

**PSYCHOLOGY 822: PSYCHOPATHOLOGY I
FALL 2006**

Instructor: Todd B. Kashdan, Ph.D.
Office: 2047 David King Hall
Phone: 703-993-9486
Office Hours: 9am on Tuesday and Thursday
email: tkashdan@gmu.edu
website: <http://mason.gmu.edu/~tkashdan/>

Day: T and R
Time: 300pm-415pm
Place: Innovation 205

Goals of the course

The goal of this class is to familiarize you with current concepts and research on adult psychopathology. Class meetings will consist of lectures designed to provide a broad overview of the topic for that class, and discussions. Typically, we will cover diagnosis and classification, epidemiology, course, and the genetic, neurobiological, and psychosocial factors implicated in the etiology, pathogenesis, and maintenance of the disorder. Our discussion of treatment will be minimal, as that is the focus of other courses.

Readings

The required readings, listed below, consist of several papers per week. The readings are intended to provide greater depth on selected topics of particular importance, and to illustrate some of the approaches and methods in current psychopathology research. Please make the time to read each of the assigned articles. Focus on the main questions, findings, and implications of the papers, and don't worry if you can't fully grasp the more technical details. It is a good idea to get as much of the assigned reading done as possible before each class meeting for three reasons: (1) you will get more out of the lectures and the course if you have read the assigned material, (2) you will be a better participant in class discussions, and (3) you will not be in a frenzy trying to read everything at the last minute during the week you are trying to think about and write answers to essay questions on the final exam.

Journal articles will be available from either electronic resources or will be available for photocopy. You will be given instructions on how to access the electronic resources. For each disorder, I would like you to photocopy and read the relevant sections from the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders*, fourth edition-text revision (DSM-IV-TR). It will not be listed below, but this should be done for each of the anxiety, mood, substance, and sexual disorders discussed in class. You are required to purchase it. Here is the reference:

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (Fourth Edition--Text Revision)*. Washington, DC: American Psychiatric Association.

If you are interested in keeping abreast of current developments in psychopathology, the following journals are generally recognized as the leading general journals in the field: *Archives of General Psychiatry*, *American Journal of Psychiatry*, *Journal of Abnormal Psychology*, *Journal of Consulting and Clinical Psychology*, *Behaviour Research and Therapy*, and *British Journal of Psychiatry*. There are also specialty journals devoted to major disorders.

The optional readings will not be addressed on the final exam. However, these additional readings may be discussed in class, as they shed light on some of the more innovative theories and findings for specific domains related to psychopathology.

Grades

A. PARTICIPATION. Class participation will account for 20% of your grade. You are expected to come to class having already read the assigned material and prepared to make comments, raise

questions, and offer opinions on the comments and questions of others. Quantity is less important than quality.

- a. In addition, each week you will write 2 thought-provoking discussion questions based on the readings in preparation for each class meeting. The questions can stem from the required or optional readings. The discussion questions should integrate across various readings for each week (or even across weeks). Email the 2 questions to me and the rest of the class by **the day before** (at 10:00 AM) each class meeting.
- b. Finally, I reserve the right to employ either unannounced evaluations of your knowledge of the readings or to require brief position papers in which you summarize and react to the readings for a particular class period or topic. At present there is no final exam. However, a take-home final exam will be employed if students do not adequately participate in class and complete the readings.

B. THOUGHT PAPERS. Thought papers account for 30% of your course grade. What are thought papers? You will write a 1-2 page "thought paper" based on the readings for that week. Thought papers can involve raising an interesting question or issue, proposing a study, or making an observation based on the readings. Summaries of the readings are not acceptable. These papers **are due by 6pm on Monday** by email. Late papers will not be accepted. You are expected to work on your professional writing skills and thus, errors in grammar and spelling will be penalized. You only have to write 8 papers for the semester and can select which weeks you wish to write a paper. You will have to keep track to ensure that you complete 8 by the end of the semester.

C. TERM PAPER. 40% of your grade. The paper should be an integrative review of the available literature on a specialized topic of your choosing (approved by me), follows American Psychological Association publication guidelines, and be approximately 25 (typed, double-spaced) pages (of text) in length. The paper must be submitted to me before December 6th, 2004. Select a topic on psychopathology that you would like to learn more about and believe a synthesis of the field is necessary. You must obtain topic approval by me by the end of September 2004. Before September 2004, please write 1-2 paragraphs about the nature of your topic and submit it to me. To complete the paper you will have to locate, read, synthesize, and critically examine references beyond those required in this course (i.e., journal articles, book chapters). For examples of review articles, the most relevant journals are (a) *Clinical Psychology: Science and Practice* and (b) *Clinical Psychology Review*. Here are 2 important articles on writing a narrative review:

Bem, D. J. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin*, 118, 172-177. (available at: http://comp9.psych.cornell.edu/dbem/psych_bull.html)

Leary, M.R., & Baumeister, R.F. (1997). Writing narrative literature reviews. *Review of General Psychology*, 1, 311-320.

D. PRESENTATION. 10% of your grade. Each student will give a 20-minute presentation to the class on any specialized topic related to this course. It makes most sense to focus on term paper topics. The final 3-4 classes are devoted to these presentations. Everyone is expected to attend all presentations and take part in the question and answer period.

Additional Course Policies

Students with Special Concerns

If you are a student with a disability and need academic accommodations please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

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Statement of Academic Integrity

In accordance with University guidelines, I will take vigorous action against students who engage in cheating, misrepresentation, or other dishonest practices. Penalties for students found guilty of academic dishonesty will be determined on a case by case basis, in accordance with university guidelines. If you have any concerns about matters of academic dishonesty please see me immediately.

Tentative Schedule of Class Topics and Readings

Note that this is a tentative syllabus. Any changes will be announced in class.

1 (August 29): Introduction and Administrative Information

2 (August 31): Defining Disorder

Wakefield, J. C. (1992). The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist*, 47, 373-388.

Lilienfeld, S.O., & Marino, L. (1995). Mental disorder as a Roschian concept: A critique of Wakefield's "harmful dysfunction" analysis. *Journal of Abnormal Psychology*, 104, 411-420.

Maddux, J. (2002). Stopping the "madness": Positive psychology and the deconstruction of the illness ideology and the DSM. In C. R. Snyder & S. J. Lopez (Eds.). *Handbook of positive psychology* (pp. 13-25). New York: Oxford University Press.

Optional Readings:

Meehl, P.E. (1992). Factors and taxa, traits and types, differences of degree and differences in kind. *Journal of Personality*, 60, 117-174.

3 (September 5): Classification, Disorder, and Using and Critiquing DSM-IV

Kendell, R.E., & Jablensky, A. (2003). Distinguishing between the validity and utility of psychiatric diagnoses. *American Journal of Psychiatry*, 160, 4-12.

Krueger, R.F., Caspi, A., Moffitt, T.E., & Silva, P.A. (1998). The structure and stability of common mental disorders (DSM-III-R): A longitudinal-epidemiological study. *Journal of Abnormal Psychology*, 107, 216-227.

Widiger, T. A. & Clark, L.A. (2000). Toward DSM-V and the classification of psychopathology. *Psychological Bulletin*, 126, 946-963.

Optional Readings:

Nathan, P.E., & Lagenbacher, J.W. (1999). Psychopathology: Description and classification. *Annual Review of Psychology*, 50, 79-107.

Kessler, R.C., McGonagle, K.A., Zhao, S., Nelson, C.B., Hughes, M., Eshleman, S., Wittchen, H-U., & Kendler, K.S. (1994). Lifetime and 12-month prevalence of DSM-III-R psychiatric disorders in the United States: Results from the National Comorbidity Survey. *Archives of General Psychiatry*, 51, 8-19.

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4 (September 7): Part II: Sex and Cultural Issues

DSM-IV-TR, pp. 27 – 37.

Lopez, S.R., & Guarnaccia, P.J. (2000). Cultural psychopathology: Uncovering the social world of mental illness. *Annual Review of Psychology*, 51, 571-598.

5 (September 12): Anxiety Disorders I: General Information

******* Paper Topics Must Be Decided and Approved!*******

Barlow, D. H. (2000). Unraveling the mysteries of anxiety and its disorders from the perspective of emotion theory. *American Psychologist*, 55, 1247-1263.

Brown, T.A., Campbell, L.A., Lehman, C.L., Grisham, J.R., & Mancill, R.B. (2001). Current and lifetime comorbidity of the DSM-IV anxiety and mood disorders in a large clinical sample. *Journal of Abnormal Psychology*, 110, 585-599.

Foa, E.B., & Kozak, M.J. (1986). Emotional processing of fear: Exposure to corrective information. *Psychological Bulletin*, 99, 20-35.

Kotov, R., Schmidt, N.B., Lerew, D.R., Joiner, T.E., & Ialongo, N.S. (2005). Latent structure of anxiety: Taxometric Exploration. *Psychological Assessment*, 17, 369-374.

Optional Readings:

Brown, T.A., Chorpita, B.F., & Barlow, D.H. (1998). Structural relationships among dimensions of the DSM-IV anxiety and mood disorders and dimensions of negative affect, positive affect, and autonomic arousal. *Journal of Abnormal Psychology*, 107, 179-192.

6 (September 14): Anxiety Disorders II: Risk and Protective Factors

Riskind, J. H., Williams, N.L., et al (2000). The looming maladaptive style: Anxiety, danger, and schematic processing. *Journal of Personality and Social Psychology*, 79, 837 - 852.

Zinbarg, R. E., & Barlow, D.H. (1996). Structure of anxiety and anxiety disorders: A hierarchical model. *Journal of Abnormal Psychology*, 105, 181-193.

7 (September 19): Panic Disorder

Bouton, M. E., Mineka, S., & Barlow, D. H. (2001). A modern learning theory perspective on the etiology of panic disorder. *Psychological Review*, 108, 4-32.

Feldner, M. T., Zvolensky, M. J., & Leen-Feldner, E. W. (2004). A critical review of the literature on coping and panic disorder. *Clinical Psychology Review*, 24, 123-148.

Schmidt, N.B., Lerew, D.R., & Jackson, R.J. (1997). The role of anxiety sensitivity in the pathogenesis of panic: Prospective evaluation of spontaneous panic attacks during acute stress. *Journal of Abnormal Psychology*, 106, 355-364.

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8 (September 21): Generalized Anxiety Disorder I

Dugas, M.J. et al. (1998). Generalized anxiety disorder: A preliminary test of a conceptual model. *Behaviour Research and Therapy*, 36, 215-226.

Mennin, D.S., Heimberg, R.G., Turk, C.L., & Fresco, D.M. (2005). Preliminary evidence for an emotion regulation deficit model of generalized anxiety disorder. *Behaviour Research and Therapy*, 43, 1281-1310.

Ruscio, A., & Borkovec, T.D. (2004). Experience and appraisal of worry among high worriers with and without generalized anxiety disorder. *Behaviour Research and Therapy*, 42, 1469-1482.

9 (September 26): Generalized Anxiety Disorder II: Treatment Issues

Roemer, L. & Orsillo, S. M. (2002). Expanding our conceptualization of and treatment for generalized anxiety disorder: Integrating mindfulness/acceptance-based approaches with existing cognitive-behavioral models. *Clinical Psychology: Science and Practice*, 9, 54-68.

Wells, A. (2002). GAD, metacognition, and mindfulness: An information processing analysis. *Clinical Psychology: Science and Practice*, 9, 95-100.
(available at: <http://www.personal.kent.edu/~dfresco/>).

Optional Readings:

Commentaries by Craske, Borkovec, or Hayes that are a part of this special issue of *Clinical Psychology: Science and Practice* on GAD.

10 (September 28): Social Anxiety Disorder I

Alden, L.E., & Taylor, C.T. (2004). Interpersonal processes in social phobia. *Clinical Psychology Review*, 24, 857-882.

Clark, D.M., & McManus, F. (2002). Information processing in social phobia. *Biological Psychiatry*, 51, 92-100.

Rapee, R.M., & Heimberg, R.G. (1997). A cognitive-behavioral model of anxiety in social phobia. *Behaviour Research and Therapy*, 35, 741-756.

Optional Readings:

Christensen, P.N., Stein, M.B., & Means-Christensen, A. (2003). Social anxiety and interpersonal perception: A social relations model analysis. *Behaviour Research and Therapy*, 41, 1355-1371.

11 (October 3): Social Anxiety Disorder II: New Perspectives and Treatment

Kachin, K.E., Newman, M.G., & Pincus, A.L. (2001). An interpersonal problem approach to the division of social phobia subtypes. *Behavior Therapy*, 32, 479-501.

Kashdan, T.B. & Steger, M.F. (2006). Expanding the topography of social anxiety: An experience sampling assessment of positive emotions and events, and emotion suppression. *Psychological Science*,

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17, 120-128.

Otto, M.W. (1999). Cognitive-behavioral therapy for social anxiety disorder: model, methods, and outcome. *Journal of Clinical Psychiatry*, *60*, 14-19.

Optional Readings:

Stein, M.B., Goldin, P.R., Sareen, J., Zorrilla, L.T.E., Brown, G.G. (2002). Increased amygdala activation to angry and contemptuous faces in generalized social phobia. *American Journal of Psychiatry*, *59*, 1027-1034.

12 (October 5): Post-Traumatic Stress Disorder I

Ehlers, A., & Clark, D.M. (2000). A cognitive model of posttraumatic stress disorder. *Behaviour Research and Therapy*, *38*, 319-345.

McNally, R.J. (2003). Progress and controversy in the study of posttraumatic stress disorder. *Annual Review of Psychology*, *54*, 229-252.

13 (October 12): Post-Traumatic Stress Disorder II: New Perspectives and Treatment

Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, *59*, 20-28.

Harvey, A.G., Bryant, R.A., & Tarrier, N. (2003). Cognitive behaviour therapy for posttraumatic stress disorder. *Clinical Psychology Review*, *23*, 501-522.

Litz, B.T., Orsillo, S.M., Kaloupek, D., & Weathers, F. (2000). Emotional processing in posttraumatic stress disorder. *Journal of Abnormal Psychology*, *109*, 26-39.

14 (October 17): Specific Phobia

Merckelbach, H., de Jong, P.J., Muris, P., & van den Hout, M.A. (1996). The etiology of specific phobias: A review. *Clinical Psychology Review*, *16*, 337-361.

Mineka, S., & Ohman, A. (2002). Born to fear: Non-associative vs associative factors in the etiology of phobias. *Behaviour Research and Therapy*, *40*, 173-184.

15 (October 19): Obsessive-Compulsive Disorder

McKay, D., Abramowitz, J.S., Calamari, J.E., Kyrios, M., Radomsky, A.S., Sookman, D., Taylor, S., & Wilhelm, S. (2004). A critical evaluation of obsessive-compulsive disorder subtypes: Symptoms versus mechanisms. *Clinical Psychology Review*, *24*, 283-313.

Rachman, S. (1997). A cognitive theory of obsessions. *Behaviour Research and Therapy*, *35*, 793-802.

Rachman, S. (2003). A cognitive theory of compulsive checking. *Behaviour Research and Therapy*, *40*, 624-639.

Optional Readings:

Coles, M.E., Heimberg, R.G., Frost, R.O., & Steketee, G. (2005). Not just right experiences and obsessive-compulsive features: Experimental and self-monitoring perspectives. *Behaviour Research and Therapy*, *43*, 153-167.

16 (October 24): Mood Disorders I

Allen, N.B., & Badcock, P.B.T. (2003). The social risk hypothesis of depressed mood: Evolutionary, psychosocial, and neurobiological perspectives. *Psychological Bulletin*, 129, 887-913.

Barnett, P.A., & Gotlib I.H.(1988). Psychosocial functioning and depression: distinguishing among antecedents, concomitants and consequences. *Psychological Bulletin*, 104, 97-126.

Rottenberg, J. (2005). Mood and emotion in major depression. *Current Directions in Psychological Science*, 14, 167-170.

Optional Readings:

Roberts, J.E., & Monroe, S.M. (1994). A multidimensional model of self-esteem in depression. *Clinical Psychology Review*, 14, 161-181.

17 (October 26): Mood Disorders II

Joiner, T.E., Jr. (1997). Shyness and low social support as interactive diatheses, with loneliness as mediator: Testing and interpersonal-personality view of vulnerability to depressive symptoms. *Journal of Abnormal Psychology*, 106, 386-394.

Joiner, Jr., T. E. (2000). Depression's vicious scree: Self-propagatory and erosive factors in depression chronicity. *Clinical Psychology: Science & Practice*, 7, 203-218.

Rottenberg, J., Kasch, K.L., Gross, J.J., & Gotlib, I.H. (2002). Sadness and amusement reactivity differentially predict concurrent and prospective functioning in Major Depressive Disorder. *Emotion*, 2, 135-146.

18 (October 31): Mood Disorders III: Bipolar Disorder

Alloy, L.B. et al. (2005). The psychosocial context of bipolar disorder: Environmental, cognitive, and developmental risk factors. *Clinical Psychology Review*, 25, 1043-1075.

Johnson, S. L., & Nowack, A. (2002). Dynamical patterns in bipolar disorder. *Personality and Social Psychology Bulletin*, 6, 380-387.

Johnson, S. L. & Roberts, J. E. (1995). Live events and bipolar disorder: Implications from biological theories. *Psychological Bulletin*, 117, 434-449.

Meyer, B. & Johnson, S.L. (2004). Psychosocial predictors of symptoms in bipolar disorder. In S L. Johnson & R. Leahy (Eds.), *Psychosocial approaches to bipolar disorder* (pp. 83-105). New York, NY: Guilford Press.

19 (November 2): Mood Disorders IV: Prevention and Treatment of Unipolar Depression

Danielson, C.K., Feeny, N.C., Findling, R.L., & Youngstrom, E.A. (2004). Psychosocial treatment of bipolar disorders in adolescents: A proposed cognitive-behavioral intervention. *Cognitive and Behavioral Practice*, 11, 283-297.

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Hollon, S.D., Thase, M.E., & Markowitz, J.C. (2002). Treatment and prevention of depression. *Psychological Science in the Public Interest*, 3, 39-77.

Hopko, D. R., Lejuez, C. W., Ruggiero, K. J., & Eifert, G. (2003). Behavioral activation treatments for depression: Procedures, principles, and progress. *Clinical Psychology Review*, 23, 699-717.

Teasdale, J. D., Segal, Z. V., Williams, J. M. G., Ridgeway, V. A., Soulsby, J. M., Lau, M. A. (2000). Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy. *Journal of Consulting and Clinical Psychology*, 68, 615-623.

20 (November 7): Mood Disorders V

just in case...

21 (November 9): Substance Use Disorders I

Nathan, P.E. (1991). Substance use disorders in the DSM-IV. *Journal of Abnormal Psychology*, 100, 356-361.

Newcomb, M.D., Galaif, E.R., & Locke, T.F. (2001). Substance use diagnoses within a community sample of adults: Distinction, co-morbidity, and progression over time. *Professional Psychology: Research and Practice*, 32, 239-247.

Optional Readings:

Sher, K.J., Grekin, E.R., & Williams, N.A. (2005). The development of alcohol use disorders. *Annual Review of Clinical Psychology*, 1, 493-523.

22 (November 14): Substance Use Disorders II

Cooper, M. L., Frone, M. R., Russell, M., & Mudar, P. (1995). Drinking to regulate positive and negative emotions: A motivational model of alcohol use. *Journal of Personality and Social Psychology*, 69, 990-1005.

Hawkins, J.D. et al. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112, 64-105.

Marlatt, G. A. (2002). Buddhist philosophy and the treatment of addictive behavior. *Cognitive and Behavioral Practice*, 9, 42-50.

Optional Readings:

Muraven, M., Collins, R.L., & Nienhaus, K. (2002). Self-control and alcohol restraint: An initial application of the self-control strength model. *Psychology of Addictive Behaviors*, 16, 113-120.

23 (November 16): Sexual Disorders I

van den Hout, M., and Barlow, D.H. (2000). Attention, arousal and expectancies in anxiety and sexual disorders. *Journal of Affective Disorders*, 61, 241-256.

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Weisberg, R.B., Brown, T.A., Wincze, J.P., & Barlow, D.H. (2001). Causal attributions and male sexual arousal: The impact of attributions for a bogus erectile difficulty on sexual arousal, cognitions, and affect. *Journal of Abnormal Psychology, 110*, 324-334.

24 (November 21): Sexual Disorders II

Margison, F.R. (1997). Abnormalities of sexual function and interest: origins and interventions. *Current Opinion in Psychiatry, 10*, 127-131.

Rosen, R.C., & Leiblum, S.R. (1995). Treatment of sexual disorders in the 1990s: An integrated approach. *Journal of Consulting and Clinical Psychology, 63*, 877-890.

Optional Readings:

Marques, J. (1999). How to answer the question "Does sex offender treatment work?" *Journal of Interpersonal Violence, 14*, 437-451.

November 22-26----Thanksgiving Break

25 (November 28): Presentations

26 (November 30): Presentations

27 (December 5): Presentations

28 (December 7): Psychology X----ask any questions you want about topics that were not covered sufficiently or anything else related to psychopathology

******* Paper is Due on December 12th *******