SSS 545
Introduction to the DSM-IV-TR
Fall, 2011
Eileen A. Dombo, PhD, LICSW
(1 credit)

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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

B. Recommended Text

C. Additional Required Readings [on Blackboard]


D. Course Assignments

1. Final Exam—Scheduled Class #4
   An 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.

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 proofread 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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to the DSM-IV-TR: Benefits &amp; Limitations</strong></td>
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<td><strong>Required Readings</strong></td>
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<tr>
<td></td>
<td>DSM-IV-TR, pp. xxiii-xxxv</td>
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<td>Rogler (1997)</td>
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| 2     | **Organization of the Manual**  
Multi-Axial Approach (Axes I, II, & III)  
Decision Tree for Diagnostic Criteria |
|       | **Required Readings** |
|       | DSM-IV-TR, pp. 10-12, 27-30, 745-757 |
|       | Frazer et. al. (2009) |
|       | McQuaide (1999) |
| 3     | **Multi-Axial Approach (Axes IV & V)**  
Proposed Axes for Further Study  
Cultural Aspects & Limitations |
|       | **Required Readings** |
|       | DSM-IV-TR, pp. 31-37, 807-828, 897-903 |
|       | Ishibashi (2005) |
|       | Takeuchi (2000) |
|       | Saleeby (2001) |
| 4     | **In-class open notes and open book final exam** |