Welcome to Differential Diagnosis (DSM-5)

in Child and Adolescent Populations!

This seminar / workshop is designed to be a fun and practical learning experience. All too often CPD events consist of someone ‘talking at us…’ with the help of a lot of PowerPoint slides!

This course is different from the outset. It is designed to involve you, your ideas, and your clinical experience in the learning process. After all, you already bring a wealth of experiences to the table – and we all want to benefit from these.

You will benefit most if you can set aside a few hours prior to and after the seminar to read, question, and reflect on the material provided.

Please do not feel panic or pressure! There are no right or wrong answers or ideas, and your work will remain your own (apart from me checking to see you have completed the additional tasks for the additional CPD credit!).

It is my great hope that what we share together will enhance your clinical practice from the very next client you see.

So, let’s get started?

**Task 1:** Access and read the following article by Lauren LeBano, which summarises the differential diagnosis approach of Michael B. First (author of DSM-5 Handbook of Differential Diagnosis).

<http://www.psychcongress.com/article/six-steps-better-dsm-5-differential-diagnosis>

If for any reason you cannot access the online address above there is a copy on the JBCP website. Go to childpsychology.net.au – PD & Training – Downloads.

**Reflection Questions:**

**Question 1:** What is the main difference between malingering and factitious behaviour?

**Question 2:** When working with child and adolescent populations (and their families) what are some of the scenarios where you may encounter malingering or factitious behaviours? Who would you be most likely to see them from?

**Question 3:** Given very few children (under 16 years) present with symptoms of substance abuse, how might this issue still be relevant in child and adolescent settings?

**Question 4:** Choose a general medical condition that effects child and adolescent populations, which may first present with behavioural and psychological symptoms? How does the symptom profile overlap?

**Question 5:** Choose a clinical case of interest to yourself (you will use this case at various points during the seminar). What diagnosis was the ‘best fit’ for this case at the time of your initial work-up? List the suggested DSM-5 differential diagnoses for the diagnosis you were leaning towards (see relevant section in tour DSM-5).

**Question 6:** Using your case example from Question 5, brainstorm any other differential diagnostic issues which occur to you. What else needs questions, examined and ruled-in or ruled out for this case?

**Note:** Bring the details of the selected case to the seminar with you!