



EXPERIMENTAL PSYCHOPATHOLOGY

The University of Toledo
Department of Psychology
PSYC 6250/7250-02

Name:	Matthew T. Tull, Ph.D.	Offered:	Spring 2020
Email:	Matthew.Tull@utoledo.edu	Class Location:	UH 1610
Office Hours:	By appointment	Class Day/Time:	Thursday 1:00-3:40 pm
Office Location:	UH 5040C	Credit Hours:	3 credit hours
Instructor Phone:	419-530-4302		

CATALOG/COURSE DESCRIPTION

PSY - 6250/7250 SEMINAR IN CLINICAL PSYCHOLOGY [3 hours]. Advanced seminar focusing on selected topics from the general area of clinical psychology.

COURSE STATEMENT

Experimental psychopathology is a subfield of research in the field of clinical psychopathology that aims to clarify factors and processes that underlie the development and maintenance of psychopathology and maladaptive behaviors. This discussion-oriented course will provide students with information on experimental design and diverse procedures designed to capture different processes hypothesized to underlie clinical phenomena. Readings will consist of theoretical and empirical literature describing vulnerabilities, risk factors, and mechanisms associated with different psychiatric disorders and maladaptive behavior. Critical evaluation of the laboratory procedures used to capture these contributing processes will be emphasized in discussions. The course will conclude with an evaluation of experimental psychopathology as a way to inform and improve clinical practice. Learning will occur through class discussions, lectures, student presentations, and writing assignments.

STUDENT LEARNING OUTCOMES

At the end of this course, students will be able to:

- Describe the features of experimental psychopathology as a subfield of research in the field of clinical psychopathology.
- Identify different processes underlying the development and maintenance of diverse forms of psychopathology and maladaptive behavior.
- Describe different laboratory-based procedures and experimental designs that can effectively measure processes underlying diverse forms of psychopathology and maladaptive behavior.
- Apply critical thinking to the evaluation of basic psychopathology research.
- Describe ways in which the field of experimental psychopathology may inform clinical practice.

PREREQUISITES AND COREQUISITES

Approval by instructor.

REQUIRED INSTRUCTIONAL MATERIALS (TEXTS AND ANCILLARY MATERIALS)

Any readings or other course material will be provided to students through Blackboard (<https://blackboard.utdl.edu/>).



UNIVERSITY POLICIES

Academic Accommodations

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the Student Disability Services Office.

Academic Dishonesty

Consistent with University Policy, academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course. The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.



COURSE EXPECTATIONS AND GUIDELINES

Please arrive to class on time. If you are going to be late or miss a class, notify me in advance. Attendance in this class is mandatory. Participation in class is essential at the graduate level. I expect everyone to come to class each week ready to contribute in discussions and willing to share ideas and work. Your comments and questions in class should reflect your careful, critical analysis of the readings and your thoughtful completion of assignments. This means that you must read all assigned articles and complete all assignments prior to each class. Being absent (with the exception of excused absences) or unprepared for class will result in a deduction of points from your final grade.

Please make sure cell phones are turned off (or in silent mode) and put away during class. If you are using a computer or tablet during class, please refrain from any online activity (e.g., email) during class.

It is expected that the classroom environment will be intellectually stimulating and respectful. Please respect your fellow classmates, their questions, their responses, and their views and personal attitudes. It is important that the classroom is a safe area where ideas and attitudes can be freely expressed without judgment. If you have questions or concerns about this course policy, please see me as soon as possible to discuss.

No late assignments will be accepted unless approved in advance by the instructor.

OVERVIEW OF COURSE GRADE ASSIGNMENT

Participation (50% of your final grade):

As stated previously, it is expected that all students will be an active participant in class discussions, including those led by the instructor and other students. Participation also includes reading all articles and chapters assigned for the week. All students will start with an A for this assignment and points will be deducted as participation does not occur.

Leading Class Discussion (20% of your final grade):

At one point during the course, you will be asked to lead a discussion focused around a particular topic and related readings. It is up to you to determine which readings and topic you want to cover. However, you must include at least two readings in your discussion that are not listed on the syllabus. The readings should cover a particular process proposed to underlie a form of psychopathology that has been examined through an experimental psychopathology paradigm. In addition to leading a discussion of the readings, you will be expected to demonstrate the procedure used to examine that process. For example, the Paced Auditory Serial Addition Task – Computerized (PASAT-C) has been used to examine distress tolerance within the lab. You could present research showing that distress tolerance has been proposed to underlie treatment dropout among patients with substance use disorders and lead the class through completing the PASAT-C on a laptop. Alternatively, you may recreate a manipulation that was used in an experimental study of emotion regulation (e.g., presenting an emotion induction, such as a film clip). You may use videos, PowerPoint, or any other supporting materials or media during your discussion. Finally, you must turn in 6 discussion questions to me that you plan to use during your presentation. I am available to offer ideas and assistance.



Final Paper (30% of your final grade):

As your final assignment, you will be required to write a paper at the end of the course. The paper may be on one of the following topics:

1. Write a theoretical paper proposing or identifying a process that underlies a psychiatric disorder or maladaptive behavior. Review literature supporting the role of this process in the development and maintenance of the psychiatric disorder or maladaptive behavior. Discuss procedures that could be used in the lab to adequately capture this process.
2. Write a research article. If you have data available to you that involves a laboratory-based procedure or experimental design (i.e., manipulation), you may write a research article that can be submitted for publication. You must be first author on the paper.
3. Write a research grant. The grant would describe a research study that uses experimental methods to examine a process underlying a psychiatric disorder or maladaptive behavior. The grant could be a proof of concept, utilizing experimental methods to support the development or evaluation of a particular clinical approach. The grant would include the following sections: (a) Abstract; (b) Specific Aims; (c) Significance; (d) Innovation; and (e) Methods (Design, Participants, Materials and Measures, Procedure, and Analysis Plan).

LETTER GRADE

Grade	Percent Equivalent
A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	≤59%



COURSE SCHEDULE

Note: Any readings and assignments for each week are listed below this table. This schedule is subject to change. Any modifications to the schedule will be presented to students at least 2 weeks in advance.

Week	Date	Topic/Activity
1	Jan 23	No class Assignment to be announced
2	Jan 30	No class Assignment to be announced
3	Feb 6	Experimental design
4	Feb 13	Experimental psychopathology: Theory and applications
5	Feb 20	Emotion and emotion regulation
6	Feb 27	Anxiety
7	Mar 5	Posttraumatic stress disorder
8	Mar 12	No class – Spring Break
9	Mar 19	Depression
10	Mar 26	Self-injurious behaviors
11	Apr 2	No class
12	Apr 9	Substance use
13	Apr 16	No class
14	Apr 23	Borderline personality disorder and impulse control problems
15	Apr 30	Applications to clinical interventions
	May 7	Final paper due no later than 5:00 pm EST



READINGS

Readings will be made available in advance on Blackboard. Reading list is subject to change. Any changes made to the reading list will be made at least 2 weeks before readings are due. Additional readings or assignments may be assigned at the instructor's discretion.

Experimental Psychopathology: Theory and Applications

Davey, G. C. L. (2017). A research pathway for experimental psychopathology. *Psychopathology Review*, 4, 129-140.

Olatunji, B.O., Leen-Feldner, E.W., Feldner, M.T., & Forsyth, J.P. (2008). Experimental psychopathology. In D. McKay (Ed.), *Handbook of research methods in abnormal and clinical psychology* (pp. 47-60). Thousand Oaks: Sage Publications.

Tull, M.T., Bornoalova, M.A., Patterson, R., Hopko, D.R., & Lejuez, C.W. (2008). Analogue research. In D. McKay (Ed.), *Handbook of research methods in abnormal and clinical psychology* (pp. 61-78). Thousand Oaks: Sage Publications.

Zvolensky, M.J., Lejuez, C.W., & Stuart, G.L. (2001). Experimental psychopathology in psychological science. *Review of General Psychology*, 5, 371-381.

Emotion and Emotion Regulation

Benfer, N., Bardeen, J. R., & Clauss, K. (2018). Experimental manipulation of emotion regulation self-efficacy: Effects on emotion regulation ability, perceived effort in the service of regulation, and affective reactivity. *Journal of Contextual Behavioral Science*, 10, 108-114.

Levitt, J. T., Brown, T. A., Orsillo, S. M., & Barlow, D. H. (2004). The effects of acceptance versus suppression of emotion on subjective and psychophysiological response to carbon dioxide challenge in patients with panic disorder. *Behavior Therapy*, 35, 747-766.

Gross, J. J., & Levenson, R. W. (1997). Hiding feelings: the acute effects of inhibiting negative and positive emotion. *Journal of Abnormal Psychology*, 106, 95-103.

Tull, M. T., Jakupcak, M., & Roemer, L. (2010). Emotion suppression: A preliminary experimental investigation of its immediate effects and role in subsequent reactivity to novel stimuli. *Cognitive Behaviour Therapy*, 39, 114-125.

Zvolensky, M. J., Leyro, T. M., Bernstein, A., & Vujanovic, A. A. (2011). Historical perspectives, theory, and measurement of distress tolerance. *Distress tolerance: Theory, research, and clinical applications*, 3-27.

Joormann, J., & Stanton, C. H. (2016). Examining emotion regulation in depression: A review and future directions. *Behaviour Research and Therapy*, 86, 35-49.



Anxiety

Zvolensky, M. J., Lejuez, C. W., & Eifert, G. H. (2000). Prediction and control: Operational definitions for the experimental analysis of anxiety. *Behaviour Research and Therapy*, *38*, 653-663.

Zvolensky, M. J., Eifert, G. H., Lejuez, C. W., & McNeil, D. W. (1999). The effects of offset control over 20% carbon-dioxide-enriched air on anxious responding. *Journal of Abnormal Psychology*, *108*, 624-632.

Additional readings to be announced

Posttraumatic Stress Disorder

Buckley, T. C., Blanchard, E. B., & Neill, W. T. (2000). Information processing and PTSD: A review of the empirical literature. *Clinical Psychology Review*, *20*, 1041-1065.

James, E. L., Lau-Zhu, A., Clark, I. A., Visser, R. M., Hagenaars, M. A., & Holmes, E. A. (2016). The trauma film paradigm as an experimental psychopathology model of psychological trauma: Intrusive memories and beyond. *Clinical Psychology Review*, *47*, 106-142.

Glover, E. M., Phifer, J. E., Crain, D. F., Norrholm, S. D., Davis, M., Bradley, B., ... & Jovanovic, T. (2011). Tools for translational neuroscience: PTSD is associated with heightened fear responses using acoustic startle but not skin conductance measures. *Depression and Anxiety*, *28*, 1058-1066.

Coffey, S. F., Saladin, M. E., Drobles, D. J., Brady, K. T., Dansky, B. S., & Kilpatrick, D. G. (2002). Trauma and substance cue reactivity in individuals with comorbid posttraumatic stress disorder and cocaine or alcohol dependence. *Drug and Alcohol Dependence*, *65*, 115-127.

Orsillo, S. M., Batten, S. V., Plumb, J. C., Luterek, J. A., & Roessner, B. M. (2004). An experimental study of emotional responding in women with posttraumatic stress disorder related to interpersonal violence. *Journal of Traumatic Stress*, *17*, 241-248.

Litz, B. T., Orsillo, S. M., Kaloupek, D., & Weathers, F. (2000). Emotional processing in posttraumatic stress disorder. *Journal of Abnormal Psychology*, *109*, 26-39.

Depression

Readings to be announced

Self-injurious Behaviors

Ammerman, B. A., Berman, M. E., & McCloskey, M. S. (2018). Assessing non-suicidal self-injury in the laboratory. *Archives of Suicide Research*, *22*, 193-223.

Schoenleber, M., Berenbaum, H., & Motl, R. (2014). Shame-related functions of and motivations for self-injurious behavior. *Personality Disorders: Theory, Research, and Treatment*, *5*, 204-211.

Reitz, S., Kluetsch, R., Niedtfeld, I., Knorz, T., Lis, S., Paret, C., ... & Bohus, M. (2015). Incision and stress regulation in borderline personality disorder: neurobiological mechanisms of self-injurious behaviour. *The British Journal of Psychiatry*, *207*, 165-172.

Franklin, J. C., Huang, X., & Bastidas, D. (2019). Virtual reality suicide: Development of a translational approach for studying suicide causes. *Behaviour Research and Therapy*, *120*, 103360.

Glenn, C. R., Blumenthal, T. D., Klonsky, E. D., & Hajcak, G. (2011). Emotional reactivity in nonsuicidal self-injury: Divergence between self-report and startle measures. *International Journal of Psychophysiology*, *80*, 166-170.

George, S.E., Collins, K.R.L., Cao, T., Stritzke, W.G.K., & Page, A.C. (2017). An experimental test of the “interpersonal” in the interpersonal theory of suicide. *Journal of Experimental Psychopathology*, *8*, 332-346.

Substance Use

Bujarski, S., & Ray, L. A. (2016). Experimental psychopathology paradigms for alcohol use disorders: applications for translational research. *Behaviour research and therapy*, *86*, 11-22.

Tull, M. T., McDermott, M. J., Gratz, K. L., Coffey, S. F., & Lejuez, C. W. (2011). Cocaine-related attentional bias following trauma cue exposure among cocaine dependent in-patients with and without post-traumatic stress disorder. *Addiction*, *106*, 1810-1818.

Díaz-Batanero, C., Domínguez-Salas, S., Moraleda, E., Fernández-Calderón, F., & Lozano, O. M. (2018). Attentional bias toward alcohol stimuli as a predictor of treatment retention in cocaine dependence and alcohol user patients. *Drug and Alcohol Dependence*, *182*, 40-47.

Franken, I. H., Kroon, L. Y., Wiers, R. W., & Jansen, A. (2000). Selective cognitive processing of drug cues in heroin dependence. *Journal of Psychopharmacology*, *14*, 395-400.

Sinha, R., Fox, H. C., Hong, K. A., Bergquist, K., Bhagwagar, Z., & Siedlarz, K. M. (2009). Enhanced negative emotion and alcohol craving, and altered physiological responses following stress and cue exposure in alcohol dependent individuals. *Neuropsychopharmacology*, *34*, 1198-1208.

Borderline Personality Disorder and Impulse Control Problems

Eckhardt, C. I., & Crane, C. (2008). Effects of alcohol intoxication and aggressivity on aggressive verbalizations during anger arousal. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, *34*, 428-436.

Lejuez, C. W., Read, J. P., Kahler, C. W., Richards, J. B., Ramsey, S. E., Stuart, G. L., ... & Brown, R. A. (2002). Evaluation of a behavioral measure of risk taking: the Balloon Analogue Risk Task (BART). *Journal of Experimental Psychology: Applied*, *8*, 75-84.



Chapman, A. L., Walters, K. N., & Gordon, K. L. D. (2014). Emotional reactivity to social rejection and negative evaluation among persons with borderline personality features. *Journal of Personality Disorders, 28*, 720-733.

Dixon-Gordon, K. L., Tull, M. T., Hackel, L. M., & Gratz, K. L. (2018). The influence of emotional state on learning from reward and punishment in borderline personality disorder. *Journal of Personality Disorders, 32*, 433-446.

Gratz, K. L., Rosenthal, M. Z., Tull, M. T., Lejuez, C. W., & Gunderson, J. G. (2006). An experimental investigation of emotion dysregulation in borderline personality disorder. *Journal of Abnormal Psychology, 115*, 850-855.

Applications to Clinical Interventions

MacLeod, C., & Grafton, B. (2016). Anxiety-linked attentional bias and its modification: Illustrating the importance of distinguishing processes and procedures in experimental psychopathology research. *Behaviour Research and Therapy, 86*, 68-86.

Ouimet, A. J., & Ferguson, R. J. (2019). Innovations and advances in cognitive behavioral therapy: Insights from experimental psychopathology. *Journal of Experimental Psychopathology, 10*.

Gagné, J.-P., Kelly-Turner, K., & Radomsky, A. S. (2018). From the laboratory to the clinic (and back again): How experiments have informed cognitive-behavior therapy for obsessive-compulsive disorder. *Journal of Experimental Psychopathology, 9*.

Scheveneels, S., Boddez, Y., Vervliet, B., & Hermans, D. (2016). The validity of laboratory-based treatment research: Bridging the gap between fear extinction and exposure treatment. *Behaviour Research and Therapy, 86*, 87-94.

Jansen, A. (2016). Eating disorders need more experimental psychopathology. *Behaviour Research and Therapy, 86*, 2-10.