

## Term Information

Effective Term Spring 2018

## General Information

Course Bulletin Listing/Subject Area Psychology  
Fiscal Unit/Academic Org Psychology - D0766  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5250  
Course Title Mood Disorders: Classification, Etiology, and Treatment  
Transcript Abbreviation Mood Disorders  
Course Description A survey of the mood disorders, including depression, bipolar disorder, and several variants of these disorders. The course examines the mood disorders in depth, covering historical, cross-cultural, diagnostic, developmental, neuroscientific, etiological, and therapeutic issues.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Grade of C- or higher in 2220 and 2300 and in one of the following: 2367.02, 3331, 3331H, 3331E, 3335, 3530; or graduate standing.

Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 42.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Obtain an in depth understanding of the phenomenology, classification, epidemiology and assessment of mood disorders.
- Become familiar with the major etiological factors implicated in the mood disorders and be able to describe evidence related to these factors.
- Characterize approaches to sub-typing mood disorders and understand the role of comorbidities in the conceptualization of these disorders.
- Obtain an in-depth understanding of current approaches to treating mood disorders, including what is known regarding the therapeutic benefits and mechanisms of action of each approach.

### Content Topic List

- Phenomenology, Classification, Epidemiology, & Assessment
- Etiological, Vulnerability and Risk Factors
- Interpersonal and Intra-individual Processes
- Subtypes and Sub-populations
- Common Comorbidities
- Prevention and Treatment of Mood Disorders

## Attachments

- Psych 5250, Strunk,Mood disorders 2.17.2017.pdf: Syllabus  
*(Syllabus. Owner: Paulsen,Alisa Marie)*
- Psychology Major Learning Objectives February 2017.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	02/28/2017 09:23 AM	Submitted for Approval
Approved	Opfer,John Erich	03/02/2017 08:05 AM	Unit Approval
Approved	Haddad,Deborah Moore	03/02/2017 11:19 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/02/2017 11:19 AM	ASCCAO Approval

# Psychology 5250: Mood Disorders: Classification, Etiology, and Treatment Syllabus and Course Schedule

Spring, 2018; Day & Time: TBD

Location: TBD

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Instructor: Daniel R. Strunk, Ph.D.  
Office: Psychology Building, Room 137

Course Web Site: Posted through Canvas, go to <https://carmen.osu.edu/>

Office Hours: Office hours will be announced on the course website.  
I am also available by appointment (just e-mail me to schedule).

Best method of contact:  
E-mail: [strunk.20@osu.edu](mailto:strunk.20@osu.edu)

Telephone: Please direct all calls to my office phone: (614) 688-4891, where you can leave a message if I am not available.

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**Required Text:** The Oxford Handbook of Mood Disorders. (2017)

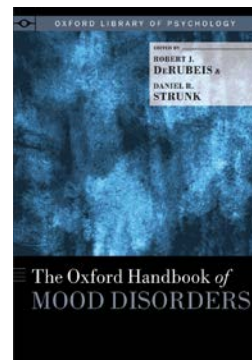
Editors: Robert J. DeRubeis and Daniel R. Strunk

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.

**Additional Readings:** Any readings from outside the text will be made available through the Canvas course web site or Buckeye box.



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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 examine mood disorders in depth, covering historical, cross-cultural, diagnostic, developmental, neuroscientific, etiological, and therapeutic issues.

Throughout the course, I hope to encourage students to appreciate not only what we know, but how we have come to know what we do. Only by appreciating the strengths and limitations of the research that informs our understanding of mood disorders can we appreciate the limits of this understanding and those areas most in need of further study.

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**Attendance:**

Although regular attendance is not directly considered in determining grades, class attendance is important to performing well in this class. Some material will be presented in class only. Therefore, I strongly encourage you to *regularly attend class*.

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**Exams:**

There will be three exams, including the final. Exams will be timed, take-home exams consisting primarily of essay questions. Although you may not talk with others as you take the exam, you may use any books, readings, or notes you might have. You must take all of the exams. Each exam will cover assigned readings and material covered in class before that exam. While none of the exams are specifically designed to be cumulative, some material assessed in later exams may build on previous material. See the course schedule for exam dates.

Please notify me immediately if you anticipate any problems or require special accommodations in taking the exams (also see the section on students with disabilities below). In addition, please notify me as soon as possible if you anticipate any problems in taking the exams at the scheduled times.

Policy on missing exams: If you may miss an exam, you must get approval and arrange an alternate time to take the exam in advance. Prior approval will only be granted in cases of unavoidable (i.e., non-optional) conflicting events. Approval not sought in advance will only be granted in the case of a documented emergency. Be prepared to provide substantiation of the reason for your absence. For example, if you are sick, be sure to get a note from your doctor. Such a note should be on a form made for the purpose or on letterhead. Makeup exams will only be given in cases of documented emergency or when prior approval has been given.

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**Participation.** A portion of your grade (100 points) will be based upon participation. The participation grade will be based upon two parts.

Part 1 Reflections on Assigned Reading (25 points). You are to read assigned material prior to class and submit a short assignment related to the readings by 11:55pm the day before each class. For the assignment, you are to submit: (1) one or two important pieces of information you learned from the reading; and (2) one or two questions you think would benefit from class discussion. Assignments are to be submitted through the course webpage. In the event that Canvas is down, these assignments can be e-mailed to me directly with the subject line "Psych 5250 reflection." Late questions will not be accepted. Points will be assigned such that responses for each class will be weighted equally and the total points possible will be 25.

Part 2 Brief "Research Highlights" Presentations (75 points). On the first day of class, you will be assigned to one of several research highlight teams. For each subsequent day of class, (other than exam dates), members of a research highlight team will present an overview (or "highlights") from one or more research articles. Each presentation should be kept to 5 minutes. Prior to each day for which your team is assigned, you should work to identify an article featuring empirical research relevant to the topic(s) covered by the assigned readings for the day. As you work to identify articles, you may find it helpful to consult with the instructor. You are welcome to come by during office hours or arrange a meeting to discuss any aspects of article with which you might be struggling. You should work to obtain approval for the article you plan to use in a presentation at least one week before the day of the presentation (though this may not be possible for the first or second classes on which presentations occur). Once you obtain approval, please upload a pdf of the article into the Canvas connected buckeye box folder. Additional details will be provided in the first class meeting. Points will be assigned based on each presentation being weighted equally and points totaling 75. Only in the case of serious, documented, unforeseeable emergency, will a student be able to get an extension for planned research highlight presentations.

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**Graduate and Undergraduate Students:**

This course is open to both advanced undergraduate and graduate students. Although the formal requirements are similar for all students, whether a student is an undergraduate or graduate student may be taken into consideration in planning research highlight presentations.

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**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.

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**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.

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## **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](mailto:slds@osu.edu); 614-292- 3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

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## **Academic Misconduct**

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

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## **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](mailto:titleix@osu.edu)

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## **Disputing Grades:**

Occasionally, a student may believe that a grade is flawed. If you would like to dispute a grade, I ask that you submit a written request for a grade change. You may e-mail such requests to [strunk.20@osu.edu](mailto:strunk.20@osu.edu). Any written requests for grade changes should include detailed information including how you believe the grading was in error and any supporting information.

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## **Final Course Grades:**

Students can earn up to 400 points throughout the course. There are three exams, each worth 100 points. Participation is worth 100 points in total (25 points for reflections; 75 points for research highlights). The percentage of 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%		

## Course Schedule

Readings listed below are whole chapters from the text. Assigned readings are to be completed prior to the class meeting dates listed. Any additional readings from outside the text will be announced in class and made available through the course website.

<b><u>Date / Day of Week</u></b>	<b><u>Topics / Readings</u></b> (Assigned readings are to be completed prior to first class meeting for which they are listed; Additional readings from outside the text will be announced in class and made available on the Carmen course website.)
T, 1/9	Introduction, Course overview
R, 1/11	<b>Phenomenology, Classification, Epidemiology, &amp; Assessment</b> <i>Readings:</i> Chapter 2: History of the Mood Disorders
T, 1/16	<i>Readings:</i> Chapter 4: Phenomenology and Course of the Mood Disorders; Chapter 5: Epidemiology of the Mood Disorders
R, 1/18	<i>Readings:</i> Chapter 6: Suicide
T, 1/23	<i>Readings:</i> Chapter 7: Disordered Mood in Cultural-Historical Context; Chapter 8: Changes in the Description of Mood Disorders and Subtypes in Modern Times
R, 1/25	<i>Readings:</i> Chapter 9: Diagnosis and Assessment of Mood Disorders
T, 1/30	<b>Etiological, Vulnerability and Risk Factors</b> <i>Readings:</i> Chapter 10: Genetics of Mood Disorders; Chapter 11: Environmental Risk and Protective Factors – Unipolar Disorder
R, 2/1	<i>Readings:</i> Chapter 12: Environmental Risk and Protective Factors – Bipolar Disorder
T, 2/6	<i>Readings:</i> Chapter 13: Cognitive Vulnerability and Unipolar Depression; Chapter 14: Premorbid Personality and Risk for Mood Disorder
R, 2/8	<b>Exam 1</b>
T, 2/13	<b>Interpersonal and Intra-individual Processes</b> <i>Readings:</i> Chapter 15: Interpersonal Processes in Mood Disorders; Chapter 16: Information Processing in Mood Disorders
R, 2/15	<i>Readings:</i> Chapter 17: Neuroendocrine and Neurochemical Processes in Mood Disorders; Chapter 19: Neural Structure and Organization of Mood Pathology
T, 2/20	<b>Subtypes and Sub-populations</b> <i>Readings:</i> Chapter 20: Persistent Depressive Disorder
R, 2/22	<i>Readings:</i> Chapter 21: Premenstrual Dysphoric Disorder; Chapter 22: Seasonal Affective Disorder
T, 2/27	<i>Readings:</i> Chapter 23: Postpartum Mood Disorders; Chapter 24: Depression during Childhood and Adolescence;
R, 3/1	<i>Readings:</i> Chapter 25: Bipolar Disorder during Childhood and Adolescence; Chapter 26: Mood Disorders in the Elderly
T, 3/6	<b>Common Comorbidities</b> <i>Readings:</i> Chapter 27: Anxiety and Depression; Chapter 28: Personality Disorders and Disorders of Mood

R, 3/8	<i>Readings:</i> Chapter 30: Depressive Syndromes and Medical Comorbidities (no classes 3/13 or 3/15 – Spring Break)
T, 3/20	<b>Exam 2</b>
R, 3/22	<b>Prevention and Treatment of Mood Disorders</b> <i>Readings:</i> Chapter 31: Prevention of Mood Pathology; Chapter 32: Pharmacological Interventions for Depression
T, 3/27	<i>Readings:</i> Chapter 33: Pharmacological Interventions for Bipolar Disorders; Chapter 34: Non-pharmacological Somatic Interventions
R, 3/29	<i>Readings:</i> Chapter 35: Cognitive Therapy of Depression
T, 4/3	<i>Readings:</i> Chapter 36: Behavioral Therapy of Depression
R, 4/5	<i>Readings:</i> Chapter 37: Acceptance-Based Interventions
T, 4/10	<i>Readings:</i> Chapter 38: Interpersonal and Dynamic Therapies
R, 4/12	<i>Readings:</i> Chapter 40: Self-Directed Approaches
T, 4/17	<i>Readings:</i> Chapter 41: Integrating effective interventions in a rational model of treatment
R, 4/19	<i>Readings:</i> Chapter 42: Psychosocial Approaches to the Treatment and Prevention of Bipolar Disorder
TBD	<b>Exam 3 (Final Exam)</b>

## **Psychology Major Learning Objectives**

### **Program Objectives**

#### **Knowledge Base in Psychology**

- K1. Describe key concepts, principles, & overarching themes in psychology
- K2. Develop working knowledge of psychology's content domains
- K3. Describe applications of psychology

#### **Scientific Inquiry & Critical Thinking**

- S1. Use scientific reasoning to interpret psychological phenomena
- S2. Demonstrate psychology information literacy
- S3. Engage in innovative & integrative thinking & problem solving
- S4. Interpret, design, & conduct basic psychological research
- S5. Incorporate sociocultural factors in scientific inquiry

#### **Ethical & Social Responsibility in a Diverse World**

- E1. Apply ethical standards to evaluate psychological science & practice
- E2. Build & enhance personal relationships
- E3. Adopt values that build community at local, national, & global levels

#### **Communication**

- C1. Demonstrate effective writing for different purposes
- C2. Exhibit effective presentation skills for different purposes
- C3. Interact effectively with others

#### **Professional Development**

- P1. Apply psychological content & skills to career goals
- P2. Exhibit self-efficacy & self-regulation
- P3. Refine project-management skills
- P4. Enhance teamwork capacity
- P5. Develop meaningful professional direction for life after graduation

### **Learning Goal Levels**

- F – Foundational
- A- Advanced



I. Data Analysis and Research Requirement																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2220(H) Data Analysis		F			F	F	F	F					F			F	F	F		
2300 Research Methods		F	F	F	F	F	F	F	F	F	F		F		F	F	F	F		

II. Core Requirements (1 from each area)																				
A. Brain and Behavior																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
3313 Intro to Behavioral Neuroscience	BN	F	F		F	F				F										
3313H Intro to Behavioral Neuroscience	BN	F	F		F	F	F	F		F	F		F	F	F				F	
3513 Intro to Cognitive Neuroscience	CO	F			F	A		F		F			F							
B. Cognitive Psychology																				
3302 Perception & Language	CO	A	A	A	A	A	F		F											
3310 Sensation & Perception	CO	A	A	F	A	F	F									F				F
3312 Memory & Cognition	CO	A	A	F	A	A	F	F	F	F			F	F	F					F
C. Clinical and Developmental Psychology																				
2367.02 Abnormal Psychology Analysis	CL	F	F	F	F		F						F		F				F	
3331 Abnormal Psychology	CL	F	F	A	A			A	A											
3335 Psychology of Adjustment	CL	F																		
3340 Lifespan Development	D	F	F	F	F	F						F	F							
3530 Theories of Personality	CL	A	A	A	A	F	F	F	A	F	A		F				F			
3550 Psychology of Childhood	D	F	F	F	F	F						F	F							
3551 Psychology of Adolescence	D	F		F	F	F		F						F						F

D. Social Psychology																			
2367.01 Social Psychology	S	F	F,A	F,A	F	F,A	F,A	F		F		F	F,A	F	F	F	F,A	F	F
3325 Intro to Social Psychology	S	F	F,A	F,A	F	F,A	F	F		F		F			F				
3375 Stereotyping and Prejudice	S	F	F	F,A	F	F	F	F	F	F	F	F,A			F	F,A			

III. Advanced Requirements																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
<b>Sequenced Advanced Courses</b>																				
4305 Intro to Psychopharmacology	BN	A	A	A	A	A	A	A	A											
4475 The Self	S	A	A	A	A		A		A		A	A			A	A				A
4501 Advanced Behavioral Neuroscience	BN	A	A	A	A	A	A	A												
4510 Cognitive Psychology Laboratory	CO	A	A	A	A	A	A	A		A			A	A	F	F				
4518 Attitudes	S	F,A	F,A	F	F,A	F,A	F	F	F		F	F				F	F	F		
4520 Social Psychology Laboratory	S	A		F,A	F,A	F,A	A	F,A	F,A	F,A		A	A	A		F,A	F,A	A	A	A
4532 Clinical Psychology Science	CL	A	A	A	A		A	A		F,A						A				A
4540 Counseling Psychology	CL	F,A	F,A	F	F	F	F		F	F	F,A	F			F	F				
4630 Attitudes and Persuasion	S	F,A	F,A	F,A	F,A	F	F	F,A	F			F	F,A		F	F	F	F		
4644 Hormones and Behavior	BN	A	A	A	A	A	A	A												
5250 Mood Disorders	CL	A	A	A	A	F	A	A	F					F	F					
5600 Psychobio. of Learning and Memory	BN	A	A	A	A	A			A	A	A									
5602 Behavioral Genetics	BN	A	A	A	A	F	F	A	A											
5606 High Level Vision	CO	A	A	F	A	F	A	A					A	A	F					
5614 Cognitive Neuroscience	CO	A	F	F	A	A	F	A	F	F			F	A	A			A	A	



5610 Emotion Regulation	CL	A	A	A	A	A	A	F	F	F				A		A	A				
5613H Biological Psychiatry	BN	A	A	A	A	A	A														
5615 Psychology of Language	CO				F	F	F	F	F	F				F							
5618 Computational Cog. Neuroscience	CO	A	A	A	F	F	F							F	A	F	F				
5621 Intro to Event-Related Potentials	CO	A	A	A	A	F	A	A		F	F	F	F	A	F	F				A	
5832 Lifespan Sociomoral Development	D	A	F		F	A								A							
5898 Seminar in Behavioral Neuroscience	BN	A	A	A	A	A	A	A	A						A	A					

**IV. Elective Courses**

<b>Course</b>	<b>Area</b>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>E1</b>	<b>E2</b>	<b>E3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>
2301 Psychology of Extraordinary Beliefs	Q	F			A				F	F										
2303 Positive Psychology	CL	F		F	F	F	F	F		F	A	A	F		F	F	F			
2311 Psychology of Motivation	CO	A	A	F	F	F	F								F	F	F			
2333 Psychology of Human Sexuality	CL	A	F	F	F	F			F	F	A	A			F	F	F			
2350 Contemp. Developmental Psychology	D	F		F	F		F					F								
2376 Interpersonal Relationships	S	F,A		F,A	F	F		F	F		F				F	F		F	F	
2420 Psychology Applied to Sport		F		F,A	F,A	F			F	F	F				F	F			F	
2462 Psychology of Creativity							F,A				F	F		F	F	F,A				
3321(H) Quant. and Statistical Methods		F			A	F	F	F	F											
3371 Language and the Mind	CO	A	F		A	F		F	F		F		F	A	A	A	F	F	F	
3624 Primate Cognition		F	F		F	F				F										
4320 Psychological Science of Addiction		F	F	F			F													
4525 Psychology of Personal Security	S	A		F,A	F,A	F	F,A		F	F,A	F	F,A	F,A		F	F	F	F		
5425 Introduction to fMRI	CO	A		F,A	F,A	F	F,A			F,A	F	F,A	F,A		F	F	F	F		
5603 Stem Cells and the Brain	BN	A	A	A	A	A	A	A	A											
5612 Introduction to Cognitive Science	CO	A	A		F	F	F						F							
5620 Technology, Efficiency, and Happiness	CO	A	F	A	F	F	F	F				F	F	A		F				
5870 Neuroeconomics and Decision Neuroscience	D	F	F	A	A		F	F	F											
5891 Proseminar in Cognitive Science	CO	A	A	A	A	A	A	A		A			A	A	F					

Experiential Elective Courses

3191 Internship in Psychology		F		F		F					A	F, A	F		A	F, A	F, A		A	F, A
3193.01 Individual Studies in Psychology		A				A														
3193.02 Individual Studies: Teaching		A	F, A	F, A	F, A	A	A	F	F	F	A	F, A	A	A	A	F, A	F	F, A	A	A
4998 Undergraduate Research		A			F, A	A	F, A	F, A		F, A					A					
4999.01(H) Thesis Research I			A		A	A	A	A		A	A		A	A		A	A	A		A
4999.02(H) Thesis Research II			A		A	A	A	A		A	A		A	A		A	A	A		A
5700 Science Education Outreach	D		A	A	A	A		A	A			A		A	A	A	A		A	