PSY 545: PSYCHOPATHOLOGY I: Conceptual Models and Internalizing Disorders

The goal of this class is to familiarize you with current concepts and research on child, adolescent, and adult psychopathology. The class meets on Thursdays from 11:20-1:20 in Psych B 316.

This is the first semester of a two-semester sequence. During this semester, we will cover conceptual models and internalizing disorders (e.g., mood and anxiety disorders). Next semester will deal with externalizing disorders (e.g., child disruptive disorders, personality disorders, substance use disorders) and non-mood psychotic disorders.

Class meetings will consist of lectures designed to provide a broad overview of the topic for that class and discussion. Typically, we will cover diagnosis and classification, epidemiology, course, and the genetic, neurobiological, and psychosocial factors implicated in the etiology, pathogenesis, and maintenance of the disorder. We will not discuss treatment, as that is the focus of other courses.

The required readings, listed below, will generally consist of four journal articles per week. Please make the time to read each of the assigned articles. Some of the readings will be difficult, so don't be discouraged if you have to struggle with them. Focus on the main questions, findings, and implications of the papers, and don’t worry if you cannot grasp the more technical details. If you are having difficulty with the readings, you might consider reading them after the lecture for which they are assigned so that you have some familiarity with the area before you start. Readings that address diversity issues are bolded.

Class requirements will include two non-cumulative exams intended primarily to help you keep up with, and absorb, the material. The exams will consist of short-answer/brief-essay questions covering both the lectures and readings.

All of the readings can available from campus library electronic journal collections. I have placed a * in front of articles that are in journals in the Health Science Library collection. With two exceptions, the other articles are in journals that are available in the Melville library collection. The two exceptions are indicated by **. The Kendler (1993) article must be requested from interlibrary loan, as the electronic journal collection does not extend far enough back. Please put in your request right away to ensure that you get it in time. The Klein et al. (2006) chapter is available from me in manuscript form – send me an email and I will attach it as a pdf.

You may find it helpful to read the relevant sections from the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-
IV), although I am not assigning it. If you would like to purchase the DSM-IV, I can give you the necessary information. It is also usually available at the bookstore in the Health Sciences Center.

Please feel free to stop by or give me a call to discuss any issues regarding the format, content, or process of the course.

**September 4: Conceptual models; classification of psychopathology**

(a) Defining mental disorder
(b) Conceptual models of psychopathology (diathesis-stress, vulnerability)
(c) Implications re: incomplete penetrance/resilience, final common pathways, etiological heterogeneity, multifinality and equifinality
(d) Diagnosis and classification (role of taxonomy, discreteness of boundaries, comorbidity, categorical vs dimensional classification)

**Readings:**


**September 11: Current classification system; psychiatric epidemiology**

(a) Evolution and development of the DSMs
(b) Reliability and validity
(c) Alternative (empirical) taxonomies of child and adult psychopathology
(d) Links between empirical taxonomies and personality, genetics, and neurobiology
(e) Psychiatric epidemiology

**Readings:**


September 18: Psychiatric epidemiology; the developmental psychopathology perspective; research methods in psychopathology

(a) Psychiatric epidemiology
(b) The developmental psychopathology perspective: Key concepts and issues (e.g., developmental continuities and discontinuities, developmental pathways, protective factors and resilience, contextual influences)
(c) Inferring direction of causality: follow-up, follow-back, and high risk designs
(d) Vulnerability markers
(e) Ruling out third variables: issues regarding choice of control groups; problems with matching; problems with statistical controls; patient versus community samples; case control vs cohort designs

Readings:


September 25: Genetic epidemiology

(a) Family, twin, adoption studies
(b) Biometric modeling of twin data
(c) Modes of transmission
(d) Genetic markers and endophenotypes
(e) Molecular genetics (linkage and association)
(f) Gene regulation and expression

Readings:


**October 2: Mood disorders: Classification and epidemiology**
- (a) Phenomenology
- (b) Classification and subtypes
- (c) Boundaries with anxiety and psychotic disorders
- (d) Epidemiology (including sex differences and cohort effects) and cross-cultural findings

**Readings:**

**October 9: No class - Yom Kippur**

**October 16: Mood disorders: Course and developmental continuities/discontinuities**
- (a) Course and prognosis of bipolar disorder, MDD, and dysthymia
- (b) Continuities and discontinuities of MDD across the life span
- (c) Continuity/discontinuity of pre- vs post-pubertal bipolar disorder

**Readings:**

**October 23: Mid-term examination**
October 30: Mood Disorders: Genes and environment
(a) Population and molecular genetics of bipolar disorder and MDD
(b) Early adversity
(c) Conceptual and methodological issues in assessing life stress
(d) Life stress in bipolar disorder and MDD

Readings:

November 6: Mood Disorders: Neurobiology
(a) Methodological issues in assessing neurotransmitter function
(b) Neurochemistry of mood disorders
(c) Neuroendocrinology of MDD
(d) Sleep architecture in MDD
(e) Methods in neuroimaging
(f) Structural and functional neuroanatomy of mood disorders

Readings:

November 13: Mood Disorders: Psychological aspects
(a) Temperament and personality
(b) Cognitive theories
(c) Attentional and cognitive biases in depression
(d) Behavioral theories
(e) Interpersonal theories
(f) Recent cognitive and motivational models of bipolar disorder

Readings:


November 20: Panic Disorder
(a) General risk factors for anxiety disorders and patterns of comorbidity
(b) Panic disorder: Phenomenology, classification, and conceptualizations of agoraphobia
(c) Panic disorder: Epidemiology, development, and course
(d) Panic disorder: Genetics and neurobiology
(e) Panic disorder: Cognitive and behavioral theories

Readings:


November 27: No class – Thanksgiving

December 4: The Phobias, Generalized Anxiety Disorder, and Separation Anxiety Disorder
(a) Phobias: Phenomenology, classification, epidemiology, development, and course
(b) Genetics of fears, phobias, and fear conditioning
(c) Neurobiology of fears and phobias
(d) Behavioral theories of specific phobias
(e) Cognitive models of social phobia
(f) Generalized anxiety disorder: Phenomenology, classification, epidemiology,
development, course, genetics, and cognitive-behavioral theories

(g) Separation anxiety disorder: Phenomenology, classification, epidemiology, development, course, and etiological factors

Readings:


**December 11: Posttraumatic Stress Disorder**

(a) Phenomenology, classification, and conceptual controversies
(b) Epidemiology, development, and course
(c) Genetics, neuroendocrinology, and structural and functional neuroanatomy
(d) Cognitive theories

Readings:


**December 15 (correction day): Obsessive-Compulsive Disorder**

(a) Phenomenology, classification, and the OCD spectrum
(b) Epidemiology, development, and course
(c) Genetics and neurobiology
(d) Cognitive theories

Readings:


**TBA: Final examination during Finals week**