

GCN504.OA: Psychopathology

Fall 2021

Wednesdays 7:00 PM – 9:00 PM 09/08/2021 to 12/15/2021

(10) Synchronous Classes: 9/08, 9/15, 09/29, 10/06, 10/20, 10/27, 11/10, 11/17, 12/1, 12/8

(4) Asynchronous Classes: 9/22, 10/13, 11/3, 12/15

COURSE CORE FACULTY: DR ANNA FLORES LOCKE
COURSE INSTRUCTOR: MICHELE HERNANDEZ, MA, LPC, NCC, ACS, ADJUNCT PROFESSOR
CONTACT INFORMATION: Email: michele.hernandez@nyack.edu (Best),
Phone: (917) 757-3047 (Text first)
APPOINTMENT INFORMATION: Office: Telephone or Google Meet
(I am flexible, please text me for appt and link)
Virtual Office Hours: Wednesdays 10am -12am

Online Synchronous Class Session Method:

The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon in the upper right-hand corner when in your Nyack Gmail account and select Calendar). Additionally, it can be launched by typing the link below into the URL in your Chrome address bar:

GCN504.OA Psychopathology: Wednesday, September 8 • 7:00 – 9:00pm

Google Meet Joining Info

Video call link: <https://meet.google.com/ekf-unus-wtr>

Or dial: (US) +1 413-591-4102 PIN: 828 672 573#

REQUIRED TEXTS:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Edition). Washington, DC: Author. ISBN: 978-0-89042-555-8

Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology: An integrative approach* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. ISBN-13: 978-1305950443

Read all handouts distributed by the professor throughout the course

Suggested Texts:

Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (4th Ed.). New York: Guilford Press.

Weisz, J. R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.

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ADDITIONAL RESOURCES:

- 1) Download an electronic copy of the "2014 ACA Code of Ethics" onto your tablet and/or lap-top computer:
<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>
- 2) American Psychological Association (APA). (2010). *Publication manual of the American psychological Association* (6th ed.). American Psychological Association: Wash DC.
- 3) Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- 4) Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.

Texts can be purchased:

- 1) Via Barnes and Noble online Bookstore
- 2) https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=2868&url=nyackcollege.htm

CATALOG COURSE DESCRIPTION

An overview of the major theories, concepts, issues, and data of psychopathology, including an introduction to the official diagnostic nomenclature. Offered fall. *Note: an elementary (undergraduate) course in Abnormal Psychology is required prior to taking this course.* (3 credits)

BENCHMARK POLICY:

The following explains the program's Benchmark policy per CACREP requirements. This course is part of the Benchmark A courses, meaning that students must earn a minimum average, cumulative grade of B (3.0) in these 3 courses: GCN 522, GCN 504, GCN 603 (Foundations; Psychopathology; Human Growth).

1. Benchmarks A and B will be measured using the final grades posted in the student's portal for the three courses in that Bench Mark. A minimum, average cumulative **GPA of 3.0** or better in the 3 courses must be achieved; otherwise, the student will need to follow the remediation plan indicated in #2 below. Each student should monitor the final grades in the six courses, as the cumulative GPA for each will not be calculated until all three courses in that benchmark are completed. However, if a student achieves below a B in one of the benchmark courses, that student should be on high alert: In order to achieve the cumulative GPA of 3.0 benchmark, that student will need to earn a B+ or better in one of the other two courses to offset the below-B grade.
2. The remediation plan when a student does not achieve benchmark A or B is as follows: Students will need to meet with their advisor, and they will be required to complete a make-up assignment to demonstrate that they can achieve a B or better in the benchmark course(s) that pulled the students' average, cumulative benchmark GPA below 3.0. That assignment will be due within 30 days from the end of the semester when the student completed the last course in that bench mark.
Note: Students' official transcript grade will not be changed by the make-up assignment(s). Instead, successfully completing the make-up assignment(s) is required to demonstrate that the student has met the benchmark.

Nyack College AGSC-MHC Student Academic Tracking Sheet (link below);

https://www.nyack.edu/files/AGSC-MHC_StudentAcademicTrackingSheet.pdf

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STUDENT LEARNING GOALS:

This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Director, Alliance Graduate School of Counseling, Nyack College, Manhattan Campus.

Student Learning Goals:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. Students will be able to identify theories of abnormal personality development.	Class discussions; didactic teaching; quizzes	1/1.3, 1.4	(2016 CACREP Standards F.3.c.)
2. Students apply the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Case studies, final exam, quizzes	1/1.1; 4	(CMHC Standard 2.d)
3. Students will be able to integrate faith and the practice of mental health to the care of clients in light of various diversities.	Discussions, final exam	3	
4. Students will demonstrate that they can recognize the impact of biological and neurological mechanisms on mental health	Case studies, Final exam, quizzes	1/1.2	(CMHC Standard 2.g)

The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). Attainment of goals is evaluated by the identified assignments.

*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

ASSESSMENT RESULTS

The College of Graduate and Professional Studies - Alliance Graduate School of Counseling may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

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ASSIGNMENT DESCRIPTIONS: overall grade for the course is determined by the following criteria:

1. Participation and Attendance:

Major methods of learning in this class are discussion, group exercises, and practicing assessment and diagnostic skills, with seven two-hour synchronous meetings on Wednesdays (7:00 – 9:00 p.m. EST). Before Wednesday's meeting, PowerPoints, assignments, and/or chapter reading must be reviewed and completed. The time together will be used for discussion, presentations, small group exercises, etc. Therefore, everyone's attendance and participation are necessary. One excused absence (need to send an email to the Instructor before class on the reasons for the absence) during the course will be permitted (there will be a loss of points). However, the second absence will constitute a considerably lower grade and a third absence will constitute excessive absences and a non-passing grade. If the computer you are using does not have a working internal or external microphone, at all times, by the first synchronous session you will need to drop this course.

2. Discussion Questions (5):

The purpose of this activity is to have each student be a part of the discussion for the specific weekly assignment/chapters. There will be five (5) discussion questions. Each post is involved and requires time and effort to be thorough. It is your post that displays significant importance, value, validity, solidity and independence of thought. It directly addresses the question and does not "go off in other topic directions." **The minimum required word count is 150-200 words and applies to all discussion question primary responses and your peer responses that are graded for participation.** Quotes and references to course materials are required as the discussion post is meant to demonstrate your application of the reading materials and to allow other students to learn by your example.

Students are also required to respond to two other students' posts for the full points. After you have posted your initial response, you will then be required to respond to two other classmates' responses as well. However, when I say respond to two other classmates, phrases such as, "That's true" or "I agree" will not be acceptable responses. You must defend your answers. Provide details and/or evidence of why you choose to respond the way you did. If you disagree, tell us why and how you developed this standpoint, feel free to incorporate information from the book, lecture and/or life experience to prove your point.

3. Weekly Online Quizzes (9)

There will be 9 quizzes in total (as per the course calendar). **The quiz is open book and notes. Once you begin the quiz, you will have 50 minutes to complete it.** If a student misses the window to take a quiz, there will be NO time extensions or make-ups.

4. Case Presentations and Case Reports: In order to practice clinical conversations related to psychopathology in counseling, you will be assigned a client with a specific disorder. Pretend this is your client, you will present this case to the class and complete four case study assignments applying the course content to this case.

- i. **Case Report # 1:** Description of the symptoms of the disorder as well as any theories explaining what may cause the disorder
- ii. **Case Report # 2:** Research on demographics of the clinical population with the disorder – including data relating to gender, race, culture, age of diagnosis, etc.

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- iii. **Case Report # 3:** Strategies used to treat the disorder
- iv. **Case Report # 4:** Outcome Research - Does research support the use of these strategies? What are the evidence-based strategies/interventions for treatment of this disorder? What are the results of any meta-analysis studies? Are these treatments found to be effective with specific populations (if so, which ones)? Are their populations for which any treatment is not recommended?

Note: Case Reports # 2 and # 3 can come from DSM 5 and/or text chapters. Case Report # 4 must come from journal articles or chapters from books on evidence-based strategies (HINT - your text is a great starting point and includes references that may also be helpful.) *Don't use websites unless pre-approved by instructor. Do not use dictionaries, encyclopedias, or Wikipedia.*

Style: The paper should be written and documented in the style of the American Psychological Association Publication Manual, 7th Ed. A copy of this is available in the reference section of our campus library. All parts of the paper should be double-spaced.

Examples of Acceptable Journal Titles:

Adultspan Journal
Counselor Education and Supervision
Journal of Abnormal Psychology
Journal of Abnormal Child Psychology
Journal of Clinical Psychology
Journal of College Counseling
Journal of Counseling and Development
Journal of Behavior
Journal of Counseling Psychology
Journal of Multicultural Counseling and Development
Journal of Substance Abuse
Journal of Addiction
The Journal of Addictions and Offender Counseling
Measurement and Evaluation in Counseling and Development

***if you have any doubts please feel free to contact me regarding a source**

5. Final exam – Diagnostic Summary (Video with PowerPoint of 5 – 7 slides):

The purpose of this assignment is to accustom the student to synthesizing diagnostic criteria to actual symptoms as presented by theoretical clients. Students will record themselves presenting their PowerPoint presentation providing the diagnostic summary.

Students will complete a Diagnostic Summary on their client focusing on cardinal features, differential diagnoses and etiological issues. This requirement will measure the student's ability to appropriately conceptualize a client's presenting problems and psychosocial history (use of the DSM 5 necessary). The Diagnostic Summary consists of giving a DSM V diagnosis, explain the evidence for this diagnosis, and provide a treatment plan.

For the case provided, students will need to:

1. Identify the cardinal diagnostic spectrum.
2. Provide a rationale as to what makes the cardinal features essential for this client.

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3. Discuss differential diagnoses. That is, what other diagnoses might the client have been given? What makes your diagnoses right on target? Please discuss the time issues, duration of disorder and essential characteristics of the client that moved you to diagnoses as you did.

Grading will be based on:

- ❖ Determination of cardinal diagnostic features and differential diagnostic clarity
- ❖ Completion of the requirements based on the above criteria
- ❖ Presentation ability (user-friendly)
- ❖ Citing any sources used, in APA style

*****Please be sure the file name of the assignment includes your name.***

GRADING COMPOSITION AND SCALE:

- Class Participation 5 %
- Online Discussion Questions (5) 20 %
- Online Quizzes (9) 35 %
- Case Studies (4) 30 %
- Final Exam 10%

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

Care should be taken to perform at one's best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

Incomplete (requires a written request from the student that is approved by the professor and the dean, and is submitted to the registrar's office no later than 7 days prior to the last day of class). To request an extension, students must use the Extension/Incomplete Grade Request form found at: http://www.nyack.edu/files/GRAD_EXTENSION_REQUEST.pdf **A student may withdraw from a course or courses until 75% of seat time has been completed. A grade of "WD" will be entered into the student's permanent record. Last day to withdraw for this course is November 13th, 2021.**

CARNEGIE UNIT ACCOUNTABILITY

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of

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Course Outline & Schedule

All dates and times are listed in Eastern Standard Time (EST). **Again, for this course, all 14 weeks will be open and available on E360 as of 08/25/2021.**

COURSE WORK will be available in e360 at least one week (Monday) before the synchronous meeting for you to review and complete assignments. Students must adhere to the due dates listed below and E360 (they may be completed BEFORE, but NOT AFTER a due date).

	Homework Hours
I. Required Reading	25
II. Studying for exams/quizzes	25
III. Research for Writing Assignments	20
IV. Writing Assignments (DB, Disorder paper, Cases and Final Case, Journal Reviews)	30
Other Assignments (Group Presentation, Weekly Ppt.)	25
Total Homework Hours	125

WEEK 1	OVERVIEW
Wednesday 09/08/2021 Synchronous Online Meeting Lecture	INTRODUCTION Syllabus Review
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Syllabus (Due: 09/08); Barlow & Durand - Ch. 1 (Due: 09/08) and Ch. 2 (Due: 09/08) <i>DSM 5 Structural, Philosophical, & Major Diagnostic Changes Article (Resources)</i> ONLINE ASSIGN: Quiz 1 on Chs. 1 & 2 (Due: 09/11)
WEEK 2	OVERVIEW
Wednesday 09/15/2021 Synchronous Online Meeting Lecture	Assessment and Diagnosis
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Barlow & Durham - Ch. 3 (Due: 09/15); Review the DSM 5 ONLINE ASSIGN: DQ 1 (Due: 09/18); In class case assignments for presentations
WEEK 3	OVERVIEW
Wednesday 09/22/2021 Asynchronous Online Meeting Lecture	Research Methods
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Barlow & Durham - Ch 4 (Due: 09/22) Review the DSM 5 ONLINE ASSIGN: Quiz 2 on Chs. 3 & 4 (Due: 09/25);
WEEK 4	OVERVIEW
Wednesday 09/29/2021 Synchronous Online Meeting Lecture	ANXIETY, TRAUMA-STRESS RELATED, & OBSESSIVE-COMPULSIVE DISORDERS
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Barlow & Durham (Ch 5); (Due: 09/29) Review the DSM 5 - Anxiety Disorders ONLINE ASSIGN: Quiz 3 on Ch. 5 (Due: 10/02); DQ 2 (Due: 10/02)
WEEK 5	OVERVIEW
Wednesday 10/06/2021 Synchronous Online Meeting Lecture	SOMATIC SYMPTOM AND RELATED DISORDERS; DISSOCIATIVE DISORDERS
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Barlow & Durham (Ch 6) (Due: 10/06) Review the DSM 5 - Somatic & Dissociative Disorders <i>Psychopharmacology Handout (Resources)</i> ONLINE ASSIGN: Quiz 4 on Ch. 6 (Due: 10/09)
WEEK 6	OVERVIEW
Wednesday	MOOD DISORDERS AND SUICIDE

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10/13/2021 Asynchronous Online Meeting Lecture	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS READ: Barlow & Durham - Ch 7 (Due 10/13); Review the DSM 5 - Mood Disorders <i>Mood & Psychopharmacology Article (Resources)</i> ONLINE ASSIGN: Quiz 5 on Ch 7 (Due: 10/16)
WEEK 7	OVERVIEW
Wednesday 10/20/2021 Synchronous Online Meeting Lecture	EATING AND SLEEP-WAKE DISORDERS ACTIVITIES, ASSIGNMENTS AND/OR EXAMS READ: Barlow & Durham - Ch 8 (Due: 10/20); Review the DSM 5 - Eating Disorders ONLINE ASSIGN: Quiz 6 on Ch 8 (Due: 10/23); Case #1 (Due: 10/23)
WEEK 8	OVERVIEW
Wednesday 10/27/2021 Synchronous Online Meeting Lecture	PHYSICAL DISORDERS & HEALTH PSYCHOLOGY ACTIVITIES, ASSIGNMENTS AND/OR EXAMS READ: Barlow & Durham - Ch 9 (Due: 10/27); Review the DSM 5 - Physical Disorder ONLINE ASSIGN: DQ 5 (Due: 10/30)
WEEK 9	OVERVIEW
Wednesday 11/03/2021 Asynchronous Online Meeting Lecture	SEXUAL DYSFUNCTIONS, PARAPHILIC DISORDERS, AND GENDER DYSPHORIA ACTIVITIES, ASSIGNMENTS AND/OR EXAMS READ: Barlow & Durham - Ch 10 (Due: 11/03); Review the DSM 5 - Sexual Disorders ONLINE ASSIGN : Quiz 7 on Ch. 10 (Due: 11/06); Case # 2 (Due: 11/06)
WEEK 10	OVERVIEW
Wednesday 11/10/2021 Synchronous Online Meeting Lecture	SUBSTANCE-RELATED & ADDICTIVE DISORDERS; IMPULSE CONTROL DISORDERS ACTIVITIES, ASSIGNMENTS AND/OR EXAMS READ: Barlow & Durham - Ch 11 (Due: 11/10); Review the DSM 5 - Addictions ONLINE ASSIGN: Quiz 8 on Ch 11 (Due: 11/13)
WEEK 11	OVERVIEW
Wednesday 11/17/2021 Synchronous Online Meeting Lecture	PERSONALITY DISORDERS ACTIVITIES, ASSIGNMENTS AND/OR EXAMS READ: Barlow & Durham - Ch 12 (Due: 11/17); Review the DSM 5 - Personality Disorders ONLINE ASSIGN: Case # 3 (Due: 11/20)
11/21-11/28	Thanksgiving Recess ~Happy Thanksgiving!
WEEK 12	OVERVIEW
Wednesday 12/01/2021 Synchronous Online Meeting Lecture	PSYCHOTIC DISORDERS ACTIVITIES, ASSIGNMENTS AND/OR EXAMS READ: Barlow & Durham - Ch 13 (Due: 12/01); Review the DSM 5 - Psychotic Disorders ONLINE ASSIGN: Quiz 9 (Due: 12/04); CASE #4 (Due: 12/04)

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WEEK 13	OVERVIEW
Wednesday 12/08/2021 Synchronous Online Meeting Lecture	NEURODEVELOPMENTAL DISORDERS & NEUROCOGNITIVE DISORDERS
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Barlow & Durham - Chs 14 and 15 (Due: 12/08); Review the DSM 5 - Neurodevelopmental Disorders ONLINE ASSIGN: DQ 7 (Due: 12/11)
WEEK 14	OVERVIEW
	MENTAL HEALTH SERVICES LEGAL & ETHICAL ISSUES
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Barlow & Durham - Ch 16 (Due: 12/15) ONLINE ASSIGN: Final Exam (Due: 12/15); Quiz 10 on Ch 16 (Due: 12/18)

COURSE POLICIES:

1. **Attendance:** One excused absence (need to send an email to the Instructor before class on the reasons for the absence) during the course will be permitted (there will be a loss of points). However, the second absence will constitute a considerably lower grade and a third absence will constitute excessive absences and a non-passing grade. If you leave class early, arrive late, miss class, etc. and miss more than 1 hour of synchronous time your grade will be reduced from an A to an A-, from an A- to a B+, from a B+ to a B, etc. for each additional 1 hour of synchronous time you miss.
2. **Late assignments** Employers will not accept late work. Therefore, in preparation for your future successful career, every effort must be made to submit work on time. A deduction of a letter grade (e.g., A to A-, B+ to B) will be made in the gradebook for each business day the assignment is late, regardless of work quality. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar's Office no later than the last day of the class.
3. **Style Guide** for written work: All papers are to be written in the APA format (7th Edition). All written assignments will be completed using the APA style (7th edition) and guidelines for notation guide. Templates will be on e360 for each written assignment.
4. **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook. Note that all submitted papers will be run through the Turnitin computer tool which is a leading academic plagiarism detector. This tool provides the professor with a detailed report precisely identifying the phrases / sentences from a student's paper that are taken word-for-word from other sources. **Please be careful: If you do not cite the sources from which you take blocks of wording (using the APA guidelines), then you are plagiarizing, and you will be subjected to the college's penalties described in the college catalog and student handbook.**
5. **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of class.

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6. **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment.
7. **Writing Center:** All Nyack students are expected to produce intellectually-based, Master's level writing assignments. Assignments will be methodically graded and grammar will be graded as well. If you are losing points on grammar and poor writing skills, you will be **strongly recommended** to seek assistance with pre-writing, drafting, revising, and editing written assignments in encouraging you to use the resources available through the Writing Center. The Center's services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>.
8. **Communication with Instructor:** Nyack College email (@nyack.edu) will be the primary mode of communication with students, unless specified otherwise. When students send an email to the professor, they should expect a response within 3 business days. For more urgent matters, please call the professor at the number specified on the first page of this syllabus. Online tests are automatically graded by the system, and the grades will be available in Gradebook either immediately or after every student has taken the test. Papers will be graded in Dropbox using a rubric, and grades should be available within 2 weeks of that assignment's due date. **When you email the professor, please indicate what class you are referencing. Please check your email regularly (both E360 and Nyack Gmail).**
9. **Confidentiality:** This course will help you learn about yourself. There may be times when you may share information about yourself and give and receive feedback to/from others in the class. In order to maximize this aspect of your training, strict confidentiality among your classmates must be respected at all times. With respect to any and all class discussions, **"What is said here, stays here!"**
10. **Withdrawal Date:** For this course, the **final withdrawal date is 11/13/2021**. Withdrawal requires signatures on the Registrar's Course Withdrawal form, and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.
11. **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.

SELECTED BIBLIOGRAPHY AND WEB RESOURCES:

National Alliance for the Mentally Ill

<http://www.nami.org/>

Links, membership information, and searchable indexes of mental disorders are all included on this site.

Glossary of DSM-5 Technical Terms

<http://quizlet.com/25508080/dsm-5-glossary-of-technical-terms-flash-cards/>

This website provides a glossary of terms and definitions of *DSM-5* technical terms.

Anxiety and Depression Association of America (ADAA)

<http://www.adaa.org/>

This is the official website of the Anxiety and Depression Association of America (ADAA). The ADAA promotes the prevention and cure of anxiety disorders and depression and works to improve the lives of all people who suffer from them.

Generalized Anxiety Disorder

<http://www.mentalhealth.com/home/dx/generalizedanxiety.html>

This page provides information specific to generalized anxiety disorder, including treatments, research references, books, magazine articles, and other related links.

Depression and Bipolar Support Alliance

<http://www.dbsalliance.org/>

Provides a number of links and resources related to mood disorders.

Academy for Eating Disorders

<http://www.aedweb.org/web/index.php>

The Academy for Eating Disorders is a multidisciplinary professional organization focused on anorexia nervosa, bulimia nervosa, binge-eating disorder, and related disorders. This site provides some useful links and information related to eating disorders and their treatment.

Center for Education and Drug Abuse Research (CEDAR)

<http://cedar.pharmacy.pitt.edu>

CEDAR serves to elucidate the factors contributing to the variation in the liability of drug abuse and determine the developmental pathways culminating in drug abuse outcome, normal outcome, and psychiatric/behavioral disorder outcome. CEDAR is based at the University of Pittsburgh.

Center for Autism and Related Disabilities

<http://www.albany.edu/psy/autism/autism.html>

This site provides a wealth of information related to research and treatment of autism.

CH.A.D.D. (Children and Adults with Attention-Deficit/Hyperactivity Disorder)

<http://www.chadd.org/>

CH.A.D.D. is a non-profit organization devoted to educating the public about attention deficit and hyperactivity disorders. This site includes information on the symptoms of ADHD, treatments, and CH.A.D.D. chapters throughout the country.

American Psychological Association (APA) Ethics Office

<http://www.apa.org/ethics/>

This is the official APA ethics website, with links to the ethical principles and code of conduct and related topics about ethical violations.