

major depression

by Stoesar5 Stoesar5

Submission date: 03-Mar-2021 07:13PM (UTC+0300)

Submission ID: 1523238561

File name: Depression_and_cognitive_functioning.edited.docx (18.79K)

Word count: 1074

Character count: 6681

Depression and cognitive functioning

Research Question: Do children diagnosed with major depression exhibit significantly impaired cognitive functioning?

Research Hypothesis: Children diagnosed with major depression will exhibit significantly impaired cognitive functioning compared to children that are not diagnosed with major depression.

Lauer, R. E., Giordani, B., Boivin, M. J., Halle, N., Glasgow, B., Alessi, N. E., & Berent, S. (1994). Effects of depression on memory performance and metamemory in children. *Journal of the American Academy of Child & Adolescent Psychiatry*, 33(5), 679-685.

<https://www.sciencedirect.com/science/article/abs/pii/S0890856709642416>

The purpose of this research⁵ was to establish the effects of depression on memory performance and metamemory in children. The hypothesis tested was whether depression affected automatic memory tasks and poor judgement among children. To test the hypothesis, the authors carried out three tests on children: automatic tasks,⁶ effortful memory tasks (children's verbal learning test⁰ and metamemory). 21 unmedicated and 21 depressed children were used for the tests. The results showed that depressed children demonstrated performance deficits like immediate Recall trial. Depressed children performed more poorly compared to nondepressed ones on the metamemory battery. Prior research showed that depressed children suffer from memory loss and forget easily compared to nondepressed children. This study was a confirmation of these findings hence our hypothesis is supported. Since our hypothesis is tested, it means that children with major depression suffer from poor Metamemory and memory loss which leads to poor judgement.

This study will help me to focus on the metamemory of children when investigating the effects of major depression on children. For example, I can test the memory of the two categories of children (depressed and nondepressed) by asking them different colors, testing their ability to remember names and other things.

Hammar, Å., & Årdal, G. (2009). Cognitive functioning in major depression-a summary. *Frontiers in human neuroscience*, 3, 26.

<https://www.frontiersin.org/articles/10.3389/neuro.09.026.2009/full>

Hammar and Ardal's article sought to explain the relationship between cognitive functioning and Major Depressive Disorder (MDD). Major Depressive Disorder (MDD) is the most prevalent of all mental disorders. The hypothesis tested was that MDD did not have a long-term effect on patients regarding impairment. Past research by Gotlib (1998) showed that there was a possibility that cognitive impairment for patients with MDD could be restored when depression heals. The research questioned this shared understanding. The study showed that impairment for patients with MDD might be long-lasting despite symptom reduction and recovery. The authors concluded that depression is associated with cognitive impairment, and this impairment could be long-lasting despite symptom reduction and recovery. Thus, the hypothesis was not supported. This means that the effects of depression are long-term and probably irreversible. Thus, children and patients with depression are likely to suffer from cognitive impairment later in life than children who are not diagnosed with major depression.

This research contributes to my research question in that there is a minimal possibility that children with major depression might heal. Therefore, the cognitive impairment caused by clinical depression cannot be restored.

Kovacs, M., & Goldston, D. (1991). Cognitive and social-cognitive development of depressed children and adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 30(3), 388-392.

<https://www.sciencedirect.com/science/article/abs/pii/S089085670964555X>

This article explains how depressed children and adolescents show evidence of functional impairment in several cognitive and social domains. The hypothesis tested was “depression consistently impairs social-cognitive abilities in juveniles and adolescents.” The authors got the information from the American School of Psychology. Prior research from this school showed that non-depressed children were better performers in school than depressed children. To test the hypothesis, the authors used school performance as the parameter whereby they found out that children with depression do not perform as well as non-depressed children. Depressed children showed mild declines in tested verbal performance over time. This study supports the hypothesis that depression causes cognitive impairment in children. This means that major depression has adverse effects on the development of a child.

These findings help are of great importance to my research question because they help identify cognitive impairment in depressed children in terms of school performance. Juveniles who are depressed show impairment in various social domains, including schools.

Reinherz, H. Z., Giaconia, R. M., Hauf, A. M. C., Wasserman, M. S., & Silverman, A. B. (1999). Major depression in the transition to adulthood: risks and impairments. Journal of abnormal psychology, 108(3), 500. <https://psycnet.apa.org/record/1999-03409-015>

The study examined childhood depression and adult impairment in the future. The hypothesis tested was: “men and women who are depressed at the age of 18 and 21 (or both) show extensive psychosocial impairment in their early adulthood”. The authors used ³ the **Diagnostic and Statistical Manual of Mental Disorders third edition (DSM-III)** to test the hypothesis. Prior research supports the hypothesis by stating that childhood depression affects the transition to adulthood. Such children demonstrate low self-esteem, suicidal thoughts, and poor interpersonal relationships. Such children had experienced rejection, abuse, and anxiety at the age of 9. The research definitely supports our hypothesis. This means that depression affects the transition from childhood to adulthood through cognitive impairment.

This study helps my research question in that during my study, I will seek to know how depression affects the transition from childhood to adulthood. This means that depression impairs mental development such that the mind of a depressed child does not grow as expected.

Lepistö, T., Soininen, M., Čeponien, R., Almqvist, F., Näätänen, R., & Aronen, E. T. (2004). Auditory event-related potential indices of increased distractibility in children with major depression. Clinical Neurophysiology, 115(3), 620-627.

<https://www.sciencedirect.com/science/article/abs/pii/S138824570300381X>

The hypothesis for the study was “children with major depression demonstrate short-term memory and concentration deficits.” To test the hypothesis, the authors used ² auditory event-related potentials (ERPs) to test ² whether concentration deficits and short memory were caused by

a dysfunction in auditory sensory memory, attention orienting, or both. 10 naïve children were used as the subjects and sound sequences played. The sounds were of different stimuli (novel sounds, frequent stimuli, and infrequent deviant stimuli). The results showed that depressed children had shorter mismatch negativity and late discriminative negativity latencies than the controls. These children also showed low distractibility on ERP. This means that only children without major depression whose sensory memory appeared to function normally. This study supports our hypothesis meaning that children with MD have short-term memory and concentration deficits (because they were not distracted).

This study is informative to my research question as it gives me more areas to explore in terms of cognitive functionality of depressed children. I can expand on this research using other experiments.

major depression

ORIGINALITY REPORT

10%

SIMILARITY INDEX

5%

INTERNET SOURCES

9%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of Derby Student Paper	2%
2	Lepisto, T.. "Auditory event-related potential indices of increased distractibility in children with major depression", Clinical Neurophysiology, 200403 Publication	2%
3	epdf.pub Internet Source	1%
4	Submitted to Liberty University Student Paper	1%
5	Submitted to University of Nebraska, Lincoln Student Paper	1%
6	insights.ovid.com Internet Source	1%
7	Hammar, Ã...sa. "Cognitive functioning in major depression â€” a summary", Frontiers in Human Neuroscience, 2009. Publication	1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On