

Outline

DSM-5-TR Changes and Additions

Why a revision to the DSM-5?

- Significant advances in understanding specific disorders
- Knowledge of the impact of racism on diagnosis and presenting symptoms
- Alignment with the ICD-11 disorder names and codes

Key diagnostic changes

- Prolonged Grief Disorder, Suicidal Behavior, Nonsuicidal Self-Injury
- Changed diagnostic criteria-sets for over 70 mental disorders
- New names for disorders and symptoms
- New mental disorder subtypes and specifiers
- Revised text for all most all disorders and increased emphasis on the impact of racism and discrimination in diagnosis
- Revised ICD-10-CM codes

Brief Review of Diagnosis using the DSM-5-TR and ICD-10-CM

Using the DSM-5-TR Manual for diagnosis and ICD-10 coding and recording
Web-based DSM-5 resources

Four Step Differential Diagnosis Method

Effective intake interview strategies
Identify Cognitive, Affective, and Behavioral DSM-5-TR symptom clusters
Compile an accurate and comprehensive differential diagnosis list
Determining the initial DSM-5-TR diagnosis list
Identifying Comorbid Disorders

DSM-5-TR Diagnoses with Common Presenting Symptoms

Mental Disorders with symptoms of Depression, Anxiety, and Psychosis

- Differentiating Depressive Disorders
- Normal Grief versus DSM-5-TR Prolonged Grief Disorder

- Differentiating Anxiety Disorders
- Psychosis, patterns of cognitive symptoms, and cognitive deficits
- Mental Disorders on the Schizophrenia Spectrum versus Bipolar Disorders
- Substances and Medical Conditions associated with psychological symptoms
- Effectively differentiate overlapping disorders and identify comorbid conditions

Differential Diagnoses of Clients with Dysfunctional Behaviors

Clients with symptoms associated with experiences of Trauma control

- DSM-5-TR Trauma and Stressor-Related Mental Disorders
- Differential Diagnosis of Mental Disorders Developing after Stressors

Clients with Impulsive Behaviors or Poor Impulse Control

- Normal development of self-regulation and its implications in children and adults with impulse control problems
- Substance-Related and Medical Conditions that Impact Impulse Regulation
- DSM-5-TR Disorders with Dominant Disruptive and Impulse Control symptoms

Diagnosis Challenge Cases

- Case 1: Client with multiple problems
- Case 2: A sad, overwhelmed client
- Case 3: Fearful and worried client
- Case 4: Out-of-control and angry adolescent

Live Webinar Schedule (Times listed in Eastern)

8:00 Program begins

11:50-1:00 Lunch Break

4:00 Program ends


There will be two 15-min breaks (mid-morning & mid-afternoon).
Actual lunch and break start times are at the discretion of the speaker.
A more detailed schedule is available upon request.

Objectives

1. Describe the new additions and revisions in the DSM-5-TR impacting diagnosis of mental disorders.
2. Conduct a four-step diagnostic process to accurately identify and code a client's diagnosis.
3. Investigate common differential DSM-5-TR diagnoses for clients with anxiety, depressive, or abnormal cognitive symptoms.
4. Differentiate between overlapping symptoms and comorbid conditions in order to provide the correct diagnosis.
5. Analyze differential diagnoses for clients who present with disruptive behavior.
6. Collect the specific information required for an accurate differential DSM-5-TR diagnosis of clients with a history of trauma.
7. Utilize the DSM-5-TR severity tables, assessment tools, and coding notes to improve the accuracy of diagnosis and ICD-10 coding.

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Featuring
Margaret (Peggy) L. Bloom, PhD

- DSM-5-TR changes and additions impacting your practice
- Apply a Four-Step Diagnostic Method
- Effective Intake Interview Strategies
- Diagnosis considerations: comorbidity, medical conditions, and racial/ethnic differences
- Challenging differential diagnosis cases to refine your diagnostic skill



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Mastering Differential Diagnosis with the DSM-5-TR®

A Symptom-Based Approach

A recent study found that more than a third of all diagnoses assigned to individuals with severe mental disorders include errors, and over half of clients with major depressive disorders are incorrectly diagnosed. Such errors in diagnosis can greatly harm clients by preventing them from receiving proper treatment. Fortunately, most of these errors are easily preventable in the first place, and that’s where the DSM-5-TR and this webinar can help!

Using a differential diagnosis process with every client and applying the updated diagnostic criteria sets and specifiers for mental disorders in the DSM-5-TR, the latest version of the DSM manual, will improve the professionals’ accuracy in diagnosis and help prevent missed diagnoses.


This advanced seminar is designed specifically for mental health professionals seeking to master clinical differential diagnosis using the DSM-5-TR, the ICD-10 and online assessment tools. Case examples and studies are provided throughout - giving you the opportunity to learn and practice a symptoms-based, four-step diagnostic method. In this workshop you will also learn:

- Key symptoms for each diagnosis
- Common differential diagnoses
- DSM-5-TR additions to the DSM-5
- Frequent comorbid disorders of anxiety, depressive, trauma-related, substance-related, psychotic, and neurodevelopmental disorders
- How to conduct an effective diagnostic intake interview
- Online assessment tools to narrow diagnosis and potential comorbidities

Get caught up with the latest diagnoses and codes in the new DSM-5-TR!

Don’t forget to have your DSM-5-TR manual handy!

Disclaimer: DSM and DSM-5 are registered trademarks of the American Psychiatric Association. The American Psychiatric Association is not affiliated with nor endorses this seminar.



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Meet Your Speaker



Margaret (Peggy) L. Bloom, Ph.D., Professor Emerita, Counselor Education and Counseling Psychology, Marquette University, Milwaukee, Wisconsin is a licensed psychologist and NCC certified counselor. Dr. Bloom is nationally recognized for her knowledge and expertise in assessment, DSM diagnosis and counselor education. She is past chair and member of the board of directors of the Center for Credentialing & Education (NBCC), an elected fellow of the American Psychological Association (APA) and past-president of the Association for Counselor Education and Supervision (ACES). Beginning her career as a psychiatric nurse and earning graduate degrees in nursing, counseling, and a Ph.D. in counseling psychology, Peggy brings a unique interdisciplinary perspective to each seminar. She has published numerous journal articles and presented professional education seminars across the world on assessment, diagnosis and counselor education.

Speaker Disclosure:
Financial: Dr. Margaret Bloom has an employment relationship with Marquette University. She receives a speaking honorarium and recording royalties from PESI, Inc. She has no relevant financial relationships with ineligible organizations.
Non-financial: Dr. Margaret Bloom serves as an Assessment Mentor for the Assessment Academy of the Higher Learning Commission and as a Peer Consultant Evaluator for the Higher Learning Commission, North Central Association. She is a member of the American Counseling Association, the American Psychological Association, and the Association for Counselor Education and Supervision.

Target Audience:

Counselors • Social Workers • Psychologists • Physicians
Case Managers • Addiction Counselors • Therapists • Marriage & Family Therapists
Nurses • Nurse Practitioners • Other Mental Health Professionals

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For specific credit approvals, details, and planning committee disclosures, please see the “credit approvals and details” URL below. For speaker disclosures, please see speaker bios.

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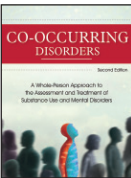
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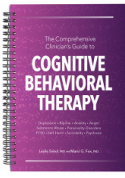


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