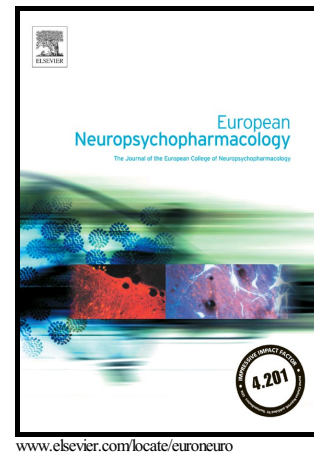


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PII: S0924-977X(15)00416-2  
DOI: <http://dx.doi.org/10.1016/j.euroneuro.2015.12.033>  
Reference: NEUPSY11193

To appear in: *European Neuropsychopharmacology*

Received date: 12 March 2015  
Revised date: 17 December 2015  
Accepted date: 20 December 2015

Cite this article as: Claire M. Gillan, Trevor W. Robbins, Barbara J. Sahakian, Odile A. van den Heuvel and Guido van Wingen, The role of habit in compulsivity, *European Neuropsychopharmacology*  
<http://dx.doi.org/10.1016/j.euroneuro.2015.12.033>

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#### Acknowledgements:

CM Gillan is supported by a Sir Henry Wellcome Postdoctoral Fellowship (101521/Z/12/Z).

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#### Abstract

Compulsivity has been recently characterized as a manifestation of an imbalance between the brain's goal-directed and habit-learning systems. Habits are perhaps the most fundamental building block of animal learning, and it is therefore unsurprising that there are multiple ways in which the development and execution of habits can be promoted/discouraged. Delineating these neurocognitive routes may be critical to understanding if and how habits contribute to the many faces of compulsivity observed across a range of psychiatric disorders. In this review, we distinguish the contribution of excessive stimulus-response habit learning from that of deficient goal-directed control over action and response inhibition, and discuss the role of stress and anxiety as likely contributors to the transition from goal-

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