

Mental and Emotional Health in Schools

EEND and MSED-731

Template Template Section TMPL 3 Credits 07/22/2015 to 07/29/2100 Modified 09/10/2020

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Description

Examines mental and emotional development through a lifetime. Candidates will learn how to gauge and/or identify stress levels and mental/emotional disorders and will learn how to facilitate prevention/awareness programs and identify school/community resources. Candidates will learn about mental health self-evaluation and emotional coping strategies designed to develop skills that will foster mental/emotional health.

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will be able to develop a stronger understanding of the diversified population of students and mental health issues they will be dealing with in the school setting.

Serving the Community

Candidates will identify various school and community resources and school related mental health facilities to support and accommodate various age groups.

Finding Our Professional Selves

Candidates will strengthen their knowledge of current mental and emotional curricular information to educate their students.

Outcomes

Access to standards referenced in this section can be found [HERE](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)
(<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>)

By the conclusion of this course, each participant will be able to do the following:

1. Evaluate stereotypes associated with mental disorders (HETE: 1a, 3d, 5f)

2. Assess the impact of student mental health on the learning environment (HETE: 1a, 1d, 3d)
3. Differentiate psychological theories (HETE: 1a, 1b, 1d)
4. Relate human development to psychological theories (HETE: 1a, 1b)
5. Assess the accessibility of mental health resources. (HETE: 1d)
6. Plan instruction on mental health issues. (HETE: 1c, 2b–2d, 2f, 3a–3d, 4a, 4c)
7. Plan interventions that promote community among students with and without mental health challenges. (HETE: 1a, 2a, 2d, 3a, 3c, 3d, 4b)
8. Assess barriers to sound mental health (HETE: 1a, 1d, 3d)
9. Evaluate stress interventions (HETE: 1a, 1d)
10. Plan stress interventions. (HETE: 1a, 1d, 2b, 2c, 2f, 3a–3c, 4c)

Materials

Dikel, W. (2019). Student Mental Health.

Assignments

Course Discussion Assignments

Candidates will respond and reflect upon various discussion prompts related to the portrayal, identification, and support of mental/emotional health disorders in the main stream media, communities, and school settings.

- Course outcomes 1, 2, 5, 7,8,9,10
- Standards 1a, 1d, 2a–2d, 2f, 3a–3d, 4b, ec, 5f

Course Assignments and Activities

Portrayals of Mental Health Disorders

Candidates will research and critique the portrayal of a mental/emotional health disorder in media.

- Course outcomes 1, 2
- Standards 1a, 1d, 3d, 5f

Assessment of the School Environment for Mental Health Facilitation

Candidates will identify and analyze elements in the school setting that promote positive mental health and support students as well as those that provide negative stressors and pressures.

- Course outcome 2
- Standards 1a, 1d, 3d

School Support for Students with Mental Health Disorders

Candidates will interview a school counselor/social worker and discuss current mental health disorders in the K-12 school environment. School resources, support, and intervention for students will be identified.

- Course outcomes 2
- Standards 1a, 1d, 3d

Mental Health Lesson Plan

Candidates will develop a two-day health lesson on the awareness and intervention of a selected mental/emotional health disorder.

- Course outcomes 6
- Standards 1c, 2b–2d, 2f, 3a–3d, 4a, 4c

Slowing the Progression of Mental Health Disorders

Candidates will identify and research a specific mental/emotional health disorder associated with an aging population and provide information concerning the community support and intervention options.

- Course outcomes 5,8
- Standards 1a, 1d, 3d

Sources of Stress

Candidates will evaluate a personal “balance of life” and identify areas of positive/negative stressors. Candidates will also evaluate the student learning environment and identify areas of positive/negative stressors. A plan for stress reduction will be created.

- Course outcomes 8,9
- Standards 1a, 1d, 3d

Health Insurance and Stress Interventions

Candidates will research and evaluate the level of coverage for individuals who desire stress prevention or treatment options. Candidates will also identify community services and agencies that may be able to provide support if health coverage in this area is not available through insurance plans.

- Course outcomes 8,9,10
- Standards 1a, 1d, 2b, 2c, 2f, 3a–3d, 4a, 4c

Final Project: Positive Mental Health Unit Plan

Candidates will create a unit introducing, identifying, and supporting stress reduction in an effort to increase positive mental/emotional health in students.

- Course outcomes 6,10
- Standards 1a, 1c, 1d, 2b–2d, 2f, 3a–3d, 4a, 4c

* Course Policies

Policies for the College of Education at University of St. Francis

[CLICK HERE \(https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320\)](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) (requires active student account) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing
- Computer and Digital Information Literacy Skills

Course Evaluations | Surveys

Information gathered through course evaluations and surveys is an important part of maintaining quality and continuous improvement in courses, and it is the University’s expectation that students will thoughtfully participate in this evaluation process.

Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the *For Students* section of the USF portal.

A complete listing of university policies and procedures can be found in the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) and Student Handbooks.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student’s academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating,

fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at [815-740-3631](tel:815-740-3631) or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Notice of Copyright

This course may contain copyrighted materials that are intended to support the learning experiences of students currently enrolled in the course. No student may retain or further disseminate any copyrighted materials, in their entirety or any portion thereof, under penalty of law.

Technology Support

1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:
 - a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select **Chat with Canvas Support** for a "live" text-based click-to-chat session,
 - b. select **Report a Problem** to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

NOTE: Responses to Canvas' email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at [LearnItNow \(http://learnitnow.stfrancis.edu\)](http://learnitnow.stfrancis.edu).

3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: [Technology Support \(http://techsupport.stfrancis.edu\)](http://techsupport.stfrancis.edu)
- Or visit them on the first floor of Marian Hall

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text

databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

Additional Items
