

**ABNORMAL PSYCHOLOGY**  
**CLP 3144 (21208)**  
**SPRING 2024**

**INSTRUCTOR:** Gianella Perez, MHS, MS (she/her)  
**EMAIL:** giperez30@ufl.edu  
**CLASS LOCATION:** PSY 0130  
**CLASS PERIOD:** Wednesdays, 4:05PM – 7:05PM  
**OFFICE HOURS:** Wednesdays, 11:30am – 1:30pm (or by appt)  
**OFFICE:** McCarty C 515 or zoom:  
<https://ufl.zoom.us/j/91389746109>

**For Questions:**

1. Read the syllabus
2. Ask the UTAs first (for general questions)
3. Ask Gianella (go directly to this step for more specialized concerns like accommodations)

\*Regarding email communication, I will respond regularly to email between 9:00am and 5:00pm on Monday-Friday. If I have not responded to your email after two (2) business days, please resend the email. I try my best to be as responsive as possible, and will be working to respond to you in a timely manner.

**Undergraduate TAs:**

Sreen Hussain (she/they)

**Email:** sreen.hussain@ufl.edu

**Office Hours:** Tuesdays, 12–1PM

**Zoom Link:** <https://ufl.zoom.us/j/98780744534?pwd=bVlxS05iMlhlc0RkRVVieSs0cFdoUT09>

Passcode: 509573

Sydney Olin (she/her)

**Email:** sydneyolin@ufl.edu

**Office Hours:** Mondays, 12–1PM

**Zoom Meeting ID:** <https://ufl.zoom.us/j/96946486515>

Bella Carper (she/her)

**Email:** carper.isabella@ufl.edu

**Office Hours:** Mondays, 4–5PM

**Zoom Link:** <https://ufl.zoom.us/j/96341813325?pwd=eExpZmZZdVNDMXUyK1lscjVJSFNNUT09>

Passcode: 427407

**COURSE OBJECTIVES:** (Informed by instructors Garrett Ross and Jeannette Mejia)

1. This course aims to interrogate
  - the ideology of the idea of “ab/normality”

- the function of pathology within the discipline of Western Psychology, the systems undergirded by Psychology (i.e., the mental health system, the medical system, etc.), and the broader World
  - the impact that “abnormality” has on our personal and collective experiences as individuals within society
  - how this ideology interacts with systems of oppression within the US
2. This course will facilitate the learning and understanding of the historical foundation, theories, research, assessment, and treatment of psychopathology.
  3. We will learn to analyze and critically evaluate ideas, perspectives, “logic”, and the preferred taxonomy in the field of Psychology (i.e., the Diagnostic and Statistical Manual of Mental Disorders- (DSM)) that is used to classify a wide range of psychopathology, current research, and treatment approaches.
  4. Students will be expected to understand the cultural and societal contexts of the construct, ideology, and practice of pathology and develop a critical lens in exploring the impact of such an ideology.
  5. Finally, students are expected to critically and rigorously apply their learning to their understanding of pathology and the world.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the instructor Brittany Bridges for her work in creating the original course, which serves as the foundation for this iteration. Additionally, the course objectives above have been informed by instructors Garrett Ross and Jeannette Mejia. I hope to contribute and build upon this valuable work.

## SOCIAL AND BEHAVIORAL SCIENCES GENERAL EDUCATION SUBJECT AREA OBJECTIVES

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions. See <https://undergrad.aa.ufl.edu/generaleducation/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/studentlearning-outcomes/> for further details on the content, communication and critical thinking outcomes in social and behavioral sciences.

## REQUIRED TEXTS:

1. Raskin, J. D. (2019). *Abnormal psychology: Contrasting perspectives*. Bloomsbury Publishing.
  - a. Specific required pages & sections are posted on Canvas
2. You will need to have access to the **Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, Text Revision (DSM-5-TR)** for this course. You shouldn't need to purchase this text as it is available online using UF VPN free of charge. All other reading assignments will be provided by the instructor.

3. You will be provided with additional reading and multimedia materials in Canvas each week by the instructor. You will need to be connected to the VPN in order to access some articles linked on Canvas.
4. All copies of Book chapters provided to students adhere to guidelines outlined in the **Fair Use Doctrine (17 US Code sec. 107)**.

## EVALUATION CRITERIA

The course is graded A to E. Assignments will be accepted via Canvas by the due date listed, not as attachments through email or as hard copies in class. Course grades will be based on the following:

1. **In-Class Discussion/participation (100 points)**. This course will be taught in a seminar-discussion format. Thus, you will be responsible for the completion of the assigned readings and/or other media prior to class and be ready to actively participate in class discussions. Your reading assignments will be provided by the professor or found in the DSM-5-TR. See the Course Schedule and Required and Optional Texts sections below for a list of all readings.
  - a. **Discussion/participation will be graded as follows:** engaging in large and/or small group discussions and participating in in-class activities in ways that deepen, further or continue course discussion (**100 pts total, 10 pts possible each week, 10 sessions counting toward final grade; each student will be excused from 3 discussions/participations during the semester, first and last class will not count toward participation grade i.e., 10 sessions where you engage in discussion/participation will count toward your grade**). If you miss more than 3 discussion/participations, please reach out to the professor to co-create a plan to move forward. It is expected that this discussion and participation is held in lectures facilitated by the professor and student colleagues/peers. Thus, given this course set-up, all students are expected to attend each class and actively participate in the course. Please see the Attendance section for information about absences.
2. **General Reflection Papers (140 points)**. Each week (with the exception of week #1 and 10), students will submit reflection papers prior to the start of class on the assignment due date. These reflection papers must be at least 1 page and I ask that you try to keep them to no longer than 2 pages, double-spaced. Given that these reflection papers are deeply personal, there is not a specific format that these should be in, feel free to write using the format that works best for you. These reflection papers will provide the opportunity for students to apply their learning to their personal understanding and the world in an authentic and meaningful way (e.g., students may reflect on how what they've learned in the class impacts how they understand themselves, others, the idea of functionality and how this impacts how people are able to navigate the world).

I want to mention that this assignment is one that asks students to be vulnerable, and I also know that for many people, this course may provide perspectives that might be new and very different from previous psychology courses and/or student's expectations of Abnormal Psychology. I welcome this and emphasize that this makes sense and is OKAY! The intention of this course and thus subsequent assignments are for us givers and receivers of knowledge to be critically aware of what it means to be a psychologist and thus use an "ab/normal"/ pathological lens that can have implications for marginalized communities (and thus, all peoples). These reflection papers can

also be an opportunity for people to express challenges and/or resistances that are emerging for them as they engage with this work and throughout their journey in this course.

3. **Bi-Weekly Quizzes (140 points).** Every two weeks (due dates below) students will complete a quiz on the material covered during the two weeks prior. Quizzes will have 10 questions worth a total of 20 points, and will be open-note.
4. **Pathology Paper (100 points).** This assignment aims to analyze your critical understanding of Western (ab)normality as well as its social implications. You are asked to find a fictional character from a movie, book, or TV show that technically meets criteria for one or more psychological disorders in the DSM V-TR. Using this character, write 4 – MAXIMUM 5 pages (anything over will be deducted 5 points for each additional page), double-spaced, using Times New Roman size 12 font, and 1-inch page margins (excluding references). Please review the more detailed rubric on canvas. A general outline of what I am looking for:
  - i. A brief biography of the character including any personal and social identities they hold
  - ii. A critical understanding of what is going on in the character's life at the personal, interpersonal, and systemic levels
  - iii. The “symptoms” the character is exhibiting.
  - iv. A summary of the DSM-V-TR diagnosis(es) that have specified criteria met from these “symptoms.”
  - v. In your opinion, discuss the ways in which pathologization of this character’s lived experiences may positively and negatively impact their life in relation to the social identities that they hold.
  - vi. Prognosis and treatment recommendations from **both** a DSM (medical) lens and a multicultural (sociocultural) lens, using APA style references.
5. **SONA Research Participation (15 points).** Learning about Psychology requires reading, listening, and doing. As a supplement to lecture, you are required to participate in 7.5 hours of experimental research studies, or to complete an equivalent alternate assignment (see assignment on Canvas for more details). There is a Psychology Department requirement that all students enrolled in Gen Psych, Personal Growth, or any 3000-level class participate in the SONA participation pool. Please see the CANVAS assignment for very detailed instructions about this assignment. There is also a file uploaded to CANVAS called “SONA Participation Pool”. The deadlines for this requirement will be posted on the research requirement document and in the instructions in the assignment. Completion of this requirement affects your course grade based on the amount of research credits you earn. Do NOT wait until the last minute to complete this requirement. The longer you wait the harder it will be to get all the credits need! When you complete the research experience, you will receive 15 points that are added into your final grade. If you do NOT complete the full number of credits by the deadline, you will receive points at a rate of 1 point per credit completed. If you do not wish to participate in research then you may “opt in” for an alternative assignment, please see the Canas assignment for more details.
  - a. **Option 1: Participate in Research Experiments**
    - i. Taking part in the Department of Psychology Participant Pool allows students to directly experience ongoing psychological research. For this option, you will complete 20 credits (10 hours) of participation in psychological research studies. During previous

semesters, there have been rules about how many online research studies you could do, but now there are no restrictions. If you complete 20 credits (10 hours), you're good.

ii. When you complete the research experience, you will receive 20 points that are added into your final grade. If you do NOT complete the full number of credits by the deadline, [you will receive points at a rate of 1 point per credit completed.]

iii. You must be at least 18 years old to complete Option 1. If you are not 18 years old you must complete Option 2. Students who will turn 18 during the semester may choose to complete Option 1 after their birthday but are strongly encouraged to complete Option 2 to ensure they complete the research requirement.

**b. Option 2: Critical Analysis Papers:**

i. To do this option you MUST send an email to me saying so by March 8<sup>th</sup> @ 11:59pm.

ii. Participating in research is a valuable component of understanding the science of psychology. However, students who prefer not to participate in research or do not meet the requirements for selecting Option 1 can select Option 2 as an alternative.

iii. For this option, you must read 4 scientific research articles from peer-reviewed professional journals in the area of psychological science. You must submit 1 critical analysis paper (1-2 pages) per scientific article (4 papers total).

iv. Further instructions will be provided on canvas.

**Encouraged (optional) anonymous questions.** After each class, students will have the opportunity to ask questions regarding the material and their journey that can be discussed at the beginning of next class (e.g., points of unclarity/confusion, what people are processing/feeling stuck with). These will not be graded and will be anonymous. The purpose of these questions is to support students' learning journey.

**GRADING SCALE:**

1. In-Class Discussion/participation	100 points
2. General Reflection Papers	140 points
3. Bi-Weekly Quizzes	140 points
4. Pathology Paper	105 points
5. SONA Research Participation	15 points

**Total points possible**

**500 points**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
> 93%	90%- 92%	87%- 89%	83%- 86%	80%- 82%	78%- 79%	73%- 77%	70%- 72%	68%- 69%	63%- 67%	60%- 62%	Below 60

**A minimum grade of C is required for general education credit.**

A grade of "I" (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an "I" must discuss this matter with the instructor before the last day of class. See here for university grading policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

**NOTE:** The contents of this syllabus may be changed during the semester. If changes are made to this syllabus there will be an announcement via email and/or Canvas. It is your responsibility to check your university email and Canvas on a daily basis.

#### **ATTENDANCE:**

Students who are habitually late or have more than three unexcused absences will **not be able to get an A in this class**. Please notify the professor in advance via email in the event of your absence from class, as you are able to. While this will help allow for proper planning of experiential activities, I also understand that in emergency situations we are not always able to email the professor ahead of time. If this is true for you, I encourage you to email me within the week of your missed absence in order for it to be excused. With that said, from extreme acts of anti-Blackness being displayed in the media consistently to xenophobic and transphobic policies being passed locally, statewide, and nationally (to just name a few oppressive acts) in addition to multiple pandemics, I understand that we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations and/or need to be absent. See here for the university attendance policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

#### **LATE WORK & MAKE UP POLICY:**

For all work except quizzes, you will receive a **10% grade reduction each day an assignment is late** (e.g., 1 minute late to 23 hours and 59 minutes late is 10% off). Once 96 hours (4 days, including weekends and holidays) have passed since the assignment was due, you will receive a 0. If there is an extenuating circumstance, please contact me immediately so we can figure out an appropriate new due date. Documentation must be provided. There are **no set times for makeup participation points**.

However, if missed discussions are accompanied with written verification for why the discussion was missed (e.g. Excuse from the doctor, religious holiday, death in the family); I will work with you to complete the discussion points at a different time. Please consult the university guidelines for more information on the makeup policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

We are experiencing multiple pandemics that disproportionately impact marginalized communities. Further, there are continued instances of violence towards historically marginalized groups in the United States and abroad that can be distressing. Therefore, if you have a concern related to the pandemics or social justice issues that impacts your ability to engage with class materials and assignments, please reach out to me during office hours or via email and I will work with you to make sure you are successful in this course while prioritizing your well-being.

#### **SCHOLARSHIP & ACADEMIC INTEGRITY:**

It is expected that students will produce original work and cite references appropriately (e.g., all papers with the exception of weekly reflection papers, must use APA formatting and style, including references, citations, use of non-biased language, etc. Students must refer to the APA Publication Manual, 7th edition, for all questions related to APA style). UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

#### **ACADEMIC ACCOMODATIONS:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding this course's accessibility. If you think you may need accommodations, please contact the Disability Resource Center (DRC) as early as possible in the semester so that I can make any necessary adjustments to the course. **You can call the DRC at (352) 392-8565 or visit [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) for more information.** They are dedicated to making sure students with various abilities have success at the university. Usually you'll talk with someone and may do additional assessments in order to develop the best plan possible. After you register with them, you'll get a letter that you show to me so that I can make the appropriate accommodations. It's okay to call them with any questions you might have. I am also more than happy to talk with you as well. If anything happens during the semester that may necessitate accommodations, please reach out to me and the DRC as soon as possible to make sure you have what you need to learn and be successful in the course.

#### **COURSE EVALUATION:**

I honor, appreciate, and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>. Because I believe that student feedback is crucial for the success of a course, I will seek your feedback before the semester ends. That is, I will seek your qualitative feedback halfway through the semester via an anonymous link. We will discuss themes about what is working and not working for and make changes for the rest of the semester accordingly.

#### **STUDENT PRIVACY**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

#### **SEXUAL HARASSMENT & ASSAULT:**

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/formspolicies/policies-managers/sexual-harassment/>. Please review this policy and

contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

#### HEALTH & WELLNESS RESOURCES:

**U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. Urgent services are also available 24/7 at 352-392-1575 and crisis counselors are available to see walk-in clients (no appointment necessary) 9am-4pm at the office in 401 Peabody Hall.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website

**Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.

**GatorWell Health Promotion Services:** Visit the [GatorWell website](#) or call 352-273-4450 for information about wellness coaching services and workshops.

#### ACADEMIC RESOURCES:

**E-learning technical support:** 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center:** Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

**Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center:** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

**Writing Studio:** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

**On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>.

#### COURSE SCHEDULE:

The due dates and the course schedule are provided to give the course structure. Changes may be made at the discretion of the instructor during the semester in the event of extenuating circumstances or by mutual agreement between the instructor and students. You will be advised of any changes via e-mail and/or in class. **Assignments are expected to be posted to Canvas before the assignment due date.**

**Required specific pages and sections for Raskin 2019 (textbook) will be posted on Canvas.**

#	Date	Topic	Reading Due	Assignment Due
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1	1/10	Syllabus, Expectations, and Space Building		
2	1/17	Into to (Ab)normality, Key Concepts, Historical Perspectives, & Ethics	Raskin (2019) Ch 1 (pgs. 2-20) Raskin (2019) Ch 15 (pgs. 512-519)	
3	1/24	Research & Theoretical Influences	Raskin (2019) Ch 1 (pgs. 21-32) Raskin (2019) Ch 2 (pgs. 39-64) Jessica Dere TEDx Talk	Reflection 1 Quiz 1
4	1/31	Diagnosis, Assessment, and Treatment	Raskin (2019) Ch 3 (pgs. 69-101) Greene (2019) Parvati Singh TEDx Talk	Reflection 2
5	2/7	Psychosis	Raskin (2019) Ch 4 Corrin (2020) Mosely (2022) <b>Optional:</b> DSM-5-TR Schizophrenia Spectrum and Other Psychotic Disorders	Reflection 3 Quiz 2
6	2/14	Mood Concerns	Raskin (2019) Ch 5 Browne (2015) <b>Optional:</b> DSM-5-TR Bipolar and other Disorders; Depressive Disorders Endicott (2000)	Reflection 4
7	2/21	Anxiety, Obsessions, and Compulsions	Raskin (2019) Ch 6	Reflection 5 Quiz 3

			Hoffman & Hinton (2014)  <b>Optional:</b> DSM-5-TR Anxiety Disorders DSM-5-TR Obsessive-Compulsive and Related Disorders	
8	2/28	Trauma, Stress, and Loss	Raskin (2019) Ch 7  Cardeña et al. (2021)  Duran (2008)  Rosenblatt (2014)  Petion (2023)  <b>Optional:</b> DSM-5-TR Trauma and Stressor-Related Disorders	Reflection 6
9	3/6	Dissociation and Somatic Concerns	Raskin (2019) Ch 8  Brand (2016)  Sinha & Smolik (2021)  <b>Optional:</b> DSM-5-TR Dissociative Disorders DSM-5-TR Somatic Symptom and Related Disorders	Reflection 7 Quiz 4
10	3/13	<b>SPRING BREAK – NO CLASS</b>		
11	3/20	Feeding and Eating Concerns	Raskin (2019) Ch 9  McEntee et al. (2023)  Rodgers et al. (2018)  <b>Optional:</b> Melisse et al. (2020)	Reflection 8

			DSM-5-TR Feeding and Eating Disorders	
12	3/27	Sexual Concerns and Gender Diversity	<p>Raskin (2019) Ch 10</p> <p>Weir (2019)</p> <p><b>Optional:</b> Davies &amp; Davies (2020)</p> <p>DSM-5-TR Sexual Dysfunctions DSM-5-TR Gender Dysphoria</p>	Reflection 9 Quiz 5
13	4/3	Substance Use and Addiction	<p>Raskin (2019) Ch 11</p> <p>English et al. (2018)</p> <p><b>Optional:</b> DSM-5-TR Substance-Related and Addictive Disorders</p>	Reflection 10
14	4/10	Personality Concerns	<p>Raskin (2019) 12</p> <p>Rodriguez-Seijas et al. (2020)</p> <p><b>Optional:</b> DSM-5-TR Personality Disorders DSM-5-TR Alternative DSM-5 Model for Personality Disorders</p>	Reflection 11 Quiz 6
15	4/17	Developmental, Intellectual, and Learning Concerns	<p>Raskin (2019) Ch 13</p> <p>Cénat et al. (2020)</p> <p>Spotlight on Autism (2018)</p> <p><b>Optional:</b></p>	Reflection 12

			DSM-5-TR Neurodevelopmental Disorders	
16	4/24	Reflections on (Ab)normality	TBD	Reflection 13 Quiz 7
	5/1	<b>NO CLASS - Exam Period</b>		Reflection 14 Pathology Paper Due

### REQUIRED TEXTS

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed.)*, Text Revision (DSM-5-TR).
- Brand, B. L., Sar, V., Stavropoulos, P., Krüger, C., Korzekwa, M., Martínez-Taboas, A., & Middleton, W. (2016). Separating Fact from Fiction: An Empirical Examination of Six Myths About Dissociative Identity Disorder. *Harvard review of psychiatry*, 24(4), 257–270.  
<https://doi.org/10.1097/HRP.0000000000000100>
- Browne, T. K. (2015). Is premenstrual dysphoric disorder really a disorder? *Journal of Bioethical Inquiry*, 12, 313-330.
- Cenat, J. M., Blais-Rochette, C., Morse, C., Vandette, M. P., Noorishad, P. G., Kogan, C., ... & Labelle, P. R. (2021). Prevalence and risk factors associated with attention-deficit/hyperactivity disorder among US Black individuals: a systematic review and meta-analysis. *JAMA psychiatry*, 78(1), 21-28.
- Cerdeña, J. P., Rivera, L. M., & Spak, J. M. (2021). Intergenerational trauma in Latinxs: A scoping review. *Social Science & Medicine*, 270, 113662.
- Corrin, L. (2020). Hearing voices: A human rights movement and developmental approach to voice hearing. *Counseling Today*. <https://ct.counseling.org/2020/03/hearing-voices-a-human-rights-movement-and-developmental-approach-to-voice-hearing/#:~:text=The%20Hearing%20Voices%20Movement%20allows,not%20able%20to%20express%20themselves.>
- Davies, Robert D. MD\*; Davies, Madeline E.†. The (Slow) Depathologizing of gender incongruence. *The Journal of Nervous and Mental Disease* 208(2), p 152-154, February 2020. | DOI: 10.1097/NMD.0000000000001119
- Duran, E., Firehammer, J., & Gonzalez, J. (2008). Liberation psychology as the path toward healing cultural soul wounds. *Journal of Counseling & Development*, 86(3), 288-295.
- Endicott J. (2000). History, evolution, and diagnosis of premenstrual dysphoric disorder. *The Journal of clinical psychiatry*, 61 Suppl 12, 5–8.
- English, D., Rendina, H. J., & Parsons, J. T. (2018). The effects of intersecting stigma: A longitudinal examination of minority stress, mental health, and substance use among Black, Latino, and multiracial gay and bisexual men. *Psychology of Violence*, 8(6), 669–679.  
<https://doi.org/10.1037/vio0000218>

- Greene, E. M. (2019). The mental health industrial complex: A study in three cases. *Journal of Humanistic Psychology*, 0022167819830516.
- Hofmann, S. G., & Hinton, D. E. (2014). Cross-cultural aspects of anxiety disorders. *Current Psychiatry Reports*, 16(6), 450. <https://doi.org/10.1007/s11920-014-0450-3>
- McEntee, M. L., Philip, S. R., & Phelan, S. M. (2023). Dismantling weight stigma in eating disorder treatment: Next steps for the field. *Frontiers in Psychiatry*, 14, 1157594.
- Melisse, B., de Beurs, E., & van Furth, E. F. (2020). Eating disorders in the Arab world: a literature review. *Journal of Eating Disorders*, 8, 59. <https://doi.org/10.1186/s40337-020-00336-x>
- Moseley, P., Powell, A., Woods, A., Fernyhough, C., & Alderson-Day, B. (2022). Voice-hearing across the continuum: a phenomenology of spiritual voices. *Schizophrenia Bulletin*, 48(5), 1066-1074.
- Petion, A. R., Chang, C. Y., Brown-Thompson, C., Mitchell, M. D., Grinnage, D., & Huffstead, M. E. (2023). "Battling something bigger than me": A phenomenological investigation of generational trauma in African American women. *Journal of Counseling & Development*, 101(1), 69-83.
- Raskin, J. D. (2018). *Abnormal psychology: Contrasting perspectives*. Bloomsbury Publishing.
- Rodgers, R. F., Berry, R., & Franko, D. L. (2018). Eating disorders in ethnic minorities: An update. *Current psychiatry reports*, 20, 1-11.
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