



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

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SSS 545

Introduction to the DSM-IV-TR

Fall, 2009

(1 credits)

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I. COURSE PURPOSE

This one-credit elective course is designed for foundation year and beginning advanced practice students. The purpose of the course is not to teach differential diagnosis, but to provide the student with an ability to use the DSM-IV-TR as a tool in mental health field placement settings under guidance from the field instructors. Human Behavior and the Social Environment I & II are prerequisites.

II. EDUCATIONAL OBJECTIVES

1. To understand the reasons a diagnostic manual was developed and how it is being used.
2. To become acquainted with the issues for social workers in making diagnostic formulations.
3. To acquire an understanding of human diversity concerns in diagnosis.
4. To develop confidence in using the DSM-IV-TR under supervision.
5. To develop sensitivity and awareness about the meanings of diagnostic formulations for clients and agencies.
6. To recognize the benefits and limitations of the DSM-IV-TR in clinical practice.
7. To acquire a beginning level of skill in using the multi-axial approach of the DSM-IV-TR.
8. To understand the process of using decision trees in diagnosis.
9. To appreciate the many factors that may contribute to behavioral manifestations and dysfunction.

III. COURSE REQUIREMENTS

A. Required Text

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., Text Revision). Washington, DC: Author.

B. Recommended Text [on reserve]

Morrison, J. (2005). *DSM-IV made easy: The clinician's guide to diagnosis*. NY: Guilford Press.

C. Additional Required Readings [access through Aladin e-journal]

Kutchins, H., & Kirk, S. (1995). Should DSM be the basis for teaching social work practice in mental health? No! *Journal of Social Work Education*, 95(2), 159-165.

McQuaide, S. (1999). A social worker's use of the *Diagnostic and Statistical Manual*. *Families in Society*, 80(4), 410-416.

Mendez-Villarrubia, J. (1994). Issues in the assessment of Puerto Rican and other Hispanic clients, Including Ataques de Nervios (attacks of nerves). In LaBruzza, A., & Mendez-Villarrubia, J. *Using DSM-IV: A guide to psychiatric diagnosis* (pp. 141-195). Northvale, NJ: Aronson. [on reserve]

Rogler, L. (1997). Making sense of historical changes in the *Diagnostic and Statistical Manual of Mental Disorders*: Five propositions. *Journal of Health and Social Behavior*, 38, 9-20.

Saleeby, D. (2001). The diagnostic strengths manual? *Social Work*, 46(2). 183-187.

Williams, J., & Spitzer, R. (1995). Should DSM be the basis for teaching social work practice in mental health? Yes! *Journal of Social Work Education*, 31(2), 148-153.

Wakefield, J. (1992). The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist*, 47(3), 373-388.

D. Course Assignments

1. Final Exam—Scheduled Class #4
An in-class open-book exam will be given during the last class. It is designed to demonstrate the student's understanding and correct use of the DSM-IV-TR.
2. Attendance and Class Participation
Students are expected to attend all four classes and to participate actively and meaningfully in class discussions and exercises. Contributions from field placement experiences are expected and welcomed.

E. Grading Policy

Final Exam:	75%
Attendance and Class Participation:	25%

- F. Attendance and Participation Students are required to attend ALL classes and participate meaningfully in class discussions. The grade for attendance and participation may be/will be lowered unless the student notifies the instructor and requests an excused absence before the class.

G. Course and Instructor Evaluation

NCSSS requires evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

CLASS SCHEDULE

Class	Topics and Readings
1	Introduction to the DSM-IV-TR: Benefits & Limitations <u>Required Readings</u> DSM-IV-TR, pp. xxiii-xxxv Rogler, pp. 9-20
2	Organization of the Manual Multi-Axial Approach (Axes I, II, & III) Decision Tree for Diagnostic Criteria <u>Required Readings</u> DSM-IV-TR, pp. 10-12, 27-30, 745-757 Kutchins & Kirk, pp. 159-165 McQuaide, pp. 410-416 Williams & Spitzer, pp. 148-153
3	Multi-Axial Approach (Axes IV & V) Proposed Axes for Further Study Cultural Aspects & Limitations <u>Required Readings</u> DSM-IV-TR, pp. 31-37, 807-828, 897-903 Mendez-Villarrubia, pp. 141-195 Saleeby, pp. 183-187 Wakefield, pp. 373-388
4	One-hour in-class open-book exam