

Adult Psychopathology  
Psychology 620

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Office hours: Tuesdays 9:30-11:30am

Purpose:

Psychopathology is central to clinical science and affects the lives of millions of people and their families. The purpose of this course is to familiarize students with contemporary research on psychopathology. We will study psychopathology from conceptual and empirical perspectives. Issues in the development of psychopathology will be addressed, but the focus of the course is on adult psychopathology. Applications in assessment and interventions also will be addressed to some degree, but these issues are more fully addressed in other courses.

The first half of the course will focus on conceptual approaches to psychopathology. We will begin with an historical overview of the field, tracing ancient conceptualizations of psychopathology that continue to influence current conceptual models. Nosologic models of psychopathology including DSM will be evaluated, followed by a consideration of etiological models. Sociocultural contexts of psychopathology will then be studied, including culture and socioeconomic status. There will also be an overview of psychological treatment of disorders.

The second half of the course will focus on selected disorders within the conceptual contexts considered in the first half of the course. Three internalizing disorders will be considered: major depression, anxiety disorders, and schizophrenia. We will also study two externalizing disorders: antisocial personality disorder and substance abuse. Case material will be presented on each disorder. These disorders have been selected to illustrate general issues in the study of psychopathology. Coverage of other disorders may occur in student presentations.

Blackboard:

Please check Blackboard regularly for announcements. The course syllabus and readings will be posted on Blackboard.

Textbook:

Maddux, J. E., & Winstead, B. A. (2008). *Psychopathology: Foundations for a contemporary understanding* (2<sup>nd</sup> ed.). Mahwah, NJ: Erlbaum.

The textbook is intended to provide a framework for the course.

### Readings:

Required readings for each week of the course are listed below. These readings have been selected to provide an overview of the topics. Each topic is very broad and these readings cover a few key issues from a vast literature. All readings are available electronically from Blackboard or the Knight Library.

### Weekly Discussion Questions:

Class sessions will open with an overview lecture followed by discussion of conceptual and empirical issues. The overview lecture will not completely overlap with the readings, but will offer an opportunity to consider major issues. The textbook and readings are intended as a springboard for discussion, so it is critical to prepare for class by completing the reading assignments. Although you may have more background and interest in some topics than others, you should be open to learn about all topics in the course.

Students will provide **four questions**, one from the textbook and one from each of the readings, before each class period for possible discussion. Each week each student, other than those making a class presentation, will be responsible to **lead a 10-minute class discussion** on a question that I will assign. Because your weekly discussion questions will help determine the focus of the class discussion and questions on the midterm and final examinations will be selected from the weekly discussion questions, it behooves you to provide good questions! These questions should be e-mailed to me (gnhall@uoregon.edu) **by 5pm on the Monday before class**. However, during the first week of class, the questions should be e-mailed by noon on Tuesday, September 29. I will select questions to be assigned from your questions and post them to Blackboard. You should be prepared to discuss all questions that I select, in addition to the one that I assign to you. Submitted weekly discussion questions are worth **15% of your course grade**.

### Term Paper:

Everyone is expected to select a topic of interest within the broad subject matter of adult psychopathology and to write a review paper. The model for the paper is that typified by *Psychological Bulletin*, *Annual Review of Clinical Psychology*, or *Clinical Psychology Review* articles. The paper should be organized around an issue of psychopathological relevance, such as conceptualization of psychopathology or a particular disorder. The review should cover current theories, current empirical research, and recommendations for future theory or research or both. "Current" generally means within the past six years. The focus should be on nosology, etiology, sociocultural contexts of psychopathology, and treatment.

I will approach the term paper as analogous to a manuscript submission to a journal. Manuscripts are submitted to journals and those of high quality are allowed to be

resubmitted. Two drafts of the term paper will be required. An advanced draft is due at 5pm on **November 9** and is worth **20% of your course grade**. The final draft of the term paper is due at 5pm on **December 4** and is worth **15% of your course grade**. The heavier weighting of the advanced draft mirrors the journal submission process; the bulk of the work on a manuscript goes into the initial submission. Please e-mail the advanced draft and final drafts to me at [gnhall@uoregon.edu](mailto:gnhall@uoregon.edu)

#### Class Presentation:

Each student will be required to make a class presentation of 15-20 minutes on their term paper topic. I will determine when presentations will be made, based on the class topic for the week. The class presentation is worth **10% of your course grade**.

#### Examinations:

There will be two examinations, **each worth 20% of your course grade**. I will post each exam on Blackboard during the week before it is due. The **midterm** will be due at 5pm on **November 2** and will include five essay questions covering the first half of the course. The **final** will be due at 5pm on **December 8** and will include five essay questions covering the second half of the course. The essay questions will be selected from the weekly discussion questions. It is possible that I will select from the discussion questions that are not discussed in class, so it is important to be prepared for all the weekly discussion questions. Answers to each examination question should be **no more than two double-spaced pages** in Times New Roman 12 pt. font. Please e-mail your exam answers to me at [gnhall@uoregon.edu](mailto:gnhall@uoregon.edu)

#### Grading:

Discussion questions (weekly)	= 15%
Midterm examination (11/2/09)	= 20%
Advanced draft of term paper (11/9/09)	= 20%
Class presentation	= 10%
Final draft of term paper (12/4/09)	= 15%
Final examination (12/8/09)	= 20%

## Course Overview

September 30 Conceptualization and History

Maddux & Winstead Chapter 1

- Clark, L. A. (2005). Temperament as a unifying basis for personality and psychopathology. *Journal of Abnormal Psychology, 114*, 505-521.
- Krueger, R. F., Chentsova-Dutton, Y. E., Markon, K. E., Goldberg, D., & Ormel, J. (2003). A cross-cultural study of the structure of comorbidity among common psychopathological syndromes in the general health care setting. *Journal of Abnormal Psychology, 112*, 437-447.
- Krueger, R. F., Markon, K. E., Patrick, C. J., & Iacono, W. G. (2005). Externalizing psychopathology in adulthood: A dimensional-spectrum conceptualization and its implications for DSM-V. *Journal of Abnormal Psychology, 114*, 537-550.

October 7 Nosology

Maddux & Winstead Chapter 5

- Krueger, R. F., & Markon, K. E. (2006). Reinterpreting comorbidity: A model-based approach to understanding and classifying psychopathology. *Annual Review of Clinical Psychology, 2*, 111-133.
- Samuel, D. B., & Widiger, T. A. (2006). Clinicians' judgments of clinical utility: A Comparison of the DSM-IV and Five-Factor models. *Journal of Abnormal Psychology, 115*, 298-308.
- Widiger, T. A., & Trull, T. J. (2007). Plate tectonics in the classification of personality disorder: Shifting to a dimensional model. *American Psychologist, 62*, 71-83.

October 14 Etiology

Maddux & Winstead Chapter 4

- Cannon, T. D., & Keller, M. C. (2006). Endophenotypes in the genetic analyses of mental disorders. *Annual Review of Clinical Psychology, 2*, 267-290.
- Morley, K. I., Hall, W. D., & Carter, L. (2004). Genetic screening for susceptibility to depression: Can we and should we? *Australian and New Zealand Journal of Psychiatry, 38*, 73-80.
- Plomin, R., & McGuffin, P. (2003). Psychopathology in the postgenomic era. *Annual Review of Psychology, 54*, 205-228.

October 21 Sociocultural Contexts

Maddux & Winstead Chapter 2

- Porter, M., & Haslam, N. (2005). Predisplacement and postdisplacement factors associated with mental health of refugees and internally displaced persons: A meta-analysis. *Journal of the American Medical Association*, 294, 602-612.
- Sue, S., Zane, N., Hall, G. C. N., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual Review of Psychology*, 60, 525-548.
- Wadsworth, M. E., & Achenbach, T. M. (2005). Explaining the link between low socioeconomic status and psychopathology: Testing two mechanisms of the social causation hypothesis. *Journal of Consulting and Clinical Psychology*, 73, 1146-1153.

October 28 Treatment

Maddux & Winstead Chapter 7

- Cuijpers, P., van Straten, A., Andersson, G., & van Oppen, P. (2008). Psychotherapy for depression in adults: A meta-analysis of comparative outcome studies. *Journal of Consulting and Clinical Psychology*, 76, 909-922.
- Hofmann, S. G., & Asmundson, G. J. G. (2008). Acceptance and mindfulness-based therapy: New wave or old hat? *Clinical Psychology Review*, 28, 1-16.
- Hwang, W. (2006). The psychotherapy adaptation and modification framework: Application to Asian Americans. *American Psychologist*, 61, 702-715.

November 2 **Midterm** Due at 5PM

November 4 Major Depressive Disorder

Maddux & Winstead Chapter 9

- Beevers, C. G. (2005). Cognitive vulnerability to depression: A dual process model. *Clinical Psychology Review*, 25, 975-1002.
- Klein, D. N. (2008). Classification of depressive disorders in the DSM-V: Proposal for a two-dimension system. *Journal of Abnormal Psychology*, 117, 552-560.
- Monroe, S. M., & Harkness, K. L. (2005). Life stress, the "kindling" hypothesis, and the recurrence of depression: Considerations from a life stress perspective. *Psychological Review*, 112, 417-445.

November 9 **Advanced draft of term paper** Due at 5pm

## November 11 Anxiety Disorders

### Maddux & Winstead Chapter 8

- Craske, M. G., & Waters, A. M. (2005). Panic disorder, phobias, and generalized anxiety disorder. *Annual Review of Clinical Psychology, 1*, 197-225.
- Dalgleish, T. (2004). Cognitive approaches to posttraumatic stress disorder: The evolution of multirepresentational theorizing. *Psychological Bulletin, 130*, 228-260.
- Hofmann, S. G., Heinrichs, N., & Moscovitch, D. A. (2004). The nature and expression of social phobia: Toward a new classification. *Clinical Psychology Review, 24*, 769-797.

## November 18 Schizophrenia

### Maddux & Winstead Chapter 10

- Heinrichs, R. W. (2005). The primacy of cognition in schizophrenia. *American Psychologist, 60*, 229-242.
- Raine, A. (2006). Schizotypal personality: Neurodevelopmental and psychosocial trajectories. *Annual Review of Clinical Psychology, 2*, 291-326.
- Siever, L. J., & Davis, K. L. (2004). The pathophysiology of schizophrenia disorders: Perspectives from the spectrum. *American Journal of Psychiatry, 161*, 398-413.

## November 25 Personality Disorders

### Maddux & Winstead Chapter 11

- Blonigen, D. M., Hicks, B. M., Krueger, R. F., Patrick, C. J., & Iacono, W. G. (2006). Continuity and change in psychopathic traits as measured via normal-range personality: A longitudinal-biometric study. *Journal of Abnormal Psychology, 115*, 85-95.
- Moffitt, T. E. (2005). The new look of behavioral genetics in developmental psychopathology: Gene-environment interplay in antisocial behaviors. *Psychological Bulletin, 131*, 533-554.
- Sanislow, C. A., Little, T. D., Ansell, E. B., Grilo, C. M., Daversa, M., Markowitz, J. C., Pinto, A., Shea, M. T., Yen, S., Skodol, A. E., Morey, L. C., Gunderson, J. G., Zanarini, M. C., & McGlashan, T. H. (2009). Ten-year stability and latent structure of the DSM-IV schizotypal, borderline, avoidant, and obsessive-compulsive personality disorders. *Journal of Abnormal Psychology, 118*, 507-519.

December 2

Substance Abuse Disorders

Maddux & Winstead, Chapter 15

Martin, C. S., Chung, T., & Langenbucher, J. W. (2008). How should we revise diagnostic criteria for substance use disorders in the DSM-V? *Journal of Abnormal Psychology, 117*, 561-575.

Moos, R. H. (2007). Theory-based processes that promote the remission of substance use disorders. *Clinical Psychology Review, 27*, 537-551.

Witkiewitz, K., & Marlatt, G. A. (2007). Modeling the complexity of post-treatment drinking: It's a rocky road to relapse. *Clinical Psychology Review, 27*, 724-738.

December 4    **Final draft of term paper** Due at 5pm

December 8    **Final examination** Due at 5pm