PSY 596 - PSYCHOPATHOLOGY II: Externalizing and Psychotic Disorders
Spring, 2018

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 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 primarily with externalizing 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 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 5-6 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. Readings that address diversity issues are indicated by a + symbol. Almost all of the readings are available in the campus library electronic journal collections; I have placed a * in front of the exceptions. You may find it helpful to read the relevant sections from the American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV), 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 brief essay 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. 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 stop by or give me a call to discuss any issues regarding the format, content, or process of the course.

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.
3. Understand current research on the epidemiology, course, and etiopathogenesis of schizophrenia and autism.

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

January 25: 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 1: Attention-Deficit Hyperactivity Disorder
(a) Classification
(b) Epidemiology

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**February 8: 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


**February 15: Personality Disorders: Diagnosis and classification**

(a) The specific PDs and the PD clusters
(b) The Axis I-Axis II distinction
(c) Comorbidity, convergent validity, stability, prognostic utility
(d) Validity of diagnosing personality disorders in children and adolescents
(e) The case for dimensional classification
(f) Alternative classification systems

**First thought paper due**


**February 22: Antisocial Personality Disorder, Psychopathy, and Intermittent Explosive Disorder**

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


**March 1:** No class

**March 8: 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


**March 15: No class – Spring Break**

**March 22: Mid-term exam**

**March 29: 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


April 5: Schizophrenia: Clinical, epidemiological, and developmental aspects
(a) Classification (Kraepelin, Bleuler, and Schneider; schizoaffective and schizophreniform; positive, negative, and disorganized symptoms; the schizophrenia spectrum)
(b) Course and prognosis
(c) Childhood schizophrenia and schizophrenia 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)

Second thought paper due


April 12: Schizophrenia: Genetics and neurobiology
(a) Population and molecular genetics
(b) Neurochemistry
(c) Structural neuroanatomy
(d) Functional neuroanatomy


Cropley, V. L., Klauser, P., Lenroot, R. K., Bruggemann, J., Sundram, S., Bousman, C., ... &


**April 19: 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

Choose one of the readings for the last two weeks of the semester to lead class discussion.


**April 26: Autism Spectrum Disorders** (Matt Lerner will guest-lecture)


May 3: Revisiting some big-picture issues

We will split into groups of two, and each pair will be responsible for leading a discussion on one of the “big-picture” papers below that cut across the two semesters of this course.

Third thought paper due


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