

EDCEP 967: Appraisal & Psychopathology Spring 2023

Instructor Information

Alex Becnel, PhD, LCPC, NCC

Assistant Professor

Bluemont 309

atbecnel@ksu.edu

Office hours are by appointment only

Course Description

Advanced application of appraisal models and methods for use with clientele. Specific personality tests and classification systems will be addressed.

Course Rationale

As a required course in the PhD in Counselor Education and Supervision program, this course is designed to enhance students' knowledge existing knowledge of the appraisal and assessment of mental health disorders. Students will learn how to use the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) to accurately assess and treat clients for a variety of mental health conditions. Additionally, this course is designed prepare doctoral students for the teaching aspect of their career. Students will have an opportunity to lead classroom activities each week using specific sections of the DSM-5-TR.

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:

Learning Objective	CACREP Standard(s)
Utilize evidence-based counseling practices for treating mental health disorders	6.B.1.d
Evaluate counseling effectiveness when treating mental health disorders	6.B.1.e
Design, deliver, and evaluate instruction and curriculum related to diagnosis of mental health disorders.	6.B.3.d
Demonstrate approaches for online instruction.	6.B.3.e
Assess learning in online counselor education courses.	6.B.3.g

Counseling Program Key Performance Indicator(s)

KPI CES 3: Student is able to demonstrate knowledge of instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.

KPI CES 3 Assessment: Student-led Online Teaching

KSU College of Education Vision

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

KSU College of Education 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.

KSU College of Education 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*:

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

Course Materials

Required:

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text rev.).

Recommended:

Morrison, J. (2023). *DSM-5-TR Made Easy: The Clinician's Guide to Diagnosis*. The Guilford Press.

Reichenberg, L. & Seligman, L. (2016). *Selecting Effective Treatments* (5th ed.). Wiley.

Instructional Delivery Methods

All course activities will be delivered asynchronously. Each week, you will have a variety of activities to complete such as viewing recorded lectures, participating in discussion boards, and submitting assignments. The course content is delivered on a weekly basis with each week opening on Monday and closing on Sunday. You will need to complete each week's asynchronous activities before the closing time for that week. For example, Week 1 will open on Monday, August 21st at 12:00AM and will close on Sunday, August 27th at 11:59PM. All activities for Week 1 should be completed during this window.

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:

Student-led Online Teaching: Each student will prepare and lead two online teaching modules based on diagnostic chapters within the DSM-5-TR. For your teaching modules, you will prepare a presentation that covers the material from your chapter, develop online activities that enhance student learning, and create an assignment for the class to complete. The total contact time for your teaching module should be about 75 minutes. In other words, it should take students about 75 minutes to view your presentation, interact with any activities that you include, and complete your assignment. The presentation should include:

- An overview of each disorder within your chosen chapter, including diagnostic criteria
- Information about differential diagnoses and how to rule out other disorders
- An overview of at least one instrument that is used to assess for the disorder(s) in your chapter. Include any relevant psychometric information (e.g. reliability, validity, scoring)
- Methods of treatment, including forms of therapy and medications

In addition to your presentation, you can also include supplemental videos, activities, or other learning materials. You can embed your interactive activity within your presentation or you can include it as a separate item within your module. For the class homework assignment, create a brief assignment that will enhance or support the learning from your presentation. You can choose any type of assignment (quiz, reflection paper, case study, discussion activity etc.). You will email your presentation and any additional materials that you would like to share with the class to me on the Friday before your presentation week. I will post your materials on your module on the Canvas page. If you have any specific instructions to include on your module, feel free to send those to me as well. An example teaching module will be shared with the class during Week 4 of our semester. **You can earn up to 200 points on each online module that you submit.**

Online Teaching Assignments: For each chapter of the DSM-5, your classmates will create a brief homework assignment for you to complete. Your assignment should be completed by the end of that module's week. Please follow the instructions that are provided within each homework assignment. **You can earn up to 10 points for each online teaching assignment that you complete.** When it is your turn to create the assignment, you will automatically earn 10 points. You do not need to complete your own teaching assignments.

Discussion Boards: Each week, you will need to participate in a discussion board on Canvas. Each discussion board will have at least two prompts that must be addressed. To receive full credit for your response, you need to address each prompt completely in your post. If you do not address each prompt completely, you will receive 0 points for your post. Each discussion board must be completed by the time and date listed in Canvas. Please read all discussion board responses from your classmates. You are encouraged to reply to your classmates' posts. **You can earn 10 points for each discussion board in which you participate.**

Reflection Papers: You will complete two reflection papers throughout the semester. Each reflection paper should be 3-4 pages long. These papers are reflections, so it is perfectly acceptable to write in first-person and in a personal tone. The topic for each reflection paper will be posted on Canvas. **You can earn up to 50 points on each reflection paper that you submit.**

Case Study Creation: You will create 10 brief case studies using the DSM-5 that can be used to teach Masters-level students. Each case should consist of two pages:

- On the 1st page, the case study must be plainly stated (without notations)
- On the 2nd page, insert comments within the case study listing the specific DSM 5 criterion that explains the diagnosis

An example of the case studies will be posted on Canvas for you to review. Feel free to create cases from any chapter of the DSM-5. Just be sure to include at least 5 different diagnoses among your cases. You will submit your cases in two batches (5 cases each). Please see the course calendar for due dates. **You can earn up to 100 points for each batch of case studies that you submit.**

Grading Scale

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

A = 900 pts
B = 800 pts
C = 700 pts

Any student who has not earned at least 700 points by the end of the semester will fail the course.

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. 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 or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

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](https://www.k-state.edu/sga/judicial/student-code-of-conduct.html) 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 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 or (785) 532-6220.

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

- K-State Online students have free access to mental health counseling with My SSP – 24/7 support via chat and phone (<https://www.k-state.edu/lafene/programs/myssp.html>).
- The Office of Student Life (k-state.edu/studentlife) can direct you to additional resources.

Tentative Course Calendar

Please complete all assigned readings prior to the class date listed.

Week	Dates	Topics & Tasks	Activities & Assignments	CACREP Stds.
1	08/21/23 - 08/27/23	Syllabus and Course Introduction	Complete Introduction Discussion	
2	08/28/23 - 09/03/23	Introduction to DSM-5 & Classification System	Read Section I of DSM Complete DB #1	6.B.1.d, e
3	09/04/23 - 09/10/23	Online Teaching & Learning	Read articles on Canvas Complete DB #2	6.B.3.d, e, g
4	09/11/23 - 09/17/23	Sample Online Teaching Week (Dr. Becnel) Obsessive-Compulsive and Related Disorders	Read corresponding chapter(s) in DSM Complete DB #3	6.B.1.d, e 6.B.3.d, e, g
5	09/18/23 - 09/24/23	Student-led Online Teaching Neurodevelopmental Disorders Schizophrenia Spectrum & Other Psychotic Disorders	Read corresponding chapter(s) in DSM Complete DB #4	6.B.1.d, e 6.B.3.d, e, g
6	09/25/23 - 10/01/23	Student-led Online Teaching Bipolar and Related Disorders Depressive Disorders	Read corresponding chapter(s) in DSM Complete DB #5	6.B.1.d, e 6.B.3.d, e, g
7	10/02/23 - 10/08/23	Student-led Online Teaching Anxiety Disorders	Read corresponding chapter(s) in DSM Complete DB #6	6.B.1.d, e 6.B.3.d, e, g
8	10/09/23 - 10/15/23	Student-led Online Teaching Trauma- and Stressor-Related Disorders & Dissociative Disorders	Read corresponding chapter(s) in DSM Complete DB #7	6.B.1.d, e 6.B.3.d, e, g
9	10/16/23 - 10/22/23	Student-led Online Teaching Somatic Symptom and Related Disorders & Feeding and Eating Disorders	Read corresponding chapter(s) in DSM Complete DB #8 Submit First 5 Case Studies	6.B.1.d, e 6.B.3.d, e, g
10	10/23/23 - 10/29/23	Student-led Online Teaching Elimination Disorders & Sleep-Wake Disorders	Read corresponding chapter(s) in DSM Complete DB #9	6.B.1.d, e 6.B.3.d, e, g

			Submit Reflection #1	
11	10/30/23 - 11/05/23	Student-led Online Teaching Sexual Dysfunctions & Gender Dysphoria	Read corresponding chapter(s) in DSM Complete DB #10	6.B.1.d, e 6.B.3.d, e, g
12	11/06/23 - 11/12/23	Student-led Online Teaching Disruptive, Impulse-Control, and Conduct Disorders	Read corresponding chapter(s) in DSM Complete DB #11	6.B.1.d, e 6.B.3.d, e, g
13	11/13/23 - 11/19/23	Student-led Online Teaching Neurocognitive Disorders	Read corresponding chapter(s) in DSM Complete DB #12	6.B.1.d, e 6.B.3.d, e, g
	11/20/23 - 11/26/23	<i>Thanksgiving Break - No Coursework this week</i>		
14	11/27/23 - 12/03/23	Student-led Online Teaching Personality Disorders	Read corresponding chapter(s) in DSM Submit last 5 Case Studies Complete DB #13	6.B.1.d, e 6.B.3.d, e, g
15	12/04/23 - 12/10/23	Course Wrap-Up	Submit Reflection #2	