

**Western University**  
Faculty of Social Sciences  
Department of Psychology

**PSY 9902A: Lifespan Psychopathology I: Concepts & Internalizing Disorders  
Fall 2024**

Class Meetings: Mondays, 1:00pm-4:00pm

**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.

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 factors related to equity, diversity, and inclusion and application to psychopathology (e.g., 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-TR 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 Psychopathology and Clinical Science* (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 (2022). *Diagnostic and Statistical Manual of Mental Disorders (5th ed. Text Revision): DSM-5-TR*. 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. 7th meeting, review the section of DSM-5-TR 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 21, 2024	35%
Final Exam	Monday, December 2nd, 2024	35%
<b>Total</b>		<b>100%</b>

## Course Timeline

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

<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	Sept 9	Course overview; Defining psychopathology; Introduction to the science of clinical psychology
2	Sept 16	Conceptual models of psychopathology and risk; Diagnosis & classification
3	Sept 23	Diagnosis & classification cont'd; Prevalence; Methods in psychopathology research
4	Sept 30	No Class (National Day for Truth and Reconciliation Day)
5	Oct 7	Internalizing psychopathology: Anxiety
6	Oct 14	No Class (Thanksgiving Holiday)
7	Oct 21	<b>Midterm Exam</b>
8	Oct 28	Internalizing psychopathology: Anxiety cont'd; PTSD and other trauma-related disorders
9	Nov 4	Internalizing psychopathology: Obsessive-compulsive disorders and related conditions
10	Nov 11	Internalizing psychopathology: Depression
11	Nov 18	Internalizing psychopathology: Depression cont'd and other mood disorders
12	Nov 25	Suicidality
13	Dec 2	<b>Final Exam</b>

### COURSE READINGS:

#### (9/9) Defining Psychopathology/Intro to Science of Clinical Psychology

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.

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.

(9/16) Conceptual models of psychopathology and risk; Diagnosis

Kraemer, H., Kazdin, A., & Offord (1997). Coming to terms with the terms of risk. *Archives of General Psychiatry*, 54(4), 337-343.

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.

Zachar & Kendler (2017). The Philosophy of Nosology. *Annual Review of Clinical Psychology*, 13, 49-71.

(9/23) Diagnosis & Classification; Prevalence; Research Methods

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.

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.

Hayden, E. (2022). A call for renewed attention to construct validity and measurement in psychopathology research. *Psychological Medicine*, 52, 2930-2036.

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.

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.

(9/30) No Class (Truth & Reconciliation)

(10/7) Internalizing psychopathology: Anxiety

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

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.

Tonge, N. A., Lim, M. H., Piccirillo, M. L., Fernandez, K. C., Langer, J. K., & Rodebaugh, T. L. (2020). Interpersonal problems in social anxiety disorder across different relational contexts. *Journal of Anxiety Disorders*, 75, 102275. <https://doi.org/10.1016/j.janxdis.2020.102275>

Zinbarg, R. Williams, A. & Mineka S. (2022). A current learning theory approach to the etiology and course of anxiety and related disorders. *Annual Review of Clinical Psychology*, 18, 233-258.

(10/14) Thanksgiving; no class meeting

(10/21) In-class Exam

(10/28) Internalizing psychopathology: Trauma and other-related disorders

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.

Ravi, M., Mekawi, Y., Blevins, E. J., Michopoulos, V., Stevens, J., Carter, S., & Powers, A. (2023). Intersections of oppression: Examining the interactive effect of racial discrimination and neighborhood poverty on PTSD symptoms in Black women. *Journal of Psychopathology and Clinical Science*, 132(5), 567–576. <https://doi.org/10.1037/abn0000818>

Lynn, S. J., Polizzi, C., Merckelbach, H., Chiu, C.-D., Maxwell, R., Heugten, D. van, & Lilienfeld, S. O. (2022). Dissociation and dissociative disorders reconsidered: Beyond sociocognitive and trauma models toward a transtheoretical framework. *Annual Review of Clinical Psychology*, 18, 259–289. <https://doi.org/10.1146/annurev-clinpsy-081219-102424>

(11/4) Internalizing psychopathology: OCD and related conditions

Mar, K., Townes, P., Pechlivanoglou, P., Arnold, P., & Schachar, R. (2022). Obsessive compulsive disorder and response inhibition: Meta-analysis of the stop-signal task. *Journal of Psychopathology and Clinical Science*, 131(2), 152–161. <https://doi.org/10.1037/abn0000732>

Miller, M. L., Hsu, T., Markon, K. E., Grekin, R., & Thomas, E. B. K. (2024). A panel network analysis of posttraumatic stress disorder and obsessive-compulsive disorder symptoms across the perinatal period. *Journal of Psychopathology and Clinical Science*, 133(6), 445–455. <https://doi.org/10.1037/abn0000916>

Snorrason, I., Kuckertz, J. M., Swisher, V. S., Pendo, K., Rissman, A. J., & Ricketts, E. J. (2023). Hair pulling disorder and skin picking disorder have relatively limited associations with negative emotionality: A meta-analytic comparison across obsessive-compulsive and related disorders. *Journal of Anxiety Disorders*, 98, 102743. <https://doi.org/10.1016/j.janxdis.2023.102743>

(11/11) Internalizing psychopathology: Depression

Bitran, A. M., Sritharan, A., Trivedi, E., Helgren, F., Buchanan, S. N., Durham, K., Li, L. Y., Funkhouser, C. J., Allen, N. B., Shankman, S. A., Auerbach, R. P., & Pagliaccio, D. (2024). The effects of family support and smartphone-derived homestay on daily mood and depression among sexual and gender minority adolescents. *Journal of Psychopathology and Clinical Science*, 133(5), 358–367. <https://doi.org/10.1037/abn0000917>

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.

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.

Mengelkoch, S., & Slavich, G. M. (2024). Sex differences in stress susceptibility as a key mechanism underlying depression risk. *Current Psychiatry Reports*, 26(4), 157–165. <https://doi.org/10.1007/s11920-024-01490-8>

(11/18) 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.

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.

Nemesure, M., Collins, A., Price, G., Griffin, T., et al. (2024). Depressive symptoms as a heterogeneous and constantly evolving dynamical system: Idiographic depressive symptom networks of rapid symptom changes among persons with major depressive disorder. *Journal of Psychopathology and Clinical Science, Vol 133(2)*, 155-166 <https://doi.org/10.1037/abn0000884>

#### (11/25) Suicidality

Bagge, C. L., Littlefield, A. K., Wiegand, T. J., Hawkins, E., Trim, R. S., Schumacher, J. A., Simons, K., & Conner, K. R. (2023.). A controlled examination of acute warning signs for suicide attempts among hospitalized patients. *Psychological Medicine, 53(7)*, 2768–2776. <https://doi.org/10.1017/S0033291721004712>

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.

Coppersmith, D. D. L., Millgram, Y., Kleiman, E. M., Fortgang, R. G., Millner, A. J., Frumkin, M. R., Bentley, K. H., & Nock, M. K. (2023). Suicidal thinking as affect regulation. *Journal of Psychopathology and Clinical Science, 132(4)*, 385–395. <https://doi.org/10.1037/abn0000828>

Turner, B. J., Helps, C. E., & Ames, M. E. (2022). Stop self-injuring, then what? Psychosocial risk associated with initiation and cessation of nonsuicidal self-injury from adolescence to early adulthood. *Journal of Psychopathology and Clinical Science, 131(1)*, 45–57. <https://doi.org/10.1037/abn0000718>

#### (12/2) In-class 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](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>).

### **Use of AI**

The use of generative AI tools such as ChatGPT to produce written work is not permitted unless permission is granted by the instructor for specific circumstances. Any work submitted must be the work of the student in its entirety unless otherwise disclosed. When used, AI tools should be used ethically and responsibly, and students must cite or credit the tools used in line with the expectation to use AI as a tool to learn, not to produce content. Further, most clinical settings do not allow the use of AI due to privacy and confidentiality-related concerns; similarly, most peer-reviewed journals and North American government funding agencies (e.g., CIHR, NIH) do not allow the use of AI in preparing reviews. Sharpening your writing and synthesis skills without the use of AI can only benefit you as you embark on your career.

### **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.