

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6798.E1 Child & Adolescent Psychopathology
Spring 2021

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6798.E1 Child & Adolescent Psychopathology
Level: Graduate
Beginning Date of Session: Saturday, March 13, 2021
Ending Date of Session: Thursday, May 20, 2021
Student access available to the Student Portal: Saturday, March 13th 2021

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

CSL6801

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: DSM-5
Author: American Psychiatric Association
Publisher: American Psychiatric Association
Year Published: 2013
Edition: 5th edition
ISBN: 13: 9780890425558
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE

Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Art in School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

This course presents the etiology, diagnosis, and treatment of child and adolescent psychopathological disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5). Students will develop skills in the unique application of diagnostic interviewing techniques, differential diagnosis, case conceptualization via personality theory, and empirically-based treatment planning with regard to child and adolescent psychopathology. Benefits and limitations of the diagnostic and treatment process are also reviewed. In addition, this course will examine the methods and techniques utilized by counselors to assist child and adolescent clients in the change process with specific reference to problem diagnosis, medical and psychiatric co-morbidity, basic psychopharmacological principles and intervention, construction of an empirically-based treatment plan, termination, and ethical, cultural, and systemic issues in the diagnostic and treatment process.

The course in child and adolescent psychopathology will be beneficial to students enrolled in the professional counseling degree program since this course will satisfy the Texas State Board of Professional Counselors board rule §681.83 (c) (3). It is both ethically and clinically essential that students at Amberton University, who are pursuing a master’s degree in professional counseling, and who wish to obtain licensure as an LPC in the state of Texas, possess knowledge and skills in the assessment, diagnosis, and treatment of child and adolescent clients suffering from mental illnesses. This course is designed to prepare students for ethical and effective practice as professional counselors in a professional treatment role for children and adolescents who are suffering from mental disorders.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Proficiency in utilizing the DSM-5 to apply accurate diagnostic labels to mental disorders.
2. Effectively applying differential diagnoses with respect to co-morbidity and medical etiologies across a wide-range of mental disorders.
3. Understanding the nature and etiology of child and adolescent psychopathology in order to articulate case conceptualization and make empirically-based treatment plans.
4. Understanding the role of systematic scientific, clinical experience, and consultative input in making treatment decisions.
5. Utilizing basic psychotherapeutic assessment tools to assess outcomes in the treatment of child and adolescent clients.
6. Understanding ethical, cultural, and systemic issues involved in the treatment process.
7. Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships.
8. Comprehending and examining the developmental theories upon the manifestation and treatment of mental disorders in child and adolescent clients
9. Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in child and adolescent clients
10. Comprehending and addressing the sequelae of prenatal and perinatal complications upon the development of psychopathology in children and adolescent clients
11. Understanding the systemic dynamics (e.g., family constellation, school environment, peers, etc.) with regard to the etiology, presentation, and course of mental illnesses in children and adolescents
12. Developing comprehensive skills with regard to effective collaboration and consultation with schools, parents, and caretakers of children and adolescents.

COURSE POLICIES:

Student participation is 40% of the final grade and will be awarded based on the number of weekly discussion questions completed (e.g., each week = 4 points: mid-term and final exam completion will count as 4 points each). Make-up exams and late assignments will be accepted only in cases of emergency or personal illness. If this occurs, please notify the instructor as soon as possible. Late assignments will be graded at a reduction in grade at the discretion of the professor (typically 10% off each day the assignment is late with a maximum of 5 days late for acceptance).

Student's Responsibilities

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. Ceasing to attend classes does not constitute an official withdrawal.

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is using another person's work as your own. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operated on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton University students are expected to abide by the honor system and maintain academic integrity in all of their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based anti-plagiarism services and applications at any time.

COURSE OUTLINE AND CALENDAR:

Students will complete two comprehensive exams, complete weekly DSQs, review lecture materials and read corresponding textbook chapters and additional research provided each week.

Week	Topic	Assignment	Competencies Covered	Due Date
1	Introduction and Course Overview Historical Perspectives of the DSM-5 and Terminology DSM-5 Overview: Defining Mental Disorders in Child and Adolescent Clients Empirically-Based Therapies & Case	none	1-12	DSQ 1 due by March 25 th 2021 by 12:00PM NOON CST. ALL OTHER DSQs due by 05/20/2021 by 12:00PM NOON CST.

	<p>Conceptualization</p> <p>Developmental Neuroanatomy & Function for the Counseling Professional</p> <p>Ethical, Legal, and Cultural Issues in Counseling Children & Adolescents</p>			
2	<p>Neurodevelopmental Disorders</p> <p>Assessment, Diagnosis, and Treatment of: Intellectual Disability Disorder Communication Disorders Autism Spectrum Disorder Common Medical/Genetic Etiologies of Neurodevelopmental Disorders Attention-Deficit/Hyperactivity Disorder Specific Learning Disorders Motor Disorders Pharmacotherapy in children and adolescents with neurodev. disorders</p>	<p>Readings to be completed by the beginning of class:</p> <p>DSM-5 Neurodevelopmental Disorders</p>	1-12	
3	<p>Schizophrenia Spectrum & Other Psychotic Disorders in Childhood & Adolescence</p> <p>Assessment, Diagnosis, and Treatment of: Schizophrenia Schizoaffective Disorder Substance/Medication-Induced Psychotic Disorder</p>	<p>Readings to be completed by the beginning of class:</p> <p>DSM-5 Schizophrenia</p>	1-12	

	Psychotic Disorders Due to Medical Conditions Pharmacotherapy in children and adolescents with psychosis			
4	<p>Bipolar and Related Disorders & Depressive Disorders</p> <p>Assessment, Diagnosis, and Treatment of: Bipolar Disorders in Children and Adolescents Disruptive Mood Dysregulation Disorder Major Depressive Disorder Persistent Depressive Disorder (Dysthymia) Substance/Medication-Induced Bipolar & Depressive Disorders Bipolar & Depressive Disorders Due to Medical Conditions Pharmacotherapy in children and adolescents with mood instability</p>	DSM-5 Bipolar & Related Disorders & Depressive Disorders	1-12	
5	Mid-Term Exam	Mid-Term Exam	1-12	Exam Opens 04/10/2021 and Closes 04/17/2021 by 12:00PM NOON CST.
6	<p>Anxiety Disorders & Obsessive-Compulsive and Related Disorders</p> <p>Assessment, Diagnosis, and Treatment of: Specific Phobias Social Anxiety Disorder (Social Phobia) Panic Disorder Agoraphobia Generalized Anxiety Disorder</p>	DSM-5 Anxiety Disorders, OCD, Trauma Disorders &	1-12	

	<p>Obsessive-Compulsive Disorder Body Dysmorphic Disorder Hoarding Disorder Trichotillomania & Excoriation Disorders Substance/Medication Induced Anxiety/OCD-Related Disorders Anxiety/OCD-Related Disorders Due to Medical Conditions Pharmacotherapy for anxiety and OCD in children and adolescents</p> <p>Trauma & Stressor-Related Disorders & Dissociative Disorders Assessment, Diagnosis, and Treatment of: Reactive Attachment Disorder Disinhibited Social Engagement Disorder Posttraumatic Stress Disorder Psychological sequelae of child abuse Pharmacotherapy for PTSD in children and adolescents</p>			
7	<p>Somatic Symptom and Elimination Disorders Assessment, Diagnosis, and Treatment of: Somatic Symptom Disorder Illness Anxiety Disorder Conversion Disorder (Functional Neurological Symptom Disorder) Enuresis/Encopresis Pharmacotherapy for chronic pain in</p>	DSM-5 Somatic Symptom Disorders & Elimination Disorders	1-12	

	children and adolescents			
8	<p>Feeding and Eating Disorders & Sleep-Wake Disorders</p> <p>Assessment, Diagnosis, and Treatment of: Pica & Rumination Disorder Avoidant/Restrictive Food Intake Disorder Anorexia Nervosa Bulimia Nervosa Binge-Eating Disorder Childhood insomnia, sleep apnea, and circadian rhythm disorders Pharmacotherapy for eating and sleep disorders in children/adolescents</p>	<p>DSM-5 Feeding/Eating Disorders & Sleep-Wake Disorders &</p>	1-12	
9	<p>Gender Dysfunction and Disruptive, Impulse Control, Conduct, & Paraphilic Disorders</p> <p>Assessment, Diagnosis, and Treatment of: Gender Dysphoria in Children and Adolescents Oppositional Defiant Disorder & Conduct Disorder Intermittent Explosive Disorder Pyromania and Kleptomania</p>	<p>DSM-5 Gender Dysfunction, Disruptive/Impulse Control Conduct Disorders, & Paraphilic Disorders &</p>	1-12	
10	Final Exam	Final Exam	1-12	Exam opens 05/01/2021 and closes on 05/20/2021 by 12:00PM NOON CST.

GRADING CRITERIA:

Participation (4 points per class) = 40 points

Mid-Term Exam = 30 points

Final Exam = 30 points

GRADING CRITERIA:

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are mailed approximately one week after the last day of the session to the student's address of record. Amberton University staff will not post or release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their University email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

Through the Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789

Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the “Communication Guidelines” provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the “Communication Guidelines” of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

TEXAS EDUCATION AGENCY COMPETENCIES:

This course addresses the School Counselor Competencies set forth by the Texas Education Agency. These competencies are listed by course on the University's ftp site (ftp://ftp.amberton.edu/csinfo/AU_TEA).

ACADEMIC HONESTY/PLAGIARISM:

Plagiarism is the presentation of someone else's information as though it were your own. If you use another person's words, ideas or information, or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University's ethics policy.

RESEARCH RESOURCES:

The student is encouraged to use the Amberton Electronic Library as a research resource for this course. The Electronic Library provides access to full-text and abstract articles as well as links to a variety of remote research tools. Students can search Amberton Library Resource Center holdings through the on-line public access circulation system. The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the Library or email their questions to library@Amberton.edu.

RESEARCH TUTORIALS:

Online research resources are available through "Research Tools Database", accessible through the Student Portal. (For additional assistance, students may access the "Research Tutorials" link located in the General Tools area on the Student Portal.) Access the Portal by clicking "Student Portal" from the University's website. You must know your Amberton ID to access the Portal.

Library Live Chat Feature

The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. www.amberton.edu/current-students/library/index.html

Describes the DSM-5 diagnostic criteria for PTSD, including an overview of revisions from DSM-IV .[^] For a review of the DSM-5 changes to the criteria for PTSD, see the American Psychiatric Association website on Posttraumatic Stress Disorder . Read Full ArticleHide Full Article. In This Article. Criteria for PTSD How Do the DSM-5 PTSD Symptoms Compare to DSM-IV Symptoms? What Are the Implications of the DSM-5 Revisions on PTSD Prevalence? References. DSM-5 Criteria for PTSD. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) is the 2013 update to the Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool published by the American Psychiatric Association (APA). In the United States, the DSM serves as the principal authority for psychiatric diagnoses. Treatment recommendations, as well as payment by health care providers, are often determined by DSM classifications, so the appearance of a new version has The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) is the 2013 update to the Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool published by the American Psychiatric Association (APA). In the United States, the DSM serves as the principal authority for psychiatric diagnoses.[^] The DSM-5 was published on May 18, 2013, superseding the DSM-IV-TR, which was published in 2000. Manual of mental disorders/. Fifth edition. DSM-5[^]œ. New School Library. Washington, DC London, England. Copyright [^]© 2013 American Psychiatric Association. DSM and DSM-5 are trademarks of the American Psychiatric Association. Use of these terms is prohibited without permission of the American Psychiatric Association. All rights reserved. DSM and DSM-5 are registered trademarks of the American Psychiatric Association. Use of these terms is prohibited without permission of the American Psychiatric Association. Contents.[^] DSM-5 Coding Update, page 2 of 22 Copyright [^]© 2014 American Psychiatric Association. All rights reserved. Updates at a Glance.

DSM-5 Guidebook: The Essential Companion to the Diagnostic and Statistical Manual of Mental. 568 Pages • 2014 • 2.67 MB • 8,683 Downloads • New! As a companion to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5 The Child Psychotherapy Treatment Planner: Includes DSM-5 Updates. 523 Pages • 2014 • 5 MB • 8,021 Downloads • New! , and the NCQA The Child Psychotherapy Treatment Planner: Includes DSM-5 Updates Arthur E. Jongsma Jr. | L. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) is the product of more than 10 years of effort by hundreds of international experts in all aspects of mental health. Their dedication and hard work have yielded an authoritative volume that defines and classifies mental disorders in order to improve diagnoses, treatment, and research. NEW. Changes to ICD-10-CM Codes for DSM-5 Diagnoses. Understand the changes and be prepared. Coding updates to the ICD-10-CM went in effect October 1, 2020. View More. The Diagnostic and Statistical Manual of Mental Disorders (DSM) is the reference manual mental health professionals and physicians use to diagnose mental disorders in the United States. First published in 1952, the most recent edition of this reference text — the 5th edition, so it will be known as the DSM-5 — is to be published in May 2013. • DSM-III dropped the psychodynamic perspective in favor of empiricism — research-backed categorization — and expanded to 494 pages with 265 diagnostic categories. Describes the DSM-5 diagnostic criteria for PTSD, including an overview of revisions from DSM-IV. • For a review of the DSM-5 changes to the criteria for PTSD, see the American Psychiatric Association website on Posttraumatic Stress Disorder . Read Full Article Hide Full Article. In This Article. Criteria for PTSD How Do the DSM-5 PTSD Symptoms Compare to DSM-IV Symptoms? What Are the Implications of the DSM-5 Revisions on PTSD Prevalence? References. DSM-5 Criteria for PTSD. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) is the 2013 update to the Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool published by the American Psychiatric Association (APA). In the United States, the DSM serves as the principal authority for psychiatric diagnoses. Treatment recommendations, as well as payment by health care providers, are often determined by DSM classifications, so the appearance of a new version has

The Diagnostic and Statistical Manual of Mental Disorders (Fifth Edition), shortened to DSM-5, is the guide used by clinicians to diagnose mental health conditions. It's published by a professional body called the American Psychiatric Association (APA) and updated as new research emerges. The fifth edition is the most current iteration and was released in 2013. Bipolar Disorder DSM-5 Diagnostic Criteria. Talking with a doctor or mental health professional is the first step in identifying bipolar disorder. Firstly, a doctor may perform a physical evaluation to rule out any other conditions that may be causing symptoms. If no other illnesses are present, the doctor will conduct a comprehensive mental health evaluation to assess the patient's symptoms in accordance with the specific criteria from The Diagnostic and Statistical Manual of Mental Disorders (DSM) is the reference manual mental health professionals and physicians use to diagnose mental disorders in the United States. First published in 1952, the most recent edition of this reference text – the 5th edition, so it will be known as the DSM-5 – is to be published in May 2013. DSM-III dropped the psychodynamic perspective in favor of empiricism – research-backed categorization – and expanded to 494 pages with 265 diagnostic categories.

Diagnoses major depressive disorder (MDD). When to Use. Do you use the DSM-5 Criteria for MDD and want to contribute your expertise? Join our contributor team! Depressive symptoms. 5 symptoms during the same two week period that are a change from previous functioning; depressed mood and/or loss of interest/pleasure must be present; exclude symptoms clearly attributable to another medical condition. Depressed mood. The newest version of the DSM, the DSM-5, was published in May of 2013. This latest revision was met with considerable discussion and some controversy. A major issue with the DSM has been around validity. In response to this, the National Institute of Mental Health (NIMH) launched the Research Domain DSM and DSM-5 are registered trademarks of the American Psychiatric Association. Use of these terms is prohibited without permission of the American Psychiatric Association. Contents. DSM-5 Coding Update, page 2 of 22 Copyright © 2014 American Psychiatric Association. All rights reserved. Updates at a Glance. Manual of mental disorders/. Fifth edition. DSM-5. New School Library. Washington, DC London, England. Copyright © 2013 American Psychiatric Association. DSM and DSM-5 are trademarks of the American Psychiatric Association. Use of these terms is prohibited without permission of the American Psychiatric Association. All rights reserved.