First Name: John
Last Name: Doe
Session Title: Depressive Disorders

**Description:**
Type a brief paragraph (approximately 2-8 sentences) summarizing the subject area of your session.

This lecture is a survey of the main aspects of depressive disorders with a particular focus on major (unipolar) depression. At the outset, the lecture describes the nomenclature and classification of mood disorders, the epidemiology and risk factors for major depression, and the genetics of mood disorders, with a particular emphasis on the gene-environment interaction model. A large part of the lecture describes the clinical phenomenology of the major depressive episode including the mood disturbance, cognitive changes and negative beliefs, and physical and psychomotor signs and symptoms, including sleep correlates. The lecture also covers special presentations of depression in children, older adults, and cross-cultural presentations ("masked depression"), along with the major subtypes including melancholia and depression with psychotic and atypical features. Emphasis is also placed on understanding the course of a single episode and the recurrent nature of the disorder. The clinical features that distinguish dysthymia from major depression are also discussed. The lecture also describes the social impact of depression, including morbidity, mortality and co-occurrence with medical or other mental disorders. The causes of secondary depression (i.e., due to a medical condition) are also outlined. The lecture concludes with a description of the neurobiology of depression including the functional and structural neuroanatomical and neurotransmitter correlates, and the role of stress, cortisol and neurotrophic factors in contributing to etiology. The lecture ends with a brief description of the principles of treatment.

**Learning Objectives:**
Type 3-10 learning objectives for your session, separated by a semicolon (;) and followed by a line break (enter/return key).

Use action verbs, such as explain, discuss, list, demonstrate, assess, classify, etc. – not know or understand - that reflect that these objectives can be measured. These objectives might be the knowledge or skills students are expected to perform or certain attitudes they may reflect.

For example:
Describe ribosome structure and function;
Explain tRNA structure and function;
Summarize regulation of translation;

1. To define the concept of depression as a syndrome distinct from a normal emotional reaction;
2. To outline the classification/categorization of mood disorders;
3. To describe the principal epidemiological characteristics including age of onset, gender, role of life events;
4. To describe the heritability of depression including the gene-environment interaction model;
5. To describe the specific clinical phenomenology of a depressive episode;
6. To describe the typical course of a depressive episode and of recurrent major depression;
7. To describe the principal disability, morbidity, and mortality associated with depression;
8. To describe the principal features of dysthymia;
9. To characterize the principal psychiatric and medical comorbidity associated with depressive syndromes including...
the major medical conditions or substances that result in depressive syndromes;
10. To describe the functional and structural neuroanatomy of depression;
11. To be able to explain the principal neurobiological theories regarding depression;
12. To recognize that depression is largely treatable, but untreated;

Topics:
Type 3-6 major topics that reflect the general organizing sections of your session separated by a semicolon (;) and followed by a line break (enter/return key).

Nomenclature and Classification of Depression;
Epidemiology of Major Depression;
Genetics of Depression;
Clinical Phenomenology of Major Depression;
Special Clinical Presentations of Depression;
Important Subtypes of Depression;
Course and Prognosis of Major Depression;
Social Impact, Morbidity and Mortality of Major Depression;
Dysthymia;
Differential Diagnosis of Depression;
Common Causes of Secondary Depression;
Neurobiology of Depression;
Functional and Structural Neuroanatomy/Neurochemical Correlates of Depression;
Treatment of Depression;

Key Words:
Type 10 or more key or “search” words, i.e., more specific terms involved in your session, preferably alphabetized separated by a semicolon (;) and followed by a line break (enter/return key).

Affective disorder; anhedonia; atypical depression; BDNF; cognitive theory; depression; depression, major; depression, unipolar; diurnal variation; dopamine; double depression; dysthymia; early loss; epidemiology; gene-environment; genetics; hippocampus; hopelessness; learned helplessness; masked depression; melancholia;
mood disorder; neurobiology; neurotransmitters; neurovegetative signs; norepinephrine; prefrontal cortex; psychosocial stressors; recurrence; REM; remission; response; serotonin; sleep; self-esteem; stress; suicide; treatment;