Chapter 9: Mood Disorders

Learning Objectives

- Distinguish between unipolar and bipolar depression, and know the diagnostic criteria for the disorders that fall under each category.
- Explain how depression affects the whole person, that is, cognitively, emotionally, behaviorally, and physiologically.
- Discuss how rates of unipolar depression vary as a function of age, gender, and culture, as well as the proposed explanations for these differences.
- Summarize the evidence for the idea that bipolar disorder is linked to creativity.
- Summarize the evidence for and against the idea that genetics partially determines who will develop a mood disorder.
- Discuss the monoamine theory of depression.
- Discuss the neuroendocrine and neurophysiological abnormalities in depression.
- Discuss research on the relationship between depression and hormone levels in women.
- Discuss the behavioral, psychodynamic, learned helplessness, reformulated learned helplessness, cognitive, ruminative response styles, and interpersonal theories of depression.
- Describe how social values and social status impact the experience of depression.
- Discuss how tricyclic antidepressants, monoamine oxidase inhibitors, and selective serotonin reuptake inhibitors work, their side effects, and their effectiveness for treating depression.
- Discuss the type of patient most likely to receive electroconvulsive therapy (ECT), what the therapy entails, and how it might work.
- Discuss how repetitive transcranial magnetic stimulation (rTMS) and vagus nerve stimulation (VNS) work and their effectiveness for treating depression.
- Explain how light therapy for seasonal affective disorder might work.
- Discuss drugs used to treat bipolar disorder and their side effects.

Symptoms of Depression

| Cognitive                                      | Poor -------------, indecisiveness, poor self-esteem, -------------, ------------- thoughts, delusions |
| Physiological and Behavioral                  | Sleep or ------------- disturbances, psychomotor problems, catatonia, fatigue, loss of ------------- |
| Emotional                                     | Sadness, depressed mood, ------------- (loss of interest or pleasure in usual activities), ------------- |
Major Depression | Dysthymic Disorder
--- | ---
5 or more symptoms including sadness or loss of interest or pleasure | ___ or more symptoms including depressed mood
At least 2 weeks in duration | At least ________ in duration

Subtypes of Depression

- Depression with Melancholic Features
- Depression with Psychotic Features
- Depression with Catatonic Features
- Depression with Atypical Features
- Depression with Postpartum Onset
- Depression with Seasonal Patterns

Prevalence and Prognosis

- Among adults, 15-to-24-year olds are ___________ likely to have had a major depressive episode in the past month.
- Depression is ___________ common among children than among adults.
- Depression may be most likely to leave psychological and social scars if it occurs initially during childhood, rather than during adulthood.

Age Differences in Depression
Prevalence: Culture?

- Incidence of depression may be increasing (multicultural data: young more likely to have had an episode of depression)
- Incidence of depression is higher in economically ______________________ cultures

Prevalence: Culture?

- "If I had to put my position in a nutshell, I'd say that mood exists to regulate ______________________, so that we spend more time on things that work, and less time on things that don't." Randolph Nesse in NY Times
- People have “larger” goals today than prior to WWII
- Depression is associated with disengaging from goals (Klinger)

Prevalence: Culture?

So, is there a connection between depression; goals, & our culture? If so, how would that influence treatment decisions?

Gender Differences in Depression

- Women ______ more vulnerable. Why?
  - lower sense of ______________ over important areas of life,
  - more chronic ____________________,
  - and more ______________________
- What does this suggest about treating women’s depression?

Seasonal Affective Disorder

- Causes are unclear
- Could be related to seasonal changes in ______________________ rhythms
- ______________________ treatment is effective

Bipolar Disorder

- Bipolar I Disorder - Features - DSM IV Criteria.pdf
- Bipolar I Disorder - DSM IV Criteria.pdf
- What are the differences between Bipolar I & II?
  - Major Depressive Episode (____________________)
  - Mania (____________________)
  - Hypomania (____________________)
Risk of Bipolar Disorder

Biological Theories of Mood Disorders

- **Genetic Theory**
  Disordered genes predispose people to depression or bipolar disorder; multifactorial; e.g. serotonin transporter gene
- **Neurotransmitter Theories**
  Dysregulation of nts and their receptors; _______________________
- **Neurophysiological Abnormalities**
  Altered brain-wave activities affect mood, p. 316 in text

- **Neuroendocrine Abnormalities**
  Chronic hyperactivity in the __________________________________ and slow return to baseline after stressor, affect the functioning of neurotransmitters (excess h’s inhibit monoamine receptors). Common in abused children.

Women’s Hormonal Cycles

- PMS ___________________________ found
- Symptoms limited to about 3% of women (PDD)
- Correlation with history of major depression
- Postpartem depression no more common than base rates & are linked to severe stressors

Psychological Theories of Mood Disorders

**Behavioral Theories**

- Lewinsohn’s theory (stress: reduces reinforcers; withdrawal: reduces reinforcers: withdrawal, etc.)
- Learned helplessness theory (Seligman & uncontrollable negative events)
Psychological Theories of Mood Disorders

Cognitive Theories

- Aaron Beck’s theory (negative cognitive triad: ________________

Cognitive Distortions

- Refer to Handout 9.1 and to Table 9.7 on page 322 of the text.
- Form 7 groups and follow the instructions.

Cognitive Theories

- **Reformulated learned helplessness theory**
  - Causal attributions
  - Internal/External
  - Global/Specific
  - Stable/Unstable
  - Depressive realism/hope & optimism

- **Ruminative response styles theory** (intense focus on how one feels, symptoms & causes without taking ameliorative action)

Psychodynamic Theory

- Begin in childhood
  - Sense of self too dependent on others’
  - Search for approval as adults
  - Strive for perfection
  - Anxious about separation and abandonment

Interpersonal Theories

In small groups, identify the major elements of these theories and discuss the implications.

Integrative Theory of Depression
Social Perspectives On Mood Disorders

- The cohort effect: too many changes, too high of expectations (p.328, Fig. 9.6)
- Social status: less status, more depression. Minority groups/women
- Cross-cultural differences: less depression in non-industrialized cultures; or depression may be more somatic

Biological Treatments for Mood Disorders

- Medication
- Electroconvulsive therapy (ECT)
- Repetitive transcranial magnetic stimulation
- Vagus nerve stimulation
- Light therapy
- Exercise

Psychological Treatments for Depression

- **Behavioral Therapy**
  - Increase positive reinforcers and decrease aversive events by teaching the person new skills for managing interpersonal situations and the environment
- **Cognitive-Behavioral Therapy**
  - Challenge distorted thinking and help the person learn more adaptive ways of thinking and new behavioral skills
- **Psychodynamic Therapy**
  - Help the person gain insight to unconscious hostility and fears of abandonment to facilitate change in self-concept and behaviors
Handout 9.1: Cognitive Distortions Among Students

Group 1: All-Or-Nothing Thinking
Your task is to develop a brief skit that illustrates this cognitive distortion defined as “seeing things in black and white, all-or-nothing terms, not realizing that there are different degrees of everything.” Think of a situation that has happened or could happen to a college student, where the student shows the above thinking error. As part of your skit, demonstrate how you would react to someone who shows this kind of thinking error. How would you try to get them to be more rational?

Group 2: Overgeneralization
Your task is to develop a brief skit that illustrates this cognitive distortion defined as “seeing a single negative event as part of a large pattern of negative events.” Think of a situation that has happened or could happen to a college student, where the student shows the above thinking error. As part of your skit, demonstrate how you would react to someone who shows this kind of thinking error. How would you try to get them to be more rational?

Group 3: Mental Filter
Your task is to develop a brief skit that illustrates cognitive distortion defined as “focusing only on the negative aspects of a situation, ignoring the positive aspects.” Think of a situation that has happened or could happen to a college student, where the student shows the above thinking error. As part of your skit, demonstrate how you would react to someone who shows this kind of thinking error. How would you try to get them to be more rational?
### Group 4: Disqualifying the Positive
Your task is to develop a brief skit that illustrates this cognitive distortion defined as “rejecting positive experiences by discounting them.”

Think of a situation that has happened or could happen to a college student, where the student shows the above thinking error. As part of your skit, demonstrate how you would react to someone who shows this kind of thinking error. How would you try to get them to be more rational?

### Group 5: Jumping to Conclusions
Your task is to develop a brief skit that illustrates this cognitive distortion defined as “concluding that something negative will happen or is happening with no evidence.”

Think of a situation that has actually happened or could happen to a college student, where the student shows the above thinking error. As part of your skit, demonstrate how you would react to someone who shows this kind of thinking error. How would you try to get them to be more rational?

### Group 6: Emotional Reasoning
Your task is to develop a brief skit that illustrates this cognitive distortion defined as “assuming that negative emotions necessarily reflect reality.”

Think of a situation that has actually happened or could happen to a college student, where the student shows the above thinking error. As part of your skit, demonstrate how you would react to someone who shows this kind of thinking error. How would you try to get them to be more rational?
Group 7: Personalization

Your task is to develop a brief skit that illustrates this cognitive distortion defined as “attributing negative events to the self when they really have nothing to do with oneself.”

Think of a situation that has happened or could happen to a college student, where the student shows the above thinking error. As part of your skit, demonstrate how you would react to someone who shows this kind of thinking error. How would you try to get them to be more rational?