

**University of Texas at Austin School of Social Work**  
**Spring 2025: SW 393R 1 61230 Clinical Assessment and Differential Diagnosis**  
**Wednesdays, 2:30am-5:30pm, MEZ 1.102**

**Instructor:**

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

**Office Hours:**

Wednesdays 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-TR 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 12<sup>th</sup>. The final exam for this course will be take-home and due on May 1<sup>st</sup>.* Exams will cover material from the first and second halves of the semester, respectively. *The mid-term exam will contain 35 multiple choice questions, 10-15 short answer essay questions, and 1 case study. The final exam will be take-home and include 1 case study and 10 short answer questions.* 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 containing hand written notes, and the DSM-5-TR, for the mid-term 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. (2022). *Diagnostic and Statistical Manual of Mental Disorders 5th Edition, text revision*. Washington, DC: American Psychiatric Association.
2. First, M.B. (2014). *DSM-5 handbook of differential diagnosis*. American Psychiatric Publishing.

#### Recommended:

1. Nussbaum, A.M. (2022). *The Pocket Guide to the DSM-5-TR Diagnostic Exam*. Arlington, VA: American Psychiatric Publishing.
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

3. Pomeroy, E. (2014). *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, 2<sup>nd</sup> 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 or the Teaching Assistant 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

[No A+]	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
			<i>*minimum to pass course</i>		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 and the TA 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 and the TA regarding this course.

### **Grading System**

Grades will be based on 2 exams (worth 100 points each), and 2 case-study homework assignments (worth 50 points each), totaling 300 points. Student grades will be based on the percentage of points earned out of 300.

## **VIII. University Policies**

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**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.

**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>.

### **Steve Hicks School of Social Work Policies**

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**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.

**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.

**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 and Mental Health 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.

### **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://disability.utexas.edu/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns Advice Line (BCAL).** 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 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>.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**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.

**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 2025 Course Schedule

Date	Topic	Readings & Assignments Due
1/15	Introduction & Course Overview Intro to Clinical Diagnosis and the DSM-5-TR	<ul style="list-style-type: none"> <li>• Regier, Narrow, Kuhl, &amp; Kupfer (2009)</li> <li>• Listen to this podcast or read the transcript: <a href="http://www.thisamericanlife.org/radio-archives/episode/204/81-words">http://www.thisamericanlife.org/radio-archives/episode/204/81-words</a></li> </ul>



1/22	Biases/Errors in Clinical Decision-Making Introduction to the Diagnostic Process	<ul style="list-style-type: none"> <li>• Lilienfeld &amp; Lynn (2014)</li> <li>• Mouchabac et al., (2022)</li> </ul>
1/29	Depressive Disorders Bipolar and Related Disorders	<ul style="list-style-type: none"> <li>• DSM-5-TR, pages 139-214</li> <li>• First, pages 52-47, 182-197</li> <li>• Beck (2008)</li> </ul>
2/5	Assessment of Suicidality Clinical Case Studies	<ul style="list-style-type: none"> <li>• Joiner, 2005 Ch 4</li> <li>• Joiner et al., 1999</li> <li>• Ribeiro, et al., 2013</li> </ul> <p><b>Additional Resource (not required):</b>  <a href="https://www.nimh.nih.gov/news/media/2019/suicide-risk-screening-training-how-to-manage-patients-at-risk-for-suicide">https://www.nimh.nih.gov/news/media/2019/suicide-risk-screening-training-how-to-manage-patients-at-risk-for-suicide</a></p>
2/19	Anxiety Disorders Obsessive-Compulsive Disorders Trauma-Related Disorders	<ul style="list-style-type: none"> <li>• DSM-5-TR, pages 215-328</li> <li>• First, pages 75-90, 198-228</li> <li>• <b>Homework Assignment #1 Due</b></li> </ul>
2/26	Neurodevelopmental Disorders Disruptive, Impulse-Control, and Conduct Disorders	<ul style="list-style-type: none"> <li>• DSM-5-TR, pages 35-99, 521-541</li> <li>• First, pages 22-37, 116-125, 162-174, 262-267</li> </ul>
3/5	<b>Clinical Case Conceptualization and Midterm Exam Review</b>	
3/12	<b>MIDTERM EXAM</b>	
<b>3/19</b>	<b>Spring Break!</b>	<b>Have a great week!!</b>
3/26	Intellectual Disability and Autism Spectrum Disorder	<ul style="list-style-type: none"> <li>• DSM-5-TR, pages 31-41, 50-59</li> <li>• Lewis &amp; Rudolph, Ch 33 &amp; 34</li> </ul>
4/2	Schizophrenia Spectrum and other Psychotic Disorders	<ul style="list-style-type: none"> <li>• DSM-5-TR, pages 101-138</li> <li>• First, pages 38-51, 182-197</li> </ul>
4/9	Personality Disorders I	<ul style="list-style-type: none"> <li>• Complete this survey and bring your results to class:  <a href="http://www.outofservice.com/bigfive/">http://www.outofservice.com/bigfive/</a></li> <li>• John &amp; Srivastava, 1999</li> <li>• Porter &amp; Rislser, 2013</li> </ul>

4/16	Personality Disorders II	<ul style="list-style-type: none"> <li>• Crowell et al., 2009</li> <li>• DSM-5-TR, pages 748-764</li> <li>• <b>Recommended:</b> DSM-5-TR, pages 733-748, 764-778</li> </ul>
4/23	Dissociative Disorders Somatic Symptom and Related Disorders	<ul style="list-style-type: none"> <li>• DSM-5-TR, pages 329-370</li> <li>• First, pages 91-93, 229-243</li> </ul>
4/30	<b>Clinical Case Conceptualization and Final Exam Review</b>	
<b>5/1</b>	<b>FINAL EXAM DUE</b>	<b>Have a great summer!!</b>

## 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.
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