

Psychology 6210/7210 – Psychopathology – Fall 2013
Monday 9:00 - 12:00, 1840 University Hall

Professor: Joseph D. Hovey, Ph.D.
Office: 1880C University Hall
Office Hours: Wednesdays 9 to 2 or by appointment
Phone: (419) 530-2693
E-mail: joseph.hovey@utoledo.edu
Required Texts: *Clinical Handbook of Psychological Disorders* (4th Edition) (2008), edited by David Barlow, Guilford Press
Diagnostic & Statistical Manual of Mental Disorders, Fifth Edition: DSM-V. American Psychiatric Association

Course Description and Objectives:

This graduate level course will examine the identification and treatment of the major forms of psychopathology. The general objectives of the course include the following: to understand the ethical guidelines in relation to psychotherapy; to understand the research methods utilized in studying psychopathology; to critically analyze definitions of pathology, theoretical conceptualizations of pathology, and diagnostic classification models (such as the DSM-IV & DSM-V); to provide an overview to theories of, and research pertaining to, psychopathology; to understand the diagnostic criteria for the major forms of psychopathology; to provide an introduction to empirically supported therapies; and to become familiar with, and be able to apply DSM criteria, to clinical case material. Typically, for each disorder, we will cover the disorder's diagnostic criteria, epidemiology, course, and the genetic, neurobiological, social, and cultural influences on the disorder's etiology and maintenance. Finally, the course will prepare you for your course in clinical interviewing.

The course objectives will be met through readings, discussion, and case material (including videos).

Readings:

Please note that the reading load consists of several articles per week. The readings will provide depth on topics of particular interest. Many of these will be articles that discuss original research in order to illustrate some of the approaches and research methods used to study psychopathology. Be sure to read each of the articles before the class for which they are assigned and be prepared to discuss the articles during class. Please note that the reading load for each week is heavy. Most likely you will not be able to wait until the last minute to adequately read (and comprehend) the articles. Please bring copies of the articles to class (either hard copies or PDFs on your tablet or laptop).

For each reading assigned for a particular week, please write at least one discussion question that you would like to discuss in class. You can either email these to me or bring a hard copy to class. Not turning in these questions will negatively affect your discussion grade for the course.

Finally, because it is difficult, in a course of this nature, to determine the exact pace of the course, the reading list and schedule may change.

Course Website:

You can download PDF copies of assigned non-text readings at www.psych6210.com. I will also upload copies of the course syllabus and class assignments to the website.

Course Requirements & Grades:

Discussion. As mentioned, for each reading, you are responsible for writing one discussion question that you would like the class to discuss. In addition, you will be expected to prepare for and lead the class discussion for several assigned articles during the semester. You will have at least one week to prepare for each of these. You are expected to actively participate in classroom discussion. I expect you to attend class—on time—except in unavoidable circumstances. If you are to miss class, please call or email me before that class period.

Presentation. During the last day of class, you will give a ½ hour presentation on a topic of your choice. Your topic should relate to the field of psychopathology. The below are examples of possible topics:

Disorders we haven't fully covered in course—e.g., autism; dementia/delirium in the elderly; ADHD; some of the less commonly discussed personality disorders. In discussing the disorder, you should address epidemiological data/prevalence, etiology, symptoms, effective treatment, how it is similar and different from other disorders, and comorbidity.

Ethical dilemmas related to psychopathology and/or treatment.

Critical comparison and assessment of diagnostic systems (DSM versus ICD). (What are the strengths and weaknesses of each? Should these systems take a categorical or dimensional approach?)

Theoretical issues related to psychopathology.

In-depth discussion and analysis of specific therapies and techniques (e.g., computerized therapy; “new” therapies for war veterans; biological treatments).

Issues related to empirically validated therapies.

History of understanding and treatment of a given disorder.

Cultural influences on mental health.

The role that genetic testing should play in future diagnostic systems.

The validity of a certain disorder.

Your presentation grade will be based on the content of your talk and the technical aspects of your presentation including your use of visual aids, ability to engage audience, and ability to respond to questions.

Please forward at least three possible presentation topics to me by October 14th. I will then select one of these topics for your presentation by October 28th.

Finally, you will choose two articles that the rest of the class will read in preparation for your talk. These articles should be pertinent to your presentation. Please give these articles to me no later than November 26th so that I can upload them to the course website.

More details about your presentation will be given in class.

Midterm and Final Exam. During our October 28th class, I will hand out a midterm take-home exam. It will be due before 5:00 pm on November 1st. On the last day of class, I will hand out a final take-home exam. You will have until 5:00 pm on Friday, December 6th to complete the exam. Please note that you are expected to do your own work on the midterm and final exams. In other words, you may not discuss these exams with your classmates until after all students have turned in their exams.

Further details about your exams will be given in class.

Cheating and Plagiarism. Plagiarism is the failure to cite content appropriately and/or the failure to quote and cite when you are using the wording of another writer. Any instance of cheating and/or plagiarism will result in a failing grade for the course and possible expulsion from the university.

Final grades will be based on the following:

- 20% -- Participation
- 25% -- Midterm Exam
- 30% -- Presentation
- 25% -- Final Exam

WEEKLY SCHEDULE

Ethics

8/19 Introduction to course
Ethical principles in assessment and treatment

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

Definitions, Diagnostic Systems, Research Methods, Etiology & Comorbidity

8/26 Definitions of abnormal behavior & disease
Conceptual models of psychopathology
Etiology of abnormal behavior
DSM-IV & DSM-V

Wakefield, J. C. (1999). Evolutionary versus prototype analyses of the concept of disorder. *Journal of Abnormal Psychology*, 108, 374-399.

Spitzer, R. L. (1999). Harmful dysfunction and the DSM definition of mental disorder. *Journal of Abnormal Psychology*, 108, 430-432.

Turkheimer, E. (1998). Heritability and biological explanation. *Psychological Review*, 105, 782-791.

Blashfield, R. K., Flanagan, E., & Railey, K. (2010). Themes in the evolution of the 20th-century DSMs. In T. Millon, R. F. Krueger, & E. Simonsen (Eds.), *Contemporary directions in psychopathology* (pp. 53-71). New York: Guilford Press.

Helzer, J. E., Kraemer, H. C., & Krueger, R. F. (2006). The feasibility and need for dimensional psychiatric diagnoses. *Psychological Medicine*, 36, 1671-1680.

Alarcon, R. D. (2010). Cultural issues in the coordination of DSM-V and ICD-11. In T. Millon, R. F. Krueger, & E. Simonsen (Eds.), *Contemporary directions in psychopathology* (pp. 97-110). New York: Guilford Press.

American Psychiatric Association (2013). Highlights of Changes from DSM-IV-TR to DSM-V.

9/2 Labor Day

9/9 Research Methods
Biological and environmental risk factors
Comorbidity

Text Chapter 5

Raulin, M. L., & Lilienfeld, S. O. (1999). Research methods for studying psychopathology. In T. Millon, P. H. Blaney, & R. D. Davis (Eds.), *Oxford textbook of psychopathology* (pp. 49-78). New York: Oxford University Press.

Joiner, T. E., & Schmidt, N. E. (2002). Taxometrics can “do diagnostics right” (and isn’t quite as hard as you think). In I. E. Beutler & M. L. Malik (Eds.), *Rethinking the DSM: A psychological perspective* (pp. 107-120). Washington, DC: American Psychological Association Press.

Moffitt, T. E., Caspi, A., & Rutter, M. (2006). Measured gene-environment interactions in psychopathology: Concepts, research strategies, and implications for research, intervention, and public understanding of genetics. *Perspectives on Psychological Science, 1*, 5-27.

Kendler, K. S., Prescott, C. A., Myers, J., & Neale, M. C. (2003). The structure of genetic and environmental risk factors for common psychiatric and substance use disorders in men and women. *Archives of General Psychiatry, 60*, 929-937.

Eaton, N. R., South, S. C., & Krueger, R. F. (2010). The meaning of comorbidity among common mental disorders. In T. Millon, R. F. Krueger, & E. Simonsen (Eds.), *Contemporary directions in psychopathology* (pp. 223-241). New York: Guilford Press.

Seligman, L. D., & Ollendick, T. H. (1998). Comorbidity of anxiety and depression in children and adolescents: An integrative review. *Clinical Child & Family Psychology Review, 1*, 125-144.

Theories of Psychopathology, Therapy Techniques, & Empirically Supported Treatment & Assessment

9/16 Learning Theory
 Cognitive Theory
 Therapy Techniques

Bandura, A. (1978). Social learning theory of aggression. *Journal of Communication, 28*, 12-29.

Schwartz, B., Wasserman, E. A., & Robbins, S. J. (2002a). Pavlovian conditioning. *Psychology of learning and behavior* (Chapter 3). New York: Norton.

Schwartz, B., Wasserman, E. A., & Robbins, S. J. (2002b). Operant conditioning. *Psychology of learning and behavior* (Chapter 7). New York: Norton.

Dobson, K. S., & Dozois, D. J. A. (2001). Historical and philosophical bases of the cognitive-behavioral therapies. In K. S. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (pp. 3-39). New York: Guilford Press.

Ollendick, T. H., & Seligman, L. D. (1999). Cognitive-behaviour therapy. In T. J. David (Ed.), *Recent Advances in Paediatrics* (Vol. 18) (pp. 135-150). Edinburgh: Churchill Livingstone.

Christophersen, E. R., Arnold, C. H., Hille, D. W., & Guillich, M. R. (1972). The home point system: Token reinforcement procedures for application by parents of children with behavior problems. *Journal of Applied Behavior Analyses, 5*, 485-497.

Mineka, S., & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders: It’s not what you thought it was. *American Psychologist, 61*, 10-26.

Bouton, M. E., Mineka, S., & Barlow, D. H. (2001). A modern learning theory perspective on the etiology of panic disorder. *Psychological Review, 108*, 4-32.

9/23 Empirically Supported Treatments.
Science versus Pseudoscience.
Therapies that harm.

Baker, T. B., McFall, R. M., & Shoham, V. (2009). Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest, 9* (2), 67-103.

Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2012). Why questionable psychological tests remain popular. In S. O. Lilienfeld, & W. T. O'Donohue (eds.), *Great readings in clinical science: Essential selections for mental health professionals* (pp. 148-155). Pearson.

Newsweek article (10/12/09 edition) entitled *Ignoring the evidence: Why do psychologists reject science?*

McFall, R. M. (1991). Manifesto for a science of clinical psychology. *Clinical Psychologist, 44*, 75-88.

Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science, 2*, 53-70.

Lilienfeld, S. O. (2012). Pseudoscience in contemporary clinical psychology: What it is and what we can do about it. In S. O. Lilienfeld, & W. T. O'Donohue (eds.), *Great readings in clinical science: Essential selections for mental health professionals* (pp. 66-71). Pearson.

Task Force on Promotion & Dissemination of Psychological Procedures: A report adopted by the Division 12 Board – October 1993.

APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist, 61*, 271-285.

9/30 Fall Break

Internalizing Disorders

10/7 Major Depression
Bipolar Depression
Panic Disorder & Agoraphobia

Text chapters 1, 6, 7, 8, 10

Joormann, J. (2009). Cognitive aspects of depression. In I. H. Gotlib & C. I. Hammen (Eds.), *Handbook of depression* (pp. 298-321). New York: Guilford Press.

Sullivan, P. F., Neale, M. C., & Kendler, K. S. (2000). Genetic epidemiology of major depression: Review and meta-analysis. *American Journal of Psychiatry, 157*, 1552-1562.

Mondimore, F. M., Zandi, P. P., MacKinnon, D. F., McInnis, M. G., Miller, E. B., Crowe, R. P., et al. (2006). Familial aggregation of illness chronicity in recurrent, early-onset major depression pedigrees. *American Journal of Psychiatry, 163*, 1554-1560.

Joiner, T. E., & Timmons, K. A. (2009). Depression in its interpersonal context. In I. H. Gotlib & C. I. Hammen (Eds.), *Handbook of depression* (pp. 322-339). New York: Guilford Press.

Powers, M. B., Smits, J. A. J., & Telch, M. J. (2004). Disentangling the effects of safety-behavior utilization and safety-behavior availability during exposure-based treatment: A Placebo-Controlled Trial. *Journal of Consulting & Clinical Psychology, 72*, 448-454.

Salkovskis, P. M., Clark, D. M., Hackmann, A., Wells, A., & Gelder, M. G. (1999). An experimental investigation of the role of safety-seeking behaviours in the maintenance of panic disorder with agoraphobia. *Behaviour Research & Therapy 37*, 559-574.

10/14 Specific Phobia
 Social Phobia
 Generalized Anxiety Disorder

Text Chapter 3

Ginsburg, G. S., & Walkup, J. T. (2004). Specific phobia. In T. H. Ollendick & J. S. March (Eds.), *Phobic and anxiety disorders in children and adolescents* (pp. 175-197). New York: Oxford University Press.

Hofmann, S. G. (2007). Cognitive factors that maintain social anxiety disorder: A comprehensive model and its treatment implications. *Cognitive Behaviour Therapy, 36*, 193-209.

Hirsch, C. R., & Clark, D. M. (2004). Information-processing bias in social phobia. *Clinical Psychology Review, 24*, 799-825.

Kendall, P. C., Pimentel, S., Rynn, M. A., Angelosante, A., & Webb, A. (2004). Generalized anxiety disorder. In T. H. Ollendick & J. S. March (Eds.), *Phobic and anxiety disorders in children and adolescents* (pp. 334-380). New York: Oxford University Press.

Mennin, D. S., Heimberg, R. G., Turk, C. L., & Fresco, D. M. (2002). Applying an emotion regulation framework to integrative approaches to generalized anxiety disorder. *Clinical Psychology: Science & Practice, 9*, 85-90.

Mennin, D. S., Heimberg, R. G., Turk, C. L., & Fresco, D. M. (2005). Emotion regulation deficits as a key feature of generalized anxiety disorder: Testing a theoretical model. *Behaviour Research & Therapy, 43*, 1281-1310.

10/21 Posttraumatic Stress Disorder
 Obsessive-Compulsive Disorder
 Hoarding
 Body Dysmorphic Disorder

Text Chapters 2, 4

Frueh, B. C., Elhai, J. D., Acierno, R. (2010). The future of posttraumatic stress disorder in the DSM. *Psychological Injury & Law, 3*, 260-270.

Brief Psychotic Disorder
Delusional Disorder
Dissociative Identity Disorder
Dissociative Amnesia
Dissociative Fugue

Text Chapter 11

Cannon, T. D., Cadenhead, K., Cornblatt, B., Woods, S. W., Addington, J., Walker, E., et al. (2008). Prediction of psychosis in youth: A multisite longitudinal study in North America. *Archives of General Psychiatry*, 65, 28-37.

Harrow, M., Grossman, L. S., Jobe, T. H., & Herbener, E. S. (2005). Do patients with schizophrenia ever show period of recovery? A 15-year multi-follow-up study. *Schizophrenia Bulletin*, 31, 723-734.

DeLisi, L. E. (2008). The concept of progressive brain change in schizophrenia: Implications for understanding schizophrenia. *Schizophrenia Bulletin*, 34, 312-321.

Kihlstrom, J. F. (2001). Dissociative disorders. In H. E. Adams & P. B. Sutker (Eds.), *Comprehensive handbook of psychopathology* (pp. 259-276). New York: Kluwer Academic/Plenum Publishers.

Lilienfeld, S. O., Lynn, S. J., Kirsch, I., Chaves, J. F., Sarbin, T. R., Ganaway, G. K., et al. (1999). Dissociative identity disorder and the sociocognitive model: Recalling the lessons of the past. *Psychological Bulletin*, 125, 507-523.

Kihlstrom, J. F. (2001). Dissociative disorders. In H. E. Adams & P. B. Sutker (Eds.), *Comprehensive handbook of psychopathology* (pp. 259-276). New York: Kluwer Academic/Plenum Publishers.

Lilienfeld, S. O., Lynn, S. J., Kirsch, I., Chaves, J. F., Sarbin, T. R., Ganaway, G. K., et al. (1999). Dissociative identity disorder and the sociocognitive model: Recalling the lessons of the past. *Psychological Bulletin*, 125, 507-523.

11/11 Veterans Day

Psychosocial Factors in Physical Disorders, Eating Disorders, Substance Use Disorder

11/18 Factitious Disorder
Somatoform Disorders
Psychophysiological Disorders
Anorexia
Bulimia

Iezzi, T., Duckworth, M. P., & Adams, H. E. (2001). Somatoform and factitious disorders. In H. E. Adams & P. B. Sutker (Eds.), *Comprehensive handbook of psychopathology* (pp. 211-258). New York: Kluwer Academic/Plenum Publishers

Jacobi, C. Hayward, C., de Zwann, M., Kraemer, H. C., & Agras, W. S. (2004). Coming to terms with risk factors for eating disorders: Application of risk terminology and suggestions for a general taxonomy. *Psychological Bulletin*, 130, 19-65.

Keel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. *Psychological Bulletin*, *129*, 747-769.

Fergusson, D. M., Boden, J. M., Horwood, L. J. (2009). Tests of causal links between alcohol abuse or dependence and major depression. *Archives of General Psychiatry*, *66*, 260-266.

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.

Personality Disorders

11/25 Personality Disorders Theory
 Personality Disorders Etiology
 Paranoid Personality Disorder
 Schizoid Personality Disorder
 Schizotypal Personality Disorder
 Avoidant Personality Disorder
 Dependent Personality Disorder
 Borderline Personality Disorder
 Histrionic Personality Disorder
 Antisocial Personality Disorder
 Narcissistic Personality Disorder
 Obsessive-Compulsive Personality Disorder

Text Chapters 9, 12, 13, 14

McGlashan, T. J., Grilo, C. M., Sanislow, C. A., Ralevski, E., Morey, L. C., Gunderson, J. G., et al. (2005). Two-year prevalence and stability of individual DSM-IV criteria for schizotypal, borderline, avoidant, and obsessive-compulsive personality disorders: Toward a hybrid model of Axis II disorders. *American Journal of Psychiatry*, *162*, 883-889.

Fossati, A., Barratt, E. S., Borroni, S., Villa, D., Grazioli, F., & Maffei, C. (2007). Impulsivity, aggressiveness, and DSM-IV personality disorders. *Psychiatry Research*, *149*, 157-167.

Battle, C. L., Shea, M. T., Johnson, D. M., Yen, S., Zlotnick, C., Zanarini, M. C., et al. (2004). Childhood maltreatment associated with adult personality disorders: Findings from the collaborative longitudinal personality disorders study. *Journal of Personality Disorders*, *18*, 193-211.

Bernstein, D. P., & Useda, J. D. (2007). Paranoid personality disorder. In W. O'Donohue, K. A. Fowler, & S. O. Lilienfeld, *Personality disorders: Toward the DSM-V* (pp. 41-62). Thousand Oaks, CA: Sage.

Bollini, A. M., & Walker, E. F. (2007). Schizotypal personality disorder. In W. O'Donohue, K. A. Fowler, & S. O. Lilienfeld, *Personality disorders: Toward the DSM-V* (pp. 81-108). Thousand Oaks, CA: Sage.

Herbert, J. D. (2007). Avoidant personality disorder. In W. O'Donohue, K. A. Fowler, & S. O. Lilienfeld, *Personality disorders: Toward the DSM-V* (pp. 279-305). Thousand Oaks, CA: Sage.

Blagov, P. S., Fowler, K. A., & Lilienfeld, S. O. (2007). Histrionic personality disorder. In W. O'Donohue, K. A. Fowler, & S. O. Lilienfeld, *Personality disorders: Toward the DSM-V* (pp. 203-232). Thousand Oaks, CA: Sage.

Patrick, C. J. (2007). Antisocial personality disorder and psychopathy. In W. O'Donohue, K. A. Fowler, & S. O. Lilienfeld, *Personality disorders: Toward the DSM-V* (pp. 109-166). Thousand Oaks, CA: Sage.

Levy, K. N., Reynoso, J. S., Wasserman, R. H., & Clarkin, J. F. (2007). Narcissistic personality disorder. In W. O'Donohue, K. A. Fowler, & S. O. Lilienfeld, *Personality disorders: Toward the DSM-V* (pp. 233-277). Thousand Oaks, CA: Sage.

Bartz, J., Kaplan, A., & Hollander, E. (2007). Obsessive-compulsive personality disorder. In W. O'Donohue, K. A. Fowler, & S. O. Lilienfeld, *Personality disorders: Toward the DSM-V* (pp. 325-351). Thousand Oaks, CA: Sage.

12/2

Student Presentations
Final Exam Distributed