

Depression in Modern Times: From Conceptualization through Treatment

First-Year Seminar: One credit

ARTSCI 1137.xx
Day and Time: TBA
Location: TBA

Instructor Daniel R. Strunk	Office Psychology Building, room 137
Email strunk.20@osu.edu	Office Hours TBA

Course Description

Mood disorders are common, sometimes debilitating, mental health conditions with considerable societal costs. These disorders include depression, bipolar disorder, and several variants of these disorders. In industrialized nations, depression alone ranks among the leading causes of disability. Bipolar disorder, while less common, is associated with even more marked impairments. In this course, we will focus primarily on depression and examine a number of key questions.

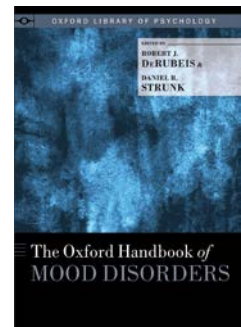
We will consider questions such as: How have we come to define depression as we do? How do we understand the vast individual differences in how people experience depression and related mood disorders? How does the experience of mood disorders differ across cultures? What role do genes and environment play in the mood disorders? How effective are some of the key treatments used to treat depression? How do they work? How can we best use available treatments to provide the best care for those with depression?

Readings

Assigned readings are drawn from the following book.

The Oxford Handbook of Mood Disorders. (2017)
Editors: Robert J. DeRubeis and Daniel R. Strunk
New York: Oxford University Press.
(The text cover is pictured to the right.)

Chapters from this book are also available through the university library website. They can be found by searching “research databases” on the library webpage for “Oxford Handbooks Online.” Then, search Oxford Handbooks Online for “Oxford Handbook of Mood Disorders.” See the “book” tab to find the correct book and bring up a list of chapters.



Course Goals

You are expected to attend each class, have all the assigned materials completed, and participate in class discussions. At the start of each class you should have written down at least two questions on any assigned reading. These questions will help facilitate our discussions.

- To develop a better understanding how depression is defined and classified as a mood disorder.
 - To develop an understanding of key issue in the etiology and treatment of depression.
 - To enhance skills needed for discussing advanced concepts in a group context and writing.
-

Course Policies and Grading

You are expected to attend each class, have all the assigned materials completed, and participate in class discussions. At the start of each class you should have written down at least two questions on any assigned reading. These questions will help facilitate our discussions.

You are also required to write three reactions papers. For each reaction paper, you are to write a response of 500-1,000 words (about 1-2 pages single-spaced) addressing the prompt for the reaction paper drawing on the reading, class discussion, and your own thoughts. The prompts for each reaction paper are provided in the course schedule provided at the end of this document. Papers are to be submitted through the course website. In the event that the course website is down, these assignments can be e-mailed to me directly with the subject line "First-Year Seminar assignment." If a reaction paper is late by less than 24 hours, a late penalty of 10% will be applied. If a paper is more than 24 hours late, a score of zero will be given. Reaction papers are due at the start of the class meeting at which they are listed in the course schedule.

The course is graded using letter grades. Students can earn up to 100 points throughout the course. There are three reactions papers, with each worth 20 points (60 points total). Participation is worth 40 points. Therefore, reactions paper count for 60% of the course grade and participation counts for 40% of the course grade. Points earned will be used to assign final grades, using the scale below.

A	93 +	C	73 - 76
A-	90 - 93	C-	70 - 72
B+	87 - 89	D+	66 - 69
B	83 - 86	D	60 - 65
B-	80 - 82	E	Below 60
C+	77 - 79		

Feel free to see me:

If at any point you are experiencing difficulty in this course, please see me. In fact, even if you are not having difficulty, feel free to see me. I enjoy talking with students and would be happy to speak with you about the course material or other topics in the field of clinical psychology more generally.

You can visit during office hours or contact me to schedule an appointment. To schedule an appointment, please e-mail me a list of times you are free over a period of about 4 days. If you realize you may be struggling in the class, I strongly encourage you to come see me as soon as possible.

Student feedback about the course

I am always interested in finding ways to improve my courses. I hope you will feel free to share your reactions to the course with me. Of course, at the end of the quarter you will be asked to complete the Student Evaluation of Instructor materials, but I hope you will also tell me directly what you like and don't like about the course, how you think the course content or structure could be improved, or how you think I might improve my teaching. Feel free to stop by and see me, drop me an e-mail message, or, if you would prefer to remain anonymous, drop a note in my mailbox in Room 129 of the Psychology Building.

Students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292- 3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Integrity

For all the assignments for this course, the Code of Student Conduct of The Ohio State University is in effect. Academic misconduct is defined as: Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
3. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;
4. For an extended version of these examples please refer to http://studentaffairs.osu.edu/resource_csc.asp

To avoid plagiarism, students must make sure that they:

1. Always cite their sources (following APA or MLA format)
2. Read the guidelines for written assignments more than once
3. If in doubt consult with your professor.

Statement on Sexual Misconduct / Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Biographical Statement

As a faculty member in the Department of Psychology, I have been working at Ohio State for about 11 years. I am also a licensed clinical psychologist. I regularly teach classes in abnormal psychology at the undergraduate level. I also work with a great deal with undergraduate and graduate students on research projects. In 2012, I was awarded a Distinguished Undergraduate Research Mentor Award from The Ohio State University Undergraduate Research Office.

Readings for this class are a selection drawn from a book I coedited entitled the *Oxford Handbook of Mood Disorders*. In my own research, I have helped to document and better characterize the pessimistic biases among those with depression. The greatest focus of my work has been to clarify the processes by which cognitive therapy achieves its effects. This work highlights the importance of therapists' efforts to elicit cognitive change and clients' efforts to apply the techniques of cognitive therapy on their own.

Course Schedule

Week	Key Questions to be Considered (and assigned readings) Assigned readings are to be completed prior to class meeting for which they are listed.
1	Introduction
2	How have we come to define depression as we do? <i>Readings:</i> Chapter 2: History of the Mood Disorders
3	How do we understand the vast individual differences in how people experience depression and related mood disorders? <i>Readings:</i> Chapter 4: Phenomenology and Course of the Mood Disorders
4	How does the experience of mood disorders differ across cultures? <i>Readings:</i> Chapter 7: Disordered Mood in Cultural-Historical Context <i>Reaction paper 1:</i> Write about one or more key issues in defining depression and classifying the wide variety of experiences described as depression. What did you learn? What questions do you think remain to be addressed?
5	What role do genes and environment play in the mood disorders? (part 1) <i>Readings:</i> Chapter 10: Genetics of Mood Disorders
6	What role do genes and environment play in the mood disorders? (part 2) Chapter 11: Environmental Risk and Protective Factors – Unipolar Disorder
7	How might the ways we think contribute to depression? <i>Readings:</i> Chapter 13: Cognitive Vulnerability and Unipolar Depression
8	What role do interpersonal relationships play in depression? <i>Readings:</i> Chapter 15: Interpersonal Processes in Mood Disorders
9	How have neuroendocrine and neurochemical processes been implicated in the mood disorders? <i>Readings:</i> Chapter 17: Neuroendocrine and Neurochemical Processes in Mood Disorders <i>Reaction paper 2:</i> Write about one or more key issues in identifying risk factors for depression. What did you learn? What questions do you think remain to be addressed? (You might choose to write about one or two of the classes of factors we have surveyed.)
10	How effective are pharmacological interventions in treating depression? How do they work? (part 1) <i>Readings:</i> Chapter 32: Pharmacological Interventions for Depression
11	(part 2) <i>No new reading</i>
12	How effective is cognitive behavioral therapy in treating depression? How does it work? (part 1) <i>Readings:</i> Chapter 35: Cognitive Therapy of Depression
13	Same topic continued (part 2) <i>No new reading</i>
14	How can we best use available treatments to provide the best care for those with depression? <i>Readings:</i> Chapter 41: Integrating effective interventions in a rational model of treatment <i>Reaction paper 3:</i> Write about one or more key issues in the treatment of depression. What did you learn? What questions do you think remain to be addressed?