

PSYC-531: Advanced Psychopathology

AH1301

Thursdays 12:30 pm -3:20 pm

Instructor Information

Professor: Eunyoe Ro, Ph.D.

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Office Hours: Please email me to set up a virtual meeting as that would be easier this semester than in-person.

Course Information

Welcome! This course is designed to introduce a number of different topics in psychopathology, such as common mental disorders and their symptoms, etiology, course, treatment methods, and diagnostic procedures. As this is a graduate course, you are not only expected to retain important factual information about these disorders but also to understand major research findings surrounding each topic. Students are expected to participate in meaningful discussion based on their thorough reading/understanding of the class material as well.

Course Objectives

After successfully completing this course, you are expected to:

- Understand mental disorder classification systems (e.g., Diagnostic and Statistical Manual of Mental Disorders) and critically evaluate strengths and limitations.
- Understand and identify major characteristics of common mental disorders.
- Understand comprehensive structure of psychopathology and its research.
- Gain knowledge of common mental disorder's psychological treatment approaches.
- Better understand how psychopathology research is conducted and learn to critically evaluate studies.

Required Texts and Readings

Required Text

- Castonguay, L. G., & Oltmanns, T. F. (2013). *Psychopathology: From science to clinical practice*. New York, NY: Guilford.

Recommended Text

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- The Resource Center has copies of the DSM-5. You can also get online access via Lovejoy Library. Go to the library's website <https://www.siue.edu/lovejoy-library/> and search "DSM Library" under "Search Everything."

Course Requirements and Grading Criteria

Grades will be based upon performance on the following activities.

Graded Activity	Points
Exam	100
<p>Discussion / Class Participation:</p> <p>Discussion will be an essential part of this class. Both quantity and quality matters (5 x 9 weeks with textbook chapters = 45 points).</p> <ul style="list-style-type: none"> • Active and high-quality participation: 5 points • Average participation: 4 points • Moderate participation: 3 points • Low participation: 0-2 points <p>If you ever have any concerns about my assessment of your participation level, please email me to set up a time talk about them.</p>	45
<p>Discussion Questions and Responses:</p> <p>For each class, you are expected to submit <u>2 discussion questions per week</u> based on the reading of <u>textbook chapter(s)</u>. If you have one assigned chapter for the week, two questions should come from that chapter. If you are assigned two chapters for the week, one question should be generated from each chapter.</p> <p>Two things need to be done:</p> <ol style="list-style-type: none"> (1) You should type your discussion question onto an excel spreadsheet by <u>Tuesday 3pm</u> each week so that everyone will have a chance to read them before class (the Google sheets link will be sent to you via email). (2) Everyone is expected to choose 2 questions submitted by others, answer them, and be prepared to discuss your responses in class. Please email me your answers, too, which I will count as a submission (<u>DUE before class on Thursday</u>). <p>Each discussion question submission is worth 4 points, and your answer submission is worth 6 points (10 x 9 weeks = 90 points). You are not required to submit discussion questions for the assigned articles or the case studies; however, I do expect that you read them and are prepared to discuss the material in class. You are also welcomed to weave in what you've read in the articles to your discussion questions and answers.</p>	90
<p>Research Proposal:</p> <p>Based on the topics/disorders learned in class, you will design and present a research project.</p> <p><u>Two requirements:</u></p>	120

<p>a. Please explore symptoms using transdiagnostic dimensional approach. b. Please design a project with diversity issues in mind.</p> <p><u>Topic Discussion (20 points):</u> a. What is your research about? What is your general hypothesis? (5 points) b. Provide literature supporting your general (not specific) hypothesis. (5 points) c. How is/are the transdiagnostic dimensional aspect of your study? (5 points) d. How will you address diversity issues in your study? (5 points)</p> <p><u>Final Presentation (60 points):</u> a. Explain your research topic and hypotheses (overall, specific). (20 points) b. Provide background literature supporting your hypotheses. (20 points) c. Explain your research methods: participants, measures, procedure. (20 points)</p> <p><u>Discussion (10 points x 4 = 40 points):</u> You are expected to listen to your peers' presentations and ask questions and/or provide feedback.</p>	
<p>In-class Discussion Lead:</p> <p><u>Articles:</u> Every student should read the assigned class articles. However, we will have students lead class discussions on the articles for the week. This involves (1) summarizing articles for students in class as needed (and understand the material), and (2) coming up with discussion questions. You will present twice throughout the semester (20 points x twice = 40 points). Handouts or ppt slides would be helpful.</p> <p><u>Case Studies:</u> Students will also lead discussion on case studies which will be provided by the instructor. Discussion leaders should be prepared to talk about the case and corresponding DSM-5 diagnosis as well as any further questions about the case. Again, every student should have read the case study provided and be prepared to discuss (10 points).</p>	50
<p>Homework:</p> <p>EVERY student should read the assigned case studies and submit homework based on the case. The homework is listing all of the DSM-5 criteria for diagnosis/diagnoses and list symptoms that correspond to the diagnostic criteria. The case study discussion leaders will go over this information during class so be prepared to participate. Please submit your homework by the due date (i.e., noon Thursday of the corresponding week) via Blackboard Assignment folder. You will earn 10 points per homework x 10 cases. There are 10 cases, and not 9, because for PD, you will submit your responses for both DSM-5 and AMPD diagnoses.</p>	100
<p>TOTAL</p>	505

Course Expectations:Assignments

All assignments must be *typed, 12-point font*. Late assignments will generally not be considered unless there is a major, documented illness or emergency, in which case they may be handled on a case-by-case basis.

Other Noteworthy Points

- Please note that while you are welcome to share your life experiences you are not required to share personal information regarding mental disorder history, history of abuse and neglect, psychological treatment, or relationships with parents, peers, or partners.
- If you are having difficulty with any aspects of the course, see me as soon as possible. Students can set up an appointment or email me.
- You are expected to conduct yourself in an appropriate manner, respecting the rights of your instructor and fellow students. Disruptions are not conducive to the learning process of your fellow classmates and impede my ability to cover the material in an efficient manner.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)**Health and Safety**

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office

via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Departmental Policies

Department of Psychology Policy on Withdrawal and Incomplete Grades

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university

policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Statement on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of

Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Students Needing Accommodations

It is the policy and practice of the Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siu.edu/access.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will receive **no points** for your assignment.

Writing Center Information

The SIUE Writing Center assists students and faculty/staff across the curriculum, and at all levels, to further develop their writing skills in order to become confident and independent writers and thinkers. Through individual consultations the Writing Center will help students to: brainstorm on a topic, organize thoughts, outline an assignment, develop support, integrate research, learn a “style” of writing, identify and fix errors, and much more. Please keep in mind that the Writing Center will not simply fix mistakes or write a paper for a student; instead, the consultants will teach students how to improve their work. For more information, or to schedule a 30 minute consultation, please call our front desk (650-2045), visit our website (siue.edu/lss/writing), or stop by our main location – SSC 1254 (inside the Academic Advancement Center).

Class Schedule

*Schedule subject to change at the discretion of the professor

**On the highlighted dates, classes will be virtual. Use this zoom link:

link: <https://sue.zoom.us/j/93480206924>

Wk	Date	Topic	Notes
1	8/26	<ul style="list-style-type: none"> • Introduction • Syllabus and semester overview • General topic articles discuss 	
2	9/2	<ul style="list-style-type: none"> • CH1. Mental disorder definition; Diagnostic system • Diagnostic systems article 	Please skim DSM-5 <i>Preface, Introduction, and Use of the Manual</i> sections. <u>Article Presenters (3):</u>
3	9/9	<ul style="list-style-type: none"> • CH2. Depression + case • P factor articles 	<u>Article Presenters (2):</u> <u>Case Discussion (1):</u>
4	9/16	<ul style="list-style-type: none"> • CH3. Generalized Anxiety Disorder • CH4. Panic Disorder and Phobias + case • Transdiagnostic approach articles 	<u>Article Presenters (2):</u> <u>Case Discussion (1):</u>
5	9/23	<ul style="list-style-type: none"> • CH6. Posttraumatic Stress Disorder + case • HiTOP introduction articles 	<u>Article Presenters (2):</u> <u>Case Discussion (1):</u>
6	9/30	<ul style="list-style-type: none"> • CH5. Obsessive-Compulsive Disorder + case • Intersectionality articles 	<u>Article Presenters (2):</u> <u>Case Discussion (1):</u>
7	10/7	<ul style="list-style-type: none"> • Topic Discussion – this will be an “idea sharing and giving feedback” session. 	No articles, No cases
8	10/14	Reading Day	
9	10/21	<ul style="list-style-type: none"> • CH9. Personality Disorders + case • Personality and psychopathology article 	<u>Article Presenter (1):</u> <u>Case Discussion (2): DSM+ AMPD</u>

10	10/28	<ul style="list-style-type: none"> • CH8. Substance Use Disorder + case • HiTOP articles (cont.) 	<u>Article Presenters (2):</u> <u>Case Discussion (1):</u>
11	11/4	<ul style="list-style-type: none"> • CH11.12 Schizophrenia + case • HiTOP revision articles 	<u>Article Presenters (4):</u> <u>Case Discussion (1):</u>
12	11/11	<ul style="list-style-type: none"> • CH7. Eating Disorder + case • CH10. Bipolar Disorder + case • Emotion regulation articles 	<u>Article Presenters (2):</u> <u>Case Discussion (2):</u>
13	11/18	Research Project Presentations +Discussions	3 presenters: 20 mins present+20 mins discuss
14	11/25	Thanksgiving Break	
15	12/2	Research Project Presentations +Discussions	4 presenters
16	12/9	Research Project Presentations +Discussions	3 presenters
	Week of 12/13	Exam posted Thurs 12:30 pm and due 3:30 pm (12/16)*** Date and time could be changed.	

Additional Required Readings

Week 1: General Topic

Kendell, R., & Jablensky, A. (2003). Distinguishing between the validity and utility of psychiatric diagnoses. *American Journal of Psychiatry*, 160, 4-12.

Jones, D. (2020, January 25) Rethinking mental health. *New Scientist*, 34-37.

Week 2: What is a mental disorder?; Diagnostic system (Presentations Start; Discussion Q /Responses Start)

Clark, L. A., Cuthbert, B., Lewis-Fernández, R., Narrow, W. E., & Reed, G. M. (2017). Three approaches to understanding and classifying mental disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). *Psychological Science in the Public Interest*, 18(2), 72-145. *

Week 3: Depression

Case Study 1: Major Depressive Disorder*

P factor

Caspi, A., Houts, R. M., Belsky, D. W., Goldman-Mellor, S. J., Harrington, H., Israel, S., ... & Moffitt, T. E. (2014). The p factor: One general psychopathology factor in the structure of psychiatric disorders? *Clinical Psychological Science*, 2(2), 119-137.

Caspi, A., & Moffitt, T. E. (2018). All for one and one for all: Mental disorders in one dimension. *American Journal of Psychiatry*, 175, 831-844. *

Forbes, M. K., Rapee, R. M., & Krueger, R. F. (2019). Opportunities for the prevention of mental disorders by reducing general psychopathology in early childhood. *Behaviour Research and Therapy*, 119, 103411. *

Lahey, B. B., Applegate, B., Hakes, J. K., Zald, D. H., Hariri, A. R., & Rathouz, P. J. (2012). Is there a general factor of prevalent psychopathology during adulthood? *Journal of Abnormal Psychology*, 121(4), 971-977.

Week 4: GAD, Panic, Phobias

Case Study 2: GAD, Panic*

Transdiagnostic approach

Dalgleish, T., Black, M., Johnston, D., & Bevan, A. (2020). Transdiagnostic approaches to mental health problems: Current status and future directions. *Journal of Consulting and Clinical Psychology*, 88(3), 179-195. *

Eaton, N. R., Rodriguez-Seijas, C., Carragher, N., & Krueger, R. F. (2015). Transdiagnostic factors of psychopathology and substance use disorders: a review. *Social Psychiatry and Psychiatric Epidemiology*, 50(2), 171-182. *

Rodriguez-Seijas, C., Stohl, M., Hasin, D. S., & Eaton, N. R. (2015). Transdiagnostic factors and mediation of the relationship between perceived racial discrimination and mental disorders. *JAMA Psychiatry*, 72(7), 706-713.

Week 5: PTSD

Case Study 3: PTSD*

HiTOP introduction

Conway, C. C., Forbes, M. K., & South, S. C. (2021). A Hierarchical Taxonomy of Psychopathology (HiTOP) Primer for Mental Health Researchers. *Clinical Psychological Science*, 21677026211017834. *

Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., ... & Zimmerman, M. (2017). The Hierarchical Taxonomy of Psychopathology (HiTOP): A dimensional alternative to traditional nosologies. *Journal of Abnormal Psychology*, 126(4), 454-477. *

Krueger, R. F., Kotov, R., Watson, D., Forbes, M. K., Eaton, N. R., Ruggero, C. J., ... & Bagby, R. M. (2018). Progress in achieving quantitative classification of psychopathology. *World Psychiatry*, 17(3), 282-293.

Week 6: OCD

Case Study 4: OCD*

Intersectionality

Buchanan, N. T., & Wiklund, L. O. (2020). Why clinical science must change or die: Integrating intersectionality and social justice. *Women & Therapy*, 43(3-4), 309-329.*

Eaton, N. R. (2020). Measurement and mental health disparities: Psychopathology classification and identity assessment. *Personality and Mental Health*, 14(1), 76-87.*

Settles, I. H., Warner, L. R., Buchanan, N. T., & Jones, M. K. (2020). Understanding psychology's resistance to intersectionality theory using a framework of epistemic exclusion and invisibility. *Journal of Social Issues*, 76(4), 796-813.

Week 7: Research proposal discussion

Week 8 : Reading Day No class.

Week 9: Personality Disorder

DSM-5 Alternative Model in Section III

Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking “big” personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. *Psychological Bulletin*, 136(5), 768-821.*

Case Study 5+6: BPD* [think of both DSM-5 Section II and the AMPD diagnostic criteria]

Week 10: Substance Use Disorders

Case Study 7: Substance Use Disorder*

Conway, C. C., Forbes, M. K., Forbush, K. T., Fried, E. I., Hallquist, M. N., Kotov, R., ... & Eaton, N. R. (2019). A hierarchical taxonomy of psychopathology can transform mental health research. *Perspectives on Psychological Science*, 14(3), 419-436.*

Michellini, G., Palumbo, I. M., DeYoung, C. G., Litzman, R. D., & Kotov, R. (2021). Linking RDoC and HiTOP: A new interface for advancing psychiatric nosology and neuroscience. *Clinical Psychology Review*, 102025.

Perkins, E. R., Joyner, K. J., Patrick, C. J., Bartholow, B. D., Litzman, R. D., DeYoung, C. G., ... & Zald, D. H. (2020). Neurobiology and the Hierarchical Taxonomy of Psychopathology: progress toward ontogenetically informed and clinically useful nosology. *Dialogues in Clinical Neuroscience*, 22(1), 51-63.

Ruggero, C. J., Kotov, R., Hopwood, C. J., First, M., Clark, L. A., Skodol, A. E., ... & Zimmermann, J. (2019). Integrating the Hierarchical Taxonomy of Psychopathology (HiTOP) into clinical practice. *Journal of Consulting and Clinical Psychology*, 87(12), 1069–1084.*

Waszczuk, M. A., Eaton, N. R., Krueger, R. F., Shackman, A. J., Waldman, I. D., Zald, D. H., ... & Kotov, R. (2020). Redefining phenotypes to advance psychiatric genetics: Implications from hierarchical taxonomy of psychopathology. *Journal of Abnormal Psychology*, 129(2), 143-161.

Week 11: Schizophrenia

Case Study 8: Schizophrenia*

HiTOP and revision

Kotov, R., Jonas, K. G., Carpenter, W. T., Dretsch, M. N., Eaton, N. R., Forbes, M. K., ... & HiTOP Utility Workgroup. (2020). Validity and utility of hierarchical taxonomy of psychopathology (HiTOP): I. Psychosis superspectrum. *World Psychiatry*, 19(2), 151-172.*

Krueger, R. F., Hobbs, K. A., Conway, C. C., Dick, D. M., Dretsch, M. N., Eaton, N. R., ... & HiTOP Utility Workgroup. (2021). Validity and utility of Hierarchical Taxonomy of Psychopathology (HiTOP): II. Externalizing superspectrum. *World Psychiatry*, 20(2), 171-193.*

Watson, D., Levin-Aspenson, H. F., Waszczuk, M. A., Conway, C. C., Dalgleish, T., & Dretsch, M. N. (2021). Validity and utility of Hierarchical Taxonomy of Psychopathology (HiTOP): III. Emotional dysfunction superspectrum. *World Psychiatry: Official Journal of the World Psychiatric Association (WPA)*.

Week 12: Bipolar Disorder + Eating Disorder

Case Study 9: Bipolar Disorder*

Case Study 10: Bulimia Nervosa*

Mahaffey, B. L., Watson, D., Clark, L. A., & Kotov, R. (2016). Clinical and personality traits in emotional disorders: Evidence of a common framework. *Journal of Abnormal Psychology, 125*(6), 758-767.

Naragon-Gainey, K., McMahon, T. P., & Chacko, T. P. (2017). The structure of common emotion regulation strategies: A meta-analytic examination. *Psychological Bulletin, 143*(4), 384-427. *

Stanton, K., Rozek, D. C., Stasik-O'Brien, S. M., Ellickson-Larew, S., & Watson, D. (2016). A transdiagnostic approach to examining the incremental predictive power of emotion regulation and basic personality dimensions. *Journal of Abnormal Psychology, 125*(7), 960-975.*

Weeks 13, 15 & 16. Research Project Presentations and Discussion (Week 14 is Thanksgiving Break)