



## **HiTOP Workshop**

### **Dr. Katherine Jonas**

**24<sup>th</sup> of March 2025**  
**14:00 – 18:30**

#### **1. Introductions (20 min)**

#### **2. Theoretical background (50 min)**

- a. What should a nosology do?
  - i. Naturalism v normativism
  - ii. Descriptivism v generative
  - iii. Indexical v constitutive
- b. What makes a nosology useful?
  - i. For research
    1. Discussion: What phenotypes selected for various projects in the RTG? What were the qualities of these phenotypes that resulted in their selection over alternatives?
    2. Reliability
    3. Convergent and discriminant validity
    4. Varying degrees of specificity/generality
    5. Appropriate level of analysis
      - a. Compare and contrast with RDoC
  - ii. For clinical use
    1. Inter-rater reliability
    2. Matching symptoms to treatments
    3. Predicting course of illness, response to treatment
  - iii. For administrative use
    1. Reimbursement for care
    2. Utility for determining disability
    3. Census taking

#### **3. Introduction to HiTOP and the qualities we hope to find in an empirical nosology (30 min)**

- a. What do structural analyses do, and how does this map onto the nosological philosophies above?
- b. Reliability
- c. Validity
- d. Utility

#### **4. Model content and omissions (30 min)**

- a. Super-spectra
- b. Spectra
- c. Subfactors



- d. Where do mood and affect fit in the HiTOP model?
- e. How does HiTOP model interact with RDoC?
- f. What is missing?
  - i. Cognition
  - ii. Some neurodevelopmental disorders
  - iii. Dimension of time

**5. Q & A on the theory and content of the HiTOP model (20 min)**

**6. HiTOP for research (30 min)**

- a. Qualities of HiTOP that address item 2b, what makes a nosology useful for research.
  - i. Dimensionality
  - ii. Multiple levels of breadth/specificity
  - iii. Easier to accommodate multivariate phenotypes as predictors and outcomes

**7. Utility of HiTOP for Emotional Learning and Memory (60 min)**

- a. Project C2: Transition from CHR-P to psychosis
  - i. Learning in the context of CHR-P and psychotic disorders
  - ii. Learning in the context of psychoticism, detachment, and cognition
- b. Project C3: Learning in the context of stress and trauma.
  - i. Challenges in clinical trauma samples
  - ii. Assessing stress and trauma in non-clinical samples