

Psychology 395 – Independent Study Spring 2013

Professor: Eric Youngstrom, Ph.D. **Lab Meetings:** Friday 1:00-2:30 pm
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Office Hours: by appointment
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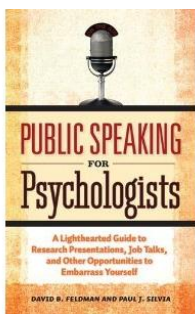
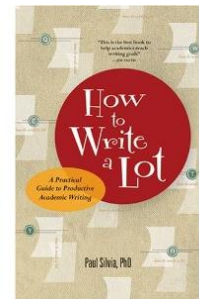
Instructors: Eric Youngstrom, Ph.D. (eay@unc.edu)

Course Summary:

The focus of this course is to introduce aspiring undergraduates to childhood mood disorders, specifically early onset bipolar disorder. Much of the course is built around discussion and experiential learning. The MECCA lab is very committed to our research projects. We enjoy the experience of working together as a productive team and learning from one another in the process. Our basic philosophy is “work hard, play hard.” By using this philosophy, Dr. Youngstrom believes that he can maximize students’ individual growth and the lab’s growth. The graduate students, research faculty, and Dr. Youngstrom are excited to help you grow your abilities and professional skills. Welcome to the team!

Required Books:

Silvia, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, D.C.: American Psychological Association.



http://www.amazon.com/How-Write-Lot-Practical-Productive/dp/1591477433/ref=sr_1_1?ie=UTF8&s=books&qid=1294772383&sr=8-1

Feldman, D. B., & Silvia, P. J. (2010). *Public speaking for Psychologists: A lighthearted guide to research presentations, job talks, and other opportunities to embarrass yourself*. Washington, D.C.: American Psychological Association.

http://www.amazon.com/Public-Speaking-Psychologists-Presentations-Opportunities/dp/1433807300/ref=sr_1_1?ie=UTF8&s=books&qid=1294772928&sr=1-1

Course Goals:

- Actively engage in conducting, reading, and thinking about current research
- Become familiar with the presentation of Bipolar Disorder
- Develop the ability to critically evaluate and analyze divergent views of the disorder

- Write in APA style
- Find an aspect of the disorder that fascinates you

Benefits to the student:

- In depth experience of what it is like to conduct research
- Development of professional skills
- Positive relationship with a graduate student mentor!
- Positive relationship with a professor!
- Development of senior research topic

Time requirements: The course requires 9 hours per week for 3 hours of credit.

Student requirements:

1. 1.5 hours of group meetings

This time is meant to be a time to re-engage in the readings. Often times, scientific readings need more context than is offered in the journal article. The time with the graduate student is designed for you to discuss and learn about the broader context. This is a time to ask questions and be asked questions. Please come prepared!

2. 5 hours of data entry tasks

You are required to spend 5 hours each week in the lab working on tasks that help move the lab forward. During this time, you will learn to use research tools such as SPSS, Databuilder, and Endnote that are all integral to conducting research. This time is meant as a way for you to become familiar with the different technology and different types of data that the lab uses. This is time to become intimately involved with data that you could use for a Senior Thesis. Students who do not fulfill data entry tasks (i.e., 5 hours per week) will be subject to receiving incompletes until the time is made up in full.

3. 1.5 hours of reading assigned course material each week

These readings are meant to be an educational experience. During this time, you will actively engage with current issues in bipolar disorder research. Readings typically cover many aspects of the disorder, including phenomenology, assessment, treatment, prognosis, etc.

4. 1.5 hours of literature searching and reviewing per week

A 10 page paper answering a specific question is due at the end of the semester. Paper questions will be either assigned or developed with the help of a graduate student. The foundation of this paper is based in the literature covered during the semester (see syllabus) and the student's outside reading (if applicable). The student is responsible for selecting literature for the second half of the semester

that best fits with the chosen paper topic. The graduate student mentor will be involved with selecting these readings, including pointing students in the right direction and ultimately approving the student's selections.

Optional Requirement:

5. Present your work at a conference.

Students are strongly encouraged to work towards presenting and/or publishing their work. There are several forums for undergraduate students to present and the graduate students and Dr. Youngstrom can actively guide undergraduates who are interested in taking their work to next level. In addition to the excellent professional experience of presenting at a conference (e.g., poster presentation) or publishing a manuscript in a peer reviewed journal, these kinds of scholarly activities make students much more competitive for graduate admissions.

Grades:

Everyone taking the course starts with an A. The MECCA lab is invested in you and we want you to succeed. Our goal is to help shape your research interests and make the most of your intelligence, strong work ethic, and critical thinking skills. We strongly believe that many of the skills you develop during the semester will generalize to other environments, be it graduate school, the workforce, or elsewhere.

- 50% - Completion of data tasks
- 30% - 10 page review
- 20% - Attendance and discussion

The graduate student will provide feedback about your performance (i.e., when expectations are and are not being met). If expectations are fulfilled (and exceeded), expect an A. If expectations are not met, please do not expect an A.

Students will have the opportunity for one-on-one time with a current graduate student to discuss professional development topics of the student's choosing. Topics may include resume or curriculum vitae (CV), getting into graduate school, different career paths in psychology, etc.

Reading Schedule:

Week	Topic	Reading
Aug 23	Introduction to Bipolar Disorder	Kraepelin, E. (1921). Manic-Depressive Insanity. Chapter 4 – Manic States – pgs 54 – 73 Chapter 6 – Mixed States – pgs 99 – 115
Aug 30	Introduction to Bipolar Disorder	Youngstrom, E. A., Birmaher, B., & Findling, R. L. (2008). Pediatric bipolar disorder: Validity, phenomenology, and recommendations for diagnosis. <i>Bipolar Disorders, 10</i> , 194-214.
Sept 6	Introduction to Pediatric Bipolar Disorder	Geller, B., Zimmerman, B., Williams, M., Delbello, M. P., Frazier, J., & Beringer, L. (2002). Phenomenology of prepubertal and early adolescent bipolar disorder: Examples of elated mood, grandiose behaviors, decreased need for sleep, racing thoughts and hypersexuality. <i>Journal of</i>

		<i>Child and Adolescent Psychopharmacology</i> , 12(1), 3-9.
Sept 13	Introduction to Pediatric Bipolar Disorder	Biederman, J., Russell, R., Soriano, J. Wozniak, J., & Faraone, S. (1998). Clinical features of children with both ADHD and mania: Does ascertainment source make a difference? <i>Journal of Affective Disorders</i> , 51(2), 101 – 112.
Sept 20	Introduction to Pediatric Bipolar Disorder	Leibenluft, E., Charney, D., Towbin, K., Bhangoo, R., & Pine, D. (2003). Defining clinical phenotypes of juvenile mania. <i>American Journal of Psychiatry</i> , 160(3), 430 – 437.
Sept 27	Introduction to Pediatric Bipolar Disorder	
Oct 4	Introduction to the Assessment of Pediatric Bipolar Disorder	Youngstrom, E., & Duax, J. (2005). Evidence-based assessment of pediatric bipolar disorder, part 1: Base rate and family history. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 44(7), 712 – 717. Youngstrom, E., & Youngstrom, J. (2005). Evidence-based assessment of pediatric bipolar disorder, part II: Incorporating information from behavior checklists. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 44(8), 823 – 828.
Oct 11	Introduction to the Assessment of Pediatric Bipolar Disorder	Youngstrom, E. Meyers, O., Demeter, C., Youngstrom, J., Morello, L., Piiparinen, R., et al. (2005). Comparing diagnostic checklists for pediatric bipolar disorder in academic and community mental health settings. <i>Bipolar Disorders</i> , 7(6), 507 – 517.
Oct 18	FALL BREAK!	FALL BREAK!
Oct 25	AACAP Conference	Present your poster! You go, Jacquee!
Nov 1	Literature Review Reading	You select/ T.B.D.
Nov 8	Literature Review Reading	You select/ T.B.D.
Nov 15	Literature Review Reading	You select/ T.B.D.
Nov 22	ABCT	Presenting another poster! Yee ha!
Nov 29	Thanksgiving	Thanksgiving
Dec 6	Classes end	LIT REVIEW DUE!