

University of Texas at Austin School of Social Work
Spring 2022: SW 393R 1 59990 Clinical Assessment and Differential Diagnosis
Tuesdays, 2:30-5:30 pm, Social Work Building 2.132

Instructor:

Dr. Kasey Claborn
Assistant Professor, School of Social Work
Social Work Building
kasey.claborn@austin.utexas.edu*

WHEN EMAILING DR. CLABORN, ALWAYS START THE SUBJECT LINE WITH: SW393R

COVID Schedule Modification:

Courses will be held on Zoom through January 31st per guidance from the President of the University of Texas. We anticipate resuming to in-person classes February 1st, pending the COVID-19 pandemic situation.

Office Hours:

Tuesdays and Thursdays, by appointment. Contact Dr. Claborn via email to schedule an appointment.

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 biopsychosocial-spiritual and cultural emphasis will be applied to the diagnostic categories within the most current version of the Diagnostic and Statistical Manual of Mental Disorders. 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.
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.
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.
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.
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;
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.

III. Teaching Methods and Assignments

The primary teaching methods will be lecture, discussion, case study, and group exercises. Video presentations and group presentations will also be utilized. Each class contains assigned readings or videos, including at least one peer-reviewed research article in most weeks. Case studies are expected to be completed in class in a group format each week. Two in-class exams will constitute the majority of your grade. Take home extra credit exercises and extra credit in-class may be assigned at Dr. Claborn's discretion.

Weekly In-class Exercises

A significant proportion of each class will be spent practicing the skills of identifying symptoms and developing an informed diagnostic impression. Practice cases may have one or more diagnoses, or ambiguous diagnoses. Written case studies will be used as the basis for these exercises. *You should bring your copy of the DSM-5 to every class in order complete these assignments.* You will complete case studies in groups, but each person must turn in their own case study worksheet at the end of class. *Only a complete case study worksheet will be accepted.* Exercises are completed in group format to encourage and practice peer consultation. Exercises will be reviewed in-class before they are turned in and will be due by end of class each day. Exercises are worth 10 points each for a total of 100 points. Eleven exercises will be completed, but only 10 will count toward the final grade. Each student's lowest scored exercise will be dropped from their final grade.

Exams

There will be one in-class mid-term exam on March 8th. The final exam for this course will be on May 10th. Exams will cover material from the first and second halves of the semester, respectively. *Each exam will contain 35 multiple choice questions, 10-15 short answer essay questions, and 1 case study.* Any material appearing in the course may be covered in exams—this includes anything discussed in lecture or presented in videos, power point slides, or readings. Exams will be worth 100 points each. You will be allowed both sides of one 8.5" X 11" piece of paper (distributed by Dr. Claborn) containing hand written notes, and the DSM-5, for each exam. The DSM will not be allowed for the multiple choice or essay portion of each exam. You must turn in the multiple choice and essay portions of the exam before you will be allowed to take the DSM-5 out for the rest of the exam. No other materials will be allowed during exams.

IV. Textbooks

Required:

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders 5th Edition*. Washington, DC: American Psychiatric Association.
2. Drummond, R.J., Sheperis, C.J., & Jones, K.D. (2016). *Assessment procedures for counselors and helping professionals*. Pearson: NY. ISBN: 978-0-13-285063-6

Recommended:

1. Nussbaum, A.M. (2013). *The Pocket Guide to the DSM-5 Diagnostic Exam*. Arlington, VA: American Psychiatric Publishing.

2. Pomeroy, E. (2014). *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, 2nd Edition*. Cengage Learning: ISBN-10: 1285748883

Additional Required and Recommended Readings (available via Canvas)

Selected readings: Additional readings from other books and journals, podcasts, and videos will also be assigned and will be available on UT Canvas. Dr. Claborn will post all readings and links to Canvas one week in advance of their due date.

V. Course Requirements

1. Students are expected to attend class sessions promptly and regularly. Members will participate in an interactive framework between collegiate students and professor.
2. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.
3. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students will be allowed two unexcused absences.
4. In cases where a student missed more than the allotted two absences, the professor reserves the right to lower that student's final grade. In extenuating circumstances of absence, students are to notify the professor.
5. Students are responsible for any material missed due to absences. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty.
6. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 3 points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance
7. Regardless of the reason, even if excused, students that miss taking a test on the scheduled date as outlined below in the course outline will take a make-up exam that will be essay in nature. The make-up exam will be in essay form and taken by the student as soon as possible following the administration of the regularly scheduled test. The reason for this is that once the multiple-choice test has been administered to the class, the integrity of that test is then jeopardized.
8. Students are expected to be respectful of the professor and their fellow students. Cell phones and laptops without specific approval by the professor/TAs, will be grounds to ask a student to leave the learning environment and may result in lowering of grades.
9. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester.
10. FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.
11. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences. Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting. Student feedback is welcome. All NASW Code of Ethics values will be upheld.
12. A mid-semester course evaluation will be conducted, and input considered for course adjustments. Students are encouraged to provide feedback either anonymously by note under professor's door or during office hours and by appointment if they desire.
13. PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act in a professional way in class. This means students should arrive on time for Class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together

a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

14. Differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialogue.
15. Students are expected to refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

VI. Grades

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. Course Policies

Attendance

Class will start promptly at 2:30 pm. Students are expected to attend all classes and arrive on time. If you cannot attend a class, please notify Dr. Claborn ahead of time. *Be aware that after one unexcused absence, each subsequent unexcused absence will result in a loss of 2.5% of your overall grade.* Please notify Dr. Claborn as soon as possible after a *documented, unforeseen emergency* that has caused you to miss class with no prior notice. In the case of an absence due to a documented and unforeseen emergency, Dr. Claborn will assist you in getting caught up on the missed class. Under no circumstances can you “make up” pop-quizzes, extra credit, or in-class work. Exams missed due to a documented, unforeseen emergency can be made up during final exam time designated for this class. If you have a documented, unforeseen emergency that affects your attendance in this course, be prepared to approach Dr. Claborn about it with official documentation of the unforeseen emergency.

Participation

Students are expected to be prepared for each session and participate meaningfully each week's discussions and group work. Turn mobile phones off or to silent when you enter the classroom. *Phones must be completely silent.* Placing phones on vibrate is not acceptable. Be respectful of classmates by refraining from talking out of turn, checking phones or email, texting etc. in class.

Electronic Devices in the Classroom

Students' use of laptop computers or tablets is permitted in class insofar as they are used for note-taking and in compliance with course syllabi and Dr. Claborn's guidelines. The use of laptops for other purposes (e.g., instant messaging, video chat, playing games, internet browsing, etc.), except as explicitly authorized by Dr. Claborn constitutes unprofessional behavior. The use of other electronic devices during class is prohibited. *Students misusing laptops or tablets, or using other electronic devices during class (e.g., texting on cell phones, etc.) will be dismissed from class and this dismissal will constitute an unexcused absence.* Students are reminded that professional behavior constitutes an important domain in faculty evaluation of student performance.

Use of Canvas Web Site

Web-based, password-protected class sites using Canvas software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging email, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>.

This class will utilize Canvas for distribution of class readings and any other written materials, sharing of class power points, and recording of student grades. Canvas will also be used by Dr. Claborn to communicate with students via email. Please make a concerted effort to check your email at least once per day for any announcements from Dr. Claborn regarding this course.

Grading System

Grades will be based on 2 exams (worth 100 points each), and 10 case-study exercises (worth 10 points each), totaling 300 points. Student grades will be based on the percentage of points earned out of 300.

VIII. University Policies

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing

accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices

and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. SW 393R Spring 2022 Course Schedule

Date	Topic	Readings Due
1/18	Student/Instructor Introductions Discussion of Course Syllabus Defining Abnormality Issues in Diagnosis with the DSM-5	Jewell, Hupp, & Pomerantz, 2009 Listen to this podcast or read the transcript: http://www.thisamericanlife.org/radio-archives/episode/204/81-words http://www.thisamericanlife.org/radio-archives/episode/204/transcript
1/25	Biases/Errors in Clinical Decision-Making Introduction to the Diagnostic Process and the Case Study Worksheet	Lilienfeld & Lynn, 2014
2/1	Depressive Disorders	DSM-5, pages 155-188 Nolen-Hoeksema & Girgus, 1994 Beck, 2008
2/8	Bipolar and Related Disorders	DSM-5, pages 123-154 Miklowitz & Johnson, 2006 Recommended: Bruchmuller, & Meyer, 2009
2/15	Assessment of Suicidality	Joiner, 2005 Ch 4 Joiner et al., 1999 Ribeiro, et al., 2013
2/22	Anxiety Disorders I: PTSD, OCD, & Panic Disorder	DSM-5, pages 208-217, 235-247, 271-290 Beck & Emory, Ch 1 and 2
3/1	Anxiety Disorders II: Generalized Anxiety Disorder and Phobias	DSM-5, pages 189-208, 217-233 Beck & Emory, Ch 3 and 4

3/8	MID-TERM EXAM	
3/15	Spring Break!	Have a great week!!
3/22	ADHD, Conduct Disorder and Oppositional Defiant Disorder	DSM-5, pages 59-66, 462-466, 469-476 Lewis & Rudolph, Ch 22, 427-439 Lewis & Rudolph, Ch 23, 467-479
3/29	Intellectual Disability and Autism Spectrum Disorder	DSM-5, pages 31-41, 50-59 Lewis & Rudolph, Ch 33 & 34
4/5	Schizophrenia Spectrum and other Psychotic Disorders	DSM-5, pages 87-122 Hooley, 1998 Gara, Vega, Arndt, et al., 2012
4/12	Feeding and Eating Disorders	DSM-5, pages 338-354 Gordon et al., 2010; Gordon et al., 2006
4/19	Personality Disorders I	Complete this survey and bring your results to class: http://www.outofservice.com/bigfive/ John & Srivastava, 1999 Porter & Risler, 2013
4/26	Personality Disorders II	Crowell et al., 2009 DSM-5, pages 659-672 Recommended: DSM-5, pages 645-658, 672-683
5/3	Substance Use Disorders	DSM-5, pages 481-519 Witkiewitz & Marlatt, 2004 Caetano, Clark, & Tam, 1998
5/10	FINAL EXAM	Have a great summer!!

X. Bibliography

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders 5th Edition*. Washington, DC: American Psychiatric Association.
2. Beck, A.T. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. *American Journal of Psychiatry*, 165, 969-977.
3. Beck, A.T., & Emory, G. (2005). *Anxiety Disorders and Phobias: A Cognitive Perspective*. Cambridge, MA: Basic Books.
4. Bruchmuller, K., & Meyer, T.D. (2009). Diagnostically irrelevant information can affect the likelihood of a diagnosis of bipolar disorder. *Journal of Affective Disorders*, 116, 148-151.
5. Caetano, R., Clark, C.L., & Tam, T., (1998). Alcohol consumption among racial/ethnic minorities: Theory and research. *Alcohol Health and Research World*, 22(4), 233-244.
6. Crowell, S.E., Beauchaine, T.P., & Linehan, M.M (2009). A biosocial developmental model of borderline personality: Elaborating and extending Linehan's theory. *Psychological Bulletin*, 135(3), 495-510.
7. Drummond, R.J., Sheperis, C.J., & Jones, K.D. (2016). *Assessment procedures for counselors and helping professionals*. Pearson: NY. ISBN: 978-0-13-285063-6

8. Gara, M.A., Vega, W.A., Arndt, S., Escamilla, M., Fleck, D.E., Lawson, W.B., et al. (2012). Influence of patient race and ethnicity on clinical assessment of patients with affective disorders. *Archives of General Psychiatry*, 69(6), 593-600.
9. Gordon KH, Castro Y, Sitnikov L, & Holm-Denoma JM (2010). Cultural body shape ideals and eating disorder symptoms among Hispanic, Black, and White college women. *Cultural Diversity & Ethnic Minority Psychology*, 16(2),135-143.
10. Gordon, K.H., Brattole, M.M., Wingate, L.R., & Joiner, TE (2006). The impact of client race on clinician detection of eating disorders. *Behavior Therapy*, 37(4), 319-325.
11. Hooley, J.M. (1998). Expressed emotion and psychiatric illness: From empirical data to clinical practice. *Behavior Therapy*, 29, 631-668.
12. Jewell, J.D., Hupp, S.D.A., & Pomerantz, A.M (2009). Diagnostic Classification Systems. In J.L. Matson, F. Andrasik, & M.L. Matson (Eds). *Assessing Childhood Psychopathology and Developmental Disabilities*. New York, Springer.
13. John, O.P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. *Handbook of Personality: Theory and Research*, 2(1999), 102-138.
14. Joiner, T.E. Jr. (2005). Chapter 4: What do we mean by suicide? How is it distributed in people? In T.E. Joiner Jr., *Why People Die by Suicide*. Cambridge, MA: Harvard University Press. pp 137-171.
15. Joiner, T.E. Jr., Walker, R.L., Rudd, M.D., & Jobes, D.A (1999) Scientizing and routinizing the assessment of suicidality in outpatient practice. *Professional Psychology: Research and Practice*, 30(5), 447-453.
16. Lewis, M., & Rudolph, K.D. (eds.) (2014). *Handbook of Developmental Psychopathology, 3rd Edition*. New York: Springer.
17. Lilienfeld, S.O., & Lynn, S.J. (2014). Errors/Biases in Clinical Decision Making. *The Encyclopedia of Clinical Psychology*, 1-9.
18. Miklowitz, D.J., & Johnson, S.L. (2006). The psychopathology and treatment of bipolar disorder. *Annual Review of Clinical Psychology*, 2, 199-235.
19. Nolen-Hoeksema, S., & Girgus, J.S. (1994). The emergence of gender differences in depression during adolescence. *Psychological Bulletin*, 115(3), 424-443.
20. Nussbaum, A.M. (2013). *The Pocket Guide to the DSM-5 Diagnostic Exam*. Arlington, VA: American Psychiatric Publishing.
21. Pomeroy, E. (2014). *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, 2nd Edition*. Cengage Learning: ISBN-10: 1285748883
22. Porter, J.S., & Risler, E. (2013). The new alternative DSM-5 model for personality disorders: Issues and controversies. *Social Work Practice*,(24)1, 50-56.

23. Ribeiro, J.D., Bodell, L.P., Hames, J.L., Hagan, C.R., & Joiner, T.E. (2013). An empirically based approach to the assessment and management of suicidal behavior. *Journal of Psychotherapy Integration, 23*(3), 207-221.
24. Witkiewitz, K., & Marlatt, G.A. (2004). Relapse prevention for alcohol and drug problems: That was Zen, this is Tao. *American Psychologist, 59*(4), 224-35.