Adult Psychopathology  
Spring, 2006

Topics to be covered in Course and Learning Goals and  
Lots of Other Interesting Stuff

Stephen N. Haynes  
sneil@hawaii.edu  
956-8108

**Conceptual Models of Causality in Psychopathology  
(Haynes, 1992) and additional readings**

**DSM-IV (TR) (Nelson-Gray and Paulson, 2004; DSM-IV).**
- Development of DSM  
- Major components/elements (Widiger and Coker in Hersen and Turner)  
- Clinical Characteristics of Major Disorders  
- Recent Research on specific disorders  
- Strengths/Weaknesses of DSM  
- Methods of diagnosis (Segal and Coolidge in Hersen and Turner; Rogers)

**Research Methods in Adult Psychopathology**  
(Smith in Kendall et al; Moldin in Kendall et al) e.g.,  
- Longitudinal, Single-Subject, Correlational, Manipulation,  
- Ethnic/Individual Differences Issues (Sue/Case and Smith in Kazdin; Sue in Kendall et al)  
  - Mediator and Moderator effects (Holmbeck in Kazdin)  
  - Published Article evaluation and Critiques (Kazdin ch 37 in kazdin)  
- Ethics (chapters 34, 35 in Kazdin)

**Specific Causal Mechanisms**
Behavioral/environmental
Cognitive
Sociocultural
Biological

**Specialized Knowledge of a Major Disorder**

**Major disorders to be Covered (focusing on recent research)(you must pick one for your presentation)**
Schizophrenia
Depression
Bipolar disorders
Anxiety Disorders
  - Panic
  - Other--OCD, social anxiety, GAD
PTSD
Borderline Personality
Eating
Couple/Marital distress
Eating Disorders
  - anorexia, bulimia, obesity
Substance Abuse/Dependence
  - Alcohol
  - Selected Drugs
Other Personality disorders
  - paranoid,
Selected Health-related problems
  - cardiovascular
  - chronic pain (arthritis, migraine headache)
  - Diabetes

**References (**main references**)

*DSM-IV*--American Psychiatric Assn. (TR is last update)

* Weiner, Case studies in adult psychopathology


Kazdin (2003). Methodological Issues and Strategies in Clinical research. APA


Kazdin (1998). Research Designs in Clinical Psychology (Allyn & Bacon) (good to have)


Additional Articles assigned as a function of topics that we will cover.

Videos
DSM-IV (Reid and Wise)
Diagnosis according to DSM-IV
Others

I'll try to provide copies of all articles not in the assigned texts, up to the point where it might appear that I'm misusing my position as Department Chair

**Major Methods of course**
Because the topics are so extensive, we will focus on areas relevant to student interests. Each week, a student will present 1 recent articles and discuss issues related--research design, assessment, diagnosis, characteristics of disorder, causal inference, etc. Supplementary reading assignments will be flexible, depending on where we are going--but we will try to cover most major disorders and DSM-IV (if you want to read ahead).

Each student will pick articles in consultation with me; present article; discuss findings, methodology issues, background, etc. for about 1.5 hours. Come to my office soon for the selection.
Presentation should be organized, scholarly, detailed, and formal, with PP slides
Often will necessitate additional research--such as looking up research on assessment instruments used, looking up references cited in text, understanding biological mechanisms.
Presenters are expected to be an expert in all areas relevant to the article (e.g., genetic, measurement, medication, environmental issues)
I will also present each week on topics relevant to the articles. Everyone in course will "meld" with all the concepts, issues, methods, and findings, associated with each presentation.
Readings are flexible because I won't know until perhaps two weeks ahead of time which articles will be selected. I'll then design my supplementary presentations around the articles, when possible. Because supplementary article choice depends on prior article choice, we will make decisions linearly, to avoid excessive overlap.

Sequence: presenters pick major article, in consultation with me (come to my office, we will do APA lit search, pick one); at least three weeks in advance; I will generate list of supplementary (required) readings and pass out to class at that time (either through attachment or make original reading available)

Presentations
Suggestions for Article Presentations/Critique/Discussion

Organization (Some suggestions for organization (another outline may be more appropriate for some articles)
Then,

First, review DSM criteria--this is not a major part of the presentation, but to familiarize us with symptoms, diagnostic criteria, course, epidemiology, comorbidity, etc. don't over do it, but be precise

Then, provide a clinical feel for disorder--videos, DVD, etc. (work ahead of time to get these)

Give recent research/conceptual overview of disorder--bring us up to date (e.g., read recent overview chapters, integrative articles, recent research). Focus on description, epidemiology, course, correlates, causality (less emphasis on measurement and treatment for this course, although these are obviously important)
Pass out copies of PP presentation to class (and me) via attachment ahead of time.

For Article Presentation
Title of Article:
Authors:
Journal (and date, pages, #) (i.e., full APA citation)
Your name

(Possible sections within which to imbed comments regarding strengths and weaknesses of article)

Introduction (introduction to disorder, background, rationale, conceptual basis, prior research, overview of causal models of disorder; questions, functions of research, problems with prior research; what is still unknown; hypotheses)

Research goals/hypotheses/foci

Participants
characteristics,
inclusion and exclusion criteria,
sample size;
diagnostic methods,
recruitment methods, diversity and individual differences (ethnicity, age, sex issues?),
issues relevant to generalizability, drop-outs, biases in sample, representativeness

Measurement instruments
response mode, specific measures (validity, reliability etc.), match of measures to goals of study, multiple measures; which variables were measured--independent variables, dependent variables); timing and sequence of measures; content validity,
Bring copies of at least one instrument
Procedures (how instruments were administered, research conducted, any sources of error or bias, experimental design, control groups, instructions?)

Time-Sampling (how often measures were taken, spacing; relevant to dynamic qualities of data)

Data Analysis and Statistical analyses (how were measures constructed, problems with measures? Appropriate statistics?); interpretation--effect sizes; discuss meaning of statistics (e.g., proportion of variance).

Discussion/Inferences--Judgments about importance, impact, clinical significance inferences/conclusions (warranted, basis, etc.); additional needed research; limitations; generalizability of findings; how would you improve study? alternative explanations, flaws, where to go.

Do PowerPoint presentations (part of the course is training in presentations); you can use overheads and pass out material as supplements; Be sure to make tables, figures, available to class, through some means.

Presentations should be scholarly--present tables, graphs, R2s, effect sizes, means, etc.

Hints for presentation--don't go too fast, don't read, keep organized, be alert, look interested, spread out eye contact, OK to elicit comments and discussion from class during it.

Grades
10%: Class participation (attend every class unless two limbs and one sensory modality are impaired; offer scholarly comments and questions)
30% Article presentations
60% based on two oral interactions over designated material;
probably around End of February, and Mid April

**Class Demeanor:**
Come to all classes, on time, do assigned readings ahead of
time and become "one" with the material, participate.
Absolutely no penalty for which questions are asked or
which comments are made;
Turn off cell-phones;
Look really interested; don't yawn;
Change seats intermittently.
Frequently comment on how much you enjoy the course.

**First Reading Assignment (1/12/06)**
DSM: All Introductory material up to formal classifications;
   897 (in TR; cultural issues)
Haynes & O'Brien--2 Chapters on causality
Kazdin--Chapter 2-4
Kendall--Chapter 19
Andrasek--Chapters 1-6
(Remember that most of this will be discussed in conjunction with
upcoming presentation; The introductory sequence will be--causal
models, diagnosis, research designs, causal mechanisms; first two
sections should be a review for some, to varying degrees)