

Adult Psychopathology  
Psychology 620

Professor: Gordon C. Nagayama Hall, Ph.D.

Office: 355 Straub Hall

Phone: 346-4969

E-mail: [gnhall@uoregon.edu](mailto:gnhall@uoregon.edu)

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

Purpose:

Psychopathology is central to clinical science. 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. (2005). *Psychopathology: Foundations for a contemporary understanding*. 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. 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 textbook and readings are intended as a springboard for discussion, so it is critical to prepare for class by completing the reading assignments.

Students will provide **four questions**, one from the textbook and one from each of the readings, before each class period for possible discussion. The class on Treatment does not have a chapter from the textbook, so only three questions are due for that topic. 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 noon on the Thursday before class**. During the first week of class, the questions should be e-mailed by 5PM on Monday, March 30. 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 five 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 **May 11** and is worth **20% of your course grade**. The final draft of the term paper is due **June 1** 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 draft 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. Presentations will begin on Week 2 and I will determine the order. Less will be expected of presentations that occur earlier in the course, more of presentations that occur later in the course. 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 on **May 4** and will include five essay questions covering the first half of the course. The **final** will be due on **June 11** and will include five essay questions covering the second half of the course. The essay questions will be selected from the questions that we discuss in class. 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 (5/4/09)	= 20%
Advanced draft of term paper (5/11/09)	= 20%
Class presentation	= 10%
Final draft of term paper (6/1/09)	= 15%
Final examination (6/11/09)	= 20%

## Course Overview

March 31      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.

April 7      Nosology

Maddux & Winstead Chapter 4

- 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.

April 14      Etiology

Maddux & Winstead Chapter 6

- 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.

April 21        Sociocultural Contexts

Maddux & Winstead Chapter 2

- Goldston, D., Molock., S., Whitbeck, L., Murakami, J., Zayas, L., & Hall, G. C. N. (2008). Cultural considerations in adolescent suicide prevention and psychosocial treatment. *American Psychologist*, 63, 14-31.
- 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.
- 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.

April 28        Treatment

- 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.

May 4            **Midterm** Due at 4PM

May 5            Major Depressive Disorder

Maddux & Winstead Chapter 8

- 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.

May 11          **Advanced draft of term paper** Due at 4pm

May 12            Anxiety Disorders

Maddux & Winstead Chapter 7

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.

May 19            Schizophrenia

Maddux & Winstead Chapter 9

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.

May 26            Personality Disorders

Maddux & Winstead Chapter 10

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.

Trull, T. J., & Durrett, C. A. (2005). Categorical and dimensional models of personality disorder. *Annual Review of Clinical Psychology, 1*, 355-380.

June 1            **Final draft of term paper** Due at 4pm

June 2            Substance Abuse Disorders

Maddux & Winstead, Chapter 14

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.

June 11            **Final examination** Due at 4pm