

# Instructor/TA Info

## Instructor Information

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## TA Information

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# Course Information

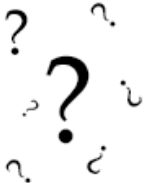
## Description

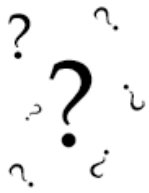
The focus in this course is on learning the diagnostic categories in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and the International Classification of Diseases (ICD-10), which was put into official use in the US in October 2015. This course will also focus on the practical aspects of using and applying diagnostic criteria, including basic principles and techniques of diagnostic interviewing, common diagnostic errors and how to avoid them and incorporation of gender, cultural, ethnic, racial, and other socio-political factors. We will also address the basic advantages and limitations of the DSM-5 system. A large portion of class time will involve practical application with clinical vignettes, assessment tools, videos on certain disorders, practice with the DSM-5 diagnostic criteria and lecture and discussion that goes beyond what is included in the DSM-5 manual.

## Prerequisites

There are no specific pre-requisites for this course although students who have taken abnormal psychology as an undergraduate will have a helpful familiarity with the basic concepts covered in the DSM and ICD-10.

## Materials

	Item	Price (new)	Price (used)
	<u>DIAGNOSTIC &amp; STATISTICAL MANUAL MENTAL DISORDERS 5E - Required</u> by AM PSYCH ASSOC	149.00	111.75



## Learning Outcomes

### CSWE Educational Policy 2.1.3

#### Apply critical thinking to inform and communicate professional judgments.

Advanced:

c. evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.

### CSWE Educational Policy 2.1.5

#### Advance human rights and social and economic justice.

##### (Core Competency #5)

Foundation:

a. understand the forms and mechanisms of oppression and discrimination

### CSWE Educational Policy 2.1.7

#### Apply knowledge of human behavior and the social environment.

##### (Core Competency #7)

Foundation:

b. critique and apply knowledge to understand person and environment

Advanced:

b. use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments.

## Human Rights

Advance human rights and social and economic justice: understand the forms and mechanisms of oppression and discrimination (6.a.)

## Human Behavior Knowledge

Apply knowledge of human behavior and the social environment: critique and apply knowledge to understand person and environment (7.b.). Use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments (7.b.).

## Additional Learning Objectives

While there is and always will be controversy around the current DSM and related diagnostic systems (ICD), they are nevertheless an inextricable part of the delivery of contemporary mental health delivery. To be deficient in DSM skills is to be deficient in a minimal skill set for contemporary mental health practitioners. With these observations in mind, this training course has the following additional learning objectives:

Students will:

1. Establish a general awareness of the history and development of the DSM, including the current evolving philosophy (e.g., dimensional, lifespan perspective, multicultural focus).
2. Demonstrate a grasp of the broad differences between sections of the DSM as well as the common characteristics of disorders within each section.
3. Show a high level of proficiency in identifying the specific diagnostic criteria of the most common diagnoses seen and show a basic level of proficiency in identifying the core diagnostic criteria of less common diagnoses.

4. Name, identify and correct for the most common types of decision-making errors when making a diagnosis.
5. Describe the limitations of the DSM system and identify ways to correct for these limitations
6. Identify the ethical and clinical trade-offs of a diagnosis and identify likely ways that making or not making a diagnosis can help or harm a client, respectively.

**Professional Conduct**

Apply critical thinking to inform and communicate professional judgments: evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools (3.c).

**Grading Scale**

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

**Grading Policy**

Students will be evaluated on three components:

1. Weekly quizzes on text-book and lecture content.
2. Attendance at each weekly lecture.
3. Participation in a weekly reading and reflection assignment (on Digital Dialog).

NOTE: Some students have a difficult time with quizzes whereas others find them all too easy. My grading policy at the end of the course is to assign grades into quintile ranges IF one or more students earns a 79 percent or less on their cumulative quiz scores. Assigning grades by quintiles will ensure that the minimum possible score being is a B-. This policy applies for students who attempt ALL quizzes.

**Participation Policy**

A part of class room decorum includes having cell phones turned off. Grade penalties for lack of preparedness, and poor classroom etiquette will be at the instructor's discretion, based on individual circumstances. Poor classroom etiquette, in addition to cell phones going off in class, includes but is not limited to such things as REPEATEDLY leaving class early, leaving class and returning to class while it's in session, sleeping in class, text messaging during class, using your computer for anything other than taking notes during class, and carrying on side conversations during class.

**Attendance Policy**

BYU's class attendance policy is that you are expected to attend classes for which you are registered. Likewise, instructors are expected to tell you what effect attendance has on the course grade. In compliance with this policy, you are expected to attend and be on time for classes. Students are allowed one unavoidable absence. In order to be excused, you will need to contact me--in advance if possible--and inform me of the absence and the general reason. Unavoidable absences are identified as such at instructor discretion. After one absence, students will thereafter lose points for non-attendance.

## **Classroom Procedures**

Each class session will focus on three main topics:

1. DSM Disorders: Disorders from the DSM. Typically one or more categories of the DSM will be the focus (e.g., Depressive Disorders, Personality Disorders).
2. Assessment Tools: Tools (e.g., questionnaires, checklists) that can help with gathering clinical information, making diagnoses, assessing severity and planning and monitoring treatment.
3. Clinical Decision-Making: Clinical decision-making errors are ubiquitous in the mental health field. Importantly, such errors can cause distress or harm to clients. Each class session, therefore, will address a specific type of decision-making error or a specific intervention that clinicians can use to avoid making diagnostic errors.

## **Study Habits**

There is a tremendous amount of information in this course and most of the DSM-5 is assigned reading. Not all sections of the DSM-5 are of equal importance in this course, however. The disorders that are most commonly encountered in clinical practice as well as those disorders that are generally within the scope of practice for most generalist clinical social workers will be focused on most heavily. For instance, Major Depressive Disorder is among the most common mental health disorders and it will be important for students to know the diagnostic criteria very well. Conversely, Circadian Rhythm Sleep-Wake Disorders are much more rare and require specialized training in order to treat and diagnose. Students should be generally aware of where the disorders are and will not be required to learn these criteria sets in depth. Study guides will be provided that list the disorders that should be understood in-depth versus those that should only be understood at a very basic level.

Disorders will be categorized according to the levels listed below. Disorders categorized as Level 3 will entail an understanding of Levels 1 through 3 whereas disorders categorized as Level 1 will only entail the most basic understanding. To make this course manageable, a smaller subset of disorders will be categorized at Level 3 where as most disorders will be categorized as Level 1 or 2. .

### **Level 1**

- In what category (section) of the DSM does the disorder fit?

### **Level 2**

- What are the key diagnostic features of the disorder (usually criterion A in the criteria set. They are also listed under the "Diagnostic Features" section of the DSM text)?

### **Level 3**

- What are the basic diagnostic criteria for the disorder?
- What is a key screening question for this disorder?
- What are other pertinent details about the disorder (e.g., differential diagnosis, common comorbidities, development and course, functional consequences)?

## **Teaching Philosophy**

Most importantly, my intent and design for this class is to help BYU MSW graduates obtain excellent preparation in diagnostic skills. Toward that end, I appreciate the importance of interaction and practical application in addition to didactic instruction. Students can expect to have opportunities for discussion as well as practice of diagnostic and interviewing skills in class.

### **Concerns About Performance**

Students who may be struggling in the course have several options available to them:

- Option 1:
  - The following assistance is available to all students regardless of grade status or situation:
    - 1.1. ASSISTANCE: A reasonable amount of additional skills coaching during established office hours or by appointment may be provided to assist with mastery of DSM-5 concepts and the process of using DSM-5 as a tool for addressing questions.
  
- Option 2:
  - The following assistance is available to students who meet specific criteria:
    - 2.1 ASSISTANCE: A remedial writing assignment for partial credit may be made available to address specific concepts that were missed.  
This remedial writing assignment is available only if the following circumstances are satisfied:
      - 1. Extenuating circumstances:
        - There are clear extenuating circumstances that interfered with the student's ability to perform well on a quiz. Neglecting to study for the test is not an extenuating circumstance. Extenuating circumstances include but are not limited to unforeseen emergencies or crises in one's personal life as well as persistent learning difficulties, which may necessitate consultation and documentation from the University Accessibility Center. Consultation with the Department Director other faculty may be necessary to help determine what are extenuating circumstances.
  
      - 2. Program standing:
        - The student's performance in the class may put their overall standing in the program at risk (e.g., earning a C grade).

The details of the writing assignment as well as the points available will be discussed with each individual student.

Students who believe that they qualify for this option should schedule a meeting with the instructor to discuss their situation

- Option 3:
  - The following assistance is available only to students who qualify for accommodations as identified by the University Accessibility Center.
    - 3.1 ASSISTANCE: Accommodations are provided based on UAC-specific recommendations and UAC-identified learning or other difficulties (e.g., relaxed time constraints).

# Assignments

## Assignment Descriptions

### Jan-4 Attendance

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Jan  
04

Due: Monday, Jan 04 at 11:59 pm

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### Jan-11 Attendance

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Jan  
11

Due: Monday, Jan 11 at 11:59 pm

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### Reading and Reflection 1

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Jan  
11

Due: Monday, Jan 11 at 11:59 pm

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Post your response in the Digital Dialog section of the course.

Incorporate concepts from this week's reading into your response. Respond to at least one of your classmates with a substantive response (i.e., not just a "good post" response).

### Quiz 1

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Jan  
15

Due: Friday, Jan 15 at 11:59 pm

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Introduction to DSM-5 and ICD-10 Disorder Focus Neurodevelopmental Disorders DSM-5: 31-86

Frances (2013): 7-35

### Reading and Reflection 2

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Jan  
19

Due: Tuesday, Jan 19 at 11:59 pm

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### Reading and Reflection 3

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Jan  
25

Due: Monday, Jan 25 at 11:59 pm

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### Quiz 2

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Jan  
25

Due: Monday, Jan 25 at 11:59 pm

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11 JAN 2015 Schizophrenia Spectrum and Other Psychotic Disorders DSM-5: 87-122 Frances (2013): 94-109 Bipolar and Related Disorders DSM-5: 123-154 Frances (2013): 49-60

### Jan-25 Attendance

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Jan

**25**Due: Monday, Jan 25 at 11:59 pm

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**Quiz 3**

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**Feb  
01**Due: Monday, Feb 01 at 8:00 am

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Disorder Focus Depressive Disorders DSM-5: 155-188 Frances (2013): 36-48 Assessment Tools Clinical Decision-Making

**Reading and Reflection 4**

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**Feb  
01**Due: Monday, Feb 01 at 11:59 pm

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**Feb-1 Attendance**

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**Feb  
01**Due: Monday, Feb 01 at 11:59 pm

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**Quiz 4**

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**Feb  
08**Due: Monday, Feb 08 at 8:00 am

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Disorder Focus Anxiety Disorders DSM-5: 189-233 Frances (2013): 61-75 Assessment Tools Clinical Decision-Making

**Feb-8 Attendance**

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**Feb  
08**Due: Monday, Feb 08 at 11:59 pm

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**Reading and Reflection 5**

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**Feb  
08**Due: Monday, Feb 08 at 11:59 pm

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**Quiz 5**

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**Feb  
15**Due: Monday, Feb 15 at 8:00 am

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Disorder Focus Obsessive-Compulsive and Related Disorders DSM-5: 235-264 Frances (2013): 76-87 Assessment Tools Clinical Decision-Making

**Reading and Reflection 6**

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**Feb  
15**Due: Monday, Feb 15 at 11:59 pm

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**Feb-22 Attendance**

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Feb  
22

Due: Monday, Feb 22 at 11:59 pm

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**Reading and Reflection 7**

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Feb  
22

Due: Monday, Feb 22 at 11:59 pm

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**Quiz 6**

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Feb  
29

Due: Monday, Feb 29 at 8:00 am

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Disorder Focus Trauma- and Stressor-Related Disorders DSM-5: 265-290 Frances (2013): 88-93  
Dissociative Disorders DSM-5: 291-307 Frances (2013): 182-188 Assessment Tools Clinical Decision-Making

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**Reading and Reflection 8**

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Feb  
29

Due: Monday, Feb 29 at 11:59 pm

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**Feb-29 Attendance**

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Feb  
29

Due: Monday, Feb 29 at 11:59 pm

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**Quiz 7**

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Mar  
07

Due: Monday, Mar 07 at 8:00 am

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Disorder Focus Somatic Symptom and Related Disorders DSM-5: 309-327 Frances (2013): 175-180  
Feeding and Eating Disorders DSM-5: 329-354 Frances (2013): 144-148 Elimination Disorders DSM-5:  
355-360 Frances (2013): N/A Assessment Tools Clinical Decision-Making

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**Reading and Reflection 9**

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Mar  
07

Due: Monday, Mar 07 at 11:59 pm

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**Mar-7 Attendance**

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Mar  
07

Due: Monday, Mar 07 at 11:59 pm

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**Quiz 8**



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Mar  
14

Due: Monday, Mar 14 at 8:00 am

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Disorder Focus Sleep-Wake Disorders: DSM-5: 361-422 Frances (2013): 149-158 Sexual Dysfunctions  
DSM-5: 423-450 Frances (2013): 159-169 Gender Dysphoria DSM-5: 451-459 Frances (2013): N/A  
Assessment Tools Clinical Decision-Making

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**Mar-14 Attendance**

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Mar  
14

Due: Monday, Mar 14 at 11:59 pm

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**Reading and Reflection 10**

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Mar  
14

Due: Monday, Mar 14 at 11:59 pm

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**Quiz 9**

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Mar  
21

Due: Monday, Mar 21 at 8:00 am

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Disorder Focus Disruptive, Impulse-Control, and Conduct Disorders DSM-5: 461-480 Frances (2013):  
138-143 Substance-Related and Addictive Disorders DSM-5: 481-591 Frances (2013): 110-119  
Assessment Tools Clinical Decision-Making

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**Mar-21 Attendance**

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Mar  
21

Due: Monday, Mar 21 at 11:59 pm

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**Reading and Reflection 11**

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Mar  
21

Due: Monday, Mar 21 at 11:59 pm

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**Mar-28 Attendance**

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Mar  
28

Due: Monday, Mar 28 at 11:59 pm

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**Reading and Reflection 12**

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Mar  
28

Due: Monday, Mar 28 at 11:59 pm

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**Quiz 11**

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Apr

04

Due: Monday, Apr 04 at 8:00 am

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Disorder Focus Personality Disorders DSM-5: 645-684 Frances (2013): 130-137 Assessment Tools  
Clinical Decision-Making

**Quiz 10**

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Apr  
04

Due: Monday, Apr 04 at 8:00 am

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Disorder Focus Neurocognitive Disorders DSM-5: 591-643 Frances (2013): 121-129 Assessment Tools  
Clinical Decision-Making

**Apr-4 Attendance**

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Apr  
04

Due: Monday, Apr 04 at 11:59 pm

**Reading and Reflection 13**

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Apr  
04

Due: Monday, Apr 04 at 11:59 pm

**Exam 2**

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Apr  
11

Due: Monday, Apr 11 at 12:00 am

This exam is open on the dates indicated.

**Exam 1**

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Apr  
11

Due: Monday, Apr 11 at 12:00 am

10 - 12 FEB.

**Exam 3**

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Apr  
11

Due: Monday, Apr 11 at 1:00 am

Open from 24 MAR to 26 MAR.

**Exam 4**

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Apr  
11

Due: Monday, Apr 11 at 1:00 am

Open from 18 APR to 23 APR

**Quiz 12**

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Apr

**11**Due: Monday, Apr 11 at 8:00 pm

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Disorder Focus Paraphilic Disorders DSM-5: 685-705 Frances (2013): 169-174 Other Mental Disorders DSM-5: 707-708 Frances (2013): N/A Medication-Induced Movement Disorders and Other Adverse Effects of Medication DSM-5: 709-714 Frances (2013): N/A Other Conditions That May Be a Focus of Clinical Attention DSM-5: 715-727 Frances (2013): 191-192 Assessment Tools Clinical Decision-Making

**Reading and Reflection 14**

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**Apr****11**Due: Monday, Apr 11 at 11:59 pm

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**Other**

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**Apr****11**Due: Monday, Apr 11 at 11:59 pm

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**Apr-11 Attendance**

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**Apr****11**Due: Monday, Apr 11 at 11:59 pm

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## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at

t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010  
 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Schedule

Date	Reading	Quizzes
Week 1		
M Jan 04 Monday	<p><b>First Day of Winter Semester (01/04/2016 - 04/12/2016)</b></p> <p>4 JAN 2015</p> <ul style="list-style-type: none"> <li>• Disorder Focus                             <ul style="list-style-type: none"> <li>◦ Introduction to the DSM and</li> </ul> </li> </ul>	

	<p>ICD-10</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 5-25</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 1-16</li> </ul> </li> <li>• Neurodevelopmental Disorders <ul style="list-style-type: none"> <li>◦ DSM-5 <ul style="list-style-type: none"> <li>• 31-86</li> </ul> </li> <li>◦ Frances (2013) <ul style="list-style-type: none"> <li>• 17-35</li> </ul> </li> </ul> </li> </ul>	
Week 2		
M Jan 11 Monday	<p>11 JAN 2015</p> <ul style="list-style-type: none"> <li>• <b>Schizophrenia Spectrum and Other Psychotic Disorders</b> <ul style="list-style-type: none"> <li>◦ DSM-5 <ul style="list-style-type: none"> <li>• 87-122</li> </ul> </li> <li>◦ Frances (2013) <ul style="list-style-type: none"> <li>• 94-109</li> </ul> </li> </ul> </li> <li>• <b>Bipolar and Related Disorders</b> <ul style="list-style-type: none"> <li>◦ DSM-5 <ul style="list-style-type: none"> <li>• 123-154</li> </ul> </li> <li>◦ Frances (2013) <ul style="list-style-type: none"> <li>• 49-60</li> </ul> </li> </ul> </li> </ul>	
F Jan 15 Friday	<p>Disorder Focus  Depressive Disorders  DSM-5: 155-188  Frances (2013): 36-48</p> <p>Assessment Tools  Clinical Decision-Making</p>	<b>Quiz 1 Closes</b>
Week 3		
M Jan 18 Monday	<b>Martin Luther King Jr Day</b> NO CLASS	<b>Quiz 2 Opens</b>

T Jan 19 Tuesday		
F Jan 22 Friday		
Sa Jan 23 Saturday		
Week 4		
M Jan 25 Monday	<b>Depressive Disorders</b> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 155-188</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 36-48</li> </ul> </li> </ul>	<b>Quiz 2 Closes</b> <b>Quiz 3 Opens</b>
F Jan 29 Friday		
Week 5		
M Feb 01 Monday	Disorder Focus <ul style="list-style-type: none"> <li>• <b>Anxiety Disorders</b> <ul style="list-style-type: none"> <li>◦ DSM-5 <ul style="list-style-type: none"> <li>• 189-233</li> </ul> </li> <li>◦ Frances (2013) <ul style="list-style-type: none"> <li>• 61-75</li> </ul> </li> </ul> </li> </ul>	<b>Quiz 3 Closes</b> <b>Quiz 4 Opens</b>
F Feb 05 Friday		
Sa Feb 06 Saturday		
Week 6		
M Feb 08 Monday	<b>Obsessive-Compulsive and Related Disorders</b> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 235-264</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 76-87</li> </ul> </li> </ul>	<b>Quiz 4 Closes</b> <b>Quiz 5 Opens</b>
F Feb 12 Friday		
Sa Feb 13 Saturday		
Week 7		
M Feb 15 Monday	<b>Presidents Day</b> NO CLASS	<b>Quiz 5 Closes</b>

F Feb 19 Friday		
Sa Feb 20 Saturday		
Week 8		
M Feb 22 Monday	<p><b>Trauma- and Stressor-Related Disorders</b></p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 265-290</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 88-93</li> </ul> </li> </ul> <p>Dissociative Disorders</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 291-307</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 182-188</li> </ul> </li> </ul>	<b>Quiz 6 Opens</b>
F Feb 26 Friday		
Week 9		
M Feb 29 Monday	<p>Somatic Symptom and Related Disorders</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 309-327</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 175-180</li> </ul> </li> </ul> <p><b>Feeding and Eating Disorders</b></p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 329-354</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 144-148</li> </ul> </li> </ul> <p>Elimination Disorders</p> <ul style="list-style-type: none"> <li>• DSM-5</li> </ul>	<b>Quiz 7 Opens</b> <b>Quiz 6 Closes</b>

	<ul style="list-style-type: none"> <li>◦ 355-360</li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ N/A</li> </ul> </li> </ul>	
Sa Mar 05 Saturday		
Week 10		
M Mar 07 Monday	<p><b>Sleep-Wake Disorders</b></p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 361-422</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 149-158</li> </ul> </li> </ul> <p>Sexual Dysfunctions</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 423-450</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 159-169</li> </ul> </li> </ul> <p>Gender Dysphoria</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 451-459</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ N/A</li> </ul> </li> </ul> <p>Suicide Risk Assessment Part I</p>	<p><b>Quiz 7 Closes</b> <b>Quiz 8 Opens</b></p>
F Mar 11 Friday		
Sa Mar 12 Saturday		
Week 11		
M Mar 14 Monday	<p>Disruptive, Impulse-Control, and Conduct Disorders</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 461-480</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 138-143</li> </ul> </li> </ul>	<p><b>Quiz 8 Closes</b> <b>Quiz 9 Opens</b></p>



	<p><b>Substance-Related and Addictive Disorders</b></p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 481-591</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 110-119</li> </ul> </li> </ul> <p>Suicide Risk Assessment Part II</p>	
F Mar 18 Friday		
Sa Mar 19 Saturday		
Week 12		
M Mar 21 Monday	<p>Neurocognitive Disorders</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 591-643</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 121-129</li> </ul> </li> </ul>	<p><b>Quiz 10 Opens</b> <b>Quiz 9 Closes</b></p>
F Mar 25 Friday		
Sa Mar 26 Saturday		
Week 13		
M Mar 28 Monday	<p><b>Personality Disorders</b></p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 645-684</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 130-137</li> </ul> </li> </ul>	<p><b>Quiz 11 Opens</b></p>
F Apr 01 Friday		
Sa Apr 02 Saturday		
Week 14		
M Apr 04 Monday	<p>Paraphilic Disorders</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 685-705</li> </ul> </li> <li>• Frances (2013)</li> </ul>	<p><b>Quiz 10 Closes</b> <b>Quiz 11 Closes</b> <b>Quiz 12 Opens</b></p>

	<ul style="list-style-type: none"> <li>◦ 169-174</li> </ul> <p>Other Mental Disorders</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 707-708</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ N/A</li> </ul> </li> </ul> <p>Medication-Induced Movement Disorders and Other Adverse Effects of Medication</p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 709-714</li> </ul> </li> <li>• Frances (2013)</li> </ul> <p><b>Other Conditions That May Be a Focus of Clinical Attention</b></p> <ul style="list-style-type: none"> <li>• DSM-5 <ul style="list-style-type: none"> <li>◦ 715-727</li> </ul> </li> <li>• Frances (2013) <ul style="list-style-type: none"> <li>◦ 191-192</li> </ul> </li> </ul>	
F Apr 08 Friday		
Sa Apr 09 Saturday		
Week 15		
M Apr 11 Monday	<p><b>Emerging Measures and Models</b></p> <ul style="list-style-type: none"> <li>• DSM-5: 733-803</li> <li>• Frances (2013): 5-6</li> </ul>	<b>Quiz 12 Closes</b>
T Apr 12 Tuesday	<p><b>Last Day of Winter Semester (01/04/2016 - 04/12/2016)</b></p> <p>Final Exam: B132 JFSB 2:30pm - 5:30pm</p>	
Week 16		
M Apr 18 Monday		