

Western University
Faculty of Social Sciences
Department of Psychology

**PSY 9903B: Lifespan Psychopathology II: Externalizing and Other Disorders
Winter 2023**

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 and the Graduate Chair (or equivalent) from the student's home program.

Instructor Information

Instructor: Jesus Chavarria
Office: WH 320E
Office Phone: 519.661.2111 x 81332
Office Hours: By appointment
Email: jchavarr@uwo.ca

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 9902A, Lifespan Psychopathology I: Concepts & Internalizing 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, February 13, 2023	35%
Final Exam	Monday, April 3rd, 2023	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	Jan 9	Revisiting conceptual models of psychopathology (externalizing)
2	Jan 16	Cultural context and psychopathology
3	Jan 23	Feeding and Eating disorders (Bodell)
4	Jan 30	Oppositional defiant, conduct disorder, & antisocial PD
5	Feb 6	Attention deficit-hyperactivity disorder; pervasive developmental disorders
6	Feb 13	Midterm Exam
7	Feb 20	Winter Reading Week (No Class)
8	Feb 27	Psychotic Disorders
9	March 6	Substance use and addictions
10	March 13	Compulsive disorders (e.g., OCD)
11	March 20	Personality pathology
12	March 27	Personality pathology cont'd (TBD)
13	April 3	Final Exam

(1/9) Conceptual models (externalizing psychopathology)

Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., ...Zimmerman, M. (2017). The Hierarchical Taxonomy of Psychopathology (HiTOP): A dimensional alternative to traditional nosologies. *Journal of Abnormal Psychology, 126*(4), 454–477.

Beauchaine, T.P., & McNulty, T. (2013). Comorbidities and continuities as ontogenic processes: Toward a developmental spectrum model of externalizing psychopathology. *Development and Psychopathology, 25*, 1505-1528

(1/16) Cultural context and psychopathology

Chapman, L. K., DeLapp, R., & Williams, M. T. (2014). Impact of race, ethnicity, and culture on the expression and assessment of psychopathology. *Adult psychopathology and diagnosis, 131*.

Choudhury, S., & Kirmayer, L. J. (2009). Cultural neuroscience and psychopathology: Prospects for cultural psychiatry. *Progress in brain research, 178*, 263-283.

Garcia Coll, C., Akerman, A., & Cicchetti, D. (2000). Cultural influences on developmental processes and outcomes: Implications for the study of development and psychopathology. *Development and Psychopathology*, 12, 333-356.

(1/23) Feeding & eating disorders

Christian, C. et al., (2020). Eating disorder core symptoms and symptom pathways across developmental stages: a network analysis, *Journal of Abnormal Psychology*, 129(2), 177-190.

Keel, P.K., & Klump, K.L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. *Psychological Bulletin*, 129, 747-769.

Keel, P., Wolfe, B., Liddle, R.A., De Young, K., & Jimmerson, D.C. (2007). Clinical features and physiological response to a test meal in purging disorder and bulimia nervosa. *Archives of General Psychiatry*, 64(9), 1058-1066.

Treasure, J., Stein, D., Maguire, S. (2015). Has the time come for a staging model to map the course of eating disorders from high risk to severe enduring illness? An examination of the evidence. *Early Intervention in Psychiatry*, 9, 173-184

Walsh, B.T. (2013). The enigmatic persistence of anorexia nervosa. *American Journal of Psychiatry*, 170, 477-484.

(1/23) ODD, CD, & ASPD

Beauchaine, T.P., & McNulty, T. (2013). Comorbidities and continuities as ontogenic processes: Toward a developmental spectrum model of externalizing psychopathology. *Development and Psychopathology*, 25, 1505-1528

Kim-Cohen, J., Arseneault, L., Caspi, A., Tomas, M.P., Taylor, A., & Moffitt, T.E. (2005). Validity of DSM-IV conduct disorder in 4 ½-5-year-old children: a longitudinal epidemiological study. *American Journal of Psychiatry*, 162, 1108-1117.

Meier, M. H., Slutske, W. S., Arndt, S., & Cadoret, R. J. (2008). Impulsive and callous traits are more strongly associated with delinquent behavior in higher risk neighborhoods among boys and girls. *Journal of Consulting and Clinical Psychology*, 117, 377-385.

Moffitt, T.E., & Caspi, A. (2001). Childhood predictors differentiate life-course persistent and adolescence-limited antisocial pathways among males and females. *Development and Psychopathology*, 13, 355-375.

(1/30) Attention-deficit hyperactivity disorder

Barkley, R.A., Fischer, M., Smallish, L., & Fletcher, K. (2002). The persistence of Attention-Deficit/Hyperactivity Disorder into young adulthood as a function of reporting source and definition of disorder. *Journal of Abnormal Psychology, 111*, 279-289.

Beauchaine, T.P., Katkin, E.S., Strassberg, Z., & Snarr, J. (2001). Disinhibitory psychopathology in male adolescents: discriminating conduct disorder from attention-deficit/hyperactivity disorder through concurrent assessment of multiple autonomic states. *Journal of Abnormal Psychology, 110*, 610-624.

Beauchaine, T. P., Hinshaw, S. P., & Pang, K. L. (2010). Comorbidity of attention-deficit/hyperactivity disorder and early-onset conduct disorder: biological, environmental, and developmental mechanisms. *Clinical Psychology: Science and Practice, 17*, 327-336.

Lahey, B.B., Pelham, W.E., Loney, J., Lee, S.S., & Willcutt, E. (2005). Instability of the DSM-IV subtypes of ADHD from preschool through elementary school. *Archives of General Psychiatry, 62*, 896-902.

Nigg, J.T., Blaskey, L.G., Stawicki, J.A., & Sachek, J. (2004). Evaluating the endophenotype model of ADHD neuropsychological deficit: results for parents and siblings of children with ADHD combined and inattentive subtypes. *Journal of Abnormal Psychology, 113*, 614-625.

(2/6) Pervasive developmental disorders

Greenberg, D.M., Warrier, V., Allison, C., & Baron-Cohen, S. (2018). Testing the empathizing-systemizing theory of sex differences and the extreme male brain theory of autism in half a million people. *PNAS, 115*(48), 12152-12157.

Grinker et al., (2012). "Communities" in community engagement: lessons from autism research in South Africa and South Korea. *Autism Research, 5*, 201-210.

Lord, C., & Bishop, S. L. (2015). Recent advances in autism research as reflected in DSM-5 criteria for autism spectrum disorder. *Annual Review of Clinical Psychology, 11*, 53-70.

(2/13) Midterm exam to be completed during class time

(2/20) Winter reading week; no class meeting

(2/27) Schizophrenia and psychosis

Clarke, M.C., Tanskanen, A., Huttunen, M., Whittaker, J.C., & Cannon, M. (2009). Evidence for an interaction between familial liability and prenatal exposure to infection in the causation of schizophrenia. *American Journal of Psychiatry*, 166, 1025-1030.

Mittal, V., Neuman, C., Saczawa, M., & Walker, E.F. (2008). Longitudinal progression of movement abnormalities in relation to psychotic symptoms in adolescents at high risk of schizophrenia. *Archives of General Psychiatry*, 65(2), 165-171.

Schizophrenia Working Group (2014). Biological insights from 108 schizophrenia-associated genetic loci. *Nature*, 511, 421-42

Yung, A. R., Nelson, B., Thompson, A. D., & Wood, S. J. (2010). Should a “risk syndrome for psychosis” be included in the DSMV? *Schizophrenia Research*, 120, 7-15.

(3/6) Substance use disorders

Corbin, W.R., Vaughan, E.L., Fromme, K. (2008). Ethnic differences and the closing of the sex gap in alcohol use among college-bound students. *Psychology of Addictive Behaviors*, 22(2), 240-248.

Elkins, I.J., King, S.M., McGue, M., & Iacono, W.G. (2006). Personality traits and the development of nicotine, alcohol, and illicit drug disorders: prospective links from adolescence to young adulthood. *Journal of Abnormal Psychology*, 115, 26-39.

Littlefield, A.K., Sher, K., & Wood, P.K. (2009). Is “maturing out” of problematic alcohol involvement related to personality change? *Journal of Abnormal Psychology*, 118, 360-374.

Berridge, K. C., & Robinson, T. E. (2016). Liking, wanting, and the incentive-sensitization theory of addiction. *American Psychologist*, 71(8), 670-679.

King, A., Vena, A., Hasin, D. S., DeWit, H., O'Connor, S. J., & Cao, D. (2021). Subjective responses to alcohol in the development and maintenance of alcohol use disorder. *American Journal of Psychiatry*, 178(6), 560-571.

(3/13) OCD & Compulsive 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.

Grant, J. E., Odlaug, B. L., & Potenza, M. N. (2007). Addicted to hair pulling? How an alternate model of trichotillomania may improve treatment outcome. *Harvard review of psychiatry*, 15(2), 80-85.

Chamberlain, S. R., Stochl, J., Redden, S. A., & Grant, J. E. (2018). Latent traits of impulsivity and compulsivity: toward dimensional psychiatry. *Psychological medicine*, 48(5), 810-821.

Fineberg, N. A., Potenza, M. N., Chamberlain, S. R., Berlin, H. A., Menzies, L., Bechara, A., ... & Hollander, E. (2010). Probing compulsive and impulsive behaviors, from animal models to endophenotypes: a narrative review. *Neuropsychopharmacology*, 35(3), 591-604.

(3/20 & 3/27) Personality pathology

Conway, C., Hopwood, C.J., Morey, L.C., & Skodol, A.E. (2018). Borderline personality disorder is equally trait-like and state-like over ten years in adult psychiatric patients. *Journal of Abnormal Psychology*

Musser, N., Zalewski, M., Stepp S., & Lewis, J. (2018). A systematic review of negative parenting practices predicting borderline personality disorder: Are we measuring biosocial theory's 'invalidating environment'? *Clinical Psychology Review*, 65, 1-16.

Patrick, C. J., Fowles, D. C., & Krueger, R. F. (2009). Triarchic conceptualization of psychopathy: Developmental origins of disinhibition, boldness, and meanness. *Development and Psychopathology*, 21, 913-938.

Sharp, C., Wright, A.G., Fowler, J.C., Frueh, B.C., Allen, J.G, Oldham, J., & Clark, L.A. (2015). The structure of personality pathology: Both general ('g') and specific ('s') factors? *Journal of Abnormal Psychology*, 124(2), 387-398.

Venables, N., Hall, J., & Patrick, C. (2014). Differentiating psychopathy from antisocial personality disorder: a triarchic model perspective. *Psychological Medicine*, 44, 1005-1013.

(4/3) Final exam

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.