

# **Syllabus**

## **Diagnosis of Mental and Emotional Disorders**

### **CPSY 522-01 (Summer 2008)**

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#### **Office Hours**

I do not have an office on campus, but would be happy to schedule a time to meet immediately before class starts. I can also be reached by email (which I check about once a day) and voicemail (which I check several times a day).

Schedule: Thursdays, 5:30-8:30 p.m.  
May 8 to July 10, 2008

#### **Catalogue Course Description**

Introduction to the structure and uses of the DSM-IV and ICD-9 systems for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Use of technology-based research tools to secure and evaluate contemporary knowledge.

Corequisite: CPSY 512 or 513.

Prerequisite: CPSY 503.

Credit: 2 semester hours.

#### **Course Goals**

This course is designed to introduce students to the current standard used in diagnosing mental disorders, DSM-IV-TR. Students will learn the components of the mental status examination and clinical inquiry necessary to collect sufficient data to utilize the DSM-IV-TR effectively. Mindful of the biological, psychological, social, and spiritual dimensions of each person, students will be challenged to approach the evaluation of individuals with mental and emotional disorders in a holistic fashion. Students will gain a familiarity with various diagnostic inventories and psychological tests.

#### **Course Objectives**

Students completing this course will be able to:

- Appreciate the importance of arriving at an accurate diagnosis
- Formulate an approach to information-gathering mindful of evidence needed to arrive at meaningful diagnoses

- Arrive at a differential diagnosis and be able to communicate it concisely to colleagues
- Explain features of mental disorders to people with the disorders as well as to their family and friends.
- Understand the origin, intended uses, and benefits of the DSM-IV-TR system
- Identify weaknesses of the DSM system
- Distinguish between the DSM and ICD systems

### Required Text

Please bring the DSM-IV-TR to each class session:

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000.

### Course Calendar

Please note: This schedule is subject to change. Students should read the sections of the DSM-IV-TR corresponding to the topics scheduled.

<u>Session</u>	<u>Date</u>	<u>Topics and Activities</u>
1	5/8	Introduction to DSM-IV-TR and ICD-9 The Mental Status Exam and other sources of data Psychological testing <i>Sign up for class presentation</i>
2	5/15	Delirium, Dementia, ... Mental disorders due to a general medical condition Sleep disorders <i>Quiz #1</i>
3	5/22	Disorders usually first diagnosed in infancy, ... (Video) Eating disorders Gender identity disorders
4	5/29	Substance-related disorders Schizophrenia and Other Psychotic Disorders (Video) <i>Quiz #2</i>
5	6/5	Mood disorders (Video) <i>In class assignment: Differential diagnosis</i>
6	6/12	Anxiety disorders (Video) Adjustment disorders

7	6/19	Somatoform disorders Factitious disorders Sexual disorders <i>Quiz #3</i>
8	6/26	Personality disorders (Video) Dissociative disorders  <i>Take home final distributed</i>
9	7/3	Impulse control disorders NEC Other conditions Areas for further study
10	7/10	Special topics <i>Take home final due</i>

### Course Requirements

- Attendance and active participation in lecture, discussion, and group exercises 20%

- Quizzes 20%

Three short quizzes in multiple-choice/true-false format will be given throughout the course. Students' grade will be based upon their two best scores.

- In-class assignment 20%

Students will be presented with a written case history or will view a video clip of a person with mental illness. Based upon their observation and incorporating what they have learned in the course to date, students will be expected to generate a differential diagnosis with supporting evidence.

- Class presentation 20%

Each student will sign up to give a presentation to the class on a specific diagnosis. The student will present pertinent features of the diagnosis, considerations of differential diagnosis, and approaches to educating an individual with the diagnosis and her/his family.

- Take-home, open-book final exam 20%

Students will be given clinical scenarios and with questions to address in essay format.

### Evaluation and Assessment

Grades will be assigned based upon percentage of total possible points earned:

A=94-100%    A-=88-93%    B+=83-87%    B=79-82%    B-=75-78%    C+=71-74%  
D=67-70%    F<67%