

Diagnostic systems and disorder classification

Supported GRE teaching and original transfer practice

Identify the evidence

Identify the evidence

Interpret diagnostic evidence under the recorded DSM-5-TR framework without diagnosing from incomplete vignettes

Use the overview measurement lesson VI for research inference.

Concepts 1

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The recorded framework is DSM-5-TR. Clinical classification describes patterns; a category does not establish the cause of a presentation. Historical ETS items must be interpreted against their recorded source version.

Symptoms, duration, clinically significant distress or impairment, context and exclusions must be considered together. A short duration does not by itself establish acute stress disorder or any other diagnosis.

Concepts 2

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The diathesis-stress model examines how vulnerability and environmental stress jointly affect risk. Neither a family history nor a later event establishes an inevitable outcome or a universal necessity/sufficiency rule.

Common educational distinctions include added experiences versus reduced functions in symptom descriptions, and episodic presentations versus enduring patterns. Full current criteria require an authenticated manual; the available GRE practice book is not that manual.

Reason through the worked case

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A fictional vignette supplies a recent adverse event and two symptoms but omits impairment, exclusions and a full assessment. What conclusion is justified?

The vignette identifies relevant evidence and missing information. It cannot establish a diagnosis. A duration threshold alone cannot turn a short account into an alternative disorder. The correct educational response is to name the missing criterion domains and source/version, not supply personal advice.

Read the reviewed representation

Educational review: consider all evidence domains

Symptoms and context

Duration and impairment

Exclusions and full pattern

Missing evidence
limits the conclusion

Educational evidence domains: an incomplete vignette does not establish a diagnosis.

Attempt an unfamiliar case

Attempt an unfamiliar case

Two fictional people share a family risk factor; only one has a later stressor and difficulty. Explain the diathesis-stress interpretation and its limit.

Pause and write the explanation before continuing.

Check the transfer argument

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The shared factor represents a possible vulnerability; the later event represents possible stress. An interaction account proposes that vulnerability and environment jointly affect risk. This comparison is consistent with the model, but cannot prove causation, necessity or sufficiency. Other exposures and protective factors may differ.

Accept a different explanation when its evidence and limits are justified.

Limit the conclusion

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Do not infer a diagnosis from duration or a few symptoms, or offer personal treatment advice.

Original classroom cases are not official questions or personal clinical advice.

Check yourself

Independent retrieval

A vignette gives symptoms without duration, impairment or alternative explanations. What can responsibly be concluded?

Write your reasoning before comparing it with the methods and limits taught in this lesson.