



COUN6301 Psychopathology: Diagnosis & Treatment
New Orleans Baptist Theological Seminary
Counseling Division
Spring 2023 (NOLA2U Live)
Course meets Jan-May 2023, Tuesdays, 12:30-3:20

Instructor: Katie Majeste, ThM, MA, LPC; Adjunct Instructor of Counseling

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Hours: By appointment

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

This course is designed as a comprehensive overview of mental disorders and treatments. Students will acquire a working knowledge of the DSM-5-TR classification system, the diagnostic categories, and the primary treatment options for the major mental disorders. Diagnostic techniques, etiology and pathogenesis, epidemiology, clinical course, and psychopharmacology are also examined. This course is a prerequisite for full admission to the counseling program, including the practicum and internship.

Syllabus Distribution

This syllabus will be made available via canvas one week prior to the first day of class. Due to regular semester updates, any version accessed prior to this date may contain inaccuracies.

Program Objectives:

#2. Upon successful completion of one of the master's programs in counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling.

#4. Upon successful completion of one of the master's programs in counseling, graduates should be able to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Key Performance Indicator	Learning Experiences	Assessments
2.F.1.a History and philosophy of the counseling profession and its specialty areas	<i>Instruction</i> Reading assignments, lectures, videos. <i>Reading</i> DSM-5-TR, <i>Abnormal Psychology in a Changing World, 10/e, Modern Psychopathologies, 2/e</i>	<i>Course Assignments</i> Midterm & Final Exams

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will examine the nomenclature, concepts, codes, and definitions intrinsic to the study of abnormal psychology. (2.F.1.a, 2.F.3.c, 2.F.3.e-g, 2.F.8.a)	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i> DSM-5-TR and Required Texts	<i>Course Assignments</i> Midterm Exam Final Exam
Students will acquire a working knowledge of the 16 major	<i>Instruction</i> Class lecture, video and discussion	<i>Course Assignments</i> Midterm Exam

diagnostic classifications and one additional "Other Conditions. . ." section of the DSM-5-TR.	<i>Readings</i> DSM-5-TR and Required Texts	Final Exam
Students will learn the primary diagnostic criteria for the major mental disorders. (2.F.3.c)	<i>Instruction</i> Class Lecture, video and discussion <i>Readings</i> DSM-5-TR and Required Text <i>Nevid, et al.</i>	<i>Course Assignments</i> Case Conceptualization Exercises Midterm Exam Final Exam
Students will acquire a general knowledge of the primary treatment options for the major mental disorders. (2.F.5.h,i)	<i>Instruction</i> Class lecture, video and discussion <i>Practice</i> Lethality Assessment <i>Readings</i> DSM-5-TR and Required Texts	<i>Course Assignments</i> Midterm Exam Final Exam
Students will appreciate how an understanding of abnormal psychology and modern-day psychiatry may complement the Christian counselor's efforts to minister to individuals and families touched by mental illness.	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i> Required Text <i>Yarhouse, et al.</i>	<i>Course Assignments</i> Midterm Exam Final Exam

Course Requirements and Evaluation of Grades

Assignment/Requirements & Description	Percentage	Due Date
Reading Quizzes Students will be given 6 Reading Quizzes throughout the semester. <i>All quizzes will be primarily multiple-choice. Although overlap will exist between lectures and reading, quizzes will primarily contain questions from the reading assignments. This is a fast-paced and academically demanding course. Students are strongly encouraged to stay current with the reading assignments.</i>	20%	Every other Tuesday (see course schedule for specific dates)
Case Conceptualization/Diagnosis Exercises Students will be presented with case scenarios and will work in small groups to properly assess the mental health issues in class.	15%	Every other Tuesday (see course schedule for specific dates)
Mid-Term Examination <i>The mid-term and final exams will contain questions from both reading and lecture. Midterm and Final exam will include discussion / diagnosis, short answer, listing, multiple choice, and matching.</i>	30%	See assignment schedule below
Final Examination <i>The mid-term and final exams will contain questions from both reading and lecture. Midterm and Final exam will include discussion / diagnosis, short answer, listing, multiple choice, and matching.</i>	35%	Per Catalog Tuesday, May 9

Course Teaching Methodology

The course will involve the following methodologies:

Lecture: this course is content rich and provides the foundational knowledge for interfacing with the mental health treatment community.

Video: Real examples of individuals with diagnoses and symptoms presented in class help students understand what mental disorders “look like.”

Discussion: Students will participate in discussions designed to enrich understanding and conceptualization of difficult content.

Textbooks

Required Textbooks

American Psychiatric Association. (2022) *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (5th ed., text rev.)*. (ISBN: 978-0890425763)

Nevid, Jeffery S., Spencer A. Rathus & Beverly Greene. (2017) *Abnormal Psychology in a Changing World, 10/e*. New Jersey: Prentice-Hall. (ISBN: 978-0134484921)

Yarhouse, Butman, & McRay. (2016). *Modern Psychopathologies: A Comprehensive Christian Appraisal/2e*. InterVarsity Press. (ISBN: 9780830828500)

Required Articles (distributed in class)

Captari, LE, Hook, JN, Hoyt, W, Davis, DE, McElroy-Heltzel, SE, Worthington, EL. Integrating clients’ religion and spirituality within psychotherapy: A comprehensive meta-analysis. *J Clin Psychol*. 2018; 74: 1938– 1951. <https://doi.org/10.1002/jclp.22681>

David M. Blankenship; Five Efficacious Treatments for Posttraumatic Stress Disorder: An Empirical Review. *Journal of Mental Health Counseling* 1 October 2017; 39 (4): 275–288. doi: <https://doi.org/10.17744/mehc.39.4.01>

Gallyer, AJ, Chu, C, Klein, KM, et al. Routinized categorization of suicide risk into actionable strata: Establishing the validity of an existing suicide risk assessment framework in an outpatient sample. *J Clin Psychol*. 2020; 1– 19. <https://doi.org/10.1002/jclp.22994>

Kucharska, J. Religiosity and the psychological outcomes of trauma: A systematic review of quantitative studies. *J. Clin. Psychol*. 2020; 76: 40– 58. <https://doi.org/10.1002/jclp.22867>

Thomas A. Field; Clinical Mental Health Counseling: A 40-Year Retrospective. *Journal of Mental Health Counseling* 1 January 2017; 39 (1): 1–11. doi: <https://doi.org/10.17744/mehc.39.1.01>

Siev, J, Rasmussen, J, Sullivan, ADW, Wilhelm, S. Clinical features of scrupulosity: Associated symptoms and comorbidity. *J Clin Psychol*. 2020; 1– 16. <https://doi.org/10.1002/jclp.23019>

Stefan, S., Cristea, I. A., Szentagotai Tatar, A., & David, D. (2019). Cognitive-behavioral therapy (CBT) for generalized anxiety disorder: Contrasting various CBT approaches in a randomized clinical trial. *Journal of Clinical Psychology*, 75(7), 1188–1202. <https://doi.org/10.1002/jclp.22779>

Optional Texts

Maxmen, J. S., Ward, N. G., & Kilgus, M. D. (2016). *Essential psychopathology and its treatment, 4th edition*. New York: W.W. Norton & Co. (ISBN: 9780393710649)

Paris, Joel. (2013) *The Intelligent Clinician's Guide to the DSM-5*. Oxford University Press, USA. (ISBN: 978-0199738175)

Preston, John, Mary Talaga, and John O'Neal. (2017) *Handbook of Clinical Psychopharmacology for Therapists*, 8th edition. Oakland: New Harbinger Press, Inc. (ISBN: 978-1626259256)

Evaluation of Grade

This course is graded according to seminary policy:

- A--93-100
- B--85-92*
- C--77-84
- D--70-76
- F--Below 70

**Students are required to pass this course with a grade of B or higher to apply for full program acceptance.*

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See "Absences" category in the website catalog at: <https://catalog.nobts.edu/generalinfo/academicpolicies>.)
3. Technical issues will not be considered a valid reason for missing a class session.

Additional Items and Class Policies

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the

professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Canvas for information specific to this course. Because Canvas is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through SelfServe. This service is used only in emergencies and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Canvas or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism and considers it a serious academic and ethical offense. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS *Student Handbook* for the definition, penalties, and policies associated with plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor’s Policy on Late Assignments

All work is due by 11:59 PM (Central Time Zone) on the due date listed in the syllabus. For this policy, “days” are calendar days from 12:00 AM to 11:59 PM. Work turned in one to seven days late will receive a 10% deduction; work turned in eight to fourteen days late will receive a 20% deduction; work will not be accepted after 14 days. No coursework will be accepted after the last final exam day of the semester as listed in the graduate catalog. In cases of extreme extenuating circumstances, students may appeal to the counseling department faculty for an exception to this policy by completing a form available from the Counseling Division Administrative Assistant.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Canvas Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments and are expected to demonstrate completion of readings through class discussion.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. www.NOBTS.edu/itc/- Email for general technical questions/support requests.
2. Selfserve@nobts.edu- Email technical questions/support requests with the Selfserve.nobts.edu or My.nobts.edu site (Access to online registration, financial account, online transcript, Faculty portal, etc.)
3. Canvas@nobts.edu Click on the "Help" button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to Canvas.nobts.edu / nobts.instructure.com.
4. Bluejeanshelpdesk@nobts.edu - Email technical questions/support requests with Bluejeans and NOBTS Bluejeans classrooms (On and Off-Campus).
5. TelephoneHelpDesk@nobts.edu- Email technical questions/support requests with the NOBTS Nextiva Phone system.
6. [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests. (Currently available Mon-Thurs 7:00am-9:00pm & Fri 7:00-7:00pm Central Time).

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the *Publication Manual of the American Psychological Association*.

Weekly Agenda and Reading Schedule

*indicates *DSM-5-TR* reading

+indicates *Abnormal Psychology in a Changing World, 10/e* reading

#indicates *Modern Psychopathologies: A Comprehensive Christian Appraisal/2e* reading

Important Note: Each reading assignment is to be completed *prior* to the Tuesday quizzes. The journal articles posted in the unit folders are required reading. Seven quizzes will be given on selected Tuesdays. The lowest quiz grade will be dropped before the student's final average is computed.

Bring your DSM-5-TR to class each day.

DATES	ASSIGNMENTS	READINGS
Jan 17		*xiii through 25, 817-831 +Chapters 1, 2, 3
Jan 24	Quiz on Ch. 1,2,3 (quizzes are administered on Canvas and will open at 3:30 PM on the assigned date)	#Ch. 1-3 Captari article Introduction, Methods of Research Contemporary Perspectives and Treatment, Nature vs. Nurture DSM-5-TR Classification and Assessment (Individuals, Couples, and Families)
Jan 31	Quiz on Ch. 13	* pages 31-86, 733-748
Feb 7	Conceptualization/Diagnosis Exercise 1	+Chapter 13 #Ch. 4, 7 Neurodevelopmental Disorders, Abnormal Behavior in Childhood, and Adolescence
Feb 14	Quiz on Ch. 11	*pages 87-122 +Chapter 11
		#Ch. 13 Field article Schizophrenia Spectrum Disorders The counselor and Interdisciplinary Community Care
Feb 21	MARDI GRAS	MARDI GRAS BREAK – NO CLASS MEETING
Feb 28	Conceptualization/Diagnosis Exercise 2	
Mar 7	Quiz on Ch. 7	*pages 123-188 +Chapter 7 #Ch. 9 Gallyer article Mood Disorders
Mar 14	SPRING BREAK	SPRING BREAK – NO CLASS MEETING
Mar 19-25	Mid-Term Exam	Midterm may be taken on Canvas on your own the week of March 19 th through 25 th .
Mar 21	Quiz on Ch. 4 & 5	*pages 189-290 +Chapters 4 and 5
Mar 28	Conceptualization/Diagnosis Exercise 3	#Ch. 5, 8 Blankenship article, Kucharska article, Siev article, Stefan article Anxiety Disorders, OCD, and related disorders Stress Related Disorders
Apr 4	Quiz on Ch. 6	*pages 291-328 + Chapter 6
Apr 11	Conceptualization/Diagnosis Exercise 4	#Ch. 10 Dissociative Disorders, Somatic Symptom and Related disorders
Apr 18	Quiz on Ch. 10	*451-461 + Chapter 10 # Ch 12 Sexuality and Gender
Apr 25	Conceptualization/Diagnosis Exercise 5	+ Chapter 15 # Ch 16 Psychopathology and the Law Sociocultural Foundations of Mental Illness
May 2	Quiz on Ch. 12	*pages 461-480, 645-684, 761-782 +Chapter 12 #Ch. 11 Personality Disorders
May 9	Final Exam	Final Exam is on Canvas, taken in class May 9 th from 1:00-3:00 PM

Although overlap will exist between lectures and reading, quizzes will primarily contain questions from the reading assignments. The mid-term and final exams will contain questions from both sources. All quizzes will be primarily multiple-choice. Midterm and Final exams will include discussion / diagnosis, short answer, listing, multiple choice, and matching. This is a fast-paced and academically demanding course.

Students are strongly encouraged to stay current with the reading assignments.

Selected Bibliography

Books

- Adler, Alfred. *Individual Psychology of Alfred Adler*. Totowa, N.J.: Rowman and Allanheld, 1973.
- American Psychiatric Association. (2013) *Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5)*. Washington, K.D.: A.P.A. (ISBN: 978-0890425558)
- Brennan, James F. *Readings in the History and Systems of Psychology*. Prentice Hall, 1997
- Erikson, Erik H. *Childhood and Society*. New York: W.W. Norton, 1963.
- Freud, Sigmund. *Introductory Lectures on Psychoanalysis*. N.Y.: W.W. Norton, 1966.
- Ginsburg, Herbert P. and Opper, Sylvia. *Piaget's Theory of Intellectual Development*. 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1988.
- Horney, Karen. *Our Inner Conflicts*. N.Y.: W.W. Norton, 1966.
- Hunt, Morton. *The Story of Psychology*. Rev. ed. N.Y.:Anchor, 2007.
- James, William. *The Varieties of Religious Experiences*. New York: The Modern Library, 1962.
- Jung, Carl G. *Memories, Dreams, Reflections*. N.Y.: Vintage Books, 1965.
- Maslow, Abraham H. *Motivation and Personality*, 3rd ed. N.Y.: Harper & Row, 1970.
- Millon, Theodore. *Toward a New Personology*. N.Y.: Wiley & Sons, 1990.
- Morrison, James. (2014) *DSM-V Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford Press. (ISBN: 978-1462514427)
- Nevid, Jeffery S., Spencer A. Rathus & Beverly Greene. (2017) *Abnormal Psychology in a Changing World, 10/e*. New Jersey: Prentice-Hall. (ISBN: 978-0134484921)
- Preston, John, Mary Talaga, and John O'Neal. (2017) *Handbook of Clinical Psychopharmacology for Therapists*, 8th edition. Oakland: New Harbinger Press, Inc. (ISBN: 978-1626259256)
- Sullivan, Harry Stack. *The Interpersonal Theory of Psychiatry*. N.Y.: W.W. Norton, 1953.
- Yarhouse, Butman, & McRay. *Modern Psychopathologies: A Comprehensive Christian Appraisal/2e*. InterVarsity Press. 2016. (ISBN: 9780830828500)

Articles

- Bell, C. A., Sandage, S. J., Morgan, T. D., & Hauge, D. J. (2017). Relational spirituality, humility, and commitments to social justice and intercultural competence. *Journal of Psychology and Christianity*, 36(3), 210–221.
- Blankenship, D. M. (2017). Five efficacious treatments for posttraumatic stress disorder: An empirical review. *Journal of Mental Health Counseling*, 39(4), 275–288. <https://doi.org/10.17744/mehc.39.4.01>
- Buser, J. K., Buser, T. J., & Rutt, C. C. (2017). Nonsuicidal self-injury and spiritual/religious coping. *Journal of Mental Health Counseling*, 39(2), 132–148. <https://doi.org/10.17744/mehc.39.2.04>
- Buser, J. K., & McLaughlin, R. P. (2019). Narrative analysis of body dissatisfaction and spirituality. *Journal of Mental Health Counseling*, 41(1), 36–50. <https://doi.org/10.17744/mehc.41.1.04>
- Captari, L. E., Hook, J. N., Hoyt, W., Davis, D. E., McElroy, H. S. E., & Worthington, E. L., Jr. (2018). Integrating clients' religion and spirituality within psychotherapy: A comprehensive meta-analysis. *Journal of Clinical Psychology*, 74(11), 1938–1951. <https://doi.org/10.1002/jclp.22681>
- Clarkin, J. F., Petrini, M., & Diamond, D. (2019). Complex depression: The treatment of major depression and severe personality pathology. *Journal of Clinical Psychology*, 75(5), 824–833. <https://doi.org/10.1002/jclp.22759>
- Field, T. A. (2017). Clinical mental health counseling: A 40-year retrospective. *Journal of Mental Health Counseling*, 39(1), 1–11. <https://doi.org/10.17744/mehc.39.1.01>

Gallyer, A. J., Chu, C., Klein, K. M., Quintana, J., Carlton, C., Dougherty, S. P., & Joiner, T. E. (2020). Routinized categorization of suicide risk into actionable strata: Establishing the validity of an existing suicide risk assessment framework in an outpatient sample. *Journal of Clinical Psychology*. <https://doi.org/10.1002/jclp.22994>

Giordano, A. L., Prosek, E. A., Bain, C., Malacara, A., Turner, J., Schunemann, K., & Schmit, M. K. (2020). Withdrawal symptoms among American collegiate internet gamers. *Journal of Mental Health Counseling*, 42(1), 63–77. <https://doi.org/10.17744/mehc.42.1.05>

Krull, D. S. (2017). On hating the sin but loving the sinner: Judgments about homosexuality and religiosity. *Journal of Psychology and Christianity*, 36(2), 99–109.

Kucharska, J. (2020). Religiosity and the psychological outcomes of trauma: A systematic review of quantitative studies. *Journal of Clinical Psychology*, 76(1), 40–58. <https://doi.org/10.1002/jclp.22867>

Küng, A., Pham, E., Cordera, P., Hasler, R., Aubry, J., Dayer, A., Perroud, N., & Piguët, C. (2019). Psychiatric disorders among offspring of patients with Bipolar and Borderline Personality Disorder. *Journal of Clinical Psychology*, 75(10), 1810–1819. <https://doi.org/10.1002/jclp.22817>

Leins, C., & Williams, M. T. (2018). Using the Bible to facilitate treatment of religious obsessions in obsessive compulsive disorder. *Journal of Psychology and Christianity*, 37(2), 112–124.

Levy, K. N., Kivity, Y., Johnson, B. N., & Gooch, C. V. (2018). Adult attachment as a predictor and moderator of psychotherapy outcome: A meta-analysis. *Journal of Clinical Psychology*, 74(11), 1996–2013. <https://doi.org/10.1002/jclp.22685>

Lewis, S. P., Kenny, T. E., Whitfield, K., & Gomez, J. (2019). Understanding self-injury recovery: Views from individuals with lived experience. *Journal of Clinical Psychology*, 75(12), 2119–2139. <https://doi.org/10.1002/jclp.22834>

Marks, A. (2019). The evolution of our understanding and treatment of eating disorders over the past 50 years. *Journal of Clinical Psychology*, 75(8), 1380–1391. <https://doi.org/10.1002/jclp.22782>

McElroy-Heltzel, S. E., Davis, E. B., Davis, D. E., Aten, J. D., Hook, J. N., Van Tongeren, D. R., & Hwang, J. (2018). Benevolent theodicies protect against PTSD following a natural disaster. *Journal of Psychology and Christianity*, 37(1), 6–16.

Navalta, C. P., McGee, L., & Underwood, J. (2018). Adverse childhood experiences, brain development, and mental health: A call for neurocounseling. *Journal of Mental Health Counseling*, 40(3), 266–278. <https://doi.org/10.17744/mehc.40.3.07>

Potgieter, I., MacDonald, C., Partridge, L., Cima, R., Sheldrake, J., & Hoare, D. J. (2019). Misophonia: A scoping review of research. *Journal of Clinical Psychology*, 75(7), 1203–1218. <https://doi.org/10.1002/jclp.22771>

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Stefan, S., Cristea, I. A., Szentagotai Tatar, A., & David, D. (2019). Cognitive-behavioral therapy (CBT) for generalized anxiety disorder: Contrasting various CBT approaches in a randomized clinical trial. *Journal of Clinical Psychology*, 75(7), 1188–1202. <https://doi.org/10.1002/jclp.22779>

Stewardson, L., Nolan, J., & Talleyrand, R. (2020). Eating Disorders and Body Image Concerns in Men of Color: Cultural Considerations. *Journal of Mental Health Counseling*, 42(2), 110–123. <https://doi.org/10.17744/mehc.42.2.02>

Van Dyke, D. J., & Hovis, R. (2014). Systemic critique of the DSM-5: A medical model for human problems and

suffering. *Journal of Psychology and Christianity*, 33(1), 84–89.

Vermaas, J. D., Green, J., Haley, M., & Haddock, L. (2017). Predicting the mental health literacy of clergy: An informational resource for counselors. *Journal of Mental Health Counseling*, 39(3), 225–241.
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