

# EDCEP 867: Counseling Mental Health Disorders Fall 2024

## Instructor Information

Alex Becnel, PhD, LCPC, NCC

Assistant Professor

Bluemont 309

[atbecnel@ksu.edu](mailto:atbecnel@ksu.edu)

Office hours are by appointment only

## Course Description

An introduction to mental health disorders for counselors. Topics include assessment of mental health symptomology, using a diagnostic system to understand mental health issues, counseling strategies for working with individuals with diagnosed mental health issues, the impact of common medications used for mental health disorders, techniques for differentiating disordered and non-disordered behaviors, and promotion of mental wellness.

## Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP standards addressed within each objective. At the completion of this course students will be prepared to:

| Course Objective  | CACREP Standard(s) Addressed |
|---|------------------------------|
| Students will be able to identify characteristics, risk factors, and warning signs of children and adolescents at risk for mental health disorders.                                 | CACREP 5.G.2.g               |
| Students will be able to use diagnostic systems and assessment results to identify developmental, behavioral, and mental disorders using current diagnostic classification systems. | CACREP 2.F.7.1; 5.C.2.d      |
| Students will be able to utilize techniques and interventions for preventing and treating a broad range of mental health issues.  | CACREP 5.C.3.b.              |
| Students will be able to develop ethical and culturally relevant strategies for promoting wellness across the lifespan.   | CACREP 2.F.3.i               |
| Students will be able to identify common medications used to treat mental health disorders and discuss the impact of those medications on children and adolescents                  | CACREP 5.G.2.h; 5.C.2.h      |

## Counseling Program Key Performance Indicator(s)

KPI 7: Students are able to conduct assessments of risk including suicide, danger to others, self-inflicted harm, and the presence of mental health disorders.

KPI 7 Assessment(s): [Assessment Checks](#)

## KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

## Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;

- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

## Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

## Required Reading Materials

### Textbook(s)

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

\*In syllabus, “DSM” refers to this text.

Shillingford, M.A. & Gonzalez T. (2022). *Demystifying the DSM: A Tool for School Counseling Students and Practitioners* (Revised 1<sup>st</sup> ed.). Cognella, Inc.

\*In syllabus, “DTD” refers to this text.

### Research Articles (provided by instructor)

Kress, V.E.W., Eriksen, K.P., Rayle, A.D. and Ford, S.J.W. (2005), The *DSM-IV-TR* and Culture: Considerations for Counselors. *Journal of Counseling & Development*, 83: 97-104. <https://doi.org/10.1002/j.1556-6678.2005.tb00584.x>

Kress, V.E., Hoffman, R.M. and Eriksen, K. (2010), Ethical Dimensions of Diagnosing: Considerations for Clinical Mental Health Counselors. *Counseling and Values*, 55: 101-112. <https://doi.org/10.1002/j.2161-007X.2010.tb00024.x>

Kress, V.E., Stargell, N.A., Zoldan, C.A. and Paylo, M.J. (2016), Hoarding Disorder: Diagnosis, Assessment, and Treatment. *Journal of Counseling & Development*, 94: 83-90. <https://doi.org/10.1002/jcad.12064>

### Recommended Reading Materials

Morrison, J. (23) *DSM-5-TR Made Easy: The Clinician's Guide to Diagnosis*. The Guilford Press.

### Instructional Delivery Methods

This course is delivered asynchronously, which allows you to complete coursework on your own schedule within a given timeframe. You will use Canvas to watch lectures, complete activities and assignments, and take assessments throughout the semester. The course content is delivered on a weekly basis with each week opening on Monday and closing on Sunday. You will need to complete all activities for that week by 11:59PM each Sunday.

### Evaluation Plan

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are listed below:

**Flip Discussions (100 pts):** Throughout the semester, you will participate in a video discussion board using Flip. At the beginning of the semester, I will send you an invite code to join our course Flip group. Each week, I will post topics and discussion prompts on the Flip page. To earn credit for these assignments, you should post a video response that fully addresses the provided prompt. If your response does not fully address the prompt provided or does not follow any specific instructions provided in the prompt, you will not be able to earn credit for the Flip discussion. **Each Flip discussion is worth 10 points.** If you are new to Flip, please see here for a quick start-up guide for students: <https://help.flip.com/hc/en-us/articles/360051542894-Getting-Started-Students>.

**Assessment Checks (200 pts):** At two points in the semester, you will have an opportunity to practice your skills for assessing individuals for the presence of mental health disorders. During our “Skill Practice” weeks, each student will record a 5–10-minute mini-demonstration with a classmate. Your classmate will role play as a client using a provided set of behaviors while each you will role play as a counselor and practice assessing the “client.” At the end of the role play, the “counselor” will decide which mental health disorder is present and explain the criteria that fits with that diagnosis. Students are graded both on their assessing skills as well as the accuracy of the assessment. We will have two Skill Practice weeks during the semester, and each assessment check is worth 100 points. You will record your role plays and submit the recordings to Canvas.

**Case Studies (200 pts):** Throughout the semester, you will be given sets of case studies of fictionalized individuals, and you will have to determine the mental health disorder that is present in each of the cases. For each case, you will identify the name of the disorder and you will identify the criteria that are present within each case. Each set of case studies is worth 50 points (4 sets total).

**Quizzes (150 pts):** There will be 10 multiple choice quizzes (15 points each) throughout the semester. Each quiz will cover content about different mental health disorders, the criteria for those disorders, effective strategies and approach for working with individuals with mental health disorders, and important terminology related to mental health disorders. Please see the course calendar for the schedule and topic for each quiz.

**Group Presentation (150 pts):** In groups of 3-5 students, you will complete a case study on a troubled movie/TV/book character of your choice and prepare a recorded presentation on your case. You will have to decide which mental health issue your character is experiencing, and then discuss the criteria that demonstrate the disorder. During your presentation, you should discuss:

- Your character's relevant background/personal history
- Your character's mental health disorder

- The criteria that demonstrate that your character meets that disorder
- Strategies for working with this character in the context of their diagnosis

In addition to the presentation, you will complete a 1–2-page paper that summarizes the main points of your presentation. Each paper should end with a brief discussion on what you (as an individual) contributed to your group’s presentation. Your recorded presentation should be 15-20 minutes long and will be submitted on Canvas.

**Final Exam (200 pts):** Your final exam will consist of two parts. In part 1, you will have 50 multiple choice questions that cover content from the entire semester. Questions will cover material from your texts as well as material discussed during class lectures. Part 1 is worth 100 points in total. In part 2, you will be given 10 case studies. After reading through each case study, you will decide which mental health disorder is present for each case. You will also provide a brief explanation (between 50 and 100 words) explaining why you chose that disorder. Each case study is worth 10 points, 100 points total. The final exam will be taken on Canvas.

### Grading Scale

The minimum number of points required for each grade is listed below:

A = 900 pts

B = 800 pts

C = 700 pts

F = Less than 700 pts

### Academic Honesty Policy

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor System website can be reached by going to [www.ksu.edu/honor](http://www.ksu.edu/honor). A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation

### Academic Accommodations for Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center ([k-state.edu/accesscenter](http://k-state.edu/accesscenter)) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center

[accesscenter@k-state.edu](mailto:accesscenter@k-state.edu)

785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator

[jarowe@k-state.edu](mailto:jarowe@k-state.edu)

785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

## **Classroom Conduct**

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, Number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Class courtesy and respect is important especially when course material is likely to elicit strong personal opinions. Please remember that others may not share your opinions and each student's points of view are to be respected. Disrespect of others will not be tolerated in the class.

## **Mutual Respect and Inclusion in K-State Teaching and Learning Spaces**

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](#) can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

## **Statement Regarding Wearing of Face Masks**

Kansas State University strongly encourages, but does not require, that everyone wear masks while indoors on university property, including while attending in-person classes. For additional information and the latest on K-State's face covering policy, see <https://www.k-state.edu/covid-19/guidance/health/face-covering.html>.

## **Statement Regarding Discrimination, Harassment, and Sexual Harassment**

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS).

Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

### Campus Safety

Kansas State University is committed to providing a safe teaching and learning environment for students and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit the classroom and how to follow any emergency directives. To view additional campus emergency information, go to the University's main page, [www.k-state.edu](http://www.k-state.edu), and click on the Emergency Information button.

### Computer & Cell Phone Utilization Policy

Computers may only be used in class for class-related activities. Cell phone usage is prohibited in class, and phones must be silenced upon entering class. Any exceptions to this policy must be cleared with the instructors prior to the beginning of class. Students who use these devices inappropriately may be asked to leave class.

### K-State Email Account & Canvas

Please check your K-State email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

### Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance.

- Kansas State University Counseling Services ([k-state.edu/counseling/](http://k-state.edu/counseling/)) offers free and confidential services to assist you to meet these challenges.
- Lafene Health Center (<https://www.k-state.edu/lafene>) has specialized nurse practitioners to assist with mental health.
- The Office of Student Life ([k-state.edu/studentlife](http://k-state.edu/studentlife)) can direct you to additional resources.
- K-State Family Center offers individual, couple, and family counseling services on a sliding fee scale (<https://www.hhs.k-state.edu/familycenter/>).
- Center for Advocacy, Response, and Education (CARE) provides free and confidential assistance for those in our K-State community who have been victimized by violence (<https://www.k-state.edu/care/>).

### Tentative Course Calendar

Please complete all assigned reading prior to the class date listed. Any assignments that are submitted to Canvas are due by 4:00PM on the date listed.

| Week | Ending Date | Topics & Tasks   | Readings  | Assignments Due |
|------|-------------|--|---|-----------------|
| 1    | 8/25/24     | Introduction to Course<br>Syllabus Review<br>Introduction to DSM<br>Using the DSM as a Counselor | DSM - Section I: DSM-5 Basics<br><br>DTD – Introduction<br><br>Kress et al., 2005 | Flip #1         |

|   |          |  |   |  |
|---|----------|--|---|--|
| 2 | 9/1/24   | Counseling Individuals on the Autism Spectrum<br><br>Counseling Individuals with Specific Learning Disorders             | DSM – Neurodevelopmental Disorders<br><br>DTD - Ch.1 (Autism Spectrum); Ch.2 (Specific Learning)  | Quiz #1 Due<br>Flip #2                               |
| 3 | 9/8/24   | Counseling Individuals with ADHD<br><br>Counseling Considerations for Other Neurodevelopmental Disorders                 | DTD – Ch. 3 (ADHD)  | Quiz #2 Due<br>Flip #3                               |
| 4 | 9/15/24  | Counseling Individuals with Depression   | DSM – Depressive Disorders<br><br>DTD – Ch. 4 (Major Depressive Disorder)   | Quiz #3 Due<br>Case Study Set #1 Due                 |
| 5 | 9/22/24  | Counseling Individuals with Bipolar Disorder   | DSM – Bipolar and Related Disorders<br><br>DTD - Ch.5 (Bipolar Disorder)  | Quiz #4 Due<br>Flip #4                               |
| 6 | 9/29/24  | Counseling Individuals with Eating Disorders<br><br>Counseling Considerations for Individuals with Elimination Disorders | DSM – Feeding and Eating Disorders; Elimination Disorders<br><br>DTD – Ch. 6 (Eating Disorders)   | Quiz #5 Due<br>Flip #5                               |
| 7 | 10/6/24  | Skill Practice: Assessing for Mental Health Disorders<br><br><b>Assessment Check #1</b>                                  | Kress et al., 2010  | Case Study Set #2 Due<br><br>Assessment Check #1 Due |
| 8 | 10/13/24 | Disruptive, Impulse-Control, and Conduct Disorders   | DSM - Disruptive, Impulse-Control, and Conduct Disorders<br><br>DTD – Ch. 7 (ODD), Ch.8 (Conduct)   | Quiz #6 Due<br>Flip #6                               |
| 9 | 10/20/24 | Counseling Individuals with Anxiety Disorders<br><br>Counseling Individuals with OCD                                     | DSM – Anxiety Disorders; OCD and Related Disorders<br><br>DTD – Ch. 9 (Generalized Anxiety); Ch. 10 (OCD); Ch. 11 (Separation Anxiety); Ch. 12 (Social Anxiety) | Quiz #7 Due<br>Flip #7                               |

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|    |          |   | Kress et al., 2016   |  |
| 10 | 10/27/24 | Counseling Individuals with Trauma<br><br>Counseling Considerations for Dissociative Identity Disorder                              | DSM – Trauma/Stress-Related Disorders;<br>Dissociative Disorders<br><br>DTD – Ch. 13 (Panic);<br>Ch. 14 (PTSD) | Quiz #8 Due<br>Case Study Set #3 Due             |
| 11 | 11/3/24  | Counseling Considerations for Schizophrenia and Psychosis<br><br>Nonsuicidal Self-Injury and Counseling Individuals who Self-Injure | DSM – Schizophrenia and related disorders<br><br>DTD – Ch. 15 (Self-Harm)                                      | Quiz #9 Due<br>Flip #8                           |
| 12 | 11/10/24 | Skill Practice: Assessing for Mental Health Disorders<br><br><b>Assessment Check #2</b>   |  | Assessment Check #2 Due                          |
| 13 | 11/17/24 | Counseling Considerations for Substance Use/Addiction Disorders<br><br>Working with Youth with Substance Use/Addiction Issues       | DSM – Substance-related and addictive disorders  | Quiz #10 Due<br>Case Study Set #4 Due<br>Flip #9 |
| 14 | 11/24/24 | Course Wrap-up<br>Group Presentations Due   |  | Flip #10   |
| 15 | 12/1/24  | <i>Thanksgiving Break: No Class</i>   |  |  |
| 16 | 12/8/24  | Final Exam  |  | Final Exam due                                   |