

**SAM HOUSTON STATE UNIVERSITY**  
**DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY**

PSYC 5330: Psychopathology

3 Credit Hours

Fall 2017

College of Humanities and Social Sciences Building, Room 110

Mondays & Wednesdays – 2:00 to 3:20 pm

**Instructor:** David V. Nelson, Ph.D., ABPP (Clinical Health Psychology)  
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**Office Hours:** Mondays 3:30 – 4:30 pm  
Wednesdays 3:30 – 4:30 pm  
And by appointment  
(Faculty/committee meetings are sometimes scheduled during these times, so it is best to call and confirm appointment; however, you are always welcome to drop by any time to see if I am in.)

**REQUIRED TEXTS:**

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington, VA: American Psychiatric Publishing. Fully accessible through the Newton Gresham Library (NGL) Psychiatry Online database under DSM Library. Hereafter: DSM-5.

Beauchaine, T. P. & Hinshaw, S. P. (Eds.). (2017). *Child and adolescent psychopathology* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley & Sons. Hereafter: Beauchaine & Hinshaw.

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (Eds.). (2017). *Psychopathology: History, diagnosis, and empirical foundations* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley & Sons. Hereafter: Craighead et al.

Frances, A. (2013). *Essentials of psychiatric diagnosis: Responding to the challenge of DSM-5* (Rev. ed.). New York, NY: The Guilford Press. Hereafter: Frances' *Essentials*....

**REQUIRED SUPPLEMENTARY READINGS:**

Other required or recommended supplementary readings will be available through the NGL or as otherwise distributed.

## PURPOSE OF THE COURSE:

This course examines psychological disorders and involves review, critical evaluation, and integration of current scientific literature regarding diagnosis, phenomenology, and etiology. Issues in the application of the diagnostic system in clinical practice are discussed.

**Goal:** To understand and critically evaluate the history of the study of psychopathology and current methods of studying psychopathology.

- Learning outcome: You will obtain an overview of the historical traditions of psychopathology from antiquity to the present.
- Learning outcome: You will understand some of the methods used by investigators to study the nature and causes of psychopathology.

**Goal:** To understand the history of classification systems for psychopathology, the current DSM-5 system, and future directions in evolution at the present time.

- Learning outcome: You will understand the history of the main diverse and sometimes intersecting classification systems that have evolved in the study of psychopathology.
- Learning outcome: You will understand the strengths and weaknesses of the current approach to classification of psychopathology embodied in the DSM-5.

**Goal:** To critically evaluate the scientific literature regarding the development, expression, and maintenance of psychopathology and its corresponding manifestations in phenomenology, diagnosis, and etiology of specific disorders reflected in current classification nomenclature.

- Learning outcome: You will understand key principles of developmental psychopathology (including aspects of molecular genetic, neurobiological, neurophysiological, psychosocial, environmental, gender, and other individual and cultural diversity considerations) as they enrich the study of psychopathology and bridge consideration of child, adolescent, and adult versions of various symptoms, syndromes, and/or disorders.
- Learning outcome: You will understand the phenomenology, basic epidemiology, differential distinctions and/or comorbidities, and causal theories of the most common major DSM-5 disorders, along with corresponding treatment implications.
- Learning outcome: You will understand the general strengths and weaknesses of the current DSM-5 approach to the classification of personality disorders and corresponding considerations regarding specific personality disorders, along with corresponding treatment implications.

**Goal:** To introduce examples of ways of ascertaining information to apply the current classification nomenclature of DSM-5 and integrate this within a case formulation perspective.

- Learning outcome: You will know about some important resources for use in assessment of various psychopathological conditions.
- Learning outcome: You will acquire a basic understanding of key concepts and elements in case formulation based on information obtained in assessment of psychopathology.

## **FORMAT:**

The course will include discussion based on required readings and lecture material, supplementary media presentations, and possibly written response papers as well as other in- and out-of-classroom activities.

## **COURSE REQUIREMENTS AND GRADING:**

### **Overview:**

Students will be evaluated on the basis of performance on periodic exams as well as in-class participation, written response papers or other activities, and analysis and discussion of clinical case material (e.g., vignettes). Although we will have to be selective about what is covered in class per se, it is important for you to be sure to cover all of the required readings, and you will be responsible for all classroom discussion/presentation and any accompanying lecture material. The exams must be taken as scheduled in order to pass the course. Make-ups will be allowed only in extraordinary circumstances.

***Class attendance and participation.*** It is expected that students will actively participate in discussion of the issues covered. Attendance will be taken by means of a sign-in roll sheet, because of university reporting requirements. You are expected to arrive to class on time and remain for the full class period. It is also expected that you will come to class prepared: all readings for the day are completed and you have prepared for any assigned activities. As the course progresses, clinical case material along with differential diagnostic considerations and other pertinent matters may comprise part of the focus of class periods. You may be asked from time to time to look up and present information on certain topics. While your final course grade will be based primarily on your performance on exams, the quality of your in-class participation may be a factor in the case of a borderline grade determination.

***Response papers.*** You may be asked to write response papers on various topics covered in the course. If so, the specifics of these assignments will be discussed in greater detail at that time. Again, while your final course grade will be based primarily on your performance on exams, the quality of your papers may be a factor in the case of a borderline grade determination.

***Other class activities.*** From time to time, you may be asked to focus on a particular reading or topic or some other matter to contribute to class discussions. If so, the nature of the assignment will be clarified at the time. The same rationale applies in terms of the effect on your course grade.

***Clinical case material/differential diagnostic considerations.*** Periodically, class sessions will include presentation of clinical case material for discussion and differential diagnostic considerations. Small group discussions and individual class member contributions will be elicited. It is expected that all class members will participate actively in these discussions. While this is also intended to be relatively low key and largely grade neutral as discussed above, poor participation could adversely affect your grade.

***Exams***

There will be four exams, including a midterm and a final. The format may include any type of question or item such as multiple choice, true/false, fill-in-the-blank, short answer, long answer/essay, analysis of clinical case material, etc.

**Grades:**

Grades will be based on these relative proportions:

Exam 1	20%
Exam 2/Midterm	30%
Exam 3	20%
Exam 4/Final	30%
 TOTAL	 100%

and determined according to these criteria:

A = 90-100%  
B = 80-89%  
C = 70-79%  
F = 69% or less

Grades of D are not assigned in graduate courses.

**STUDENT SYLLABUS GUIDELINES:** You may find online official detailed description of the following policies. The specific link to the guidelines is:

<http://www.shsu.edu/syllabus/>

### **ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. **Academic dishonesty in this course will result in a grade of F.**

**Please also note that required papers may be submitted to review by a plagiarism prevention/detection service, such as turnitin.com.**

### **CLASSROOM RULES OF CONDUCT:**

According to University guidelines and general sense of decency, students are expected to assist in maintaining a classroom environment that is conducive to learning. Mutual respect and courtesy are the expected standards.

In addition, please turn off **ALL** electronic devices, including cell phones, and keep them in a case and/or totally out of view, unless special arrangements have been made ahead of time with the instructor. **NO ELECTRONIC DEVICES MAY BE USED IN THE CLASSROOM WITHOUT PRE-APPROVAL BY THE INSTRUCTOR. THAT INCLUDES LAPTOPS, CELL PHONES, BLUETOOTH DEVICES, IPODS, IPADS, ANDROIDS, AVATARS, TWITTER WITTERS, ANYTHING ELECTRONIC. I RESERVE THE PREROGATIVE TO ANSWER ANY CELL PHONE THAT RINGS IN THE CLASSROOM. DO NOT TEXT NOR WEAR ANY EARPHONES DURING CLASS.**

No tobacco products (including chewing) are to be used in class. **SHSU is a tobacco-free campus.**

**When class time begins you are expected to stop reading (e.g., newspaper) or doing anything that is not course related.**

See, also, the SHSU Student Guidelines 2013-2016 <http://www.shsu.edu/dept/dean-of-students/policies/documents/Student+Guidelines+2013-2016.pdf> for a more complete description of the SHSU Code of Student Conduct and Discipline as well as other policies and procedures.

### **AMERICANS WITH DISABILITIES ACT:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disability that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities (SSD) located in the Lee Drain Annex. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU SSD office and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the SSD office.

### **RELIGIOUS HOLIDAYS:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . .” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examination are to be completed.

### **VISITORS IN THE CLASSROOM:**

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom. In general, visitors to this course should be cleared by the instructor for some specific purpose directly relevant to the educational experience. Otherwise, only registered students who have paid university/course fees are allowed to be in the classroom.

### **INSTRUCTOR EVALUATION:**

You will be asked to complete a course/instructor evaluation form toward the end of the semester.

## COURSE OUTLINE/APPROXIMATE SCHEDULE (Check Blackboard for Updates):

This schedule is subject to change depending on how the nature of the classroom and other course-related activities progress as well as student feedback regarding the density and intensity of the material covered. The assigned readings may be substituted or supplemented with other readings. Changes will be announced in as timely a manner as possible.

### PSYC 5330 Psychopathology - Fall 2017

Class	Topic	Readings (* = required; \$ = skim, giving priority consideration to introduction and discussion/conclusions; + = optional, for further enhancement of your familiarity with important developments, issues, or points of view)
1 W 8/23	Introduction and course overview	
2 M 8/28	History of psychopathology; classification - evolving systems, controversies, issues in diagnosis, DSM, and categorical vs. dimensional approaches	<p>In DSM-5:                      *Section I DSM-5 basics. In DSM-5, pp. 1-25.</p> <p>*Millon, T. (2009). A brief history of psychopathology. In P. H. Blaney &amp; T. Millon (Eds.), <i>Oxford textbook of psychopathology</i> (2nd ed., pp. 3-34). New York, NY: Oxford University Press.</p> <p>*Lilienfeld, S. O., Smith, S. F., &amp; Watts, A. L. (2017). Diagnosis: Conceptual issues and controversies. In Craighead et al., Chapter 1.</p> <p>*Beauchaine, T. P., &amp; Klein, D.N. (2017). Classifying psychopathology: The DSM, empirically based taxonomies, and the Research Domain Criteria. In Beauchaine &amp; Hinshaw, Chapter 2.</p> <p>*Chapter 1 How to use this book. In Frances' <i>Essentials...</i></p> <p>*Engstrom, E. J., &amp; Kendler, K. S. (2015). Emil Kraepelin: Icon and reality. <i>American Journal of Psychiatry</i>, 172, 1190-1196.</p> <p>*Kendler, K. S., &amp; Engstrom, E. J. (2017). Kahlbaum, Hecker, and Kraepelin and the transition from psychiatric symptom complexes to empirical disease forms. <i>American Journal of Psychiatry</i>, 174, 102-109.</p> <p>*Konecky, B., Meyer, E. C., Marx, B. P., Kimbrel, N. A., &amp; Morissette, S. B. (2014). Using the WHODAS 2.0 to assess functional disability associated with DSM-5 mental disorders. <i>American Journal of Psychiatry</i>, 171, 818-820.</p> <p>\$Lilienfeld, S. O. (2014). DSM-5: Centripetal scientific and centrifugal antiscientific forces. <i>Clinical Psychology: Science and Practice</i>, 21, 269-279.</p> <p>\$Lilienfeld, S. O. (2014). The Research Domain Criteria (RDoC): An analysis of methodological and conceptual challenges. <i>Behaviour Research and Therapy</i>, 62, 129-139.</p> <p>\$Weinberger, D.R., &amp; Radulescu, E. (2016). Finding the elusive psychiatric "lesion" with 21st-century neuroanatomy: A note of caution. <i>American Journal of Psychiatry</i>, 173, 27-33.</p> <p>+Barch, D. M. (2017). The neural correlates of transdiagnostic dimensions of psychopathology. <i>American Journal of Psychiatry</i>, 174,</p>

		<p>613-615.</p> <p>+Carpenter, W. T., Jr. (2016). The RDoC controversy: Alternate paradigm or dominant paradigm? <i>American Journal of Psychiatry</i>, 173, 562-563.</p> <p>+Cuthbert, B. N. (2015). Research Domain Criteria: Toward future psychiatric nosologies. <i>Dialogues in Clinical Neuroscience</i>, 17, 89-97.</p> <p>+Cuthbert, B. N. (2014). Response to Lilienfeld. <i>Behaviour Research and Therapy</i>, 62, 140-142.</p> <p>+Lahey, B. B., Krueger, R. F., Rathouz, P. J., Waldman, I. D., &amp; Zald, D. H. (2017). A hierarchical causal taxonomy of psychopathology across the life span. <i>Psychological Bulletin</i>, 143, 142-186.</p> <p>+Sanislow, C. A. (2016). Connecting psychopathology meta-structure and mechanisms. <i>Journal of Abnormal Psychology</i>, 125, 1158-1165.</p>
3 W 8/30	Individual and cultural diversity; culture-bound syndromes and culture-specific idioms of distress and disease	<p>*Chapman, L. K., Delapp, R. C. T., &amp; Williams, M. T. (2014). Impact of race, ethnicity, and culture on the expression and assessment of psychopathology. In D. C. Beidel, B. C. Frueh, &amp; M. Hersen (Eds.). <i>Adult psychopathology and diagnosis</i> (7<sup>th</sup> ed., pp. 131-162). Hoboken, NJ: John Wiley &amp; Sons.</p> <p>*Tseng, W-S. (2006). From peculiar psychiatric disorders through culture-bound syndromes to culture-related specific syndromes. <i>Transcultural Psychiatry</i>, 43, 554-576.</p> <p>\$Cultural formulation. In DSM-5, pp. 749-759.</p> <p>\$Glossary of cultural concepts of distress. In DSM-5, pp. 833-837.</p> <p>\$Arrindell, W. A. (2003). Cultural abnormal psychology. <i>Behaviour Research and Therapy</i>, 41, 741-753.</p> <p>\$Draguns, J. G., &amp; Tanaka-Matsumi, J. (2003). Assessment of psychopathology across and within cultures: Issues and findings. <i>Behaviour Research and Therapy</i>, 41, 755-776.</p> <p>\$Breslau, J., Aguilar-Gaxiola, S., Kendler, K. S., Su, M., Williams, D., &amp; Kessler, R. C. (2006). Specifying race-ethnic differences in risk for psychiatric disorder in a USA national sample. <i>Psychological Medicine</i>, 36, 57-68.</p> <p>\$Breslau, J., Borges, G., Tancredi, D., Saito, N., Kravitz, R., Hinton, L., ... Aguilar-Gaxiola, S. (2011). Migration from Mexico to the United States and subsequent risk for depressive and anxiety disorders: A cross-national study. <i>Archives of General Psychiatry</i>, 68, 428-433.</p> <p>\$Causadias, J. M. (2013). A roadmap for the integration of culture into developmental psychopathology. <i>Development and Psychopathology</i>, 25, 1375-1398.</p> <p>\$Eaton, N. R., Keyes, K. M., Krueger, R. F., Balsis, S., Skodol, A. E., Markon, K. E., ... Hasin, D. S. (2012). An invariant dimensional liability model of gender differences in mental disorder prevalence: Evidence from a national sample. <i>Journal of Abnormal Psychology</i>, 121, 282-288.</p> <p>\$Keough, M. E., Timpano, K. R., &amp; Schmidt, N. B. (2009). Ataques de nervios: Culturally bound and distinct from panic attacks? <i>Depression and Anxiety</i>, 26, 16-21.</p> <p>\$Kessler, R. C., Ormel, J., Petukhova, M., McLaughlin, K. A., Green, J. G., Russo, L. J., ... Ustun, T. B. (2011). Development of lifetime comorbidity in the World Health Organization World Mental Health Surveys. <i>Archives of General Psychiatry</i>, 68, 90-100.</p>

		<p>\$Lui, P. P. (2015). Intergenerational cultural conflict, mental health, and educational outcomes among Asian and Latino/a Americans: Qualitative and meta-analytic review. <i>Psychological Bulletin</i>, 141, 404-446.</p> <p>\$Mendelson, T., Rehkopf, D. H., &amp; Kubzansky, S. D. (2008). Depression among Latinos in the United States: A meta-analytic review. <i>Journal of Consulting and Clinical Psychology</i>, 76, 355-366.</p> <p>\$Ryder, A. G., Yang, J., Zhu, X., Yao, S., Yi, J., Heine, S. J., &amp; Bagby, R. M. (2008). The cultural shaping of depression: Somatic symptoms in China, psychological symptoms in North America? <i>Journal of Abnormal Psychology</i>, 117, 300-313.</p> <p>\$Salk, R. H., Hyde, J. S., &amp; Abramson, L. Y. (2017). Gender differences in depression in representative national samples: Meta-analyses of diagnoses and symptoms. <i>Psychological Bulletin</i>, 143, 783-822.</p> <p>\$Seedat, S., Scott, K. M., Angermeyer, M. C., Berglund, P., Bromet, E. J., Brugha, T. S., ... Kessler, R. C. (2009). Cross-national associations between gender and mental disorders in the World Health Organization World Mental Health Surveys. <i>Archives of General Psychiatry</i>, 66, 785-795.</p>
M 9/4		HOLIDAY
4 W 9/6	Individual and cultural diversity; culture-bound syndromes and culture-specific idioms of distress and disease - continued	See above.
5 M 9/11	Developmental pathogenesis; genetic and environmental influences on behavior	<p>*Rapoport, J. L. (2017). Foreword. In Beauchaine &amp; Hinshaw.</p> <p>*Beauchaine, T. P., &amp; Hinshaw, S. P. (2017). Preface. In Beauchaine &amp; Hinshaw.</p> <p>*Hinshaw, S. P. (2017). Developmental psychopathology as a scientific discipline: A 21<sup>st</sup>-century perspective. In Beauchaine &amp; Hinshaw, Chapter 1.</p> <p>*Beauchaine &amp; Gatzke-Kopp (2013). Genetic and environmental influences on behavior. In Beauchaine &amp; Hinshaw, Chapter 3.</p> <p>*Joormann, J., &amp; Goodman, S. H. (2014). Transdiagnostic processes in psychopathology: In memory of Susan Nolen-Hoeksema. <i>Journal of Abnormal Behavior</i>, 123, 49-50.</p> <p>*Seligman, M. E. P. (2014). The real mental illnesses: Susan Nolen-Hoeksema (1959-2013) in memoriam. <i>Journal of Abnormal Psychology</i>, 123, 1-2.</p> <p>Check out this link:  <a href="https://www.forbes.com/sites/quora/2017/02/09/how-the-reproducibility-crisis-in-academia-is-affecting-scientific-research/#5cb994483dad">* https://www.forbes.com/sites/quora/2017/02/09/how-the-reproducibility-crisis-in-academia-is-affecting-scientific-research/#5cb994483dad</a></p> <p>Plus            *Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. <i>Science</i>, 349 (6251), aac4716. In August 28, 2015 issue. Read the full article at <a href="http://dx.doi.org/10.1126/science.aac4716">http://dx.doi.org/10.1126/science.aac4716</a></p>

		<p>+Duncan, L. E., Pollastri, A. R., &amp; Smoller, J. W. (2014). Mind the gap: Why many geneticists and psychological scientists have discrepant views about gene-environment interaction (GxE) research. <i>American Psychologist</i>, 69, 249-268.</p> <p>+McDougall, P., &amp; Vaillancourt, T. (2015). Long-term adult outcomes of peer victimization in childhood and adolescence: Pathways to adjustment and maladjustment. <i>American Psychologist</i>, 70, 300-310.</p> <p>+Nolen-Hoeksema, S., &amp; Watkins, E. R. (2011). A heuristic for developing transdiagnostic models of psychopathology: Explaining multifinality and divergent trajectories. <i>Perspectives on Psychological Science</i>, 6, 589-609.</p>
6 W 9/13	Risk factors for psychopathology; risk and resilience; child maltreatment; poverty; malnutrition; violence	<p>*Compas, B. E., Gruhn, M., &amp; Bettis, A. H. (2017). Risk and resilience in child and adolescent psychopathology. In Beauchaine &amp; Hinshaw, Chapter 4.</p> <p>*Jaffee, S. R. (2017). Child maltreatment and risk for psychopathology. In Beauchaine &amp; Hinshaw, Chapter 5.</p> <p>*Hinshaw, S. P. (2015). Developmental psychopathology, ontogenic process models, gene-environment interplay, and brain development: An emerging synthesis. <i>Journal of Abnormal Psychology</i>, 124, 771-775.</p> <p>\$Mead, H. K., Beauchaine, T. P., &amp; Shannon, K. E. (2010). Neurobiological adaptations to violence across development. <i>Development and Psychopathology</i>, 22, 1-22.</p> <p>\$Byrd, A. L., &amp; Manuck, S. B. (2014). MAOA, childhood maltreatment, and antisocial behavior: Meta-analysis of a gene-environment interaction. <i>Biological Psychiatry</i>, 75, 9-17.</p> <p>\$Teicher, M. H., &amp; Samson, J. A. (2013). Childhood maltreatment and psychopathology: A case for ecophenotypic variants as clinically and neurobiologically distinct subtypes. <i>American Journal of Psychiatry</i>, 170, 1114-1133.</p> <p>+Biglan, A., Flay, B. R., Embry D. D., &amp; Sandler, I. N. (2012). The critical role of nurturing environments for promoting human well-being. <i>American Psychologist</i>, 67, 257-271.</p> <p>+Blair, C., &amp; Raver, C. C. (2012). Child development in the context of adversity: Experiential canalization of brain and behavior. <i>American Psychologist</i>, 67, 309-318.</p> <p>+Yoshikawa, H., Aber, J. L., &amp; Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. <i>American Psychologist</i>, 67, 272-284.</p> <p>+Lutz, P.-E., &amp; Turecki, G. (2014). DNA methylation and childhood maltreatment: From animal to human studies. <i>Neuroscience</i>, 264, 142-156.</p> <p>+Susser, E. (2012). Relation of childhood malnutrition to adult mental disorders. <i>American Journal of Psychiatry</i>, 169, 777-779.</p>
7 M 9/18	Risk factors for psychopathology continued; impulsivity; behavioral	<p>In DSM-5:</p> <p>*Attention-Deficit/Hyperactivity Disorder. In DSM-5, pp. 59-66.</p> <p>*Neuhaus, E., &amp; Beauchaine, T. P. (2017). Impulsivity and vulnerability to psychopathology. In Beauchaine &amp; Hinshaw, Chapter 6.</p>

	inhibition; introduction to attention-deficit/ hyperactivity disorder	<p>*Kagan, J. (2017). High-reactive temperament, behavioral inhibition, and vulnerability to psychopathology. In Beauchaine &amp; Hinshaw, Chapter 7.</p> <p>*Akinbami, L. J., Liu, X., Pastor, P. N., &amp; Reuben, C. A. (2011, August). Attention Deficit Hyperactivity Disorder among children aged 5-17 years in the United States, 1998-2009. NCHS Data Brief No. 70.</p> <p>*Centers for Disease Control and Prevention. Key Findings: Trends in the Parent-Report of Health Care Provider-Diagnosis and Medication Treatment for ADHD: United States, 2003—2011. Accessible at <a href="https://www.cdc.gov/ncbddd/adhd/features/key-findings-adhd72013.html">https://www.cdc.gov/ncbddd/adhd/features/key-findings-adhd72013.html</a></p> <p>*Attention-Deficit/Hyperactivity Disorder. In Frances' <i>Essentials...</i>, pp. 18-21.</p>
8 W 9/20	Attention-deficit/ hyperactivity disorder; oppositional defiant disorder; and conduct disorder	<p>In DSM-5:</p> <p>*Disruptive, impulse-control, and conduct disorders (specifically Oppositional Defiant Disorder and Conduct Disorder). In DSM-5, pp. 461-466, 469-475.</p> <p>*Nigg, J. (2017). Attention-deficit/hyperactivity disorder. In Beauchaine &amp; Hinshaw, Chapter 13.</p> <p>*Jennings, W. G., &amp; Perez, N. M. (2017). Neighborhood effects on the development of delinquency. In Beauchaine &amp; Hinshaw, Chapter 12.</p> <p>*Conduct disorder and oppositional defiant disorder. In Frances' <i>Essentials...</i>, 21-24.</p> <p>*Lee, S. S., Sibley, M. H., &amp; Epstein, J. N. (2016). Attention-deficit/hyperactivity disorder across development: Predictors, resilience, and future directions. <i>Journal of Abnormal Psychology</i>, 125, 151-153.</p> <p>*Castellanos, F. X. (2015). Is adult-onset ADHD a distinct entity? <i>American Journal of Psychiatry</i>, 172, 929-931.</p> <p>*Moffitt, E., E., Houts, R., Asherson, P., Belsky, D. W., Corcoran, D. L., Hammerle, M., ... Caspi, A. (2015). Is adult ADHD a childhood-onset neurodevelopmental disorder? Evidence from a four-decade longitudinal cohort study. <i>American Journal of Psychiatry</i>, 172, 967-977.</p> <p>\$Hyde, L. W., Waller, R., Trentacosta, C. J., Shaw, D. S., Neiderhiser, J. M., Ganiban, J. M., ... Leve, L. D. (2016). Heritable and nonheritable pathways to early callous-unemotional behaviors. <i>American Journal of Psychiatry</i>, 173, 903-910.</p> <p>+Asherson, P., Akehurst, R., Kooij, J. J. S., Huss, M., Beusterien, K., Sasané, R., ... Hodgkins, P. (2012). Under diagnosis of adult ADHD: Cultural influences and societal burden. <i>Journal of Attention Disorders</i>, 16 (5 Suppl.), 20S-38S.</p> <p>+Blair, J. R. (2016). The neurobiology of disruptive behavior disorder. <i>American Journal of Psychiatry</i>, 173, 1073-1074.</p> <p>+Iacono, W. G. (2014). Neurobehavioral aspects of multidimensional psychopathology. <i>American Journal of Psychiatry</i>, 171, 1236-1239.</p> <p>+Kooij, J. J. S., Huss, M., Asherson, P., Akehurst, R., Beusterien, K., French, A., ... Hodgkins, P. (2012). Distinguishing comorbidity and successful management of adult ADHD. <i>Journal of Attention Disorders</i>, 16 (5 Suppl.), 3S-19S.</p> <p>+Mohr-Jensen, C., &amp; Steinhausen, H.-C. (2016). A meta-analysis and systematic review of the risks associated with childhood attention-deficit</p>

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9 M 9/25	Exam 1	Exam 1
10 W 9/27	Risk factors for psychopathology continued; teratogens, brain injury; autism spectrum disorders	<p>In DSM-5:</p> <p>*Autism spectrum disorder. In DSM-5, pp. 50-59.</p> <p>*Social (pragmatic) communication disorder. In DSM-5, pp. 47-49.</p> <p>\$Neurobehavioral disorder associated with prenatal alcohol exposure. In DSM-5, pp. 798-801.</p> <p>*Doyle, L. R., Crocker, N. A., Fryer, S. L., &amp; Mattson, S. N. (2017). Exposure to teratogens as a risk factor for psychopathology. In Beauchaine &amp; Hinshaw, Chapter 9.</p> <p>*Arnett, P., Meyer, J. E., Merritt, V. C., Gatzke-Kopp, L., &amp; Bowen, K. E. S. (2017). Brain injury and vulnerability to psychopathology. In Beauchaine &amp; Hinshaw, Chapter 10.</p> <p>*Faja, S., &amp; Dawson, G. (2017). Autism spectrum disorder. In Beauchaine &amp; Hinshaw, Chapter 22.</p> <p>*Autism spectrum disorder. In Frances' <i>Essentials...</i>, pp. 25-28.</p> <p>\$Risch, N., Hoffmann, R. J., Anderson, M., Croen, L. A., Grether, J. K., &amp; Windham, G. C. (2014). Familial recurrence of autism spectrum disorder: Evaluating genetic and environmental contributions. <i>American Journal of Psychiatry</i>, 171, 1206-1213.</p> <p>+Ameis, S. H., Lerch, J. P., Taylor, M. R., Lee, W., Viviano, J. D., Pipitone, J., ... Anagnostou, E. (2016). A diffusion tensor imaging study in children with ADHD, Autism Spectrum Disorder, OCD, and matched controls: Distinct and non-distinct white matter disruption and</p>

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11 M 10/2	Risk factors for psychopathology continued; beyond allostatic load; emotion dysregulation; anger	\$Ellis, B. J., Del Giudice, M., & Shirtcliff, E. A. (2017). The adaptive calibration model of stress responsivity: Concepts, findings, and implications for developmental psychopathology. In Beauchaine & Hinshaw, Chapter 8. \$Cole, P. M., Hall, S. E., & Hajal, N. J. (2017). Emotion dysregulation as a vulnerability for psychopathology. In Beauchaine & Hinshaw, Chapter 11.  *Cassello-Robbins, C., & Barlow, D. H. (2016) Anger: The unrecognized emotion in emotional disorders. <i>Clinical Psychology: Science and Practice</i> , 23, 66-85. *Hopwood, C.J., & Krueger, R. B. (2016). Conceptualizing pathological anger and other maladaptive emotional propensities within an individual differences framework: A comment on “Anger: The Unrecognized Emotion in Emotional Disorders.” <i>Clinical Psychology: Science and Practice</i> , 23, 90-93.
12 W 10/4	Schizophrenia spectrum and other psychotic disorders (including schizotypal personality disorder); medication-induced movement disorders	In DSM-5: *Schizophrenia spectrum and other psychotic disorders. In DSM-5, pp. 87-122. *Schizotypal personality disorder. In DSM-5, pp. 655-659. *Attenuated psychosis syndrome. In DSM-5, pp. 783-786. *Medication-induced movement disorders...(Neuroleptic-induced Parkinsonism through Other medication-induced movement disorder). In DSM-5, pp. 709-712.  *Ryan, A. T., Trotman, H. D., Mittal, V. A., Tessner, K. D., & Walker, E. F. (2017). Schizophrenia and the psychosis spectrum. In Craighead et al., Chapter 10. *Chapter 8 Schizophrenia spectrum and other psychotic disorders. In Frances' Essentials..., pp. 94-109.  *Andreassen, O. A. (2017). Diabetes and schizophrenia—new findings for an old puzzle. <i>American Journal of Psychiatry</i> , 174, 616-617. *Cannon, M., Clarke, M. C., & Cotter, D. R. (2014). Priming the brain for psychosis: Maternal inflammation during fetal development and the risk of later psychiatric disorder. <i>American Journal of Psychiatry</i> , 171, 901-905. *Essock, S. M. (2017). When social and environmental adversity causes schizophrenia. <i>American Journal of Psychiatry</i> , 174, 89-90. *Insel, T. R. (2016). RAISE-ing our expectations for first-episode psychosis. <i>American Journal of Psychiatry</i> , 173, 311-312. *Jablensky, A. (2015). Schizophrenia or schizophrenias? The challenge of genetic parsing of a complex disorder. <i>American Journal of Psychiatry</i> , 172, 105-107. *Kelleher, I., & Cannon, M. (2016). Putting psychosis in its place. <i>American Journal of Psychiatry</i> , 173, 951-952.

		<p>*Kendler, K. S., &amp; O'Donovan, M. C. (2014). A breakthrough in schizophrenia genetics. <i>JAMA Psychiatry</i>, 71, 1319-1320.</p> <p>*Laursen, T. M., &amp; McGrath, J. J. (2016). The strange case of smoking and schizophrenia—The epidemiology detectives are on the trail. <i>American Journal of Psychiatry</i>, 173, 757-758.</p> <p>*Thurstone, C. (2016). The triple play: Boys, pot, and paranoia. <i>American Journal of Psychiatry</i>, 173, 755-756.</p> <p>\$Davis, M. C., Miller, B. J., Kalsi, J. K. Birkner, T., &amp; Mathis, M. V. (2017). Efficient trial design — FDA approval of valbenazine for tardive dyskinesia. <i>The New England Journal of Medicine</i>. This article was published on May 10, 2017, at NEJM.org. DOI: 10.1056/NEJMp1704898</p> <p>\$Hauser, R. A., Factor, S. A., Marder, S. R., Knesevich, M. A., Ramirez, P. M., Jimenez, R., ... O'Brien, C. F. (2017). KINECT 3: A Phase 3 randomized, double-blind, placebo-controlled trial of valbenazine for tardive dyskinesia. <i>American Journal of Psychiatry</i>, 174, 476-484.</p> <p>+Bora, E. (2014). Developmental lag and course of cognitive deficits from the premorbid to postonset period in schizophrenia. <i>American Journal of Psychiatry</i>, 171, 369.</p> <p>+Carpenter, W. T. (2013). The psychoses in DSM-5 and in the near future. <i>American Journal of Psychiatry</i>, 170, 961-962.</p> <p>+Carpenter, W. T. (2016). Early detection of psychosis vulnerability: Progress, opportunity, and caution. <i>American Journal of Psychiatry</i>, 173, 949-950.</p> <p>+Lichtenstein, P., Yip, B. H., Bjork, C., Pawitan, Y., Cannon, T. D., Sullivan, P. F., &amp; Hultman, C. M. (2009). Common genetic determinants of schizophrenia and bipolar disorder in Swedish families: A population-based study. <i>The Lancet</i>, 373, 234-239.</p> <p>+McCullumsmith, R. E. (2015). Evidence for schizophrenia as a disorder of neuroplasticity. <i>American Journal of Psychiatry</i>, 172, 312-313.</p> <p>+Meier, M. H., Moffitt, T. E., Caspi, A., &amp; Poulton, R. (2014). Response to Bora. <i>American Journal of Psychiatry</i>, 171, 369-370.</p> <p>+Meier, S. M., Mors, O., &amp; Parner, E. (2017). Familial confounding of the association between maternal smoking during pregnancy and schizophrenia. <i>American Journal of Psychiatry</i>, 174, 187.</p> <p>+Niemela, S., Sourander, A., Surcel, H.-M., Salomaki, H-Y, McKeague, I. W., Cheslack-Postava, K., &amp; Brown, A. S. (2017). Data selection importance in the study of the association between maternal smoking during pregnancy and Schizophrenia: Response to Meier et al. <i>American Journal of Psychiatry</i>, 174, 188.</p> <p>+Owen, M. J., &amp; Craddock, N. (2009). Diagnosis of functional psychoses: Time to face the future. <i>The Lancet</i>, 373, 190-191.</p> <p>+Robinson, D. G. (2016). Early mortality among people with schizophrenia. <i>American Journal of Psychiatry</i>, 173, 554-555.</p> <p>+Sharma, A., Wolf, D. H., Ciric, R., Kable, J. W., Moore, T. M., Vandekar, S. N., ... Satterthwaite, T. D. (2017). Common dimensional reward deficits across mood and psychotic disorders: A connectome-wide association study. <i>American Journal of Psychiatry</i>, 174, 657-666.</p>
13 M	Bipolar disorders	<p>In DSM-5:</p> <p>*Bipolar and related disorders. In DSM-5, pp. 123-154.</p>

10/9		<p>*Miklowitz, D. J., &amp; Johnson, S. L. (2017). Bipolar disorder. In Craighead, et al., Chapter 8.</p> <p>*Chapter 4 Bipolar disorders. In Frances' <i>Essentials...</i>, pp. 49-60.</p> <p>*Arango, C. (2014). The other side of bipolar disorder. <i>American Journal of Psychiatry</i>, 171, 1145-1147.</p> <p>*Calabrese, J. R., Gao, K., &amp; Sachs, G. (2017). Diagnosing mania in the age of DSM-5. <i>American Journal of Psychiatry</i>, 174, 8-10.</p> <p>*Hirschfeld, R. M. A. (2013). The unrecognized side of bipolar disorder. <i>American Journal of Psychiatry</i>, 170, 815-817.</p> <p>*Miklowitz, D. J. (2015). The long and winding road to bipolar disorder. <i>American Journal of Psychiatry</i>, 172, 599-600.</p> <p>\$Bergink, V., Rasgon, N., &amp; Wisner, K. L. (2016). Postpartum psychosis: Madness, mania, and melancholia in motherhood. <i>American Journal of Psychiatry</i>, 173, 1179-1188.</p> <p>\$Miller, S., Suppes, T., Mintz, J., Helleman, G., Frye, M. A., McElroy, S. L., ... Post, R. M. (2016). Mixed depression in bipolar disorder: Prevalence rate and clinical correlates during naturalistic follow-up in the Stanley Bipolar Network. <i>American Journal of Psychiatry</i>, 173, 1015-1023.</p> <p>+Altshuler, L. L., Sugar, C. A., McElroy, S. L., Calimlim, B., Gitlin, M., Keck, P. E., Jr., ... Suppes, T. (2017). Switch rates during acute treatment for bipolar II depression with lithium, sertraline, or the two combined: A randomized double-blind comparison. <i>American Journal of Psychiatry</i>, 174, 266-276.</p> <p>+Song, J., Sjölander, A., Joas, E., Bergen, S. E., Runeson, B., Larsson, H., ... Lichtenstein, P. (2017). Suicidal behavior during lithium and valproate treatment: A within-individual 8-year prospective study of 50,000 patients with bipolar disorder. <i>American Journal of Psychiatry</i>, 174, 795-802.</p> <p>+Viktorin, A., Ryden, E., Thase, M. E., Chang, Z., Lundholm C., D'Onofrio, B. M., ... Landen, M. (2017). The risk of treatment-emergent mania with methylphenidate in bipolar disorder. <i>American Journal of Psychiatry</i>, 174, 341-348.</p>
14 W 10/11	Depressive disorders	<p>In DSM-5:</p> <p>*Depressive disorders. In DSM-5, pp. 155-188.</p> <p>*Antidepressant discontinuation syndrome. In DSM-5, pp. 712-714.</p> <p>*Craighead, W. E., Klein, D. N., Gillespie, C. F., Ritschel, L. A., &amp; Phillips, K. E. (2017). Depressive disorders. In Craighead et al., Chapter 7.</p> <p>*Chapter 3 Depressive disorders. In Frances' <i>Essentials...</i>, pp. 36-48.</p> <p>*Axelson, D. (2013). Taking disruptive mood dysregulation disorder out for a test drive. <i>American Journal of Psychiatry</i>, 170, 136-139.</p> <p>*Brotman, M. A., Kircanski, K., Stringaris, A., Pine, D. S., &amp; Leibenluft, E. (2017). Irritability in youths: A translational model. <i>American Journal of Psychiatry</i>, 174, 520-521.</p> <p>*Hammen, C. (2016). Children of depressed parents: The long view.</p>

		<p><i>American Journal of Psychiatry</i>, 173, 956-957.</p> <p>*McGough, J. J. (2014). Chronic non-episodic irritability in childhood: Current and future challenges. <i>American Journal of Psychiatry</i>, 171, 607-610.</p> <p>\$Epperson, C. N., Steiner, M., Hartlage, S. A., Eriksson, E., Schmidt, P. J., Jones, I., &amp; Yonkers, K. A. (2012). Premenstrual dysphoric disorder: Evidence for a new category for DSM-5. <i>American Journal of Psychiatry</i>, 169, 465-475.</p> <p>\$Copeland, W. E., Angold, A., Costello, E. J., &amp; Egger, H. (2014). Prevalence, comorbidity, and correlates of DSM-5 proposed disruptive mood dysregulation disorder. <i>American Journal of Psychiatry</i>, 170, 173-179.</p> <p>\$Copeland, W. E., Shanahan, L., Egger, H., Angold, A., &amp; Costello, E. J. (2014). Adult diagnostic and functional outcomes of DSM-5 disruptive mood dysregulation disorder. <i>American Journal of Psychiatry</i>, 171, 668-674.</p> <p>\$Dickstein, D. P. (2016). Mechanisms distinguishing irritability in children and adolescents. <i>American Journal of Psychiatry</i>, 173, 653-654.</p> <p>\$Kendler, K. S. (2016). The phenomenology of major depression and the representativeness and nature of DSM criteria. <i>American Journal of Psychiatry</i>, 173, 771-780.</p> <p>\$Weissman, M. M., Wickramaratne, P., Gameroff, M. J., Warner, V., Pilowsky, D., Kohad, R. G., ... Talati, A. (2016). Offspring of depressed parents: 30 years later. <i>American Journal of Psychiatry</i>, 173, 1024-1032.</p> <p>+ Epperson, C. N., &amp; Hantsoo, L. V. (2017). Making strides to simplify diagnosis of premenstrual dysphoric disorder. <i>American Journal of Psychiatry</i>, 174, 6-7.</p> <p>+Evans, S. C., Burke, J. D., Roberts, M. C., Fite, P. J., Lockman, J. E., de la Pena, F. R., &amp; Reed, J. M. (2017). Irritability in child and adolescent psychopathology: An integrative review for ICD-11. <i>Clinical Psychology Review</i>, 53, 29-45.</p> <p>+Holzel, L., Harter, M., Reese, C., &amp; Kriston, L. (2011). Risk factors for chronic depression – a systematic review. <i>Journal of Affective Disorders</i>, 129, 1-13.</p> <p>+Kiecolt-Glaser, J. K., Derry, H. M., &amp; Fagundes, C. P. (2015). , Inflammation: Depression fans the flames and feasts on the heat. <i>American Journal of Psychiatry</i>, 172, 1075-1091.</p> <p>+Maier, S. F., &amp; Seligman, M. E. P. (2016). Learned helplessness at fifty: insights from neuroscience. <i>Psychological Review</i>, 123, 349-367.</p> <p>+Monroe, S. M., &amp; Harkness, K. L. (2011). Recurrence in major depression: A conceptual analysis. <i>Psychological Review</i>, 118, 655-674.</p> <p>+Robinson, R. G., &amp; Jorge, R. E. (2016). Post-stroke depression: A review. <i>American Journal of Psychiatry</i>, 173, 221-231.</p> <p>+Roy, A. K., Lopes, V., &amp; Klein, R. G. (2014). Disruptive mood dysregulation disorder: A new diagnostic approach to chronic irritability in youth. <i>American Journal of Psychiatry</i>, 171, 918-924.</p>
15 M 10/16	Exam Midterm	MIDTERM EXAM
16	Panic disorder and	In DSM-5:

W 10/18	agoraphobia	<p>*Panic disorder. In DSM-5, pp. 208-217.</p> <p>*Agoraphobia. In DSM-5, pp. 217-221.</p> <p>*Arch, J. J., Kirk, A., &amp; Craske, M. G. (2017). Panic disorder. In Craighead et al., Chapter 3.</p> <p>*Chapter 5 Anxiety disorders: Panic disorder and Agoraphobia. In Frances' <i>Essentials...</i>, pp. 61-67.</p> <p>\$Henn, F. (2013). Using brain imaging to understand the response to cognitive therapy in panic disorder. <i>American Journal of Psychiatry</i>, 170, 1235-1236.</p> <p>\$LeDoux, J. E., &amp; Pine, D. S. (2016). Using neuroscience to help understand fear and anxiety: A two-system framework. <i>American Journal of Psychiatry</i>, 173, 1083-1093.</p>
17 M 10/23	Generalized anxiety disorder; separation anxiety disorder	<p>In DSM-5:</p> <p>*Generalized anxiety disorder. In DSM-5, pp. 222-226.</p> <p>*Separation anxiety disorder. In DSM-5, pp. 190-195.</p> <p>*Rowa, K., Waechter, S., Hood, H. K., &amp; Antony, M. M. (2017). Generalized anxiety disorder. In Craighead et al., Chapter 4.</p> <p>*Chapter 5 Generalized anxiety disorder. In Frances' <i>Essentials...</i>, pp. 70-72.</p> <p>*Creswell, C., &amp; Waite, P. (2015). The dynamic influence of genes and environment in the intergenerational transmission of anxiety. <i>American Journal of Psychiatry</i>, 172, 597-598.</p> <p>*Milrod, B. (2015). An epidemiological contribution to clinical understanding of anxiety. <i>American Journal of Psychiatry</i>, 172, 601-602.</p> <p>\$Newman, M. G., Llera, S. J., Erickson, T. M., Przeworski, A., Castonguay, L. G. (2013). Worry and generalized anxiety disorder: A review and theoretical synthesis of evidence on nature, etiology, mechanisms, and treatment. <i>Annual Review of Clinical Psychology</i>, 9, 275-297.</p> <p>\$Hirsch, C. R., Hayes, S., Mathews, A., Perman, G., &amp; Borkovec, T. (2012). The extent and nature of imagery during worry and positive thinking in generalized anxiety disorder. <i>Journal of Abnormal Psychology</i>, 121, 238-243.</p> <p>\$See, J., MacLeod, C., &amp; Bridle, R. (2009). The reduction of anxiety vulnerability through the modification of attentional bias: A real-world study using a home-based cognitive bias modification procedure. <i>Journal of Abnormal Psychology</i>, 118, 65-75.</p> <p>+Norton, P. J., &amp; Paulus, D. J. (2017). Transdiagnostic models of anxiety disorder: Theoretical and empirical underpinnings. <i>Clinical Psychology Review</i>, 56, 122-137.</p>
18 W 10/25	Social anxiety disorder, avoidant personality, and specific phobia	<p>In DSM-5:</p> <p>*Social anxiety disorder (social phobia). In DSM-5, pp. 202-208.</p> <p>*Specific phobia. In DSM-5, pp. 197-202.</p> <p>*Avoidant personality disorder. In DSM-5, pp. 672-675.</p> <p>*Ledley, D. R., Erwin, B. A., Morrison, A. S., &amp; Heimberg, R. G. (2017).</p>

		<p>Social anxiety disorder. In Craighead et al., Chapter 5.</p> <p>*Chapter 5 Anxiety disorders: Social anxiety disorder and Specific phobia. In Frances' <i>Essentials...</i>, pp. 67-70.</p> <p>*Chapter 11 Personality disorders: Avoidant personality disorder. In Frances' <i>Essentials...</i>, p. 133.</p> <p>\$Asher, M., Asnaani, A., &amp; Aderka, I. M. (2017). Gender differences in social anxiety disorder: A review. <i>Clinical Psychology Review</i>, 56, 1-12.</p> <p>\$Taylor, C. T., &amp; Alden, L. E. (2011). To see ourselves as others see us: An experimental integration of the intra and interpersonal consequences of self-protection in social anxiety disorder. <i>Journal of Abnormal Psychology</i>, 120, 129-141.</p>
19 M 10/30	Obsessive-compulsive and related disorders	<p>In DSM-5:</p> <p>*Obsessive-compulsive and related disorders. In DSM-5, pp. 235-264.</p> <p>*Abramowitz, J. S., &amp; Blakey, S. M. (2017). Obsessive-compulsive and related disorders. In Craighead et al., Chapter 5.</p> <p>*Chapter 6 Obsessive-compulsive and related disorders. In Frances' <i>Essentials...</i>, pp. 76-87.</p> <p>*Abramowitz, J. S., &amp; Jacoby, R. J. (2014). Obsessive-compulsive disorder in the DSM-5. <i>Clinical Psychology: Science and Practice</i>, 21, 221-235.</p> <p>*Fullana, M. A., Mataix-Cols, D., Caspi, A., Harrington, H., Grisham, J. R., Moffitt, T. E., &amp; Poulton, R. (2009). Obsessions and compulsions in the community: Prevalence, interference, help-seeking, developmental stability, and co-occurring psychiatric conditions. <i>American Journal of Psychiatry</i>, 166, 329-336.</p> <p>\$Boedhoe, P. S. W., Schmaal, L., Abe, Y., Ameis, S. H., Arnold, P. D., Batistuzzo, M. C., ... van den Heuvel, O. A. (2017). Distinct subcortical volume alterations in pediatric and adult OCD: A worldwide meta- and mega-analysis. <i>American Journal of Psychiatry</i>, 174, 60-70.</p> <p>\$Coles, M. E., Pinto, A., Mancebo, M. C., Rasmussen, S. A., &amp; Eisen, J. L. (2008). OCD with comorbid OCPD: A subtype of OCD? <i>Journal of Psychiatric Research</i>, 42, 289-296.</p> <p>\$Eisen, J. L., Coles, M. E., Shea, M. T., Pagano, M. E., Stout, R. L., Yen, S., ... Rasmussen, M. A. (2006). Clarifying the convergence between obsessive compulsive personality disorder criteria and obsessive compulsive disorder. <i>Journal of Personality Disorders</i>, 20, 294-305.</p> <p>\$Meier, S. M., Petersen, L., Pedersen, M. G., Arendt, M. C. BA., Nielsen, P. R., Mattheisen, M., ... Mortensen, P. B. (2014). Obsessive-compulsive disorder as a risk factor for schizophrenia: A nationwide study. <i>JAMA Psychiatry</i>, 71, 1215-1221.</p>
20 W 11/1	Trauma- and stressor-related disorders; dissociative disorders	<p>In DSM-5:</p> <p>*Trauma- and stressor-related disorders. In DSM-5, pp. 265-290.</p> <p>*Dissociative disorders. In DSM-5, pp. 291-307.</p> <p>*Resick, P. A., Monson, C. M., &amp; LoSavio, S. T. (2017). Posttraumatic stress disorder. In Craighead et al., Chapter 6.</p> <p>*McNally, R. J. (2009). Posttraumatic stress disorder. In P. H. Blaney &amp; T. Millon (Eds.), <i>Oxford textbook of psychopathology</i> (2nd ed., pp. 176-</p>

		<p>197). New York, NY: Oxford University Press. <i>Especially pp. 176-178, 189-190.</i></p> <p>*Chapter 7 Trauma- and stressor-related disorders. In Frances' <i>Essentials...</i>, pp. 88-93.</p> <p>*Chapter 17 Dissociative disorders. In Frances' <i>Essentials...</i>, pp. 182-188.</p> <p>*Miller, M. W., Wolf, E. J., &amp; Keane, T. M. (2014). Posttraumatic stress disorder in DSM-5: New criteria and controversies. <i>Clinical Psychology: Science and Practice</i>, 21, 208-220.</p> <p>*Stein, M. B. (2016). Adjusting to traumatic stress research. <i>American Journal of Psychiatry</i>, 173, 1165-1166.</p> <p>\$Markowitz, J. C., Petkova, E., Neria, Y., Van Meter, P. E., Ahzo, Y., Hembree, E., ... Marshall, R. D. (2015). Is exposure necessary? A randomized clinical trial of interpersonal psychotherapy for PTSD. <i>American Journal of Psychiatry</i>, 172, 430-440.</p> <p>\$Spiegel, D. (2014). An ingenious study of intergenerational transmission of the effects of PTSD. <i>American Journal of Psychiatry</i>, 171, 811-813.</p> <p>\$Stein, M. D., Kessler, R. C., Heeringa, S. G., Jain, S., Campbell-Sills, L., Colpe, L. J., ... Ursano, R. J., On behalf of the Army STARRS collaborators. (2015). Prospective longitudinal evaluation of the effect of deployment-acquired traumatic brain injury on posttraumatic stress and related disorders: Results from the Army Study to Assess Risk and Resilience in Servicemembers (Army STARRS). <i>American Journal of Psychiatry</i>, 172, 1101-1111.</p> <p>\$van der Hart, O., &amp; Nijenhuis, E. R. S. (2009). Dissociative disorders. In P. H. Blaney &amp; T. Millon (Eds.), <i>Oxford textbook of psychopathology</i> (2nd ed., pp. 452-481). New York, NY: Oxford University Press.</p>
21 M 11/6	Exam 3	Exam 3
22 W 11/8	Eating disorders - bulimia nervosa, binge eating disorder, and anorexia nervosa	<p>In DSM-5:</p> <p>*Anorexia nervosa. In DSM-5, pp. 338-345.</p> <p>*Bulimia nervosa. In DSM-5, pp. 345-350.</p> <p>*Binge-eating disorder. In DSM-5, pp. 350-353.</p> <p>*Craighead, L. W., Martinez, M., Klump, K. L., Lock, M., &amp; Kirz, N. (2017). Eating disorders. In Craighead et al., Chapter 12.</p> <p>*Chapter 13 Eating disorders. In Frances' <i>Essentials...</i>, pp. 144-148.</p> <p>*Murray, S. B., Nagata, J. M., Griffiths, S., Calzo, J. P., Brown, T. A., Mitchison, D., ... Mond, J. M. (2017). The enigma of male eating disorders: A critical review and synthesis. <i>Clinical Psychology Review</i>, 57, 1-11.</p> <p>+Levin, R. I., &amp; Rawana, J. S. (2016). Attention-deficit/hyperactivity disorder and eating disorders across the life span: A systematic review of the literature. <i>Clinical Psychology Review</i>, 50, 22-36.</p>
23 M 11/13	Substance-related and addictive disorders; and the	<p>In DSM-5:</p> <p>*Substance-related and addictive disorders. In DSM-5, pp. 481-589, especially pp. 481-503, 585-589.</p>

	problem of dual diagnosis	<p>*Ray, L. A., Courtney, K. E., Green, R., &amp; Bacio, G. A. (2017). Alcohol use disorder. In Craighead et al., Chapter 11.</p> <p>*Chapter 9 Substance-related disorders and behavioral addictions. In Frances' <i>Essentials...</i>, pp. 110-119.</p> <p>*Bennett, M E., Peer, J., &amp; Gjonbalaj-Marovic, S. (2014). The problem of dual diagnosis. In D. C. Beidel, B. C. Frueh, &amp; M. Hersen (Eds.), <i>Adult psychopathology and diagnosis</i> (7<sup>th</sup> ed., pp. 35-102). Hoboken, NJ: John Wiley &amp; Sons.</p> <p>*Grant, B. F., Chou, P. Saha, T. D., Pickering, R. P., Kerridge, B. T., Ruan, J., ... Hasin, D. S. (2017). Prevalence of 12-month alcohol use, high-risk drinking, and <i>DSM-IV</i> alcohol use disorder in the United States, 2001-2002 to 2012-2013: Results from the National Epidemiologic Survey on Alcohol and Related Conditions. <i>JAMA Psychiatry</i>. Published online August 9, 2017. doi:10.1001/jamapsychiatry.2017.2161</p> <p>*Schuckit, M. A. (2017). Remarkable increases in alcohol use disorders. <i>JAMA Psychiatry</i>. Published online August 9, 2017. doi:10.1001/jamapsychiatry.2017.1981</p> <p>*Markey, P. M., &amp; Ferguson, C. J. (2017). Internet gaming addiction: Disorder or moral panic? <i>American Journal of Psychiatry</i>, 174, 195-196.</p> <p>\$Hasin, D. S., O'Brien, C.P., Auriacombe, M., Borges, G., Bucholz, K., Budney, A., ... Petry, N. M. (2013). DSM-5 criteria for substance use disorders: Recommendations and rationale. <i>American Journal of Psychiatry</i>, 170, 834-851.</p> <p>\$Kendler, K. S., Lonn, S. L., Salvatore, J., Sundquist, J., &amp; Sundquist, K. (2016). Effect of marriage on risk for onset of alcohol use disorder: A longitudinal and co-relative analysis in a Swedish national sample. <i>American Journal of Psychiatry</i>, 173, 911-918.</p> <p>\$Robinson, J., Sareen, J., Cox, B. J., &amp; Bolton, J. M. (2011). Role of self-medication in the development of comorbid anxiety and substance use disorders: A longitudinal investigation. <i>Archives of General Psychiatry</i>, 68, 800-807.</p>
24 W 11/15	Sexual dysfunctions, gender dysphoria, and paraphilic disorders	<p>In DSM-5:</p> <p>*Sexual dysfunctions. In DSM-5, pp. 423-450.</p> <p>*Gender dysphoria. In DSM-5, pp. 451-459.</p> <p>*Paraphilic disorders. In DSM-5, pp. 685-705.</p> <p>*Meston, C. M., &amp; Stanton, A. M. (2017). Sexual dysfunction. In Craighead et al., Chapter 13.</p> <p>*Chapter 15 Sexual and gender issues. In Frances' <i>Essentials...</i>, pp. 159-174.</p> <p>*Beek, T. F., Cohen-Kettenis, P. T., &amp; Kreukels, B. P. C. (2016). Gender incongruence/gender dysphoria and its classification history. <i>International Review of Psychiatry</i>, 28, 5-12.</p>
25 M 11/20	Personality disorders; suicide and non-suicidal self-injury	<p>In DSM-5:</p> <p>*Personality disorders. In DSM-5, pp. 645-684.</p> <p>*Alternative DSM-5 model for personality disorders. In DSM-5, pp. 761-781.</p> <p>\$Suicidal behavior. In DSM-5, pp. 801-803.</p>

		<p>\$Nonsuicidal self-injury. In DSM-5, pp. 803-806.</p> <p>*Hooley, J. M., &amp; Masland, S. R. (2017). Borderline personality disorder. In Craighead et al., Chapter 14.</p> <p>*Kaufman, E. A., Crowell, S. E., &amp; Lenzenweger, M. F. (2013). The development of borderline personality and self-inflicted injury. In Beauchaine &amp; Hinshaw, Chapter 19.</p> <p>*Chapter 11 Personality disorders. In Frances' <i>Essentials...</i>, pp. 130-137.</p> <p>*Carey, B. (2011). Expert on mental illness reveals her own fight. Access at <a href="http://www.nytimes.com/2011/06/23/health/23lives.html?_r=1&amp;scp=1&amp;sq=expert%20on%20mental%20illness%20reveals%20her%20own%20fight&amp;st=cse">http://www.nytimes.com/2011/06/23/health/23lives.html?_r=1&amp;scp=1&amp;sq=expert%20on%20mental%20illness%20reveals%20her%20own%20fight&amp;st=cse</a></p> <p>*Caligor, E., Levy, K. N., &amp; Yeomans, F. E. (2015). Narcissistic personality disorder: Diagnostic and clinical challenges. <i>American Journal of Psychiatry</i>, 172, 415-422.</p> <p>\$Bostwick, J. M., Pabbati, C., Geske, J. R., &amp; McKean, A. J. (2016). Suicide attempt as a risk factor for completed suicide: Even more lethal than we knew. <i>American Journal of Psychiatry</i>, 173, 1094-1100.</p> <p>\$Selby, E. A., Kranzler, A., Fehling, K. B., &amp; Panza, E. (2015). Nonsuicidal self-injury disorder: The path to diagnostic validity and final obstacles. <i>Clinical Psychology Review</i>, 38, 79-91.</p> <p>\$Zanarini, M. C., Frankenburg, F. R., Reich, D. B., &amp; Fitzmaurice, G. M. (2016). Fluidity of the subsyndromal phenomenology of borderline personality disorder over 16 years of prospective follow-up. <i>American Journal of Psychiatry</i>, 173, 688-694.</p> <p>\$van Orden, K. A., White, T. K., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., &amp; Joiner, T. E., Jr. (2010). The interpersonal theory of suicide. <i>Psychological Review</i>, 117, 575-600.</p> <p>+Gunderson, J. G. (2009). Borderline personality disorder: Ontogeny of a diagnosis. <i>American Journal of Psychiatry</i>, 166, 530-539.</p> <p>+Kernberg, O. F., &amp; Michels, R. (2009). Borderline personality disorder. <i>American Journal of Psychiatry</i>, 166, 505-508.</p> <p>+Kleiman, E. M., Law, K. C., &amp; Anestis, M. D. (2014). Do theories of suicide play well together? Integrating components of the hopelessness and interpersonal psychological theories of suicide. <i>Comprehensive Psychiatry</i>, 55, 431-438.</p> <p>+Krueger, R. R., Hopwood, C. J., Wright, A. G. C., &amp; Markon, K. E. (2014). DSM-5 and the path toward empirically based and clinically useful conceptualization of personality and psychopathology. <i>Clinical Psychology: Science and Practice</i>, 21, 245-261.</p> <p>+Ma, J., Batterham, P. J., Calear, A. L., &amp; Han, J. (2016). A systematic review of the predictions of the interpersonal-psychological theory of suicidal behavior. <i>Clinical Psychology Review</i>, 46, 34-45.</p> <p>+Oldham, J. M. (2009). Borderline personality disorder comes of age. <i>American Journal of Psychiatry</i>, 166, 509-511.</p> <p>+Paris, J. (2012). The outcome of borderline personality disorder: Good for most but not all patients. <i>American Journal of Psychiatry</i>, 169, 445-446.</p> <p>+Phillips, M. R. (2010). Rethinking the role of mental illness in suicide.</p>
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W 11/22		THANKSGIVING HOLIDAY
26 M 11/27	Antisocial personality disorder, psychopathy, and sadistic personality	<p>*Vitale, J. E., &amp; Newman, J. P. (2017). Psychopathy as psychopathology: Key developments in assessment, etiology, and treatment. In Craighead et al., Chapter 15.</p> <p>*Stone, M. H., Butler, J. R., &amp; Young, K. M. (2009). Sadistic personality disorder. In P. H. Blaney &amp; T. Millon (Eds.), <i>Oxford textbook of psychopathology</i> (2nd ed., pp. 651-670). New York, NY: Oxford University Press.</p> <p>*Crego, C., &amp; Widiger, T. A. (2016). Cleckley's psychopaths: Revisited. <i>Journal of Abnormal Psychology</i>, 125, 75-87.</p> <p>\$Beauchaine, T. P., Klein, D. N., Crowell, S. E., Derbidge, C., &amp; Gatzke-Kopp, L. (2009). Multifinality in the development of personality disorders: A biology x sex x environment interaction model of antisocial and borderline traits. <i>Development and Psychopathology</i>, 21, 735-770.</p> <p>\$Hamilton, R. K. B., Racer, K. H., &amp; Newman, J. P. (2015). Impaired integration in psychopathy: A unified theory of psychopathic dysfunction. <i>Psychological Review</i>, 122, 770-791.</p> <p>\$Hyde, L. W., Waller, R., Trentacosta, C. J., Shaw, D. S., Neiderhiser, J. M., Ganiban, J. M., ... Leve, L. D. (2016). Heritable and nonheritable pathways to early callous-unemotional behaviors. <i>American Journal of Psychiatry</i>, 173, 903-910.</p> <p>+Hare, R. D., &amp; Neumann, C. S. (2009). Psychopathy. In P. H. Blaney &amp; T. Millon (Eds.), <i>Oxford textbook of psychopathology</i> (2nd ed., pp. 622-650). New York, NY: Oxford University Press.</p>
27 W 11/29		*Dong, L., Kanady, J. C., & Harvey, A. G. (2017). Sleep-wake disorders. In Craighead et al., Chapter 9.
M 12/4	FINAL EXAM	Monday, December 4, 2016, 3:30 pm – 5:30 pm, CHSS 140