

Syllabus: Graduate Teacher Education Courses

ED 500

Course Title: Mental Health in Schools

Credit Hours: Three credit hours

Course Format: *Online*

Instructor Name: Carolyn Heller

Contact Information: Carolyn Heller 3858 Drakewood Dr. Cincinnati, Ohio 45209
jimplaceservices@gmail.com

Course Description: This course is designed for teachers, administrators, counselors, and coaches. The participants will be required to asynchronously watch five professionals in the mental health field. These professionals include medical doctors, professors of psychology, suicidologists, clinical counselors, and school counselors. Participants will also watch the PBS documentary, “A Cry For Help” that focuses on youth depression and suicide in schools. The range of information from varying professionals will provide background knowledge on mental health, at risk youth for suicide, depression in the LGBTQ+ community, as well as practical strategies and tools to use in educational settings. All of the presenters have experience speaking to large groups at conferences, graduate courses, and national mental health platforms.

Using group activities and individual reflection, each participant will be instructed on how mental health has a major impact on the academic and social/emotional development of students. The goal is to provide educators with proven strategies that they can immediately implement in their classroom.

Required Text(s) and Other Materials: None

Technology Requirements: Access to Gmail and Google classroom

Course Objectives: Upon completion of the course, the student will have accomplished the objectives listed under the following categories:

Knowledge:

1. Identify the many types of mental health problems that present themselves in schools.
2. Identify behaviors and attitudes of students who are at risk for self harm and/or suicide.
3. Explain the leading factors to mental health issues in youth.
4. Explain how various calming techniques and strategies can be implemented in the classroom.
5. Explore the challenges balancing a student’s mental health with their academic demands.
6. Explain the Adverse Childhood Experiences (ACEs) study and how these adverse experiences

- can impact a student in school and post secondary.
- Understand how mental health impacts students from the LGBTQ+ community at a higher rate than the rest of the student population.
 - Learn various techniques, strategies, and programs that character award winning schools use to identify and help students at risk for suicide.

Skills:

- Improve pedagogy to be sensitive to all types of learners.
- Develop a plan for handling students when they show signs of anxiety in the classroom.
- Cultivate an educational setting that is welcoming, safe, and inclusive for all students.
- Generate awareness about mental health topics in your classroom, school, and community.
- Motivate other educators to focus on mental health and how it impacts the students, school, and community.

Dispositions:

- Appreciate the importance of understanding each student’s mental health and capacity.
- Appreciate the complexity of being an inclusive educator.
- Model respect for the dignity of the individuals in the school/organization setting.
- Appreciate the importance of working in a global, multicultural, nonsexist society.
- Respect for all individuals—their uniqueness and value systems in dealing with others.
- Appreciate the strengths and weaknesses in one's self and others in terms of mental health.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher	2

reflection, use of technology in self assessment, collaboration for change, and self-management of change.	
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Class Description/Overview:

- Watch all videos posted in the Google Classroom. Videos consist of online lectures from professionals in the mental health field, Ted Talks and the PBS documentary “A Cry For Help”.
- A worksheet with a list of reflection questions will go with the presentations and lectures. Students can pause the presentations to complete the reflection questions.
- Google hangout discussion groups: one night, three hours which will include Q&A with Jim Place as well as break out groups for discussion.
 - Students will prepare and post a question prior to the live virtual discussion.
 - Students will participate in online group discussions.
 - Students will participate in the online question and answer discussions.
 - Complete response sheet in collaboration with peers.
- Students must participate in both the synchronous and asynchronous components of the class.

Requirements for Three Credits	Students Effort (hours)
Watch all videos posted on Google Classroom.	7
Reflect on videos, respond to questions on the worksheet and prepare for discussion/questions.	3
Email instructor one question after viewing and reflecting on videos. The question will be addressed the night of the live virtual discussion.	.5
Participate in a live three hour class including discussion with fellow educators, guest speakers and a Q & A session with the instructor. Complete response sheet in collaboration with peers.	3
Reflect on the ideas shared in the live discussion and how these ideas impact you as an educator.	1.5

<p>Write a six page reflection paper to the required work provided. Include how you are going to implement at least one idea from class into your educational setting. The paper must be typed, double-spaced, 12-point Times New Roman font, following APA protocol.</p>	<p>15</p>
<p>Complete one of the following options:</p>	<p>15</p>
<p>A. Book Critique - Read one of the books provided below and write a two page critique of the book. You should include a summary, how the book relates to your classroom, and how you will implement an idea from the book.</p> <p>B. Become a Character Education Leader - Take a leadership role in your grade level or content area Professional Learning Community (PLC), building, or district that involves character education. Write a two-page paper as assigned in class. Your principal's signature will be required to verify. These activities could include but are not limited to:</p> <ul style="list-style-type: none"> ● A parent information night ● An all-school assembly ● An all-school character program ● Your school applying for an award based upon character education ● Membership in your school's PBIS Committee ● Starting a character based program in your content/building/district from something you have learned in the class ● Leadership Roles as approved by the instructor ● Please submit this form with your administrator's signature <p>C. Character Education Book - Students must read the entire Are You a Character Educator by Jim Place and write a two page reflection paper outlining the philosophies that resonated with them the most and why.</p> <p>D. Philosophy Book - Students must read the entire Jim Place's Philosophy Book and write a two page reflection paper outlining the philosophies that resonated with them the most and why.</p> <p>E. Speaker - Contact a recognized professional in the mental health field to speak to your school, class, and/or staff about a prevalent mental health topic. You may work on this with other people and all receive credit.</p> <p>F. Community Service - Volunteer a minimum of six hours at an organization that will inspire you to be a character educator and design lessons with social justice in mind for students. These hours can be with or without students. The site manager's signature is required. Please use this form for the signature.</p> <ul style="list-style-type: none"> ● Write a two page reflection paper on your experience and how this will impact your lesson design and the impact of community service to your students. ● Suggested organizations include but are not limited to: ● St. Vincent DePaul 	

<ul style="list-style-type: none"> ● House of Bread ● The Free Store Food Bank ● Any local food pantry or soup kitchen ● Organizations as approved by the instructors. <p>G. Character Professional Learning Community - Form a Professional Learning Community of Character Educators at your school or in your district. You must have at least three other members in your PLC. Your group must meet at least five times (in person or virtually) for a minimum of one hour to discuss how you can create more positive character programs for your school or district.</p> <ul style="list-style-type: none"> ● The PLC must create a product that builds better character in their school. Examples include but are not limited to: <ul style="list-style-type: none"> ● PBIS initiative ● School-wide character week ● Professional Development for staff ● Social-Emotional Standards based lesson examples for all content areas ● A two page paper reflecting on your work is required. <p>H. Character Lesson Design - Implement a character lesson or program in your class or school that you learned in class. The planning and execution should consist of a minimum of six hours of work. Your principal's signature will be required. Write a two page reflection paper on the lesson design, implementation, barriers, and successes of your character program.</p> <p>I. QPR Training - Become a QPR trained educator and learn this quick and straightforward method to know how to best handle a student if you believe they are suicidal. There is a \$30 additional fee to become certified through the QPR institute. The training is 60 minutes long. Email verification of completion to instructor for credit. https://qprinstitute.com/individual-training</p> <p>J. Trauma Aware Schools - Read the three toolkits/factsheets about how to become a more trauma aware educator and write a two page reflection paper on how you will apply this information to your educational setting. <u>Trauma Aware Schools:</u> <ul style="list-style-type: none"> ● Child Trauma Toolkit for Educators ● The Origins of Addiction: Evidence from the ACEs Study ● Facts about Child Trauma </p>	
<p>Total for three credit hours</p>	<p>45</p>

**You may not repeat a specific assignment that you completed for another class. You may choose the same option, but it has to be new material, lessons, PLCs, etc.

Approved Book Critique Books:

The Silenced Child by Claudia M. Gold

A Wired Family by Stephen J. Smith

Social Media & the Adolescent Digital Tribe: Navigating the Teen World ... By

Stephen J. Smith

Reset Your Child's Brain: A Four-Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the Effects of Electronic Screen-Time By Victoria L. Dunckley

Keeping Your Child in Mind by Claudia M. Gold

Under Pressure by Dr Lisa Damour

It Gets Better: Coming Out, Overcoming Bullying and Creating a Life Worth Living by Dan Savage and Terry Miller

Fostering Resilient Learners by Kristen Souers

180 Mindfulness Minutes by Sue Rathsack

Trauma-Sensitive Classroom and Mindfulness for Teachers by Patricia Jennings *She's Not*

There: A Life in Two Genders by Jennifer Finney Boylan

Difficult Students and Disruptive Behavior in the Classroom: Teacher Responses That Work By: Daniel Sciarra and Vance Austin

The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults by Amy Ellis Nutt and Frances E. Jensen

[50 Must Read Young Adult Books About Mental Health](#) - Pick one of the 50 books listed.

Attendance/Participation: Attendance is required for the live three hour virtual class.

Grading: Students will earn a Satisfactory (S) or Unsatisfactory (U) grade for this class. To earn a S students must successfully complete the work as outlined above..

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the instructor. The instructor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the instructor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email (dro@csupueblo.edu).

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Mandatory Reporting: Colorado State University Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional equity](http://www.csupueblo.edu/institutional-equity)).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*