

Western University
Faculty of Social Sciences
Department of Psychology

**PSY 9902A: Lifespan Psychopathology I: Concepts & Internalizing Disorders
Fall 2022**

Class Meetings: Mondays, 1:00pm-4:00pm, WH 20F

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in Psychology, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Instructor Information

Instructor: Lindsay Bodell
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Course Description

In this course, we will examine current concepts and research related to psychopathology across the lifespan. This half-course is intended to be taken in sequence with PSY 9903B, Lifespan Psychopathology II: Externalizing & Other Disorders. PSY 9902A begins with an overview of conceptual issues, research methods, and other relevant background, with the goal of facilitating your understanding of the empirical literature covered in both courses. Following these topics, PSY 9902A focuses on the pathogenesis and maintenance of internalizing psychopathology, covering relevant aspects of diagnosis and classification, epidemiology, longitudinal course, and etiologically relevant genetic, neurobiological, cognitive-behavioral, and contextual/environmental factors. PSY 9903B focuses on similar issues in externalizing and personality psychopathology. Both courses include coverage of other forms of psychopathology and maladaptive behavior that do not clearly fall within either the internalizing or externalizing spectra. We will not discuss treatment in depth in either course, as this is the focus of other graduate courses.

Course Format

This is an in-person course (face-to-face).

For both courses in this sequence, class meetings will primarily consist of lectures designed to provide a broad overview of the topic for that class, although we also expect students to bring questions and comments for group discussion (see Course Requirements, below). The required readings, listed below, should be read prior to the relevant class meeting. These have been chosen to provide information on selected topics of particular importance and to illustrate current approaches and methods in psychopathology research.

Course Learning Outcomes/Objectives

PSY 9902A and 9902B share the same primary course goals. We aim to 1) stimulate critical thinking about research in psychopathology, developing your ability to evaluate the evidence and conclusions drawn from psychological research; 2) familiarize you with the DSM-5 diagnostic criteria for major psychological disorders, including strengths and limitations of this classification system; 3) introduce you to alternative, influential approaches to classification (e.g., RDoC system); 4) acquaint you with biopsychosocial models of psychopathology, focusing on the interplay of various factors (e.g., genetics, cognitive processes, family environment) in the development and maintenance of psychological disorders; 5) provide an understanding of associations between demographic and cultural factors with psychopathology and related outcomes; and 6) strengthen your professional writing and communication skills.

Upon completion of this course, students should be able to:

1. Think critically about research in psychopathology.
2. Discuss the DSM-5 diagnostic criteria for major psychological disorders.
3. Describe biopsychosocial models of psychopathology.
4. Discuss associations between demographic and cultural factors with psychopathology and related outcomes.

If you are interested in keeping abreast of current developments in psychopathology, we strongly recommend subscribing to e-mail issue alerts for top journals in psychopathology, including *American Journal of Psychiatry*, *JAMA-Psychiatry*, *Journal of Clinical Science and Psychopathology* (formerly *Journal of Abnormal Psychology*), and *Development and Psychopathology*. Specialty journals devoted to a specific research area (e.g., depression; personality pathology) also have e-mail alerts; you may wish to subscribe to those relevant to your specific interests.

Course Materials

Required Readings:

- Assigned articles (listed below). You will be able to access all assigned readings through the course website on OWL. These articles are intended to provide additional information on selected topics and to illustrate research methods in clinical psychology.
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.): DSM-5*. Arlington, VA: American Psychiatric Association. Please familiarize yourself with the relevant DSM-5 content for the disorders discussed in lectures (e.g., for the Oct. 24th meeting, review the section of DSM-5 covering anxiety disorders).

Methods of Evaluation

Exams (70% of final grade): Class requirements include two in-class exams consisting of short answer and/or essay questions covering material from both the lectures and readings. These will be the primary basis for your grade, with each exam score constituting 35% of your overall grade for the course. The exams are cumulative in the sense that you will need to apply the conceptual material covered at the beginning of the course to the content discussed following the first exam.

Class Participation (20% of final grade): During a class meeting, you will briefly (i.e., <20 min.) present one of the articles from the syllabus (10%). Your presentation should be informal (no PowerPoint needed) and is intended to guide and stimulate an in-class discussion. Additionally, students are expected to participate actively in class discussions in order to facilitate the learning process for themselves and their peers, so be prepared to ask questions and present arguments based on the assigned readings each week (10%).

Thought Questions (10% of final grade): You should prepare one short question based on the assigned readings from each week. These questions should address some conceptual issue from the reading material(s) or other resources, rather than seeking clarification of factual information.

<u>Assignment</u>	<u>Date of Evaluation (if known)</u>	<u>Weighting</u>
Thought Questions	Ongoing	10%
Class Participation	Ongoing	10%
Class Presentation	TBD	10%
Midterm Exam	Monday, October 17, 2022	35%
Final Exam	Monday, December 5th, 2022	35%
Total		100%

Course Timeline

This schedule is subject to change; students are responsible for being aware of any changes announced in class. *Note that the schedule for the readings is not always identical to the topic schedule*; this was done to make the reading assignments manageable.

Week	Date	Topic
1	Sept 12	Course overview; Defining psychopathology
2	Sept 19	Conceptual models of psychopathology & risk
3	Sept 26	Diagnosis & classification; Prevalence
4	Oct 3	Methods in psychopathology research
5	Oct 10	Thanksgiving Holiday (No Class)
6	Oct 17	Midterm Exam
7	Oct 24	Internalizing psychopathology: Anxiety
8	Oct 31	Fall Reading Week (No Class)
9	Nov 7	Internalizing psychopathology: PTSD and other trauma-related disorders
10	Nov 14	Internalizing psychopathology: Depression
11	Nov 21	Internalizing psychopathology: Depression cont. and related conditions
12	Nov 28	Suicidality
13	Dec 5	Final Exam

(9/12) Defining Psychopathology

Lilienfeld, S.O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*, 67, 111-129.

Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179(4070), 250-258.

Spitzer, R. L. (1975). On pseudoscience in science, logic in remission, and psychiatric diagnosis: A critique of Rosenhan's "On being sane in insane places". *Journal of Abnormal Psychology*, 84, 442-452.

(9/19) Conceptual models of psychopathology and risk

Hayden, E.P., & Durbin, C.E. (2018). Developmental Psychopathology. Invited chapter in T. Ollendick, S.W. White, & B.A. White (Eds.), *Oxford Handbook of Clinical Child and Adolescent Psychology* (pp.31-41). New York, New York: Oxford University Press.

Lahey, B. B., Van Hulle, C. A., Singh, A. L., Waldman, I. D., & Rathouz, P. J. (2011). Higher-order genetic and environmental structure of prevalent forms of child and adolescent psychopathology. *Archives of General Psychiatry*, 68, 181-189.

Rutter, M. Kim-Cohen, J., & Maughan, B. (2006). Continuities and discontinuities in psychopathology between childhood and adult life. *Journal of Child Psychology and Psychiatry*, 47, 276-295.

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

(9/26) Diagnosis & Classification; Prevalence

Clark, L.A., Cuthbert, B., Lewis-Fernandez, Narrow, W.E., & Reed, G.M (2017). Three approaches to understanding and classifying mental disorders: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). *Psychological Science*, 18(2), 72-145.

Costello, E.J., Mustillo, S., Erkanli, A., Keeler, G., & Angold, A. (2003). Prevalence and development of psychiatric disorders in childhood and adolescence. *Archives of General Psychiatry*, 60, 837-844.

Feighner, J.P., Robins, E., Guze, S.B., Woodruff, R.A., Winokur, G., Muniz, R. (1972). Diagnostic criteria for use in psychiatry research. *Archives of General Psychiatry*, 26, 57- 63.

Kessler, R.C., Berglund, P., Demler, O., Jin, R., Merikangas, K.R., & Walters, E. E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. *Archives of General Psychiatry*, 62, 593-602.

(10/3) Methods in Psychopathology Research

Bullock, J. G., Green, D. P., & Ha, S. E. (2010). Yes, but what's the mechanism? (don't expect an easy answer). *Journal of Personality and Social Psychology*, 98, 550-558.

Costello, E.J., Compton, S.N., Keeler, G., & Angold, A. (2003). Relationships between poverty and psychopathology: A natural experiment. *Journal of the American Medical Association*, 290, 2023-2029.

Gottesman, I.I. & Gould, T.D. (2003). The endophenotype concept in psychiatry: Etymology and strategic intentions. *American Journal of Psychiatry*, 160, 636-645.

Stanton, K., McDonnell, C.G., Hayden E. P., & Watson, D. (2020). Transdiagnostic approaches to psychopathology measurement: recommendations for measure selection, data analysis, and participant recruitment. *Journal of Abnormal Psychology, 129*, 21-28.

Westfall, J., & Yarkoni, T. (2016). Statistically controlling for confounding constructs is harder than you think. *PloS one, 11*, e0152719.

(10/10) Thanksgiving holiday; no class meeting

(10/17) Midterm exam to be completed during class time

(10/24) Internalizing psychopathology: Anxiety

Behar E., DiMarco, I., Hekler, E., Mohlman, J., Staples, A. (2009). Current theoretical models of generalized anxiety disorder (GAD): conceptual review and treatment implications. *Journal of Anxiety Disorders, 23*, 1011-1023.

Lewis-Fernandez, R., et al., (2010). Culture and the anxiety disorders: recommendations for DSM-V. *Depression and Anxiety, 27*, 212-229.

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.

Moore, P.S., Whaley, S.E., & Sigman, M. (2004). Interactions between mothers and children: Impacts of maternal and child anxiety. *Journal of Abnormal Psychology, 113*, 471- 476.

(10/31) Fall reading week; no class meeting

(11/7) Internalizing psychopathology: Trauma and other-related disorders

Abramowitz, J., Khandker, M., Nelson, C.A., Deacon, B.J., & Rygwall, R. (2006). The role of cognitive factors in the pathogenesis of obsessive-compulsive symptoms: a prospective study. *Behaviour Research and Therapy, 44*, 1361-1374.

Copeland, W.E., Keeler, G., Angold, A., Costello, E.J. (2007). Traumatic events and posttraumatic stress in childhood. *Archives of General Psychiatry, 64*, 577-584.

Elwood, L.S., Hahn, K.S., Olatunji, B.O., & Williams, N. L. (2009). Cognitive vulnerabilities to the development of PTSD: A review of four vulnerabilities and the proposal of an integrative vulnerability model. *Clinical Psychology Review*, 29(1), 87-100.

Roberts, A. L., Gilman, S. E., Breslau, J., Breslau, N., & Koenen, K.C. (2011). Race/ethnic differences in exposure to traumatic events, development of post-traumatic stress disorder, and treatment-seeking for post-traumatic stress disorder in the United States. *Psychological Medicine*, 41, 71–83.

(11/14) Internalizing psychopathology: Depression

Hyde, J. S., Mezulis, A. H., & Abramson, L. Y. (2008). The ABCs of depression: integrating affective, biological, and cognitive models to explain the emergence of the gender difference in depression. *Psychological Review*, 115(2), 291.

Kujawa, A., Arfer, K. B., Finsaas, M. C., Kessel, E. M., Mumper, E., & Klein, D. N. (2020). Effects of Maternal Depression and Mother–Child Relationship Quality in Early Childhood on Neural Reactivity to Rejection and Peer Stress in Adolescence: A 9-Year Longitudinal Study. *Clinical Psychological Science*, 8, 657–672.

Luby, J.L., Xuemei, S., Belden, A.C., Tandon, M., & Spitznagel, E. (2009). Preschool depression: Homotypic continuity and course over 24 months. *Archives of General Psychiatry*, 66, 897-905.

Liu, P., Vandermeer, M. R. J., Joannise, M. F., Barch, D. M., Dozois, D.J.A, & Hayden, E. P. (2020). Neural activity during self-referential processing in children at high risk for depression. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*, 5, 429- 437. doi: 10.1016/j.bpsc.2019.12.012.

Stewart, S.M., Kennard, B.D., Lee, P.W.H., Hughes, C.W., Mayes, T.L., Emslie, G.J., & Lewinsohn, P.M. (2004). A cross-cultural investigation of cognitions and depressive symptoms in adolescents. *Journal of Abnormal Psychology*, 113, 248-257.

(11/21) Internalizing psychopathology: Depression cont'd & related conditions

Carlson, G.A., & Meyer, S.E. (2006). Phenomenology and diagnosis of bipolar disorder in children, adolescents, and adults: Complexities and developmental issues. *Development and Psychopathology*, 18, 939-969.

Cicero, D.C., Epler, A.J., & Sher, K.J. (2009). Are there developmentally limited forms of bipolar disorder? *Journal of Abnormal Psychology*, 118, 431-447.

Gershon, A., Thompson, W., Eidelman, P., McGlinchey, E., Kaplan, K., Harvey, A. (2012). Restless pillow, ruffled mind: sleep and affect coupling in interepisode bipolar disorder. *Journal of Abnormal Psychology*, 121(4), 863-873.

Mansell, W., & Pedley, R. (2007). The ascent into mania: A review of psychological processes associated with the development of manic symptoms. *Clinical Psychology Review*, 28, 494-520.

(11/28) Suicidality

Chu, C., Buchman-Schmitt, J. M., Stanley, I. H., Hom, M. A., Tucker, R. P., Hagan, C. R.,...Joiner, T. E., Jr. (2017). The interpersonal theory of suicide: A systematic review and meta-analysis of a decade of cross-national research. *Psychological Bulletin*, 143(12), 1313- 1345.

Kleinman, E.M., Turner, B.J., Fedor, S., Beale, E.E., & Huffman, J.C. (2017). Examination of real-time fluctuations in suicidal ideation and its risk factors: results from two ecological momentary assessment studies. *Journal of Abnormal Psychology*, 126(6), 726-738.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.