

Syllabus

Diagnosis of Mental and Emotional Disorders

CPSY 522-02 (Spring 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 starts. I can also be reached by email (which I check at least once a day) and voicemail (which I check several times a day).

Schedule: Tuesdays, 5:30-8:30 p.m.
January 8 to March 11, 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 check with the instructor for updates.

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

7	2/19	Somatoform disorders Factitious disorders Sexual and gender identity disorders <i>Student presentations</i>
8	2/26	Personality disorders (Video) Dissociative disorders Impulse control disorders NEC <i>Take home final distributed</i> <i>Student presentations</i>
9	3/4	Other conditions <i>Student presentations</i>
10	3/11	Areas for further study <i>Take home final due</i> <i>Student presentations</i>

Course Requirements

- Attendance and active participation in lecture, discussion, and group exercises (20 points)
- Complete in-class assignment (20 points)

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.

- Complete educational project including brief in-class presentation (20 points)

Students will be given a scenario in which they will be asked to respond to an inquiry by a person with mental illness or a family member. Each student will make a brief (no more than 5 minutes) oral presentation in class and should be prepared to field questions. The student should submit a one-page summary of their educational presentation to the instructor.

- Complete the take-home, open-book final exam (40 points)

Evaluation and Assessment

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

A=93-100%	A-=85-92%	B+=81-84%	B=77-80%	B-=73-76%	C+=69-72%
				D=65-68%	F<65%