

EDCEP 810 Mental Health in Schools
Fall 2023
Kansas State University

General Information

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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.

Course Description

Examines students' mental health in the context of schools and learning. Topics include characteristics and behaviors of students who are at risk; mental health in children and adolescents; prevention, intervention, and referral strategies; and facilitating and promoting students' mental health, social, and emotional learning, and a positive learning environment.

Prerequisite/Corequisite:

None

Required Reading Materials

Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools. Adelman, Howard S., & Taylor, Linda. Skyhorse Publishing 2010 by Corwin (2015).
Print ISBN: 978-63450-306-8
Ebook ISBN: 978-1-5107-0102-1

DSM 5 TR Desk Reference 5th edition
ISBN-13: 978-0890425794
ISBN-10: 0890425795
Publisher: Amer Psychiatric Pub Inc

Recommended Reading Materials/Resources

ACA Code of Ethics (2014). <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

ASCA (2022). Ethical Standards for School Counselors
<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Central Recovery Press
Perry, B. D. & Winfrey, O. (2021). *What happened to you?: Conversations on trauma, resilience, and healing*. Flatiron Books.

Van Der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

75 Children’s Books About Mental Health

https://childmind.org/article/best-childrens-books-about-mental-health/?utm_medium=email&utm_source=newsletter&utm_campaign=pub_ed_nl_2023-06-20&utm_content=best-childrens-books-about-mental-health#grief-and-loss

Methods of Instruction

Based on constructivist and experiential teaching approaches, the following methods will be utilized throughout the semester: asynchronous lecture, virtual/remote platforms, virtual group discussion, case conceptualizations, and theoretical analysis.

Professional Identity Statement

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: *“a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”*

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

Course Guidelines

- **Communication**

The most efficient way to reach me is through EMAIL. Please allow *at least a 24-hour turn-around on all emails*, Sunday through Thursday. It usually will not take that long to respond, but due to other teaching and university-related duties, it is not always possible to respond to queries within a few minutes. Friday and Saturday are typically research/writing days and time for self-care, so emails on those days may take 48 hours before attended too.

- **Attendance and Participation**

Attendance in class is achieved through completing assignments weekly that demonstrate acquiring knowledge through asynchronous recorded lectures and participation in course learning experiences. Any absences (or delays in completing assignments according to stated deadlines) will need to be documented, email the instructor of the course as soon as possible. Participation is critical for your own self-awareness and growth as a professional in this field. If you find yourself not able to attend or participate in the class sessions, recordings, and/or

group experiences, you will need to set up an appointment to process how you will address your development and progress in the program.

- **Deadlines and Late Work**

Assignments are due on the deadline date listed in the syllabus. If you are struggling with the schedule email a request for an extension with the reason and documentation to support your request.

Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP 2016 standards addressed within each objective. At the completion of this course, students will be able to:

Course Objective	CACREP Standard(s) Assessed
Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	CACREP 2. g
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	CACREP 2. i
school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	CACREP 2. e
Common medications that affect learning, behavior, and mood in children and adolescents	CACREP 2. h
Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	CACREP 3. h

Assignments

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

Activity	Description	Points
Chapter Reading & Corresponding Quizzes	Quizzes will be open book, open notes review of material. For each chapter there will be a voiceover powerpoint/video to review the content reading assignments. Your comprehension of the chapter readings will be demonstrated through completion of the graded quizzes. Each chapter (sometimes two in one) will have a quiz correlated to that chapter. Each quiz will be 5 true/false & multiple-choice questions and will be open for 3 hours once you begin. Each question is worth 5 points, so that each quiz will be a possible 25 points. Quizzes will open when the recordings become available and will be due each Sunday by 11:59PM before we begin another week. The final week will require the final deadline of Thursday the	300 points (total) 12 quizzes at 25 points each = 300

	14 th by 11:59PM.	
Discussion Board	There will be a total 4 discussion board topics. There will be an additional reading prompt provided on our Canvas Page with a discussion prompt. To earn full points, your original post will need to be posted by Sunday evening at 11:59PM and your response to ONE peer by Tuesday (the following week) at 11:59PM.	120 points (total) 4 Discussion Boards: 15 points per post + response = 30 each board 4 boards x 30 = 120
Video Reflection Report	On our canvas page, there will be directions with a prompt of a video to observe and reflect.	100 Points (total)
Activity Experiences	There will be four (4) activity assignments spaced out within our semester. On our canvas page, there will be directions how to complete this activity to earn points.	80 Points (Total)
Case Conceptualization Plan	On our canvas page there will directions with a prompt about a case that might be found in a school setting. The directions will outline how to create a conceptualization about what steps and interventions you might utilize to assist this student.	100 Points (total)
Referral Resource List	A major assignment of this semester will be your referral resource list. On our canvas page there will be specific instructions on what will be required. Seeking out local referrals and information you would need to make referrals will be advantageous for when you become a school counselor. A first draft will be due at the end of our 8 th week of class, Sunday Oct 15 th , (11:59PM) and the final report will be due Thursday Dec. 14 th .	200 Points(total) 50 points possible upon first draft submission, 150 points additional upon final submission
Final Reflection Paper	Reflection of the entire semester experience, will be required demonstrating self-awareness of progress. Directions will be provided on our canvas apge.	100 Points (total)
TOTAL		1000 Points

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

A= 900 points

B= 800 points

C= 700 points

D= 600 points

F= less than 600 points

Schedule Overview

Tentative Schedule, subject to change

Date/Session	Readings / Class Prep	Topics Covered	Assignment(s) Due
Session 1	Introduction Syllabus Review	DSM-5 intro <i>Educational Problems</i>	DSM-5 intro <i>Discussion Board #1</i> <i>WHODAS 2.0</i>
Session 2	MH intro powerpoint		<i>Video Reflection Report</i>

	Surgeon General powerpoint ACES introductory powerpoint		
Session 3	Chap 1 Mental Health in Schools: Past & Present	<i>Trauma/Stressor related disorders</i>	#1 Chap 1 Mental Health in Schools: Past & Present <i>Activity 1</i>
Session 4	Chap 2 About Moving Toward a Comprehensive Approach	<i>Physical Abuse/Neglect</i>	#2 Chap 2 About Moving Toward a Comprehensive Approach
Session 5	Chap 3 Labeling, Screening, and Over-Pathologizing	<i>Neurodevelopmental Disorders</i>	#3 Chap 3 Labeling, Screening, and Over-Pathologizing <i>Discussion Board #2</i>
Session 6	Chap 4 Evidence-Based Practices in Schools: Concerns About Fit and Implementation	<i>DID</i>	#4 Chap 4 Evidence-Based Practices in Schools: Concerns About Fit and Implementation
Session 7	Chap 5 Social Control Versus Engagement in Learning: A Mental Health Perspective	<i>Anxiety</i>	#5 Chap 5 Social Control Versus Engagement in Learning: A Mental Health Perspective <i>Activity 2</i>
Session 8	Medications	<i>Depression</i>	<i>Submit First Draft of Referral Resource list</i>
Session 9	Chaps 6 & 7 A Period of Transition and Possible Transformation Strategies for Embedding Mental Health in School Improvement	<i>Suicidal ideation</i>	#6 Chaps 6 & 7 A Period of Transition and Possible Transformation Strategies for Embedding Mental Health in School Improvement <i>Case Conceptualization Plan Discussion Board #3</i>
Session 10	Chap 8 Social and Emotional Learning and Promotion of Mental Health: Implications for Addressing Behavior Problems	<i>Homicidal ideation Disruptive/ICD/conduct disorder</i>	#7 Chap 8 Social and Emotional Learning and Promotion of Mental Health: Implications for Addressing Behavior Problems
Session 11	Chaps 9 & 10 Challenging and Opportunities for Promoting Mental Health in the Classroom Mental Health Assistance for Students at School	<i>Grief</i>	#8 Chaps 9 & 10 Challenging and Opportunities for Promoting Mental Health in the Classroom Mental Health Assistance for Students at School <i>Activity 3</i>
Session 12	Chap 11 Focusing on the Well-Being of School Staff	<i>Substance-related</i>	#9 Chap 11 Focusing on the Well-Being of School Staff
Session 13	Chaps 12 & 13 New Directions Collaboration: Working Together to Move Forward and Enhance Impact	<i>Eating disorders</i>	#10 Chaps 12 & 13 New Directions Collaboration: Working Together to Move Forward and Enhance Impact <i>Discussion Board #4</i>
Session 14	Thanksgiving Break	<i>Thanksgiving Break</i>	Thanksgiving Break
Session 15	Chap 14 Show Us the Data: Using and Extending the Research Base	<i>Gender Dysphoria</i>	#11 Chap 14 Show Us the Data: Using and Extending the Research Base
Session 16	Chap 15 Addressing Systemic Change	<i>Personality disorders</i>	#12 Chap 15 Addressing Systemic Change <i>Activity 4</i>
Session 17			<i>Submit final reflection paper</i>

			<i><u>Submit Final Draft of Referral Resource list</u></i>
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Kansas State University Information

Statement Regarding [Academic Honesty](#)

Kansas State University has an Honor and Integrity 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 and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which 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.

Statement Regarding [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

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

Statement Defining Expectations for 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.

Statement on 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](#).

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 using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

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, as outlined by [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. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

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.

Language for Kansas State Manhattan Campus:

Kansas State University [Counseling and Psychological Services](#) offers free and confidential services to assist you to meet these challenges.

[Lafene Health Center](#) has specialized nurse practitioners to assist with mental health.

The [Office of Student Life](#) can direct you to additional resources.

[K-State Family Center](#) offers individual, couple, and family counseling services on a sliding fee scale.

[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.

Language for Kansas State Salina Campus:

The Kansas State Salina Counseling Services offers free and confidential services to assist you to meet these challenges.

The Kansas State Salina Office of Student Life can direct you to additional resources.

[The Kansas State Salina Campus](#) offers several services for students, including health services, counseling, and academic assistance.

Language for Global Campus/K-State Online students:

K-State Online students have free access to mental health counseling with [My SSP](#) - 24/7 support via chat and phone.

The [Office of Student Life](#) can direct you to additional resources.

Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems appropriate.