

**Peabody College at Vanderbilt University**  
**HDC 6230—EXCEPTIONAL EDUCATION AND THE DSM**

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*Class Meeting:* Wednesday 4:10-7:00 p.m.

*Prerequisites:* None

**CATALOGUE COURSE DESCRIPTION**

Familiarizes school counseling students with the processes and regulations involved in the delivery of services associated with supporting the exceptional learning needs of students in education and mental health conditions in the K–12 school setting.

**RESOURCES**

**Required Textbook and Readings**

Turnbull, A., Turnbull, R., Wehmeyer, M., & Shogren, K. (2015). *Exceptional lives* (8th ed.). Upper Saddle River, NJ: Pearson.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Articles, IRIS Center modules, and videos will be included to supplement course material. These materials will involve no additional cost to the student.

**Recommended Resource**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**KNOWLEDGE AND SKILL OUTCOMES**

(NOTE: CACREP standards are coded below and are assessed via exam I [I], exam [II], case-based analysis paper [A], applied research project [P], and classroom exercises [E])

At the conclusion of the course, the student will be able to:

1. Understand the human growth and development needs of students with exceptionalities (2.F.3.c-d; 5.G.3.h [I, II, P, E]);
2. Understand the process for development of individual education plans (IEPs) and 504 plans for students, (2.F.8.a [I, A, E]);
3. Understand the legal rights of students and families affected by exceptional education needs and unique learning styles (2.F.1.e; 5.G.2.n [I, A, E]);
4. Understand the process by which identification of mental disorders and eligibility for accommodations is determined (2.F.3.d; 5.G.1.e [I, A, P, E]);
5. Collaborate with educators and parents to develop service plans for students (2.F.4.g, 5.k; 5.G.2.b, 3.g [I, A, E]);
6. Involve advocacy-related processes and organizations in supporting students (2.F.1.e, 5.k; 5.G.2.k, 2.a [II, A, P, E]);
7. Provide direct support to students in need (2.F.3.h, 8.b [II, E]);

8. Promote inclusionary practice in all aspects of the educational experience (2.F.1.e,h, 8.a [II, A, E]);
9. Recognize and communicate characteristics of disabilities and mental health disorders in students (2.F.3.d,g, 5.b, 7.k,l; 5.G.2.g,i [I, II, P, A, E]);
10. Communicate and collaborate with professionals to support student educational and mental health needs (2.F.1.b, 3.h, 5.k, 8.a; 5.G.2.b,h,k [I, A, E]);
11. Use a multiculturally sensitive approach to address mental health and educational needs in school settings (2.F.2.f,h, 5.b [I, A, P, E]).

### CURRICULUM STANDARDS ADDRESSED

#### 2016 CACREP Core Standards

Standard		Evaluated
2.F.1.b	The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	I, A, E
2.F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	II, A, P E
2.F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	I, A, P E
2.F.2.f	Help-seeking behaviors of diverse clients	I, A, P, E
2.F.3.c	Theories of normal and abnormal personality development	I, II, A, E
2.F.3.d	Theories and etiology of addictions and addictive behaviors	I, A, E
2.F.3.g	Effects of crisis, disasters, and trauma on diverse individuals across the lifespan	I, II, A, E
2.F.3.h	A general framework for understanding differing abilities and strategies for differentiated interventions	I, II, A, E
2.F.4.g	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	I, A, E
2.F.5.b	A systems approach to conceptualizing clients	I, A, E
2.F.5.k	Strategies to promote client understanding of and access to a variety of community-based resources	I, A, P, E
2.F.7.k	Use of symptom checklists, and personality and psychological testing	I, II, P, A, E
2.F.7.l	Use of assessment results to diagnose developmental, behavioral, and mental disorders	I, II, P, A, E
2.F.8.a	The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	I, P, E
2.F.8.b	Identification of evidence-based counseling practices	I, E

#### 2016 CACREP School Counseling Specialty Standards

Standard		Evaluated
5.G.2.i	Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	I, II, A, P, E
5.G.2.k	Community resources and referral sources	II, A, P, E
5.G.2.h	Common medications that affect learning, behavior, and mood in children and adolescents	I, A, P
5.G.2.g	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	I, II, A, P, E
5.G.2.a	School counselor roles as leaders, advocates, and systems change agents in P-12 schools	II, A, P, E
5.G.2.b	School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	I, A, E
5.G.1.e	Assessments specific to P-12 education	I, A, P, E

5.G.2.n	Legal and ethical considerations specific to school counseling	I, A, E
5.G.3.g	Strategies to facilitate school and postsecondary transitions	I, A, E
5.G.3.h	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	I, II, P, E

## **COURSE EXPECTATIONS AND GUIDELINES**

### **Attendance Policy**

On-time attendance at every class meeting is expected. Five points will be taken off the final course grade for each additional absence after the first absence. Tardiness of 15 minutes or more will be considered an absence. Leaving early before class is dismissed will also be considered an absence. Notify the instructor prior to class if you have an emergency requiring accommodation.

### **Methods and Instruction**

Lectures, group discussions, and class activities will be utilized during class time to develop learning and understanding of individuals with exceptional education needs. Additionally, students will view films, conduct modules, and participate in learning activities outside of class time to enhance knowledge about developing relationships with individuals with unique needs.

### **Use of Electronic Devices**

As school counselors in training, it is essential that you develop the disposition of being fully present in the moment and able to avoid distractions to the counseling and learning process. Please be respectful of your instructor and fellow classmates by silencing your phone and putting it away. Engaging in activities not related to the course during sessions (e.g., gaming, e-mail, texting) will result in a significant reduction in your grade at the discretion of the instructor. Notify the instructor prior to class if you have an emergency that requires accommodation.

### **Disability Statement**

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete assignments or otherwise satisfy course requirements. If you require accommodations, please contact the Office of Equal Opportunity, Affirmative Action, and Disability Services at Baker Building, Suite 108, (615)322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so immediately. You are also encouraged to apprise your instructor(s) privately regarding this matter, ideally no later than the second week of the semester, to ensure that your needs are met appropriately and in a timely manner.

### **Diversity Statement**

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

### **Trigger Warning Note**

At times this semester, we may discuss topics that may be disturbing and even traumatizing to some students. If you ever feel the need to “step outside” during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or instructor, the instructor would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

### **COURSE REQUIREMENTS**

Each student is expected to (1) complete all reading assignments before class, (2) actively participate in discussions and exercises, (3) regularly check Vanderbilt e-mail, and (4) access documents and materials as assigned through the online system.

### **Nongraded Course Components (Debit Components)**

#### ***Assignment Policies (Required)***

Admission to the profession of counseling means acceptance of and submission to the principles of scholarship and writing proficiency required of a master’s degree. APA6 is a recommended text for this course and the student is expected to be thoroughly familiar with the application of this publishing format. Failure to adhere to APA6 will result in a failure for a specific course component. As professionals-in-training, all school counseling master’s degree candidates take very seriously their responsibility to write effectively and professionally. All assignments are due by start time of class on the due date, and must be submitted electronically. Late assignments will not receive full credit, as determined at the discretion of the instructor. If you have special circumstances that prevent you from completing the assignment on time, please speak to the instructor *before* the due date for the assignment.

#### ***Class Participation/Facilitation (Required)***

Regular participation in class discussions and in-class exercises is expected and required. The goal of class participation is to think critically (and challenge others to think critically) about the readings/activities and not just demonstrate that you read or understand the readings.

### **COURSE GRADING**

Participation	Required
Exam I	25%
Exam II	25%
Two Case Analyses	25%
Applied Research Project	25%

Final grades will be assigned based on the percentage of points earned: A 94–100; A– 90–93; B+ 87–89; B 80–86; C+ 77–79; C 70–76; F <70

### **Graded Course Components**

**1. Exams I and II (25% each)**

Each student will complete two examinations consisting of multiple-choice questions. Information from all assigned readings and course content may be included on the exam. Each exam accounts for 25% of the final grade.

**2. Two Case Analyses (25%)**

The case analyses are intended to help you develop case conceptualization skills and demonstrate mastery of diagnostic processes, systemic/procedural processes, and intervention. You will receive more detailed assignment instructions later in the semester. Your case analyses must be submitted electronically by the beginning of the class they are due. The two case analyses combined account for 25% of the final grade.

**3. Applied Research Project (25%)**

Each student will review the literature and write an empirical research paper on a disability category or mental health disorder of interest. A proposal is due at the beginning of class 4 and all topics must meet with the instructor's approval. The manuscript must be approximately 15 pages in length, typed, double spaced, adhere to APA style, and use a minimum of 15 professional journal articles. This activity is worth 25% of the final grade. One half of the grade will reflect the quality of the written content, and the remaining half reflects adherence to APA style and writing mechanics (e.g., spelling, capitalization, punctuation, grammar, sentence structure). An electronic copy of the completed paper in MS Word MUST be submitted to the instructor no later than the beginning of the class it is due.

### ***Honor Code***

Vanderbilt University places a high priority on and strives to uphold the highest standards of academic integrity while protecting the rights of students and faculty. Should the instructor find evidence of cheating, plagiarism, other inappropriate assistance in work presented by a student, or any other violation of the honor code, the student will receive no points on the assignment/exam, and will be referred to the Honor Council for further disciplinary action.

Honor code violations include:

1. **Falsifying or cheating** on a report, paper, exercise, problem, test or examination, tape, film, or computer program submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (e.g., crib sheets, discarded computer programs, the aid of another person on a take-home exam); copying from another student's work; soliciting, giving, and/or receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.
2. **Plagiarism** on an assigned paper, theme, report, or other material submitted to meet course requirements. Plagiarism is defined as incorporating into one's own work the work of another without properly indicating that source. A description of plagiarism related to papers is given below.
3. **Failure to report** a known or suspected violation of the Code in the manner prescribed.
4. **Any action designed to deceive** a member of the faculty, a staff member, or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.
5. **Submission of work prepared for another course** without specific prior authorization of the instructors in both courses.
6. **Use of texts or papers prepared by commercial or noncommercial agents** and submitted as a student's own work.
7. **Falsification of results** of a study or research.

### ***The Honor Code Applied to Preparation of Papers***

- Papers are to express the original thoughts of the student. If a topic for a paper has been discussed fully among students prior to an assignment, then the students should consult the instructor about writing on that particular topic.
- Failure to indicate the source of ideas, expressions, phrases, or sentences constitutes plagiarism.
- A student may not submit papers substantially the same in content for credit in more than one course, without specific and prior permission of all instructors concerned.

**COURSE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Standard</b>	<b>Preparation</b>
1		Introductions; syllabus review; Introduction to Special Education, Laws, Eligibility, and Processes; Introduction to DSM-5	2.F.8.a, b; 5.G.2.a, n	Erford 16; DSM; Chap 1
2		Special Education Statistical Overview; What Is Special Education; Introduction to DSM-5; IRIS navigation and exploration; 6230—Week 2—Case 1 John Henry Sample case to process	2.F.8.b	Erford 16; DSM
3		General Education, Universal Design, Differentiated Instruction, RTI, and Inclusion; 6230—Week 3—Case 2 Applying universal design; 6230—Week 3—Case 3 Differentiated instruction and inclusion	2.F.3.h; 2.F.8.b	Chapters 2 and 3
4		Special Education and 504 Processes; 6230—Week 4—Case 4 The special education eligibility process and IEP; 6230—Week 4—Case 5 Sara The special education eligibility process and IEP; 6230—Week 4—Case 6 Julia 504 process and plan start to finish; 6230—Week 4—Case 7 Jennifer 504 process	2.F.8.b; 5.G.1.e, 2.b; 2.n; 3.h	Erford 16
5		Related Services, Transition Services, and Manifestation Hearings; IDD and Developmental Delay; 6230—Week 5—Case 8 Bolton Transition services; 6230—Week 5—Case 9 Matt IDD	2.F.3.c, 4.g; 2.F.8.b; 5.G.3.g	Chapter 9; DSM
6		Review for Exam I; School Counselor's Involvement in Exceptional Education and Emotional Disorders; Autism Spectrum Disorder; 6230—Week 6—Case 10 Alex Autism spectrum disorder; 6230—Week 6—Case 11 Ryan ASD	2.F.3.c, 5.b; 2.F.7.k, l; 2.F.8.b, 5.G.2.a, g	Chapter 10; DSM
7		Attention-Deficit/Hyperactivity Disorder; <b>***Exam I***</b> 6230—Week 7—Case 12 Mario ADHD	2.F.3.c; 5.b; 7.k, l; 8.b, 5.G.1.e; 2.g, h	Chapter 8; DSM
8		Communication Disabilities; Learning Disabilities/Disorders; 6230—Week 8—Case 13 Kathleen Communication disorders; 6230—Week 8—Case 14 Justin Learning disabilities	2.F.3.c, 5.b; 2.F.8.b	Chapters 5 and 6; DSM
9		Emotional and Behavioral Disturbance; PBIS and FBA; Disruptive Behavior Disorders; Depressive Disorders; 6230—Week 9—Case 15 Bobby Mini-case emotional and behavioral disorders; 6230—Week 9—Case 16 Andy	2.F.3.c, 5.b; 2.F.7.k, l; 2.F.8.b; 5.G.1.e; 2.g, h; 3.h	Chapter 7; DSM; Erford 17
10		Visual and Hearing Impairments; Bipolar Disorders; 6230—Week 10—Case 17 Alison; 6230—Week 10—Case 18 Retro James	2.F.3.c, 5.b; 2.F.8.b	Chapters 14 and 15; DSM
11		Traumatic Brain Injury; Trauma and Stressor-Related, Obsessive-Compulsive, and Anxiety Disorders; 6230—Week 11—Live session—Case 19 Retro Anna; 6230—Week 11—Live session—Case 20 Susan TBI	2.F.3.c, g, 5.b; 7.k, l; 2.F.8.b	Chapter 13; DSM
12		<b>***Applied Research Project Due***</b> Orthopedic, Other Health and Multiple/Severe Impairments; Motor, Elimination, and Addiction Disorders; 6230—Week 12—Case 21 Retro Holly; 6230—Week 12—Case 22	2.F.7.k, l; 2.F.8.a, b; 5.G.2.i; 2.F.3.c, d, 5.b	Chapters 11 and 12; DSM
13		<b>***Two Case Analyses Due***</b> ; Review for Exam II; Wrap-Up Personality, Feeding and Eating Disorders, Gender Dysphoria; Gifted and Talented Students; Oppression and Partnerships	2.F.1.b, e; f, h; 3.c; 5.b, k; 8.a; 5.G.2.a, b, k	Chapters 4 and 16; DSM
14		Schizophrenia, Dissociative, Somatic, Sleep, Neurocognitive, and Sexual Disorders; <b>***Exam II***</b>	2.F.3.c, 5.b; 2.F.7.k, l, 2.F.8.b	DSM