The goal of this class is to familiarize you with current concepts and research on child, adolescent, and adult psychopathology. The class meets on Thursdays from 1:00-2:50 in Psych B 316.

This is the second semester of a two-semester sequence. During the previous semester, we covered conceptual models and most of the internalizing disorders (e.g., mood and anxiety disorders). This semester, we will deal primarily with externalizing disorders (e.g., child disruptive disorders, personality disorders, substance use disorders) and non-mood psychotic disorders.

Class meetings will consist of lectures designed to provide a broad overview of the topic for that class and discussion. 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. We will not discuss treatment, as that is the focus of other courses.

In order to facilitate discussion, please email me with 2-3 questions/comments about the readings or topic of the class. Please send your emails by 8:00 P.M. the night before class.

The required readings, listed below, will generally consist of 4-6 papers per week. Please make the time to read each of the assigned articles. Some of the readings will be difficult, so don't be discouraged if you have to struggle with them. Focus on the main questions, findings, and implications of the papers, and don’t worry if you cannot grasp the more technical details.

Class requirements will include two non-cumulative exams intended primarily to help you keep up with, and absorb, the material. The exams will consist of short-answer/brief-essay questions covering both the lectures and readings.

Copies of all readings can be downloaded from the library’s electronic journal collection. You may find it helpful to read the relevant sections from the American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV), although I am not assigning it.

Please feel free to stop by or give me a call to discuss any issues regarding the format, content, or process of the course.

Learning Objectives:
1. Identify the key clinical and diagnostic features of the externalizing, personality, and psychotic disorders in youth and adults.
2. Become familiar with the current literature on the epidemiology, course, and etiopathogenesis of the childhood disruptive behavior disorders, attention deficit hyperactivity disorder, personality disorders, substance use disorders.
3. Understand current research on the epidemiology, course, and etiopathogenesis of schizophrenia and autism.
These objectives will be assessed in the mid-term and final exams and the two thought papers described above.

**January 31: Posttraumatic Stress Disorder and Obsessive-Compulsive Disorder**
(a) PTSD: Phenomenology, classification, and conceptual controversies
(b) PTSD: Epidemiology, development, and course
(c) PTSD: Genetics, neuroendocrinology, and structural and functional neuroanatomy
(d) PTSD: Cognitive theories
(e) OCD: Phenomenology, classification, and the OCD spectrum
(f) OCD: Epidemiology, development, and course
(g) OCD: Genetics, neurobiology, and cognitive theories

**Readings:**

**February 7: Eating Disorders: Anorexia and Bulimia Nervosa**
(a) Phenomenology, classification, and comorbidity
(b) Epidemiology and sociocultural factors
(c) Course and prognosis
(d) Research on hypothesized etiological factors (e.g., dieting, internalization of the thin ideal, body dissatisfaction, personality)
(e) Family systems perspectives and early adversity
(f) Genetics and neurobiology

**Readings:**

**February 14: Attention-Deficit Hyperactivity Disorder**
(a) Classification  
(b) Epidemiology  
(c) Development, course, and complications  
(d) Genetics  
(e) Neuropsychology, neuroimaging, and neurotransmitters  
(f) Environmental risk factors


**February 21: Oppositional Defiant and Conduct Disorder**
(a) Classification, subtypes of CD, and comorbidity  
(b) Epidemiology and sex differences  
(c) Development and course (e.g., child versus adolescent onset subtypes; developmental trajectories from ODD to CD, and from CD to Antisocial Personality)  
(d) Comorbidity  
(e) Genetics  
(f) Neurocognitive factors  
(g) Social cognitive models  
(e) Neurobiology  
(f) Prenatal and family environment  
(g) Peer and broader contextual influences


**February 28: Personality Disorders: Diagnosis and classification**

(a) The specific PDs and the PD clusters  
(b) The Axis I-Axis II distinction  
(c) Comorbidity, convergent validity, stability, prognostic utility  
(d) Validity of diagnosing personality disorders in children and adolescents  
(e) The case for dimensional classification  
(f) Alternative classification systems


**March 7: No class**

**March 14: Antisocial Personality Disorder and Psychopathy**

(a) Classification and nosological controversies  
(b) Epidemiology  
(c) Antecedents, development and course  
(d) Genetics  
(e) Neuropsychological deficits (e.g, executive functioning)  
(e) Fear-conditioning, insensitivity to punishment, and response modulation theories  
(f) Affective processing deficits


**March 21: No class – Spring Break**

**March 28: Mid-term Exam**

**April 4: Borderline Personality Disorder**
(a) Phenomenology and classification
(b) Course and prognosis
(c) Nosological controversies
(d) Theoretical perspectives
(e) Childhood abuse and adversity
(f) Neurobiology (biochemistry and structural and functional neuroanatomy)


**April 11: Alcohol and Drug Abuse/Dependence**
(a) The externalizing spectrum
(b) Classification of substance use disorders
(c) Alcoholism: Epidemiology
(d) Alcoholism: Subtypes, developmental trajectories, and course
(e) Alcoholism: Genetics
(f) Etiology of alcoholism: Alcohol sensitivity, personality, expectancies, and stress dampening/self-medication
(g) Drug use disorders: Developmental theories of initiation and escalation
(h) Drug use disorders: Family, peer, and broader contextual influences
(j) Learning models of substance abuse/dependence
(k) Neurobiology of addiction


**April 18: Schizophrenia: Clinical, epidemiological, and developmental aspects**

(a) Classification (Kraepelin, Bleuler, and Schneder; schizoaffective and schizophreniform; positive, negative, and disorganized symptoms; the schizophrenia spectrum)

(b) Course and prognosis

(c) Childhood schizophrenia and schizophrenia in the elderly

(d) Epidemiology (including selection vs drift; season of birth; and other epidemiological risk factors such as urban residence and paternal age)

(e) Neurodevelopmental perspective (behavioral precursors; pregnancy and birth complications; the neurodevelopment vs neurodegeneration debate)


**April 25: Schizophrenia: Genetics and neurobiology**

(a) Population and molecular genetics

(b) Neurochemistry
(c) Structural neuroanatomy
(d) Functional neuroanatomy


**May 2: Schizophrenia: Neurocognition, electrophysiology, and the social environment**

(a) Potential neurophysiological endophenotypes (e.g., sensory gating, eye tracking)
(b) Potential neurocognitive endophenotypes (e.g., attention, working memory)
(c) Prognostic significance of neurocognition
(d) Life stress
(e) Expressed emotion


**May 9: Pervasive Developmental Disorders** (note – readings for this class may change)


**Final Exam** - finals week, at time to be determined later.