussion of topics with the instructor during office hours or arranged appointments). DO NOT email me with paper topics looking for approval; it must be done in person. The seminar paper is due two weeks following your seminar. Late papers will be assigned a 5% penalty immediately following the due date for each day late (weekends included as 2 days—I am not here on weekends to gather papers, so if you hand it in Saturday, it will be the same as giving it to me on Monday morning.) Paper will not be accepted following one week after the due date and will receive a grade of zero.

6.0 ASSIGNMENT AND EXAMINATION SCHEDULE

Thought Paper: Due one week before the presentation, by the beginning of class, electronically, in the "Lessons" section.

Seminar Presentations: Arranged in the second class.

Seminar Paper: Due two weeks after the presentation at the **beginning** of class, electronically in the "Lessons" section.

7.0 SEMINAR TOPICS & SCHEDULE (Topics may vary somewhat, # of presenters for each topic follows topic in parentheses)

Jan. 5/07	Introduction to Course
Jan. 12/07	Unipolar Disorders (Bipolar if Time)
Jan. 19/07	NO CLASS
Jan 26/07	"Is the glass half full or half empty?" McCabe's cognitive research on attention.
Feb. 2/07 Location Change PAS 4288	"Conflict and hostility: Why are the depressed rejected?" McCabe's interpersonal research.
Feb. 9/07	Interpersonal Theory & Research (4 people)
Feb 16/07	Cognitive Theory & Research (4 people)

Feb. 23/07	Reading Week—No Class
Mar 2/07	Hopelessness/Rumination/Problem-solving (3 people)
Mar. 9/07	Neurobiology (Biological Theory & Neuroimaging) (4 people)
Mar 16/07	Childhood depression (3 people)
Mar. 23/07	Optimism/Resilience (3 people)
Mar. 30/07	Treatments for Depression: Psychological only— CBT & IPT (4 people)

8.0 REQUESTS FOR EXTENSIONS ON ESSAYS

Being busy with other coursework is not an acceptable excuse for a late paper. However, I have always provided students with compassionate extensions in the past, and will continue to do so, but only if approached during the difficult period (see me individually to discuss this; I can see you in office hours or at an individually arranged time). I will no longer be able to allow students extensions when they approach me after the fact. Your claim may be legitimate at the time, but I can no longer accommodate such post hoc requests.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and a physician for medical problems or Counseling Services in Needles Hall, 2080 for emotional problems as soon as possible. Problems may then be documented and possible arrangements to assist you in a timely manner can be discussed at the time of occurrence rather than on a retroactive basis. As described above retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

9.0 ACADEMIC INTEGRITY

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Student Academic Discipline (Policy #71) in the Undergraduate Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. The following rules pertain to the acknowledgements necessary in academic papers: in using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer; in adopting another writer's ideas, you must acknowledge that they are his/hers. If you are in doubt about whether what you are doing is inappropriate, consult your instructor or TA. A claim that "you didn't know it was wrong" will not be accepted as an excuse. The penalties for a student guilty of a scholastic offence may include any of the following: refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

From the Faculty of Arts:

“Note on avoidance of academic offences: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your TA or course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.”

Note: On November 18/02, Senate passed a motion that all course outlines also contain the following reference to the student’s right to grieve: “Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.html>.”

For further information see the following: “How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors” (<http://watarts.uwaterloo.ca/~sager/plagiarism.html>).

10.0 PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If still dissatisfied, for a psychology course, the student's next step would be to the undergraduate chair in psychology (see the Undergraduate Student Handbook for Psychology <http://watarts.uwaterloo.ca/~hsmith/Handbook0304.htm>). If the student is not satisfied with the decisions, the student grievance policy (Policy #70, of the Undergraduate Calendar) should be followed.

11.0 OTHER INFORMATION

All UW Policies are available electronically on the Web at the following address:

- http://www.adm.uwaterloo.ca/infosec/Policies/Policies_index.html