

## Adult Psychopathology Psychology 620

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Office hours: Wednesdays 1:30-3:30pm

### 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. (2012). *Psychopathology: Foundations for a contemporary understanding* (3rd 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 8 to 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, 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 25. 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 **20% 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 5** and is worth **50% of your course grade**. The final draft of the term

paper is due at 5pm on **December 7** and is worth **20% 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**.

Grading:

Discussion questions (weekly)	= 20%
Advanced draft of term paper (11/8/10)	= 50%
Class presentation	= 10%
Final draft of term paper (12/7/10)	= 20%

## Course Overview

September 26 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.
- Markon, K. E., Chmielewski, M., & Miller, C. J. (2011). The reliability and validity of discrete and continuous measures of psychopathology: A quantitative review. *Psychological Bulletin, 137*, 856-879.

October 3 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.
- Nolen-Hoeksema, S., & Watkins, E. R. (2011). A heuristic for developing transdiagnostic models of psychopathology: Explaining multifinality and divergent trajectories. *Perspectives on Psychological Science, 6*, 589-609.
- 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 10 Etiology

Maddux & Winstead Chapter 2

- Cannon, T. D., & Keller, M. C. (2006). Endophenotypes in the genetic analyses of mental disorders. *Annual Review of Clinical Psychology, 2*, 267-290.
- Lau, J. Y. F. & Eley, T. C. (2010). The genetics of mood disorders. *Annual Review of Clinical Psychology, 6*, 2010, 313-337.
- Miller, G. A. (2010). Mistreating psychology in the decades of the brain. *Perspectives on Psychological Science, 5*, 716-743.

October 17 Sociocultural Contexts

Maddux & Winstead Chapter 3

- Jackson, J. S., Knight, K. M., & Rafferty, J. A. (2010). Race and unhealthy behaviors: Chronic stress, the HPA axis, and physical and mental health disparities over the life course. *American Journal of Public Health, 100*, 933-939.
- 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.
- Takeuchi, D. T., Zane, N., Hong, S., Chae, D. H., Gong, F., Gee, G. C., Walton, E., Sue, S., & Alegria, M. (2007). Immigration-related factors and mental disorders among Asian Americans. *American Journal of Public Health, 97*, 84-90.

October 24 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.
- Hall, G. C. N., Hong, J. J., Zane, N. W., & Meyer, O. L. (2011). Culturally-competent treatments for Asian Americans: The relevance of mindfulness and acceptance-based therapies. *Clinical Psychology: Science and Practice, 18*, 215-231.
- Hwang, W. (2006). The psychotherapy adaptation and modification framework: Application to Asian Americans. *American Psychologist, 61*, 702-715.

October 31 Major Depressive Disorder

Maddux & Winstead Chapter 9

- Gotlib, I. H., & Joormann, J. (2010). Cognition and depression: Current status and future directions. *Annual Review of Clinical Psychology, 6*, 285-312.
- 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. (2011). Recurrence in major depression: A conceptual analysis. *Psychological Review, 118*, 655-674.

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

November 7   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 14   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 21   Personality Disorders

Maddux & Winstead   Chapter 11

Burt, S. A. (2012). How do we optimally conceptualize the heterogeneity within antisocial behavior? An argument for aggressive versus non-aggressive behavioral dimensions. *Clinical Psychology Review*, 32, 263-279.

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.

Skodol, A. E. (2012). Personality disorders in DSM-5. *Annual Review of Clinical Psychology*, 8, 317-344.

November 28

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.

December 7    **Final draft of term paper** Due at 5pm