

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R1	Instructor's name:	Beth Pomeroy, PhD bpomeroy@austin.utexas.edu
Unique Number:	92075	Office Number:	SSW 3.106B
Semester:	Summer 2015	Office Phone:	512-232-3405
Meeting Time/Place:	Mon. & Wed. 2:30-5:00pm SW 2.122	Office Hours:	Wednesdays after class by appointment only

**CLINICAL ASSESSMENT AND DIFFERENTIAL
DIAGNOSIS**

I. Standardized Course Description

This course will focus on the incidence, etiology, and assessment of health and mental health issues with children, adolescents, adults, and families. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the [NASW Code of Ethics](#). Students will learn models of assessment to evaluate human functioning throughout the lifecycle. A bio-psycho-social-spiritual and cultural emphasis will be applied to the diagnostic categories within the DSM-5. Students will develop an advanced understanding of people from diverse backgrounds, affirming, and respecting their strengths and differences. The course is built on the identification, analysis, and implementation of empirically based assessment tools that have incorporated statistically valid reliability and validity studies. Major classification systems, such as Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, and other schemes for assessing and understanding human behavior, will be covered.

II. Standardized Course Objectives By the end of the semester, students should be able to:

1. Demonstrate an in-depth understanding of biological, psychosocial, and cultural theories on the etiology of mental health and mental illness; **(CL/APB3)**
2. Demonstrate the ability to apply methods of empirically-based assessment tools and techniques, including those developed through classificatory schemes, standardized measures, and qualitative typologies; **(CL/APB10b)**
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, capacities and resources of individuals and families; **(CL/APB10b)**
4. Demonstrate the ability to adapt assessment models to reflect an understanding, of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin; **(CL/APB3; CL/APB 5;)**
5. Critically evaluate and analyze different theoretical and assessment models as to their efficacy in given situations. This includes: a) the adequacy of the

research and knowledge base; b) the range of applicability; c) the value and ethical issues, including the student's own value system, and d) the policy implications involved in assessment and delivery of services; **(CL/APB1; CL/APB3; CL/APB 5)**

6. Demonstrate an understanding of the limitations in using classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at-risk populations. Demonstrate advanced knowledge of social work values and the ethical decision making processes as they relate to ethical dilemmas in clinical assessment and practice **(CL/APB10b)**.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

CL/APB1 Evaluate professional roles and boundaries

Objectives 5

Assignment: Homework Case Assignments and Take Home exams

CL/APB3 Utilize multiple perspectives to analyze client's strengths and problems

Objectives 1, 4, 5

Assignment: Case Assessment papers

CL/APB5 Determine practice delivery and policies to promote social and economic justice and equity at multiple levels

Objectives 4, 5

Assignment: Home Work Case Assessments and Take Home Exams

CL/APB10b Design and conduct a multi-level case assessment based on a systematic and conceptually driven process

Objectives 2, 3, 6

Assignment: Case Assessment papers

III. Teaching Methods

The primary teaching methods will be lectures, discussion, and group exercises. Guest lecturers, group presentations, and audio-visual presentations will also be utilized.

IV. Required and Recommended Texts, and Materials

Required:

- American Psychiatric Association (APA). (2013). *Diagnostic and statistical manual of mental disorders* (5th). Washington, DC: Author.
- Pomeroy, E. C. (2014). *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis (2e)*. Belmont, CA: Cengage.

Only one of the following three books is required:

- Schiller, Lori & Bennett, Amanda (1996). *The Quiet Room: A journey out of the torment of madness*. Warner Books. ISBN: 0446671339
- Robison, John Elder. (2008). *Look Me in the Eye: My Life with Asperger's*. Three Rivers Press. ISBN: 978-0307396181
- Verghese, Abraham (1999). *The Tennis Partner*. Perennial. ISBN: 0060931132

Optional:

- Buelow, G., Hebert, S., & Buelow, S. (2000). *Psychotherapist's resource on psychiatric medications: Issues of treatment and referral*. Belmont, CA: Brooks/Cole.
- Jordan, C. & Franklin, C. (2003) *Clinical Assessment for Social Workers*. 2nd Ed. Chicago, Ill: Lyceum Books.

Other assigned readings will be posted on UT Canvas class website.

V. Course Requirements

The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the course. **Canvas assigned readings will be posted for each class session and should be considered part of your required reading assignments.**

Examinations:

Two examinations will be given during the course of the summer semester (see course schedule for due dates). All exams will consist of both a take-home (50 pts. per take-home portion) and an in-class portion (50 pts. per in-class portion). Students will receive the take-home exam questions at least one week prior to their due date. This portion may include case materials (for assigning diagnoses), short answer, and/or essay questions. The take-home portion is an assessment of your individual mastering of class material and is not to be completed in collaboration with other students, and according to University Honor Code Policy. **Take home examinations must be TYPED, 12 font, double-spaced.** The in-class portions of the exams will be similar to the licensing exam questions and will give the student an opportunity to practice the necessary test-taking skills needed to pass that exam. Combined mid-term in-class and take home exams are worth 100 points, while the combined final in-class and take home exams are worth 100 points.

200 points maximum, exams

Psychosocial Assessment Paper:

One Psychosocial Assessment Paper on one of the following Books:

- *The Quiet Room* (Schiller & Bennett, 1996).
- *Look Me in the Eye: My Life with Asperger's* (Robison, 2008).
- *The Tennis Partner* (Verghese, Abraham)

Each student will complete a 6-8 page clinical assessment of the main character in one of the above books, using the outline provided in “The Clinical Assessment Workbook.” Include a description/assessment of the family situation. In the final section of the paper, write a summary of how this individual and family affected you personally and in your role as a social worker (i.e. what were your initial reactions to this person’s disorder; what were your reactions to the family and/or friends’ ability to handle this illness; what were the most difficult parts of the story for you to deal with emotionally; what kinds of questions did it create for you; how did you feel about this person and those impacting him/her at the conclusion of the story; as a social worker, did you feel there were other things that could’ve been done to assist this person and their family or friends). The paper is worth 100 pts.

100 points maximum, paper

Homework Assignments:

A critical piece to this class is practicing your new assessment skills throughout the semester. Prepared vignettes taken from your *Clinical Assessment Workbook* (Pomeroy, 2015) will allow you to immediately apply and practice your understanding of the *DSM 5* readings for that week. Ten case assessments will be assigned throughout the course (see syllabus). These will be graded on the accuracy and thoroughness of not only your diagnostic assessments, but the short answers provided for each case vignette. This is an extremely valuable and important way for you to explain the reasoning for your answers. **Complete the short answers thoroughly!** These assignments are carefully evaluated as a way of making sure everyone is understanding the material. The cases must be turned in **on time at the beginning of class** to be given points. Late homework assignments will not be accepted without prior approval.

50 points maximum, homework assignments

Final grades: A total of 350 points may be earned for the above activities. Grades will be assigned as follows: (Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B- average.)

332-350 points	=	A
315-331 points	=	A-
304-313 points	=	B+
294-303 points	=	B
280-293 points	=	B-
269-279 points	=	C+
259-268 points	=	C
245-258 points	=	C-
244 and below	=	D or F

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B- average.

VI. Class Policies

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 3 points for each day that an assignment is late. Homework

assignments will not be accepted late. Any adjustments in due dates MUST be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled date.

2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one point below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office (see MSW Handbook).
4. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
5. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

Special Accommodations for Students with a Disability

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 512-471-6259; 512-471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts./dos/sjs>).

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Date	Description	Assignment/Readings Due
June 8, 2015 Class 1	Introduction Overview of Syllabus Overview of Theory Introduction to Assessment and Classification Systems: DSM Multi-axial system &	<p>Required:</p> <p>Introduction to the DSM 5 --- pp. 5-24.</p> <p>(Corrigan, 2000). <i>MH Stigma as Social Attribution: Implications for Research Methods and Attitude Change.</i></p> <p>(Mann, 2004). <i>Factors associated with Stigmatization of Persons with Mental Illness.</i></p> <p>CAW- Chap. 1 (pp. 1-15)</p>
June 10, 2015 Class 2	Background for understanding medications <ul style="list-style-type: none"> • Intellectual Disabilities • Neurodevelopmental/Social Communication Disorder • Autism Spectrum Disorders 	<p>Required:</p> <p>DSM 5: Neurodevelopmental Disabilities Chapter</p> <p>CAW- Chap. 2 (pp. 16-40)</p> <p>Begin reading: <i>Look Me in the Eye, The Quiet Room, The Center Cannot Hold or The Tennis Partner</i></p>
June 15, 2015 Class 3	Attention Deficit/Hyperactivity Disorder Motor Disorders Tic Disorders	<p>Required:</p> <p>DSM 5: Neurodevelopmental Disabilities Chapter</p> <p>Case study 2.2 and 2.5 due</p>
June 17, 2015 Class 4	Schizophrenia & other psychotic disorders Anti-psychotic medications Catatonia Disorder	<p>Required:</p> <p>DSM 5 -Schizophrenia Chapter</p> <p>Schizophrenia articles on Canvas</p> <p>CAW- Chap. 3 (pp. 42-55)</p> <p>Case study 2.1 due</p>

Date	Description	Assignment/Readings Due
June 22, 2015 Class 5	Bipolar Disorder & Related Disorders Depressive Disorders Antidepressant & Anti-manic medications	<u>Required:</u> DSM 5- Bipolar Disorders Chapter & Depressive Disorders Chapter Bipolar and Depressive Disorder articles on Canvas CAW- Chap. 4 (pp. 79-88) CAW- Chap. 5 (pp. 101-112) Case study 3.2 due
June 24, 2015 Class 6	Anxiety Disorders & Obsessive Compulsive Disorders Separation Anxiety & Selective Mutism Specific Phobia & Social Anxiety Panic Disorder & Agoraphobia Generalized Anxiety Disorder Obsessive Compulsive Disorders	<u>Required:</u> DSM 5 - Anxiety Disorder Chapter & Obsessive Compulsive Chapter CAW- Chap. 6 (pp. 132-140) CAW- Chap. 7 (pp. 158-166) Case study 4.2 due
June 29, 2015 Class 7	Trauma and Stressor Related Disorders <u>Dissociative Disorders</u>	<u>Required:</u> DSM 5 - Trauma Disorders Chapters and Dissociative Disorders CAW- Chap. 8 (pp. 180-197) CAW- Chap. 9 (pp. 232-238) Case study 6.1 & 7.2 due
July 1, 2015 Class 8	<u>Sleep Disorders</u> Sleep & Wake Disorders Breathing Related Sleep Disorders <u>Somatic symptom and related disorders</u> Receive take-home portion of Exam I	<u>Required:</u> DSM 5 - Somatic Symptom Disorder and Sleep Disorders Chapters CAW - Chap. 10 (pp. 246-250) CAW Chap. 12 (pp. 298-303) Case study 8.2 & 9.1 due

Date	Description	Assignment/Readings Due
<p>July 6, 2015</p> <p>Class 9</p>	<p><u>Feeding and Eating Disorders</u></p> <ul style="list-style-type: none"> • Anorexia Nervosa • Binge Eating • PICA • Avoidant/Restrictive Food Intake <p>Elimination Disorders</p> <p>In class Exam I</p> <p>Take-home portion of Exam I due</p>	<p>Required:</p> <p>DSM 5 – Feeding and Eating Disorders & Elimination Disorders CAW- Chap. 11 (pp. 267-277)</p> <p>Case study, 12.1 & 10.1 due</p>
<p>July 8, 2015</p> <p>Class 10</p>	<p>Sexual Dysfunction and Gender Dysphoria Disorders</p> <p>Paraphilic Disorders</p> <p>Disruptive, Impulse Control, and Conduct Disorders</p>	<p>Required:</p> <p>DSM 5- Sexual Dysfunction & Gender Dysphoria Disorder, Paraphilias, & Disruptive, Impulse Control Disorders Chapters</p> <p>CAW- Chap. 13 (pp. 309-312) CAW- Chap. 14 (pp. 319-321) CAW- Chap. 15 (pp. 327-333)</p> <p>Case study 11.1 due</p>
<p>July 13, 2015</p> <p>Class 11</p>	<p>Substance-related Disorders</p> <p>DUE: Psychosocial Assessment Paper: <i>Look Me in the Eye, The Quiet Room, The Tennis Partner, or The Center Cannot Hold</i></p>	<p>Required:</p> <p>DSM 5- Substance-related Disorders Chapter</p> <p>CAW- Chap. 16 (pp. 347-374)</p> <p>Case study 15.1 & 14.2 due</p>
<p>July 15, 2015</p> <p>Class 12</p>	<p>Neurocognitive Disorders</p> <p>Mental Status Examinations</p>	<p>Required:</p> <p>DSM 5- Neurocognitive Disorders Chapter</p> <p>CAW- Chap. 17 (pp. 377-390)</p> <p>Case study 16.2 due</p>

Date	Description	Assignment/Readings Due
July 20, 2015 Class 13	<u>Personality Disorders</u> Receive Take Home Portion of Exam II	Required: DSM 5 Personality Disorders Chapter CAW- Chap. 18 (pp. 392-397) Case study 17.2 due
July 22, 2015 Class 14	Other Mental Disorders	Required: DSM 5 - Other Mental Disorders Chapter CAW- Chap. 19 (pp. 413-415) CAW- Chap. 20 (pp. 419-422) Case study 18.1 due
July 27, 2015 Lass Class 15	LAST CLASS DAY: Take-home portion of Exam II due In-class portion of Exam II	

VII. Bibliography

Allen, L. A.; Woolfolk, R.; Escobar, J.; Gara, M.; Hamer, R. (2006) Cognitive-Behavioral Therapy for Somatization Disorder: A Randomized Controlled Trial *Arch Intern Med.*;166 (14):1512-1518.

American Psychiatric Association (APA). (2000). Diagnostic and statistical manual of mental disorders (5th Edition). Washington, DC: Author.

Ancoli-Israel, S. (2005) Long-term use of sedative hypnotics in older patients with insomnia, *Sleep Medicine*, Volume 6, Issue 2, Pages 107-113

Baethge, Christopher, Baldessarini, Ross J., Khalsa, Hari-Mandir Kaur, Hennen, John, Salvatore, Paola, Tohen, Mauricio (2005). Substance Abuse in First-Episode Bipolar I Disorder: Indications for Early Intervention, *Am J Psychiatry* 162: 1008-1010

Barkley, R. A. (1998). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment (2nd ed.). New York: Guilford.

- Barlow, D. H., & Durand, M. V. (1999). Abnormal psychology: An integrative approach (2nd ed.). Pacific Grove, CA: Brooks/Cole. [Chp. 1, Abnormal behavior in historical context]
- Bass, C., Jones, D. (2006); Fabricated or induced illness, Psychiatry, Volume 5, Issue 2, Psychological medicine 1, 1, Pages 60-65
- Beck, Aaron T., Brown, Gary, Berchick, Robert J., Stewart, Bonnie L., Steer, Robert A. (2006) Relationship Between Hopelessness and Ultimate Suicide: A Replication With Psychiatric Outpatients, Focus 4: 291-296
- Berg, M.B., Mimiaga, M.J., & Safren, S.A. (2004). Mental health concerns of HIV-infected gay and bisexual men seeking mental health services: An observational study. AIDS Patient Care & STDs, 18(11), 635-643.
- Bockting, W. O., & Coleman, E. (1993). Gender dysphoria: Interdisciplinary approaches in clinical management. Journal of psychology & human sexuality, v. 5, no. 4. New York: Hayworth Press.
- Buelow, G., Hebert, S., & Buelow, S. (2000). Counselor's resource on psychiatric medications: Issues of treatment and referral (2nd Ed.). Pacific Grove, CA: Brooks/Cole.
- Cook, J M, & O'Donnell, C. (2005). Assessment and psychological treatment of posttraumatic stress disorder in older adults. Journal of Geriatric Psychiatry & Neurology, 18, 2. p.61(11).
- DuPaul, G. J., & Stoner, G. (1998). Assessing ADHD in the schools. New York: Guilford.
- Franklin, C., & Jordan, C. (1999). Family practice: Brief systems methods for social work. Pacific Grove, CA: Brooks/Cole. [Chp. 9, Rapid Assessment in family practice]
- Gabbard, G. O. (2007). Gabbard's treatments of psychiatric disorders. Washington, DC: American Psychiatric Pub.
- Garcia-Lopez, L., Jose Olivares, Deborah Beidel, Anne-Marie Albano, Samuel Turner, Ana I. Rosa, (2006) Efficacy of three treatment protocols for adolescents with social anxiety disorder: A 5-year follow-up assessment, Journal of Anxiety Disorders, Volume 20, Issue 2, Pages 175-191
- Gillberg, C., Harrington, R., & Steinhausen, H.-C. (2006). A clinician's handbook of child and adolescent psychiatry. Cambridge, UK: Cambridge University Press.
- Greenwald, R., & Rubin, A. (1999). Assessment of posttraumatic symptoms in children: Development and preliminary validation of parent and child scales. Research on Social Work Practice, 9(1), 61-75.
- Guilleminault, C.; Lee, J.; Chan, A. (2005) Pediatric Obstructive Sleep Apnea Syndrome

- Hinson, VK., Haren, WB. (2006) Psychogenic movement disorders, *The Lancet Neurology*, Volume 5, Issue 8, Pages 695-700
- Janca, A., Isaac, M., & Ventouras, J. (2006, February). Towards better understanding and management of somatoform disorders. *International Review of Psychiatry*, 18(1), 5-12.
- Kamphaus, R. W., & Frick, P. J. (2005). Clinical assessment of child and adolescent personality and behavior. New York, NY: Springer.
- Kaplan, H. I., & Sadock, B. J. (1998). Clinical psychiatry. Baltimore: Williams & Wilkens. [Chp. 2, Typical signs and symptoms of psychiatric illness defined]
- Kessler, Ronald C.; Patricia Berglund; Olga Demler; Robert Jin; Kathleen R. Merikangas; Ellen E. Walters (2005) Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication *Arch Gen Psychiatry*;62(6):593-602.
- Lahey, B., Loeber, R., Burke, J., & Applegate, B. (2005). Predicting Future Antisocial Personality Disorder in Males From a Clinical Assessment in Childhood. *Journal of Consulting and Clinical Psychology*, 73(3), 389-399.
- Lieberman, Jeffrey A.(2005), Effectiveness of Antipsychotic Drugs in Patients with Chronic Schizophrenia, *N Engl J Med* 353: 1209-1223
- Lock, J. & Steiner, H. (1999). Gay, lesbian, and bisexual youth risks for emotional, physical, and social problems: Results from a community-based survey. *Journal of the American Academy for Child and Adolescent Psychiatry*, 38(3), 297-304.
- March, J. S., & Mulle, K. (1998). OCD in children and adolescents: A cognitivebehavioral treatment manual. New York: Guilford.
- Mash, E., & Terdal, L. G. (Eds). (1997). Assessment of childhood disorders (3rd ed.). New York: Guilford Press.
- Nicholls, D., Viner, R. (2005) Eating disorders and weight problems *BMJ* 2005;330:950-953.
- Nasrallah, Henry A., Targum, Steven D., Tandon, Rajiv, McCombs, Jeffrey S., Ross, Ruth (2005). Defining and Measuring Clinical Effectiveness in the Treatment of Schizophrenia, *Psychiatr Serv* 56: 273-282.
- Nathan, P. E., & Gorman, J. M. (Eds). (1998). A guide to treatments that work. New York: Oxford University Press.
- Newman, Louise K. (2002) Sex, Gender and Culture: Issues in the Definition, Assessment and Treatment of Gender Identity Disorder, *Clinical Child Psychology and*

- Nuttall, E. V., Romero, I., & Kalesnik, J. (Eds.) (1999). Assessing and screening preschoolers: Psychological and educational dimensions (2nd ed.). Boston, MA: Allyn & Bacon.
- Paniagua, F. (1998). Assessing and treating culturally diverse clients (2nd ed.). Thousand Oaks, CA: Sage.
- Paul, R. (2006). Language disorders from infancy through adolescence: Assessment & intervention. St. Louis, Mo: Mosby Elsevier.
- Pelham, William E., Fabiano, Gregory A. & Massetti, Greta M. (2005). Evidence-Based Assessment of Attention Deficit Hyperactivity Disorder in Children and Adolescents. *Journal of Clinical Child & Adolescent Psychology*, 34 (3), 449-476.
- Portzky, G., Audenaert, K., Heeringen, K. (2005) Adjustment disorder and the course of the suicidal process in adolescents, *Journal of Affective Disorders*, Volume 87, Issues 2-3, Pages 265-270
- Rappley, Marsha D (2005). Attention Deficit-Hyperactivity Disorder, *N Engl J Med* 352: 165-173
- Roberts, A. R. (2005). Crisis intervention handbook: Assessment, treatment, and research. Oxford: Oxford University Press.
- Romero, I. (1999). Individual assessment procedures with preschool children. In E. Nuttall, I. Romero, & J. Kalesnik (Eds.), Assessing and screening preschoolers (2nd Ed). Boston: Allyn & Bacon.
- Smith, Y., Van Goozen, S., Kuiper, A., Cohen-Kettenis, P., (2005). Sex reassignment: outcomes and predictors of treatment for adolescent and adult transsexuals. *Psychological Medicine*, 35, pp 89-99
- Taylor, C. B.; Prevention of Eating Disorders in At-Risk College-Age Women *Arch Gen Psychiatry*. 2006;63(8):881-888.
- Tazaki, M., & Landlaw, K. (2006). Behavioural mechanisms and cognitive-behavioural interventions of somatoform disorders. *International Review of Psychiatry*, 18(1), 67-73.
- Warner, J., McKeown, E., Griffin, M., Johnson, K., Ramsay, A & King, M. (2004). Rates and predictors of mental illness in gay men, lesbians and bisexual men and women: Results from a survey based in England and Wales. The British Journal of Psychiatry, 185, 479-485.
- Widiger, T., & Samuel, D. (2005). Evidence-based assessment of personality disorders. *Psychological Assessment*, 17(3), 278-287.

Wilson, G. Terence (2005) Psychological Treatment of Eating Disorders Annual Review of Clinical Psychology 1, 439-465

Yamamoto, J., Silva, J. A., Ferrari, M., & Nukariya, K. (). Culture and psychopathology. In Transcultural Child Development (pp. 34-53).

Zarit, S. H., & Zarit, J. M. (2007). Mental disorders in older adults: Fundamentals of assessment and treatment. New York: Guilford Press.

Zucker, K. J., & Bradley, S. J. (1995). Gender identity disorder and psychosexual problems in children and adolescents. New York: Guilford Press.

Zucker, Kenneth J. (2005) Gender Identity Disorder in Children and Adolescents, Annual Review of Clinical Psychology 1, 467-492