PSY 596 - PSYCHOPATHOLOGY II: Externalizing and Psychotic Disorders
Spring, 2020

The goal of this class is to familiarize you with current concepts and research on youth and adult psychopathology. The class meets on Thursdays from 1:00-2:50 in Psych B 316.

This is the second semester of a two-semester sequence. During the previous semester, we covered conceptual models and methods and the internalizing disorders (mood and anxiety disorders). This semester, we will deal with externalizing, personality, and 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 etiopathogenesis 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 six papers 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. All of the journal articles are available in the campus library electronic journal collections; I will provide copies of book chapters. You may find it helpful to read the relevant sections from the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5), although I am not assigning it.

Class requirements will include two non-cumulative exams and three “thought papers”. The exams are intended primarily to help you keep up with and absorb the material. They will consist of short answer questions covering both the lectures and readings.

The thought papers should be relatively brief (2-4 pages double-spaced). The purpose of these papers is to encourage you to think critically and actively about the assigned readings and to formulate reactions to them as you read them. The thought papers can take many forms, including critiquing or challenging the argument made by an author, discussing some of the assigned readings in relation to other readings assigned in a previous week, integrating ideas across readings, identifying and evaluating unexpressed assumptions in a reading, or exploring the research implications of particular ideas. The thought papers should NOT be summaries of the readings or reviews of the literature. I will be looking for creativity and the ability to develop and support a line of argument.

Exams will count for 50% of your grade; thoughts papers for the other 50% of your grade.

Please feel free to talk with me about any issues regarding the format, content, or process of the
course. My office hours are Tuesday 3:00-3:50; Wednesday 11:30-12:20; and Thursday 3:00-3:50. You can also email me at daniel.klein@stonybrook.edu.

**Learning Objectives**

1. Identify the key clinical and diagnostic features of the externalizing, personality, and psychotic disorders in youth and adults.
2. Become familiar with the current literature on the epidemiology, course, and etiopathogenesis of the eating disorders, childhood disruptive behavior disorders, attention deficit hyperactivity disorder, personality disorders, substance use disorders, schizophrenia-related disorders, and autism spectrum disorders.

These objectives will be assessed in the mid-term and final exams and the three thought papers described above.

**January 30: Eating Disorders: Anorexia and Bulimia Nervosa**

(a) Phenomenology, classification, and comorbidity
(b) Epidemiology and sociocultural factors
(c) Course and prognosis
(d) Research on hypothesized etiological factors (e.g., dieting, internalization of the thin ideal, body dissatisfaction, personality)
(e) Family systems perspectives and early adversity
(f) Genetics and neurobiology


**February 6: Attention-Deficit Hyperactivity Disorder**

(a) Classification
(b) Epidemiology
(c) Development, course, and complications
(d) Genetics
(e) Neuropsychology, neuroimaging, and neurotransmitters
(f) Environmental risk factors


**February 13: Oppositional Defiant and Conduct Disorder**

(a) Classification, subtypes of CD, and comorbidity

(b) Epidemiology and sex differences

(c) Development and course (e.g., child versus adolescent onset subtypes; developmental trajectories from ODD to CD, and from CD to Antisocial Personality)

(d) Comorbidity

(e) Genetics

(f) Neurocognitive factors

(g) Social cognitive models

(e) Neurobiology

(f) Prenatal and family environment

(g) Peer and broader contextual influences


**First thought paper due**

**February 20: Personality Disorders: Diagnosis and classification**
- The specific PDs and the PD clusters
- The Axis I-Axis II distinction
- Comorbidity, convergent validity, stability, prognostic utility
- Validity of diagnosing personality disorders in children and adolescents
- The case for dimensional classification
- Alternative classification systems


**February 27:** Class is cancelled

**March 5: Antisocial Personality Disorder, Psychopathy, and Intermittent Explosive Disorder**
- Classification and nosological controversies
- Epidemiology
(c) Antecedents, development and course
(d) Genetics
(e) Neuropsychological deficits (e.g., executive functioning)
(f) Fear-conditioning, insensitivity to punishment, and response modulation theories
(f) Affective processing deficits
(g) Intermittent Explosive Disorder


**March 12: Borderline Personality Disorder and Nonsuicidal Self-Injury**
(a) Phenomenology and classification
(b) Course and prognosis
(c) Nosological controversies
(d) Theoretical perspectives
(e) Childhood abuse and adversity
(f) Neurobiology (biochemistry and structural and functional neuroanatomy)
(g) Nonsuicidal self-injury


Journal of Abnormal Psychology, 124, 549-564.

**March 19: No class - Spring Break**

**March 26: Mid-term exam**

**April 2: Alcohol and Drug Abuse/Dependence**

(a) The externalizing spectrum  
(b) Classification of substance use disorders  
(c) Alcoholism: Epidemiology  
(d) Alcoholism: Subtypes, developmental trajectories, and course  
(e) Alcoholism: Genetics  
(f) Etiology of alcoholism: Alcohol sensitivity, personality, expectancies, and stress dampening/self-medication  
(g) Drug use disorders: Developmental theories of initiation and escalation  
(h) Drug use disorders: Family, peer, and broader contextual influences  
(j) Learning models of substance abuse/dependence  
(k) Neurobiology of addiction


**Second thought paper due**

**April 9: Autism Spectrum Disorders** - Cara Keiffer will guest-lecture

**April 16: Schizophrenia: Clinical, epidemiological, and developmental aspects**

(a) Classification (Kraepelin, Bleuler, and Schneider; schizoaffective and schizotypal; positive, negative, and disorganized symptoms; the schizophrenia spectrum)
(b) Course and prognosis
(c) Childhood schizophrenia and schizoprenia in the elderly
(d) Epidemiology (including selection vs drift; season of birth; and other epidemiological risk factors such as urban residence and paternal age)
(e) Neurodevelopmental perspective (behavioral precursors; pregnancy and birth complications; the neurodevelopment vs neurodegeneration debate)

April 23: Schizophrenia: Genetics and neurobiology
(a) Population and molecular genetics
(b) Neurochemistry
(c) Structural neuroanatomy
(d) Functional neuroanatomy


March 30: Schizophrenia: Neurocognition, electrophysiology, and the social environment
(a) Potential neurophysiological endophenotypes (e.g., sensory gating, eye tracking)
(b) Potential neurocognitive endophenotypes (e.g., attention, working memory)
(c) Prognostic significance of neurocognition
(d) Life stress
(e) Expressed emotion

Kahn, R.S., & Keefe, R.E. (2013). Schizophrenia is a cognitive illness: Time for a change in focus. JAMA Psychiatry, 70, 1107-1112.


Seidman, L. J., Shapiro, D. I., Stone, W. S., Woodberry, K. A., Ronzio, A., Cornblatt, B. A., ... &


**May 7: TBA**

**Third thought paper due**

**Final Exam** - finals week, at time to be determined later.