# Psychology 3835N – Psychiatric Assessment and DSM-IV

University of Lethbridge
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## COURSE OUTLINE

**Course Description:**

The purpose of the course Psychiatric Assessment and DSM-IV is for students, through using an inquiry-based learning process, to develop an understanding of one of the dominant models in the mental health field, that of psychiatric assessment and diagnosis, and psychiatric disorders. For those students who are working toward a career in the helping professions, the course will also assist them in understanding the role of psychiatric services in providing intervention services to clients. Finally, the course will enable students to develop a beginning ability to apply some skills of psychiatric assessment and diagnosis.

An inquiry based learning process will be used in the course and will introduce students to the skills and processes of inquiry based learning as well as assist them to use inquiry to develop an understanding of the course content. Inquiry is the process of trying to come to a critical understanding about a problem, issue or phenomenon. It should be envisioned as a continuous feedback process in which questions are formulated and potential answers are investigated leading in turn to new, challenging, and relevant questions. The skills and abilities of inquiry include knowing how to formulate good questions, how to identify sources of information, how to critically assess and use information from a variety of sources, how to draw reasoned conclusions, and how to communicate the process, conclusions, and emergent questions to others.

This type of education assumes that learning is a collaborative process based on discovery guided by mentoring, within a community of learners, rather than on a transmission of knowledge.

The course will also use some blended learning elements in its process. Blended learning is a process where the traditional learning environment is blended with the use of on-line processes, to provide a different learning experience for students. In the case of this course, the blended learning component will be operationalized through the use of the webct course site,

where students will post their learning products, and participate in discussion forums. The use of blended learning <u>may</u> also result in some reduction of class time required.

**Learning Objectives:**

1). Students will demonstrate their ability to learn in a self-directed way through the use of inquiry based learning methods as applied to psychiatric assessment and DSM-IV.

2). Students will begin to critically examine and reflect on the use of a psychiatric framework for serving clients, including ethical issues and personal impact.

3). Students will apply critical thinking skills to their examination of psychiatric assessment and psychiatric disorders.

4). Students will develop the information literacy skills to find useful literature and research that can be applied to their inquiry process.

5). Students will demonstrate collaborative learning skills which facilitate their ability to learn from and with peers and instructors.

**Course Process:**

The course will use a combination of lecture presentations, role plays, skill development exercises, and class discussions to deliver course content. Students will also contribute to the learning of their peers through discussion forums and sharing their learning products in the on-line environment.

**Required Text:**

**There is no required text for this course.** The Psychiatry Online database available through the U of L library online resources is the core text for the course. Other material will be made available through links in the Webct site for this course.

**Course eLearning Site:** webct.uleth.ca

**Tentative Class Schedule:** (subject to change)

September 3 **No Class! Instructor out of town. Check the Webct site for information.**

| September 10 | Introduction to course including learning objectives, assignments, and expectations. Discussion of Inquiry Based learning and critical thinking skills, beginning identification of learning plans. |
| --- | --- |
| September 17 | Overview of the history of classification and diagnosis. Small group discussion to work on learning plans. Psychiatric assessment process. Small group practice using the MSE and the GAF scale. _Learning Plan due: September 19, 4:00 p.m., by email._ **Discussion Forum begins September 22<sup>nd</sup>.** |
| September 24 | Organization of the DSM-IV-TR    Discussion of psychopharmacology and Behaviour Therapy. |
| October 1 | Presentation on selected ICA disorders. |
| October 8 | Presentation on selected ICA disorders Small group discussion and presentations: Concerns and strengths of children's mental health practice, and the use of DSM-IV diagnoses with children. |
| October 15 | Case study examples and small group discussion of selected disorders. |
| October 22 | Schizophrenia and other psychotic disorders. |
| October 29 | Mood Disorders. |
| November 5 | Anxiety disorders. |
| November 12 | Adjustment disorders. |
| November 19 | Personality disorders. |
| November 26 | Summary, discussion, and wrap-up. |

**Grading and Assignments:**

1). **Learning Plan:** _Weight: 10%_. This assignment asks students to formulate two "good" questions on two areas of interest _within the area of psychiatric assessment and DSM-IV_; these questions will guide student self-directed learning throughout the course. The learning plan should include the two tentative questions and sub-questions which the student

will investigated further in developing their two learning products. The learning plan needs to explore the literature, and other sources, to develop a beginning reference list for the final products, and include this beginning list of references in the learning plan. The learning plan also needs to propose an output or product which the student will produce to demonstrate their learning;

**Note:** the products will be posted in webct for other students to view.

The plan should be 2-3 pages in length, single sided and double spaced. The criteria for grading will include clarity and complexity of the questions, organization of information, effectiveness of communication, use of relevant resource material, and adherence to APA style. <u>Due: September 19<sup>th</sup> , 2008, at 4:00</u> **by email**.

2). **Learning Products:** *Weight: Two Products: 25% each*. Students will produce a learning product which will demonstrate the learning which has occurred as the student worked with their inquiry process. The product needs to clearly identify the inquiry questions and sub-questions which guided student learning, clearly report the findings, demonstrate the use of critical thinking about the findings, draw some reasoned and appropriate conclusions, and comment on any other questions or issues which were raised by the inquiry process. Presentation to peers will take the form of posting the learning products in the Learning Products area of the webct Discussion Forum. <u>Due: Students will post their first learning product by October 17<sup>th</sup>, 2008, by 4:00pm; earlier posting is encouraged. The Second Learning Product will be due to be posted by November 14<sup>th</sup>, 2008; earlier posting is encouraged.</u>

3) **Reflection on Learning Products:** *Weight: 10%*. For this assignment, students are required to provide comments on the learning which has occurred for them in reading four (4) other learning products (two for each of the Learning Products). Students will post their reflections as responses to the Learning Products. <u>Due: October 24<sup>th</sup>, 2008 for Learning Product 1 and November 21<sup>st</sup> , 2008 for Learning Product 2.</u>

4). **Discussion Forum and Self-Evaluation:** *Weight: 30%*. This assignment asks students to post reflective comments about the class presentations and activities and course readings which have been utilized in class. Students will be assigned dates to be discussion group leaders in the webct course site. The assignment requires that assigned discussion group leaders post a reflective statement about course readings, class presentations, and/or class activities from the previous week, and then lead a discussion group on this topic for the assigned week. Other class members are required to join and participate in one

discussion group for the week; **students need to participate in discussion forum for 7 of the 8 weeks it runs.** Please see the link in the webct site for more detail on discussion forum leadership and participation. Criteria for marking include the extent to which the postings and responses reflect critical thinking and reflection, the extent to which the postings and responses are appropriate and thoughtful, and the extent to which student responses encourage further reflection, discussion, and comment. **All contributions to the discussions are expected to be thoughtful, respectful, and considerate.**

*The self-evaluation* asks students to critically analyse their discussion group leadership and their participation in discussion forum and assign a recommended rating for the discussion forum (see grade description). Students should use the following criteria for the self-evaluation: the extent to which the student's participation in discussion forum met the criteria (timeliness, number of postings, appropriate references, thoughtfulness of comments, etc), the extent to which the postings and responses reflect critical thinking and reflection, the extent to which the postings and responses are appropriate and thoughtful, and the extent to which the responses encourage further reflection, discussion, and comment. Note: The course instructor is responsible for the grade, but will consider student recommendations.

Postings Due: as indicated in course outline; self-evaluation is due: November 26th, 4:00 p.m., via email.

**Marking Grid**

| A+ | 4.0 | 95-100% | C+ | 2.3 | 71-74.9% |
|----|-----|---------|----|-----|----------|
| A | 4.0 | 91-94.9% | C | 2.0 | 67-70.9% |
| A- | 3.7 | 87-90.9% | C- | 1.7 | 63-66.9% |
| B+ | 3.3 | 83-86.9% | D+ | 1.3 | 59-62.9% |
| B | 3.0 | 79-82.9% | D | 1.0 | 55-58.9% |
| B- | 2.7 | 75-78.9% | F | 0 | 0-54.9 % |

**Note: if you need an extension on an assignment, please ask for it! Otherwise, late assignments will be deducted one letter grade per day.**