

**Justice Institute of British Columbia**  
**COURSE OUTLINE****Course Code: TS123****Course Title: Everything You Ever Wanted to Know About the DSM-IV-TR – Level 1****Prerequisite Courses:****School: School of Community and Social Justice****Division/Academy/Centre: Centre for Counselling and Community Safety – Counselling and Capacity Building****Previous Course Code & Title: EP204****Course First Offered:**

<b># of Credits:</b>	<b>1.0</b>
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**Course Description:**

This introductory course is for professionals interested in increasing their understanding of psychiatric concepts and processes in order to better serve their clients who are receiving medical/clinical services within the mental health system. You will examine the *Diagnostic and Statistical Manual of Mental Disorders: DSM-IV-TR* (4th edition), review basic psychiatric diagnostic terminology, and explore the Multi-Axial Evaluation according to DSM-IV-TR criteria. Common diagnostic categories such as mood disorders, anxiety disorders, and personality disorders will be discussed, highlighting the role of non-medical mental health professionals in the diagnostic process.

**Course Goal(s):**

At the end of this two day, 14 hour course, participants will be able to discuss psychiatric diagnostic processes in order to better serve their adult clients who are receiving medical/clinical services within the mental health system.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Have a working understanding of the DMS-IV-TR
2. Describe basic psychiatric diagnostic terminology and processes
3. Discuss the Multi-Axial Evaluation according to DSM-IV-TR criteria.
4. Discuss common diagnostic categories such as mood disorders, anxiety disorders and personality disorders
5. Describe the role of non-medical mental health professionals in the diagnostic process.

**Course Topics/Content:**

- Controversial aspects of DSM System
  - Professional /ethical issues related to “diagnosis”
  - Cross-cultural considerations in diagnosis
  - Evaluating the mental health of the client
  - General principles of diagnosis
  - THE DSM-IVTR
  - Understanding “Mental Disorder”
  - The Multi-axial evaluation
  - Diagnosing mood disorders
  - Diagnosing anxiety disorders
  - Diagnosing personality disorders
- Assessment issues in dual diagnosis

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ( [Style](#) )

**Required:**

**Recommended:**

**Course Level:**

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
<b>Total Class Hours</b>	14.0			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		
<b>Passing Grade:</b>		Pass			

**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

100% attendance in all classes.

Active participation in small and large group discussion and activities.

**Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

[://www.jibc.ca/programs-courses/jibc-calendar/academic-](http://www.jibc.ca/programs-courses/jibc-calendar/academic-)

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

**Student Policies:**

[://www.jibc.ca/programs-courses/jibc-calendar/student-](http://www.jibc.ca/programs-courses/jibc-calendar/student-)

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.