

**SOWK 693**

**Diagnosing Psychopathology: Introduction to DSM IV-TR (Online)**

**SUMMER 2008**

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**Location:** Online – Cyberspace, anywhere you have an internet connection  
**Day/Time:** Online – Cyberspace, anytime you want to

**I. COURSE DESCRIPTION**

This 1-unit course provides instruction and experience in determining psychiatric diagnoses utilizing the diagnostic classification system of the *Diagnostic and Statistical Manual of Mental Disorders, 4th Edition-Text Revision* (DSM-IV-TR). The entire course (with exception of the final exam) is delivered online. That is, there are no class sessions that meet at any USC campus, except the final exam.

**II. COURSE OBJECTIVES**

Specific course objectives are to enable mental health students to:

1. Understand the logic, method and purposes of diagnostic classification in mental health practice.
2. Able to apply concepts from a mental status exam in order to recognize the presence or absence of psychiatric symptoms in order to establish a psychiatric diagnosis.
3. Utilize the DSM IV-TR classification system for the diagnosis of mental disorders.
4. Be aware of cross-cultural diagnostic issues, strengths and limitations of the DSM IV-TR.

**III. COURSE FORMAT**

The course consists of 9 online modules. Within each module are various segments, consisting of short didactic lectures, case vignettes, exercises, and mastery checks (self-quizzes). You will be repeatedly prompted within the online program to check your syllabus for reading assignments related to each section of the course. The readings are listed later in this syllabus under each module, with the specific topic labeled within each module. Ideally, you should stop and

complete each reading when prompted to do so. You may complete the course according to your own schedule, as long as you complete modules 1-5 by midterm and 1-9 by the final exam. A quick overview of the course follows:

Module 1: Introduction to the DSM  
 Module 2: Schizophrenia and Other Psychotic Disorders  
 Module 3: Mood Disorders  
 Module 4: Anxiety Disorders Adjustment Disorders & V-Codes  
 Module 5: Interlude I - Diagnosing Cases  
 Midterm Exam (online)  
 Module 6: Substance, Eating and Impulse Control Disorders  
 Module 7: Personality Disorders  
 Module 8: Childhood Disorders  
 Module 9: Interlude II - Diagnosing Cases  
 Final Exam (University Park – finals week)

#### **IV. COURSE EVALUATION AND GRADING**

All students are expected to complete all modules, according to their own schedules. Modules 1-5 should be completed by the midterm, and modules 1-9 by the final exam.

Class grades will be based on the following:

|             |    |
|-------------|----|
| 3.85 – 4    | A  |
| 3.60 – 3.84 | A- |
| 3.25 – 3.59 | B+ |
| 2.90 – 3.24 | B  |
| 2.60 – 2.89 | B- |
| 2.25 – 2.50 | C+ |
| 1.90 – 2.24 | C  |

Or if a percentage scale is used:

|          |    |
|----------|----|
| 93 – 100 | A  |
| 90 – 92  | A- |
| 87 – 89  | B+ |
| 83 – 86  | B  |
| 80 – 82  | B- |
| 77 – 79  | C+ |
| 73 – 76  | C  |
| 70 – 72  | C- |

## V. ATTENDANCE POLICY

Although the following is the official attendance policy of the School of Social Work, it is recognized that there will be no attendance at this course in the traditional sense. Attendance for the online course means completing all modules of the course.

[Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.]

## VI. COURSE EXPECTATIONS AND GUIDELINES

|                  |     |
|------------------|-----|
| Mid-term exam    | 45% |
| Final assignment | 55% |

**Mid-term exam:** In the mid-term exam you will be presented with case vignettes and you will be required to write a complete a 5 axis diagnosis with justification. The midterm will be administered online, with a few days allowed to complete and return your midterm by email. The exam will be based on content and diagnoses covered in modules 1-5. This exam relates to course objectives #1, 2, 3, and 4.

**Final exam:** The final exam will consist of a series of video and printed vignettes of clients. You will derive and justify a 5-axis DSM-IV-TR diagnosis for each client including your reasoning and any differential diagnoses you considered. The final exam will be administered on the University Park campus during the University's Final Exam Week, on a non field placement day. Please note that the final exam is the only time you need to be present on campus to take this course, and that the Final WILL NOT be administered online. You must be present on the day and time that the Final is administered. There can be no exceptions. This exam relates to course objectives #1, 2, 3, and 4.

**Incompletes:** A final grade of incomplete can only be given under extreme circumstance (as stated by university policy).

## VII. REQUIRED TEXTBOOKS

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders. (4th Edition-TR)*. American Psychiatric Association: Washington, D.C.

*(note that because almost all readings are from the DSM, for ease of use in the syllabus and to eliminate the repetitious use of the full citation, the short DSM-IV-TR citation will be used rather than the complete citation)*

### Recommended Reading

American Psychiatric Association (2002). Quick Reference to the Diagnostic Criteria from the DSM IV-TR. Washington, D.C.

Morrison, J. (1995). DSM-IV-T Made Easy: The Clinicians Guide to Diagnosis. New York: The Guildford Press.

## VIII. ACADEMIC ACCOMMODATIONS

A student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## IX. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

### University Park Campus

MRP – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

### City Center

Front of the building (12<sup>th</sup> & Olive)

### Orange County Campus

Faculty Parking Lot

### Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

## COURSE OUTLINE

### MODULE 1 INTRODUCTION TO THE DSM

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

#### Segment 1: Course Introduction

No Required Reading

#### Segment 2: The DSM: Pro's and Con's

##### **Required Reading** -- Introduction to the DSM

*DSM-IV-TR*, Introduction, pages xxiii-xxxiii.

##### **Required Reading** -- Reliability and Validity of the DSM

Kirk SA (2004). Are children's DSM diagnoses accurate? *Brief Treatment and Crisis Intervention*; Autumn 2004; 4, 3; Psychology Module pg. 255-270. (Available full text online through Proquest.)

#### Segment 3: Multiaxial Assessment

##### **Required Reading** -- Use of the Manual and Multiaxial Assessment

*DSM-IV-TR*, Use of the Manual pages 1-12 and Multiaxial Assessment pages 27-37.

#### Segment 4: The Mental Status Exam

##### **Required Reading** – Mental Status Exam

Polanski, P.J. & Hinkle, S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling and Development*, 78, (3), 357-364. (Available full text online through Proquest.)

#### Segment 5: Cross-Cultural Perspectives

##### **Required Reading**

*DSM-IV-TR*, Ethnic and Cultural Considerations, pages xxxiii-xxxvii.

*DSM-IV-TR*, Appendix I. Outline for Cultural Formulation and Glossary of Culture-Bound Syndromes, pages 897-903.

### **Recommended Additional Reading for Module 1**

Cosgrove, L. (2005). When labels mask oppression: Implications for teaching psychiatric taxonomy to mental health counselors. *Journal of Mental Health Counseling*; Oct; 27, 4; Psychology Module pg. 283-296. (Available full text online through Proquest.)

Morrison, J. (1995). Evaluating the Mental Health Patient. In The DSM IV Made Easy. New York: The Guildford Press. 544-579.

Morrison, J. (1995). Appendix A, B & C. In The DSM IV Made Easy. New York: The Guildford Press. 581-586.

White Kress VE, Eriksen KP, Rayle AD; Ford SJW. (2005). The DSM-IV-TR and culture: Considerations for counselors. *Journal of Counseling and Development : JCD*; Winter 2005; 83, 1; 97-104. (Available full text online through Proquest.)

## **MODULE 2** **SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS**

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

### **Segment 2: Schizophrenia**

Required Reading: *DSM-IV-TR*, Schizophrenia, pages 297-317

### **Segment 3: Schizophreniform & Brief Psychotic Disorder**

Required Reading: *DSM-IV-TR*, Schizophreniform, pages 317-319 and Brief Psychotic Disorder 329-332

### **Segment 4: Schizoaffective Disorder**

Required Reading: *DSM-IV-TR*, pages 319-323

### **Segment 5: Delusional and Shared Psychotic Disorder**

Required Reading: *DSM-IV-TR*, Delusional Disorder pages 323-329 and Shared Psychotic Disorder pages 332-334

### **Segment 6: Psychotic Disorders due to General Medical Conditions, Substance-Induced, and Not Otherwise Specified**

Required Reading: *DSM-IV-TR*, pages 334-343

### **Recommended Additional Reading for Module 2**

Morrison, J. (1995). 134-184.

### **MODULE 3** **MOOD DISORDERS**

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

#### **Segment 2: Mood Episodes**

Required Reading: *DSM-IV-TR*, pages 345-368

#### **Segment 3: Unipolar Depression**

Required Reading: *DSM-IV-TR*, pages 369-382

#### **Segment 4: Bipolar Disorder**

Required Reading: *DSM-IV-TR*, pages 382-401

#### **Segment 5: Other Mood Disorders and Specifiers**

Required Reading: *DSM-IV-TR*, pages 401-428

Recommended Additional Reading for Module 3

Morrison, J. (1995). 185-244.

### **MODULE 4** **ANXIETY DISORDERS, ADJUSTMENT DISORDERS & V-CODES**

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

#### **Segment 2: Components of Anxiety Disorders and Panic Disorder & Agoraphobia**

Required Reading: *DSM-IV-TR*, pages 429-443.

#### **Segment 3: Phobias and Stress Disorders**

Required Reading: *DSM-IV-TR*, pages 443-456 phobias 463-472 stress

#### **Segment 4: Generalized, Obsessive Compulsive, Adjustment Disorders, and V codes**

Required Reading: *DSM-IV-TR*, pages 472-476 (Generalized), 456-463 (OCD), 679-683 (adjustment), and 731-733 (V codes).

#### **Segment 5: Other Anxiety Disorders**

Required Reading: *DSM-IV-TR*, pages 476-484

Recommended Additional Reading for Module 4

Morrison, J. (1995).245-286.

## MODULE 5 INTERLUDE I - DIAGNOSING CASES

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

There is no reading for this module. Consult your DSM to diagnose the cases presented online. Diagnoses will fall within the disorders that have been covered up to this point in the course.

## MODULE 6 SUBSTANCE RELATED, EATING, AND IMPULSE CONTROL DISORDERS NOT ELSEWHERE CLASSIFIED

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

### **Segment 2: Substance Related Disorders**

Required Reading: *DSM-IV-TR*, pages 191-295

### **Segment 3: Eating Disorders**

Required Reading: *DSM-IV-TR*, pages 583-595

### **Segment 4: Impulse Control Disorders Not Elsewhere Classified**

Required Reading: *DSM-IV-TR*, pages 663-677

### Recommended Additional Reading for the Module 6

Morrison, J. (1995).62-133, 387-395,439-453.

## MODULE 7 PERSONALITY DISORDERS

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

### **Segment 2: Intro and General Diagnostic Criteria**

Required Reading: *DSM-IV-TR*, pages 685-690

### **Segment 3: Cluster A Disorders**

Required Reading: *DSM-IV-TR*, pages 690-701

### **Segment 4: Cluster B Disorders**

Required Reading: *DSM-IV-TR*, pages 701-717

### **Segment 5: Cluster C Disorders**

Required Reading: *DSM-IV-TR*, pages 718-729



## MODULE 8 DISORDERS USUALLY FIRST DIAGNOSED IN INFANCY, CHILDHOOD, OR ADOLESCENCE

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

### **Segment 2: Mental Retardation, Learning and Motor Disorders**

Required Reading: *DSM-IV-TR*, pages 39-58

### **Segment 3: Communication and Pervasive Developmental Disorders**

Required Reading: *DSM-IV-TR*, pages 58-84

### **Segment 4: Attention Deficit and Disruptive Behavior Disorders**

Required Reading: *DSM-IV-TR*, pages 85-103

### **Segment 5: Feeding, Tic, and Elimination Disorders**

Required Reading: *DSM-IV-TR*, pages 103-121

### **Segment 6: Other Disorders**

Required Reading: *DSM-IV-TR*, pages 121-134.

### Recommended Additional Reading for Module 8

Morrison, J. (1995). 496-532.

## MODULE 9 INTERLUDE II - DIAGNOSING CASES

*Course objectives: This session relates to course objectives 1, 2, 3, and 4.*

There is no reading for this module. Consult your DSM to diagnose the cases presented online. Diagnoses may include any of the disorders that have been covered in the entire course.