REH 6320 Syllabus
The *Diagnostic and Statistical Manual of Mental Disorders-5*
*Mental Health Assessment*
Fall Semester 2014
Dr. Julie Smart

<table>
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<th>This course fulfills the following requirements:</th>
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<tr>
<td>Knowledge</td>
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<td>1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em>.</td>
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<td>2. Knows the impact of co-occurring addictive disorders on medical and psychological disorders.</td>
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<td>3. Understands the established diagnostic and clinical criteria for addictive disorders and describes treatment modalities and placement criteria within the continuum of care.</td>
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<td>4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.</td>
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<td>Skills and Practices</td>
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<tr>
<td>1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <em>DSM</em>, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.</td>
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General Information


Professor: Julie Smart, Ph.D., CRC, NCC, LPC, ABDA, CCFC, ABPC, LVRC Jones Education Building 322, Phone 435-797-3269 Julie.smart@usu.edu

Office Hours: Monday-Friday, 1:00 p. m to 3:00 p.m.

Class Time: Wednesday, 5:00 to 6:45 p.m. (Mountain Time)
Course Description: One of the purposes of this course is to teach the process of diagnosis and evaluation, by systematically applying logical, easily understood principles to several types of information. A short history and rationale of each of the editions of the Diagnostic and Statistical Manual of Mental Disorders will be provided, including the DSM-5. The dimensional approach to diagnosis will be discussed, one of the most radical changes of the 5th edition of the DSM. This course will focus on the essential characteristics of mental disorders.

Course Schedule

Class #1—August 27
The History and Philosophy of the DSM
Organizational Structure of the DSM
Changes in the DSM 5 (from the DSM-IV-TR)
Cross-Walking with ICD-9 and ICD 10
 Appendices
Textbook: Chapters 1 and 2

Class #2—September 3
Diagnostic Criteria and Descriptors
Criteria for Clinical Significance
Cultural Formulation Interview
Differential Diagnoses
Textbook: Chapter 17

Class #3—September 10
Continuation of Classes #1 and #2
Specific assessment tools can be found at www.psychiatry.org/DSM5
No Textbook Readings
Class #4—September 17
Depressive Disorders
Bipolar and Related Disorders
Controversy: Removal of Bereavement Exclusion
New diagnosis: Persistent Depressive Disorder
Textbook: Chapters 3 and 4

Class #5—September 24
Anxiety Disorders
Obsessive-Compulsive and Related Disorders
Change: Removal of the requirement that recognition that anxiety is excessive
Change: OCD, PTSD are no longer considered anxiety disorders
Change: Three categories reduced to two
Textbook: Chapters 5 and 6

OCTOBER 1—NO CLASS

Class #6—October 8
Trauma-and Stressor-Related Disorders—An ENIRELY NEW chapter in DSM5
Gender Dysphoria in Children, Adolescents, and Adults
Replaces Gender Identity Disorder
Textbook: Chapters 7 and 8

Class #7—October 15
Substance-Related and Addictive Disorders
Recognizes that Abuse and Dependence exist on a continuum
Textbook: Chapter 9

Class #8—October 22
Disruptive, Impulse-Control, and Conduct Disorders
Specific Behavioral Disruptions
Textbook: Chapters 10 and 11
Class #9—October 29
Neurodevelopmental and Neurocognitive Disorders
New disorder: Temper Dysregulation Disorder
New disorder: PTSD in pre-school children
Global developmental delay
Textbook: Chapter 12

NO CLASS ON NOVEMBER 5

Class #10—November 12
Schizophrenia Spectrum and Other Psychotic Disorders
Dissociative Disorders
Cultural pathological possession added
Textbook: Chapters 13 and 14

Class #11—November 19
Somatic Symptom and Related Disorders
Hypochondriasis eliminated due to pejorative connotation and interference with therapeutic bond.
New emphasis in holistic care and removes mind-body separation
Textbook: Chapter 15

NO CLASS ON NOVEMBER 26—THANKSGIVING

Class #12—December 3
Personality Disorders
Textbook: Chapter 16
GRADING

Attendance:
20 pts per class for 12 classes = 240 points
There will be no unexcused absences unless prior agreement from Dr. Smart is obtained.

Three Case Studies @ 100 points each= 300 points.
These case studies will be due on the following dates:
- September 24
- October 29
- December 3

Dr. Smart will provide the case study and students will:
1—List and describe primary symptoms and dysfunctions
2- Describe differential diagnoses to be considered and why.
3. Provide a diagnosis (and the justification for this diagnosis
4. Add Z codes if appropriate

Late Work:
No late work accepted unless prior agreement from Dr. Smart is obtained.

TOTAL POINTS – 540 points

Readings
Extensive readings will consist of journal articles and book chapters. These can be downloaded from the course website or obtained from other websites.
Students must complete all readings prior to the class period for which they are assigned. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material.

GENERAL POLICIES

Classroom Accommodation for Students with Disabilities
If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability
through the Disability Resource Center (DRC). In cooperation with the DRC, course material may be provided in alternative formats – large print, audio, diskette, or Braille upon request. The DRC is located in the Taggart Student Center (TSC) room 104, or call 727-2444 for assistance.

Academic Integrity
You are expected to do your own work in this course. All University policies regarding academic honesty as defined in the Code of Policies and Procedures for Students at Utah State University (http://www.usu.edu/policies/) will be enforced. Students guilty of plagiarism or cheating will receive a failing grade on the appropriate assignment, may receive a failing grade in the course, and may be subject to suspension or expulsion from the University.

Proper decorum is to be observed in the classroom, as outlined in the student code. This is particularly important given the large volume of material necessary to be covered in this class. Please make an effort to arrive promptly for the beginning of class and to avoid unnecessary disturbances. Audio signals on cell phones, pagers, and watches should be turned off.

Disclaimer
Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rational for changes.