## Psychology 8612

## Assessment II, Part I

**Clinical conceptualization and assessment of personality and psychopathology
Spring, 2014**

**Instructor:** Robert F. Krueger, Ph.D.

**Instructor’s contact:** 612-626-8541, N414 Elliott Hall, krueg038@umn.edu

**Office Hours:** By Appointment

**Laboratory:** A separate syllabus will cover the laboratory portion of the course.

**Class Schedule: Lectures:** Mondays: 12:00 PM - 2:45 PM

 **Laboratory:** See Laboratory Syllabus

**Location:** N423 Elliott Hall

**Credits:**  This course is worth 5 semester credits.

**Grades:** Your grade in this portion of the course will be based on a final exam, plus consideration of your laboratory performance, attendance, and participation (final grades will be based on your performance in this part of the course and your performance in the second part of the course). If you fail to take an exam for any reason, you must discuss your situation with the instructor in order to remain enrolled in the course. Occasionally, students enter this course with some degree of background experience in psychological assessment. Nevertheless, you must attend class lectures. If you miss a lecture for any reason, you are certainly free to ask classmates for copies of notes, but remember that your classmates are under no obligation to provide their notes to you. In other words, knowledge of course material is ultimately your responsibility.

You will not receive a separate grade for your performance in the laboratory portion of the class, but a passing grade will not be submitted until all laboratory work has been satisfactorily completed, regardless of your in-class exam performance. Attendance at all laboratory sessions is mandatory. You must demonstrate proficiency in interviewing and report writing before beginning clinical practica. To evaluate your proficiency in these areas, you will assess a number of volunteers. These assignments will be heavily weighted in the evaluation of your lab performance as will input from the teaching assistants. It is expected that your proficiency will increase as the semester progresses and that you will be receptive to the supervision provided by the T.A.’s. Additionally, it is expected that you will conduct yourself according to the APA’s rules on ethical conduct, as well as the rules of the CSPR Training Program.

The teaching assistants for this course are advanced graduate students in the CSPR program or practicing psychologists. They have extensive experience in assessment and will act as clinical supervisors in the evaluation of your clinical skills. If you are experiencing difficulties with the laboratory portion of this course, the instructor may elect to assist the T.A.’s in providing direct supervision to you.

A grade of at least a “B” is required for performance in this course to be considered “satisfactory”.

***Course Outline:***

**Week 1**

Week of January 20th (No lecture on the 20th due to Martin Luther King Day. There **WILL BE** lab but there will **NOT BE** reading assignments this first week.)

**Week 2: Historical Origins of DSM-III and the Neo-Kraepelinian Perspective**

Week of January 27th

Reading Assignments:

1. History of psychiatric nosology: ([Kendler, 2009](#_ENREF_13))

2. Karl Jaspers : ([Ghaemi, 2009](#_ENREF_8))

3. Historical role of Bob Spitzer: ([Spiegel, 2005](#_ENREF_24))

4. What it means to be Kraepelinian: ([Decker, 2007](#_ENREF_5))

5. Historical Impact of Feighner et al.: ([Blashfield, 1982](#_ENREF_2)) PLUS COMMENTARIES

6. Meta analytic evidence that manifest categories reduce reliability and validity: (Markon et al., 2011)

**Week 3: Post-Neo-Kraepelinian thinking about the DSM**

Week of February 3rd

Reading Assignments:

1. The meaning of comorbidity: ([R. F. Krueger & Markon, 2006](#_ENREF_18))

2. Reification and what to do about it: ([Hyman, 2010](#_ENREF_12))

3. Structure of mental disorders in a large clinical sample: ([Kotov et al., 2011](#_ENREF_16))

4. Structure of mental disorders in the CPES: ([Forbush & Watson, 2012](#_ENREF_7))

5. Structure of mental disorders in OZ derived from symptom level indicators: ([Wright et al., 2013](#_ENREF_29))

6. Structure of mental disorders in the NESARC represented as a 3D map: (Blanco et al., 2013)

**Week 4: Interpersonal Theory and Clinically Compelling Dynamic Constructs**

Week of February 10th

Reading Assignments:

1. Narcissism: ([A.L. Pincus & Lukowitsky, 2010](#_ENREF_22))

2. Interpersonal assessment: ([Hopwood, 2010](#_ENREF_11))

3. Interpersonal theory as a basis for conceptualizing personality and psychopathology: ([A. L. Pincus, Lukowitsky, & Wright, 2010](#_ENREF_23))

4. Psychoanalysis and Contemporary Academia: (McWilliams, 2013)

5. Borderline: ([Gunderson, 2009](#_ENREF_9))

6. Psychological Diagnosis : (Meehl 1959)

7. Case Conferences: (Meehl, 1973)

**Week 5: The MMPI-2, MMPI-RF, PSY-5 , PAI, and ASEBA**

Week of February 17th

Reading Assignments:

1. MMPI-2: ([Butcher, Beutler, Hardwood, & Blau, 2011](#_ENREF_3))

2. MMPI-RF: ([Tellegen et al., 2006](#_ENREF_26)) AND Rogers et al. (2006) ; Nichols (2006)

3. PSY-5: ([Harkness, Finn, McNulty, & Shields, 2012](#_ENREF_10))

4. PAI: ([Morey, Lowmaster, Hardwood, & Pratt, 2011](#_ENREF_21))

5. ASEBA: ([Achenbach et al., 2008](#_ENREF_1))

**Week 6: The Five Factor Model (FFM) of Personality and its Clinical Applications**

Week of February 24th

Reading Assignments:

1. Clinical application of the FFM: ([Widiger & Presnall, 2012](#_ENREF_28))

2. The FFM and the DSM: ([Widiger & Mullins-Sweatt, 2009](#_ENREF_27))

3. The NEO inventories: ([McCrae, Hardwood, & Kelly, 2011](#_ENREF_20))

4. Big personality traits and psychopathology connected meta analytically: ([Kotov, Gamez, Schmidt, & Watson, 2010](#_ENREF_15))

5. Childhood personality structure: ([Tackett et al., 2012](#_ENREF_25))

**Week 7: DAPP BQ, SNAP-2, DSM/PID-5**

Week of March 3rd

Reading Assignments:

1. DSM-5 trait system: (Krueger & Markon 2014)

2. DAPP : ([Kushner, Quilty, Tackett, & Bagby, 2011](#_ENREF_19))

3. SNAP-2 : ([Calabrese, Rudick, Simms, & Clark, 2012](#_ENREF_4))

4. SNAP evidence for dimensional robustness : ([Eaton, Krueger, South, Simms, & Clark, 2011](#_ENREF_6))

**Week 8: Final Discussion**

Week of March 10th

***WEEK OF MARCH 10TH DURING LAB: EXAMINATION COVERING Dr. Krueger’s SECTION OF THE COURSE***

**References**

Achenbach, T. M., Becker, A., Döpfner, M., Heiervang, E., Roessner, V., Steinhausen, H.-C., & Rothenberger, A. (2008). Multicultural assessment of child and adolescent psychopathology with ASEBA and SDQ instruments: Research findings, applications, and future directions. *Journal of Child Psychology and Psychiatry, 49*(3), 251-275. doi: 10.1111/j.1469-7610.2007.01867.x

Blanco, C., Krueger, R. F., Hasin, D. S., Liu, S. M., Wang, S., Kerridge, B. T., Saha, T., & Olfson, M. (2013). Mapping common psychiatric disorders : Structure and predictive validity in the NESARC. *JAMA Psychiatry, 70,* 199-208.

Blashfield, R. K. (1982). Feighner et al., invisible colleges, and the Matthew effect. *Schizophrenia Bulletin, 8*(1), 1-6.

Butcher, J. N., Beutler, L. E., Hardwood, T. M., & Blau, K. (2011). The MMPI-2. In T. M. Hardwood, L. E. Beutler & G. Groth-Marnat (Eds.), *Integrative Assessment of Adult Personality* (3rd ed., pp. 152-189). New York, NY: The Guilford Press.

Calabrese, W. R., Rudick, M. M., Simms, L. J., & Clark, L. A. (2012). Development and validation of Big Four personality scales for the Schedule for Nonadaptive and Adaptive Personality—Second Edition (SNAP-2). *Psychological Assessment, 24*(3), 751-763.

Decker, H. S. (2007). How kraepelinian was kraepelin? How kraepelinian are the neo-kraepelinians?—from emil kraepelin to DSM-III. *History of Psychiatry, 18*(3), 337-360.

Eaton, N., Krueger, R., South, S., Simms, L., & Clark, L. (2011). Contrasting prototypes and dimensions in the classification of personality pathology: Evidence that dimensions, but not prototypes, are robust. *Psychological Medicine, 41*(06), 1151-1163.

Forbush, K., & Watson, D. (2012). The structure of common and uncommon mental disorders. *Psychological Medicine*, 1-12.

Ghaemi, S. N. (2009). Nosologomania: DSM & karl jaspers' critique of kraepelin. *Philosophy, Ethics, and Humanities in Medicine, 4*(1).

Gunderson, J. G. (2009). Borderline personality disorder: Ontogeny of a diagnosis. *The American Journal of Psychiatry, 166*(5), 530-539.

Harkness, A. R., Finn, J. A., McNulty, J. L., & Shields, S. M. (2012). The Personality Psychopathology—Five (PSY–5): Recent constructive replication and assessment literature review. *Psychological Assessment, 24*(2), 432-443.

Hopwood, C. J. (2010). An interpersonal perspective on the personality assessment process. *Journal of Personality Assessment, 92*(6), 471-479.

Hyman, S. E. (2010). The diagnosis of mental disorders: The problem of reification. *Annual Review of Clinical Psychology, 6*, 155-179.

Kendler, K. (2009). An historical framework for psychiatric nosology. *Psychological Medicine, 39*(12), 1935-1941.

Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking “big” personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. *Psychological Bulletin, 136*(5), 768-821.

Kotov, R., Ruggero, C. J., Krueger, R. F., Watson, D., Yuan, Q., & Zimmerman, M. (2011). New dimensions in the quantitative classification of mental illness. *Archives of General Psychiatry, 68*(10), 1003-1011.

Krueger, R.F., & Markon, K. (2014). The role of the DSM-5 personality trait model in moving toward a quantitative and empirically based approach to classifying personality and psychopathology. *Annual Review of Clinical Psychology.*

Krueger, R. F., & Markon, K. E. (2006). Reinterpreting comorbidity: A model-based approach to understanding and classifying psychopathology. *Annual Review of Clinical Psychology, 2*, 111-133.

Kushner, S. C., Quilty, L. C., Tackett, J. L., & Bagby, R. M. (2011). The hierarchical structure of the Dimensional Assessment of Personality Pathology (DAPP-BQ). *Journal of Personality Disorders, 25*(4), 504-516.

Markon, K. E., Chmielewski, M., & Miller , C. J. (2011). The reliability and validity of discrete and continuous measures of psychopathology: A quantitative review. *Psychological Bulletin, 137,* 856-879.

McCrae, R. R., Hardwood, T. M., & Kelly, S. L. (2011). The NEO Inventories. In T. M. Hardwood, L. E. Beutler & G. Groth-Marnat (Eds.), *Integrative Assessment of Adult Personality* (3rd ed., pp. 252-275). New York, NY: The Guilford Press.

McWilliams, N. (2013). Psychoanalysis and research: Some reflections and opinions. Psychoanalytic Review, 100(6), 919-945.

Meehl, P. E. (1959). Some ruminations on the validation of clinical procedures. *Canadian Journal of Psychology, 13,* 102-128.

Meehl, P. E. (1973). Why I do not attend case conferences. In *Psychodiagnosis: Selected papers* (pp. 225-302, Chapter 13). Minneapolis: University of Minnesota Press.

Morey, L. C., Lowmaster, S. E., Hardwood, T. M., & Pratt, D. (2011). The Personality Assessment Inventory In T. M. Hardwood, L. E. Beutler & G. Groth-Marnat (Eds.), *Integrative Assessment of Adult Personality* (3rd ed., pp. 190-218). New York, NY: The Guilford Press.

Nichols, D. S. (2006). The trials of separating bath water from baby: A review and critique of the MMPI-2 restructured clinical scales. *Journal of Personality Assessment, 87,* 121-138.

Pincus, A. L., & Lukowitsky, M. R. (2010). Pathological narcissism and narcissistic personality disorder. *Annual Review of Clinical Psychology, 6*, 421-446.

Pincus, A. L., Lukowitsky, M. R., & Wright, A. G. C. (2010). The interpersonal nexus of personality and psychopathology. In T. Millon, R. F. Krueger & E. Simonsen (Eds.), *Contemporary directions in psychopathology: Scientific foundations of the DSM-V and ICD-11* (xvii ed., pp. 523-552). New York, NY: Guilford Press.

Rogers, R., Sewell, K, Harrison, K., & Jordan, M. (2006). The MMPI-2 Restructured Clinical Scales: A paradigmatic shift in scale development. *Journal of Personality Assessment, 87,* 139-147.

Spiegel, A. (2005). The dictionary of disorder. *The New Yorker, 3*, 56-63.

Tackett, J. L., Slobodskaya, H. R., Mar, R. A., Deal, J., Halverson, C. F., Baker, S. R., . . . Besevegis, E. (2012). The hierarchical structure of childhood personality in five countries: Continuity from early childhood to early adolescence. *Journal of Personality, 80*(4), 847-879.

Tellegen, A., Ben-Porath, Y. S., Sellbom, M., Arbisi, P. A., McNulty, J. L., & Graham, J. R. (2006). Further evidence on the validity of the MMPI–2 Restructured Clinical (RC) scales: Addressing questions raised by Rogers, Sewell, Harrison, and Jordan and Nichols. *Journal of Personality Assessment, 87*(2), 148-171.

Widiger, T. A., & Mullins-Sweatt, S. N. (2009). Five Factor Model of personality disorder: A proposal for DSM-V. *Annual Review of Clinical Psychology, 5*, 197-220.

Widiger, T. A., & Presnall, J. R. (2012). Clinical application of the Five Factor Model. *Journal of Personality*, 1-42.

Wright, A. G. C., Krueger, R. F., Hobbs, M. J., Markon, K. E., Eaton, N. R., & Slade, T. (2013). The structure of psychopathology: Toward an expanded quantitative empirical model. *Journal of Abnormal Psychology, 122,* 281-294.