Syllabus
Diagnosis of Mental and Emotional Disorders
CPSY 522-02 (Spring 2010)

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.
January 12 to March 16, 2010

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


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.*

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics and Activities</th>
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| 1       | 1/12   | Introduction to DSM-IV-TR and ICD-9  
The Mental Status Exam and other sources of data  
Psychological testing  
*Sign up for presentations* |
| 2       | 1/19   | Delirium, Dementia, …  
Mental disorders due to a general medical condition  
Sleep disorders |
| 3       | 1/26   | Disorders usually first diagnosed in infancy, …  
Gender identity disorders  
*Quiz #1* |
| 4       | 2/2    | Substance-related disorders  
Schizophrenia and Other Psychotic Disorders (Video) |
| 5       | 2/9    | Mood disorders  
Discussion of *An Unquiet Mind*  
*Quiz #2* |
| 6       | 2/16   | Anxiety disorders  
Adjustment disorders  
*Take home question #1 due* |
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7  2/23  Somatoform disorders
     Factitious disorders
     Malingering
     Sexual disorders
     Quiz #3

8  3/2  Personality disorders (Video)
     Dissociative disorders

9  3/9  Impulse control disorders NEC
     Eating disorders
     Quiz #4

10 3/16  Other conditions
     Areas for further study
     Take home question #2 due
     Course evaluation

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)
  Students will be assigned to give a brief presentation explaining a specific diagnosis in
  terms that would be understandable to the diagnosed person and to those close to her/him.

- 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