

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Fall 9-1-2022

PSYX 532.01: Advanced Psychopathology

Bryan N. Cochran

University of Montana, Missoula, bryan.cochran@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

Cochran, Bryan N., "PSYX 532.01: Advanced Psychopathology" (2022). *University of Montana Course Syllabi, 2021-2025*. 301.

<https://scholarworks.umt.edu/syllabi2021-2025/301>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Syllabus – Psyx 532 – Autumn 2022

Advanced Psychopathology

Meeting Location and Time

CPC 121

Tuesday, Thursday 11:00 – 12:20 pm, Aug. 30 – Dec. 8

Land Acknowledgment

The University of Montana, the Department of Psychology, and this instructor acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

Instructor Information

Instructor: Bryan Cochran, Ph.D. (he, him, his)

Office: Skaggs Bldg. 143

Email: bryan.cochran@umontana.edu

Phone: 406.243.2391

Office hours: Monday 1:30-3 pm, Wednesday 11-12:30 pm, or by appointment

Course Guidelines and Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [the Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact their office in Aber Hall or call 406.243.2243. I will work with you and ODE to provide an appropriate modification.

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Incompletes

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Pass/No Pass

For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of C-, D, or F.

Exiting Gracefully

Instructor permission is required to drop this course once the 15th day of instruction has passed.

Course Description

Psyx 532 is a graduate-level overview of adult psychopathology, encompassing etiological theories, epidemiology, and treatment approaches used with all major behavioral disorders.

Learning Outcomes

1. Students will learn about the development of the current diagnostic system, the DSM-5-TR, and the historical issues that were involved in the most recent revision of the manual.
2. Students will learn how to evaluate a client's reported symptoms and how to assign DSM diagnoses.
3. Students will become familiar with both basic psychopathology and treatment outcome research.
4. Students will learn about the role of emotions and emotion regulation in the development and maintenance of psychopathology [Articles that reference the affective basis of behavior are noted in brackets in the reference list].
5. Students will write extensively about key issues in psychopathology and will receive feedback on both writing content and style.
6. Students will learn about psychopathology from multiple sources: diagnostic manuals, research articles, and case studies.
7. Students will learn how to integrate diagnostic data with theory in the process of case formulation.

Grading/Evaluation

The best measure of your having met the learning outcomes of this course is your ability to synthesize the material you have learned and to present your ideas to others (orally and in writing). An excellent resource for assisting in this process is the [Writing and Public Speaking Center](#) on campus. They provide one-on-one tutoring to students at all levels and at any time in the writing process.

Evaluation of your progress will be through the following components:

45% Responses to Readings—Every two weeks, you will be asked to turn in a written response to one or more of your assigned readings via the Moodle site for the class. These are due by the beginning of class on Tuesdays (dates with an asterisk under 'course organization' are turn-in days for responses; seven total are required). Each response should directly address your reactions to assigned material over the previous two weeks. Over the course of the semester, you should include content related to affective bases of behavior in at least two reaction papers. The articles that reference this topic are identified in the reading list.

An *excellent* response integrates ideas presented from multiple readings, theoretical perspectives learned in- or outside of this class, and your personal reactions to the material in equal measure. A *good* response is an in-depth reaction to one or two specific ideas presented in the readings. A *poor* response is an article summary or paraphrasing of the assigned material.

There is no page length requirement for your responses; however, anything two pages or less (double-spaced) would need to be extremely concise and well organized to comprise an excellent response. I will not grade your first response due on 9/13 but will provide you with feedback that will assist in writing

future responses. The remaining 6 responses will be assigned 0-7 points, totaling a possible 42 points of your final course grade (you will receive three points for handing in your response on 9/13). Late papers will be docked one point per day.

15% DSM Quizzes—during the semester, there will be 3 announced quizzes to assess your comprehension and knowledge of the DSM. The format will be short-answer. Quiz dates will be scheduled in class.

25% Final Paper—the goal of this paper is to present a thorough review of one of the major topics in the field of psychopathology (e.g., exciting research areas, current controversies). As a general guideline, construct a paper similar in length and in depth of understanding to a *Psychological Bulletin* article. Final papers should be at least 20 pages excluding title page, references, figures, or other supplemental material. Your paper should have an abstract and should adhere to APA format. Individual meetings with me by 10/19 to establish your topic are required; provide at or before this meeting an approximately 2-page overview (outline format is fine) of your planned topic.

Examples of good paper topics are:

- Changes in the meaning of substance use disorder diagnoses with the abandonment of the abuse/dependence distinction in DSM-5
- Defining the concept of psychological disorder: To what extent do DSM-5-TR diagnoses reflect Wakefield's construct of a harmful dysfunction?
- Somatic symptom disorders and the implication of a mind-body connection in current diagnostic practice
- Epidemiology of mental disorders from a cross-cultural perspective: What barriers hinder comparisons between cultures?

5% Presentation of Final Paper—during the scheduled time for the final exam, you will make a 20 minute presentation on the topic area of your paper.

10% Course Participation—your understanding of the material in class will be demonstrated through well-constructed questions and contributions to discussion. Of course, attendance is part of participation.

Final grades will be calculated using the plus/minus system (e.g., an overall grade of 90-92% is an A-, 77-79 is a C+, etc.).

Ungraded exercises will consist of informal case “consultations” in which you will receive a clinical case description and you will develop (in collaboration with your colleagues during class) diagnostic hypotheses and a case formulation.

Required Texts

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5, 5th ed.*, text revision. Washington, DC: American Psychiatric Publishing.

Halgin, R. P., & Whitbourne, S. K. (1998). *A casebook in abnormal psychology: From the files of experts*. NY: Oxford.

Readings from relevant journals or other books are available on the Moodle site for this course. These materials comprise the bulk of your reading assignments over the course of the semester.

Course Schedule

Dates	Topics
Week 1 (8/30, 9/1)	Introduction to Psychopathology
Week 2 (9/6, 9/8)	The Development of the DSM-5
Week 3 (9/13*, 9/15)	The Construct of “Disorder” and Stigma
Week 4 (9/20, 9/22)	Epidemiology and Comorbidity
Week 5 (9/27*, 9/29)	Mood Disorders: Unipolar
Week 6 (10/4, 10/6)	Mood Disorders: Bipolar
Week 7 (10/11*, 10/13)	Anxiety Disorders: Panic, Agoraphobia, Specific Phobias, Generalized Anxiety Disorder, and Social Anxiety Disorder
Week 8 (10/18, 10/20)	Anxiety Disorders: Obsessive-Compulsive and Related Disorders, Trauma & Stressor-Related Disorders
Week 9 (10/25*, 10/27)	Schizophrenia Spectrum Disorders
Week 10 (11/1, 11/3)	Substance-Related and Addictive Disorders: Etiology and Epidemiology
Week 11 (11/8*, 11/10)	Substance-Related and Addictive Disorders: Treatment; Dissociative Disorders
Week 12 (11/15, 11/17)	Eating Disorders
Week 13 (11/22*, 11/24 is a holiday)	Personality Disorders
Week 14 (11/29, 12/1)	Personality Disorders and Emotion Regulation
Week 15 (12/6*, 12/8)	Somatic Symptom and Related Disorders, Sexual Disorders, Impulse Control Disorders, Neurocognitive Disorders
Finals Week (12/12-12/16)	Final Thoughts: Presentations <i>The final exam is scheduled for this class on 12/12 from 10:10-12:10 PM. Final presentations will be scheduled for this time. Your final paper is due on 12/15 by 5 PM.</i>

Readings

Note:

Subscripts following a citation indicate the intended day of the week that we will discuss each article or chapter in class (T=Tuesday, H=Thursday). For week 13, there is only one meeting day for the class and subscripts are not used. DSM readings apply to the entire week and should be read for Tuesdays.

Week 1:

Introduction to Psychopathology and the DSM-5-TR

DSM-5-TR– Introduction, pp. 5-20; Use of the Manual, pp. 21-28. _T
Halgin text—Chapter 1, The Therapeutic Process, pp. 1-6 _H

Frances, A. (2014). ICD, DSM, and the Tower of Babel. *Australian & New Zealand Journal of Psychiatry*, 48(4), 371-377. <https://doi.org/10.1177/0004867414526792> _H

Hays, P. A. (2008). Making sense and moving on: Culturally responsive diagnosis and the DSM-IV-TR. In P. A. Hays (Ed.), *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy, 2nd ed.* (pp. 153-172). Washington, DC: APA. H

Widiger, T. A., & Crego, C. (2018). Diagnosis and classification of psychopathology. In J. N. Butcher and J. M. Hooley (Eds.), *APA Handbook of Psychopathology: Understanding, Assessing, and Treating Adult Mental Disorders* (pp. 41-64). Washington, DC: APA. <http://dx.doi.org/10.1037/0000064-003>. H

Week 2:

The Development of the DSM-5-TR

Read the highlights of changes to DSM-5-TR from APA.org

https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA_DSM_Changes_from_DSM-IV-TR_to_DSM-5.pdf T

Blashfield, R. K., Keeley, J. W., Flanagan, E. H., & Miles, S. R. (2014). The cycle of classification: DSM-I through DSM-5. *Annual Review of Clinical Psychology, 10*, 25-51. <https://doi.org/10.1146/annurev-clinpsy-032813-153639> H

Cherry, A. S., Jacobs, N. J., Thornberry, T. S., & Gillaspay, S. R. (2015). Psychopathology and use of the Diagnostic and Statistical Manual of Mental Disorders. In J. R. Matthews & C. E. Walker (Eds.), *Your Practicum in Psychology: A Guide for Maximizing Knowledge and Competence, 2nd Ed.* (pp. 75-XX). Washington, DC: APA. <http://dx.doi.org/10.1037/14672-005>. T

Zachar, P., & Kendler, K. S. (2017). The philosophy of nosology. *Annual Review of Clinical Psychology, 13*, 49-71. <https://doi.org/10.1146/annurev-clinpsy-032816-045020> H

Week 3:

The Construct of "Disorder" and Stigma

Adam, D. (2013). On the spectrum. *Nature, 496*, 416-428. T

Wright, A. G. C., & Woods, W. C. (2020). Personalized models of psychopathology. *Annual Review of Clinical Psychology, 16*, 49-74. <https://doi.org/10.1146/annurev-clinpsy-102419-125032>. H

Levy, B., Celen-Demirtas, S., Surguladze, T., & Sweenehy, K.K. (2014). Stigma and discrimination: A socio-cultural etiology of mental illness. *The Humanistic Psychologist, 42*, 199-214. H

Vander Stoep, A., & Link, B. (1998). Social class, ethnicity, and mental illness: The importance of being more than earnest. *American Journal of Public Health, 88*, 1396-1402. T

Week 4:

Epidemiology and Comorbidity

- Kessler, R. C., Berglund, P. A., Bruce, M. L., et al. (2001). The prevalence and correlates of untreated serious mental illness. *Health Services Research, 36*, 987-1007. H
- Miller, G. A., & Rockstroh, B. (2013). Endophenotypes in psychopathology research: Where do we stand? *Annual Review of Clinical Psychology, 9*, 177-213. H
- Kessler, R. C., Demler, O., Frank, R. G., et al. (2005). Prevalence and treatment of mental disorders, 1990 to 2003. *New England Journal of Medicine, 352*, 2515-2523. T
- Kilpatrick, D. G., Ruggiero, K. J., Acierno, R., et al. (2003). Violence and risk of PTSD, major depression, substance abuse/dependence, and comorbidity: Results from the national survey of adolescents. *Journal of Consulting and Clinical Psychology, 71*, 692-700. T
- Narrow, W. E., Rae, D. S., Robins, L. N., & Regier, D. A. (2002). Revised prevalence estimates of mental disorders in the United States. *Archives of General Psychiatry, 59*, 115-123. T

Week 5:

Mood Disorders: Unipolar

DSM-5-TR – pp. 177-214

Chapter 11, Halgin Text (Flora) T

- Cuijpers, P., Karyotaki, E., de Wit, L., & Ebert, D. D. (2019): The effects of fifteen evidence-supported therapies for adult depression: A meta-analytic review, *Psychotherapy Research*, DOI: 10.1080/10503307.2019.1649732. H
- Hollon, S. D., Thase, M. E., & Markowitz, J. C. (2002). Treatment and prevention of depression. *Psychological Science in the Public Interest, 3*, 39-77. H
- Nolen-Hoeksema, S. (2012). Emotion regulation and psychopathology: The role of gender. *Annual Review of Clinical Psychology, 8*, 161-187. [Affective basis of behavior content] T
- Ryder, A. G., Yang, J., Zhu, X., et al. (2008). The cultural shaping of depression: Somatic symptoms in China, psychological symptoms in North America? *Journal of Abnormal Psychology, 117*, 300-313. T

Week 6:

Mood Disorders: Bipolar

DSM-5-TR – pp. 139-175

Chapter 10, Halgin Text (Irene) H

- Alloy, L. B., & Abramson, L. Y. (2010). The role of the behavioral approach system (BAS) in bipolar spectrum disorders. *Current Directions in Psychological Science, 19*, 189-194. H

Mansell, W., & Pedley, R. (2008). The ascent into mania: A review of psychological processes associated with the development of manic symptoms. *Clinical Psychology Review, 28*, 494-520. T

Phillips, M. L., & Kupfer, D. J. (2013). Bipolar disorder diagnosis: Challenges and future directions. *The Lancet, 381*, 1663-1671. T

Severus, E., Schaaff, N., & Möller, H. (2012). State of the art: Treatment of bipolar disorders. *CNS Neurosciences & Therapeutics, 18*, 214-218. H

Tyrer, S. (2006). What does history teach us about factors associated with relapse in bipolar affective disorder? *Journal of Psychopharmacology, 20*(Suppl. 2), 4-11. T

Week 7:

Anxiety Disorders: Panic, Agoraphobia, Specific Phobias, Generalized Anxiety Disorder, & Social Anxiety Disorder

DSM-5-TR – pp. 215-261

Chapter 4, Halgin Text (Eric) T

Barlow, D. H. (2002). The experience of anxiety: Shadow of intelligence or specter of death? In *Anxiety and its disorders: The nature and treatment of anxiety and panic, 2nd Ed.* (pp. 1-36). New York: Guilford. T

Hope, D. A., Heimberg, R. G., Juster, H. R., & Turk, C. L. (2000). *Managing social anxiety: A cognitive-behavioral therapy approach* (pp. 29-42). The Psychological Corporation. H

Morrison, A. S., & Heimberg, R. G. (2013). Social anxiety and social anxiety disorder. *Annual Review of Clinical Psychology, 9*, 249-274. H

Ruscio, A. M., Chiu, W. T., Roy-Byrne, P., Stang, P. E., Stein, D. J., Wittchen, H, et al. (2007). Broadening the definition of generalized anxiety disorder: Effects on prevalence and associations with other disorders in the National Comorbidity Survey Replication. *Journal of Anxiety Disorders, 21*, 662-676.

T

Week 8:

Obsessive-Compulsive and Related Disorders; Trauma & Stressor-Related Disorders

DSM-5-TR– pp. 263-328

Halgin Text: Chapter 5 (Judy) M and Chapter 6 (Sheila and Karen) H

Abramowitz, J. S., Franklin, M. E., & Cahill, S. P. (2003). Approaches to common obstacles in the exposure-based treatment of obsessive-compulsive disorder. *Cognitive and Behavioral Practice, 10*, 14-22. T

Brewin, C. R., Andrews, B., & Valentine, J. D. (2000). Meta-analysis of risk factors for posttraumatic stress disorder in trauma-exposed adults. *Journal of Consulting and Clinical Psychology, 68*, 748-766. ^H

McNally, R. J., Robinaugh, D. J., Wy, G. W. Y., Wang, L., Deserno, M. K., & Borsboom, D. (2015). Mental disorders as causal systems: A network approach to posttraumatic stress disorder. *Clinical Psychological Science, 3*, 836-849. ^T

Rodrigues, C. S., & Renshaw, K. D. (2010). Associations of coping processes with posttraumatic stress disorder symptoms in national guard/reserve service members deployed during the OEF-OIF era. *Journal of Anxiety Disorders, 24*, 694-699. ^H

Sanders, J., Whitty, P., Murray, D., & Devitt, P. (2006). Delusions or obsessions: The same only different? *Psychopathology, 39*, 45-48. ^T

Week 9:

Schizophrenia Spectrum and Other Psychotic Disorders

DSM-5-TR– pp. 101-138

Chapter 13, Halgin text (Jeff) ^T

Aleman, A., & Larøi, F. (2008). The phenomenology of hallucinations. In A. Aleman & F. Larøi (Eds.), *Hallucinations: The science of idiosyncratic perception* (pp. 25-32). Washington, DC: APA. ^T

Culbreth, A. J., Barch, D. M., & Moran, E. K. (2021). An ecological examination of loneliness and social functioning in people with schizophrenia. *Journal of Abnormal Psychology, 130*, 899-908. <https://doi.org/10.1037/abn0000706>. ^H [Affective basis of behavior content]

Mueser, K. T., Deavers, F., Penn, D. L., & Cassisi, J. E. (2013). Psychosocial treatments for schizophrenia. *Annual Review of Clinical Psychology, 9*, 465-497. ^H

Tarrier, N., & Taylor, R. (2014). Schizophrenia and other psychotic disorders. In D. Barlow (Ed.), *Clinical handbook of psychological disorders, A step-by-step treatment manual, Fifth Edition* (pp. 502-532). New York, NY: Guilford Press. ^T

Week 10:

Substance-Related and Addictive Disorders: Etiology and Epidemiology

DSM-5-TR– pp. 543-665

Chapter 16, Halgin Text (John) ^T

Arterberry, B. J., Boyd, C. J., West, B. T., Schepis, T. S., & McCabe, S. E. (2019): DSM-5 substance use disorders among college-age young adults in the United States: Prevalence, remission and treatment, *Journal of American College Health*, DOI: 10.1080/07448481.2019.1590368. ^H

Boness, C. L., Watts, A. L., Moeller, K. N., & Sher, K. (2021). The etiologic, theory-based, ontogenetic hierarchical framework of alcohol use disorder: A translational systematic review of reviews. *Psychological Bulletin*, *147*, 1075-1123. <https://doi.org/10.1037/bul0000333>. H

McLellan, A. T., Lewis, D. C., O'Brien, C. P., & Kleber, H. D. (2000). Drug dependence, a chronic medical illness. *Journal of the American Medical Association*, *284*, 1689-1695. T

Nathan, P. E., Conrad, M., & Skinstad, A. H. (2016). History of the concept of addiction. *Annual Review of Clinical Psychology*, *12*, 29-51. T

Week 11:

Substance-Related and Addictive Disorders: Treatment; Dissociative Disorders

DSM-5-TR– pp. 371-397

Halgin text: Chapter 7 (Joe) H

Drake, R. E., O'Neal, E. L., & Wallach, M. A. (2008). A systematic review of psychosocial research on psychosocial interventions for people with co-occurring severe mental and substance use disorders. *Journal of Substance Abuse Treatment*, *34*, 123-138. H

Spiegel, D., Lewis-Fernandez, R., Lanius, R., Vermetten, E., Simeon, D., & Friedman, M. (2013). Dissociative disorders in DSM-5. *Annual Review of Clinical Psychology*, *9*, 299-326. H

Stull, S. W., Panlilio, L. V., Moran, L. M., Schroeder, J. R., Bertz, J. W., Epstein, D. H., . . . Phillips, K. A. (2019). The chippers, the quitters, and the highly symptomatic: A 12-month longitudinal study of DSM-5 opioid- and cocaine-use problems in a community sample. *Addictive Behaviors*, *96*, 183-191. T

Miller, W. R., Yahne, C. E., & Tonigan, J. S. (2003). Motivational interviewing in drug abuse services: A randomized trial. *Journal of Consulting and Clinical Psychology*, *71*, 754-763. T

Vitkus, J. (1999). Opioid dependence: Residential treatment. In *Casebook in abnormal psychology, fourth edition* (pp. 119-138). Boston: McGraw-Hill. T

Xie, H., Drake, R. E., McHugo, G. J., Xie, L., & Mohandas, A. (2010). The 10-year course of remission, abstinence, and recovery in dual diagnosis. *Journal of Substance Abuse Treatment*, *39*, 132-140. T

Week 12:

Eating Disorders

DSM-5-TR– pp. 329-348, 371-397

Halgin text: Chapter 17 (Sally) T

Burke, N. L., Schaefer, L. M., Hazzard, V. M., & Rodgers, R. F. (2020). Where identities converge: The importance of intersectionality in eating disorders research. *International Journal of Eating Disorders*, 53, 1605-1609. DOI:10.1002/eat.23371. H

Cooper, Z., & Murphy, R. (2021). Eating disorders: A transdiagnostic protocol. In D. Barlow (Ed.), *Clinical handbook of psychological disorders, A step-by-step treatment manual, Sixth Edition* (pp. 705-741.) New York, NY: Guilford Press. <http://ebookcentral.proquest.com/lib/upenn-ebooks/detail.action?docID=6637368>. H

Culbert, K. M., Racine, S. E., & Klump, K. L. (2015). Research review: What we have learned about the causes of eating disorders – a synthesis of sociocultural, psychological, and biological research. *Journal of Child Psychology and Psychiatry*, 56(11), 1141-1164. DOI:10.1111/jcpp.12441. T

Muratore, A. F., & Attia, E. (2021). Current therapeutic approaches to anorexia nervosa: State of the art. *Clinical Therapeutics*, 43, 85-94. <https://doi.org/10.1016/j.clinthera.2020.11.006>. H

Perez, M., Perko, V., Yu, K. Y., Hernández, J. C., Ohrt, T. K., & Stadheim, J. (2021). Identifying central symptoms of eating disorders among ethnic and racial minority women. *Journal of Abnormal Psychology*, 130, 748-760. <https://doi.org/10.1037/abn0000695>. T

Week 13:

Personality Disorders Part I

DSM-5-TR– pp. 733-778

Halgin Text: Chapter 3 (Murray) and Chapter 2 (Ann)

Clark, L. A., & Watson, D. (2022). The trait model of the DSM-5 alternative model of personality disorder (AMPD): A structural review. *Personality Disorders: Theory, Research, and Treatment*, 13(4), 328-336. <https://doi.org/10.1037/per0000568>.

Neacsiu, A. D. & Linehan, M. M. (2014). Borderline personality disorder. In D. Barlow (Ed.), *Clinical handbook of psychological disorders, A step-by-step treatment manual, Fifth Edition* (pp. 394-461). New York, NY: Guilford Press.

Week 14:

Personality Disorders Part II and Emotion Regulation

Mullins-Sweatt, S. N., Hopwood, C. J., Chmielewski, M., Meyer, N. A., Min, J., Helle, A. C., & Walgren, M. D. (2019). Treatment of personality pathology through the lens of the hierarchical taxonomy of psychopathology: Developing a research agenda. *Personality and Mental Health*. doi:10.1002/pmh. H

Sheppes, G., Suri, G., & Gross, J. J. (2015). Emotion regulation and psychopathology. *Annual Review of Clinical Psychology*, 11, 379-405. [Affective basis of behavior content] H

Sleep, C., Lynam, D. R., & Miller, J. D. (2020). Personality impairment in the DSM-5 and ICD-11: Current standing and limitations. *Current Opinions in Psychiatry*, 34, 39-43.
DOI:10.1097/YCO.0000000000000657. †

Widiger, T. A., & Oltmanns, J. R. (2021). Personality and personality disorder. In O. P. John & R. W. Robins (Eds.), *Handbook of Personality: Theory and Research, Fourth Edition* (pp. 755-772). New York, NY: Guilford Press. †

Week 15:

Somatic Symptom & Related Disorders; Sexual Dysfunctions and Gender Dysphoria; Disruptive, Impulse-Control, and Conduct Disorders, Neurocognitive Disorders

DSM-5-TR – pp. 349-370 †, 477-520 _H, 685-705 _H, 521-542 _H, 667-732 _H

Halgin Text: Chapter 9 (Ernie) _H

Zucker, K. J. (2019). Adolescents with gender dysphoria: Reflections on some contemporary clinical and research issues. *Archives of Sexual Behavior*. doi:<https://doi.org/10.1007/s10508-019-01518-8>. _H

Jacobson, A. M. (2001). Medically unexplained symptoms. In Jacobson, J. L., & Jacobson, A. M., *Psychiatric Secrets, Second Edition*, NY: Lippincott. †

Moder, C., & Kleinplatz, P. J. (2020). Conceptualization, history, and future of the paraphilias. *Annual Review of Clinical Psychology*, 16, 379-399. <https://doi.org/10.1146/annurev-clinpsy-050718-095548>. _H

Rief, W., & Martin, A. (2014). How to use the new DSM-5 somatic symptom disorder diagnosis in research and practice: A critical evaluation and a proposal for modifications. *Annual Review of Clinical Psychology*, 10, 339-367. †

Finals Week: Class presentations