

# **Syllabus**

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

### **CPSY 522-01 (Fall 2009)**

Instructor: Thomas P. Welch, MD, MA  
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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: Tuesdays, 5:30-8:30 p.m.  
September 15 to November 17, 2009

#### **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 Texts

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000. (***Please bring to each class session***)

Jamison, Kay Redfield. *An Unquiet Mind*. New York: Vintage Books, 1996.

### 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, beginning with Session 2.***

<u>Session</u>	<u>Date</u>	<u>Topics and Activities</u>
1	9/15	Introduction to DSM-IV-TR and ICD-9 The Mental Status Exam and other sources of data Psychological testing <i>Sign up for presentations</i>
2	9/22	Delirium, Dementia, ... Mental disorders due to a general medical condition Sleep disorders
3	9/29	Disorders usually first diagnosed in infancy, ... Gender identity disorders <i>Quiz #1</i>
4	10/6	Substance-related disorders Schizophrenia and Other Psychotic Disorders (Video)
5	10/13	Mood disorders Discussion of <i>An Unquiet Mind</i> <i>Quiz #2</i>
6	10/20	Anxiety disorders Adjustment disorders <i>Take home question #1 due</i>

7	10/27	Somatoform disorders Factitious disorders Malingering Sexual disorders <i>Quiz #3</i>
8	11/3	Personality disorders (Video) Dissociative disorders
9	11/10	Impulse control disorders NEC Eating disorders <i>Quiz #4</i>
10	11/17	Other conditions Areas for further study <i>Take home question #2 due</i> <i>Course evaluation</i>

### Course Requirements

- Attendance and active participation in discussions, group exercises, etc. (20 points)  
Students should inform the instructor of anticipated absences from class, but will not be “excused” *per se* and no “make-up” work will be assigned.
- Quizzes (30 points)  
Four short closed-book quizzes in multiple-choice/true-false/short answer format will be given throughout the course and will be drawn from the readings and lecture material. Students’ grade will be based upon their three best scores.
- Presentation (20 points)  
Each student will give a brief presentation to the class on a specific diagnosis.
- Take-home, open-book questions (30 points)  
Students will be given clinical scenarios with questions to address in essay format, demonstrating their integration of course material.

### Evaluation and Assessment

Grades will be assigned based upon total possible points earned:

A=94-100	A-=88-93	B+=83-87	B=78-82	B-=73-77	C+=69-72
	C=66-68	C-=63-65	D+=61-62	D=60	F<60