



Chaminade  
University

School of Education and Behavioral Sciences

Counseling Psychology

## **PSY 726 Contemporary Mental Health Issues in School Settings**

Online (Asynchronous)

Credits: 3

Section: 90-3

Term: Accelerated Spring 2025

### **Instructor Information**

**Instructor:** Kacie Cohen, LMHC, NCC

**Email:** [Kacie.Cohen@Chaminade.edu](mailto:Kacie.Cohen@Chaminade.edu)

**Phone:** (808) 735-4745

**Office Location:** Behavioral Sciences 107

**Office Hours:** By appointment only

**Virtual Office Hours:** By Appointment Only

### **School & Department Information**

#### **School of Education and Behavioral Sciences**

Office Location: Behavioral Sciences 105

Phone: (808) 735-4751

### **Course Description & Materials**

#### **Catalog Course Description**

This course provides an examination of contemporary mental health issues, concepts, principles, and challenges within school settings. Prerequisites: PSY 500, 501, 751.

#### **Time Allocation**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

This course carries 3 credit hours and entails 135 clock hours of student engagement, aligning

with the official CUH Credit Hour Policy. For students enrolled in this course, approximately 40 hours will be dedicated to composing and refining a literature review project paper. Additionally, there's an anticipated 95 hours of supplementary work, which includes 30 hours for videos, 30 hours for chapter readings, 20 hours for chapter assignments, and 15 hours for best practices readings. This supplementary workload averages around 9.5 hours per week.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### Required Materials

Auger, R. (2011). *The school counselor's mental health sourcebook: Strategies to help students succeed*. Corwin Press

**Canvas** (<https://chaminade.instructure.com>)

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health or School) counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

### Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)
2. Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. (PLO 3) This will be assessed by conducting a literature review on a contemporary mental health issue and weekly disorder assignments.
3. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. (PLO 1,2) This will be assessed by conducting a literature review on a contemporary mental health issue.
4. Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments.

## **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand

knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

The PSY 726 emphasizes the development of knowledge and skills essential for professionals working with P-12 students, particularly in mental health and academic support. It supports the Marianist value of educating the whole person physically, psychologically, intellectually, morally, and socially. By addressing topics such as social-emotional learning, stress, anxiety, depression, prevention, and self-care, the course equips students to holistically support the well-being of children and adolescents. The course also fosters lifelong learning and encourages the integration of theory and practice in real-world school and mental health settings.

### Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

|                               | CLO 1 | CLO 2 | CLO 3 | CLO 4 |
|-------------------------------|-------|-------|-------|-------|
| <b>Marianist Values</b>       | 2     | 1, 4  | 2, 5  | 2, 3  |
| <b>PLOs</b>                   | 2,3,4 | 3     | 1,2   | 1,2   |
| <b>Native Hawaiian Values</b> | 2     | 1,4   | 2,5   | 2,3   |

## Course Activities

### **Literature Review Requirements & Instructions:**

1. Conduct a literature review on Promoting Mental Health in Schools for a specific Mental Health Diagnosis (*Example: ADHD, Anxiety Disorders, Specific Mood Disorder, Autism, etc.*)
2. Write a 10-page literature review paper, including a summary of the studies, and include the following elements:
3. Identify at least 5 studies published from 2010 to 2023 on this topic and analyze the results, 5 of the published studies must be within the past 5 years.
4. The paper must follow APA 7 formatting guidelines, including a title page, abstract, introduction, literature review, conclusion, and references. \*(Refer to APA 7 format guidelines: [APA 7 Format Guidelines](#)[Links to an external site.](#))

### **Literature Review Paper Requirements:**

Conduct a systematic literature review on the following 4 components

#### I. Introduction

1. Significance of promoting Mental Health in Schools
2. Overview and Prevalence of the Selected Mental Health Condition

#### II. Cultural Humility and Diversity, Ethical Considerations, and Professional Responsibilities

1. Importance of cultural humility and diversity in promoting mental health in schools
2. Ethical considerations in mental health promotion in schools
3. Professional responsibilities of school psychologists, counselors, and social workers in mental health promotion

#### III. Best Practices, Counseling Techniques, and Interventions

1. Evidence-based practices for promoting mental health in schools
2. Counseling Strategies and Evidence-Based Interventions for the Identified Mental Health Condition
3. Case studies of successful interventions for the identified Mental Health Condition

#### IV. Conclusion and Future Considerations

1. Summary of the literature review
2. Limitations of the research and future directions for further investigation
3. Implications for mental health promotion in schools and future considerations for the specific mental health issue

### **2) Weekly Chapter and Video Assignments: (10 pts each @ 13 = 130 pts)**

Student will complete weekly assignments which will examine evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting, as well as the roles and functions of a school counselor from a biopsychosocial and systemic perspective.

### **3) Discussion Posts (5 pts each @ 3 = 15 pts)**

Students will review videos and engage in thoughtful discussions regarding the roles and functions of a school counselor from a biopsychosocial and systemic perspective.

**Assessment:**

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

## Course Policies

**Attendance**

It is expected that you will be active on Canvas weekly. Health and safety are very important so please let your instructor know in advance if you are going to be inactive in Canvas for longer than 7 days.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

**Late Work**

No late participation posts (replies to your peers) will be accepted regardless of reason.

Late work will be accepted (other than participation posts) up until the last day of the semester. All late work submitted will automatically receive a 50% reduction in points unless a special arrangement was made with the course instructor prior to the assignment's due date.

**Extra Credit**

No extra credit will be assigned in this course.

**Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

**Grades of Incomplete**

No incomplete grade will be issued at the end of this course regardless of reason.

**Final Grades**

Final grades are submitted to [Self-Service](#):

**Grading:**

100-90% = A

89-80% = B

79-70% = “C” or lower grade (failing grade is C or F) and course will need to be re-taken

All assignments will be submitted online by the stated due date. My email address is [Kacie.cohen@chaminade.edu](mailto:Kacie.cohen@chaminade.edu) Late submissions will not be accepted after term has ended on Canvas.

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies->



[procedures/](#).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#).

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.



## Tentative Course Schedule

| Module Week | Topic & Assignments  | PLO / CLO's   |
|-------------|--|---|
| 1           | <p style="text-align: center;"><b>Mental Health, Children, and Schools: A Call To Action</b></p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Mental Health, Children, and Schools: A Call to Action</li> <li>• Intervention Basics</li> </ul> <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>• The Chapter 1 &amp; 2 (skip pgs.8-9) refer to DSM 5th edition</li> <li>• School Counselor and Student Mental Health</li> <li>• We All Have Mental Health</li> <li>• Videos (The Importance of Truly Seeing Your Students / Providing Daily Support System) : Letting Your Students Be Seen</li> <li>• Review: Literature Review Project Requirements</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. (PLO 3)</li> <li>• Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments.</li> </ul> |
| 2           | <p style="text-align: center;"><b>Culture, Race, and Children's Mental Health</b></p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Culture, Race, and Children's Mental Health</li> <li>• The Gift of Being Seen</li> </ul> <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>• Videos (Intersectionality / What Teenagers Want You to Know) Discussion: The Gift of Being Seen</li> <li>• Assignment: Youth Academic Councils</li> <li>• Chapter 3 Assignment and Video (Challenges and Rewards of a Culturally Informed Approach to Mental Health</li> </ul>   | <ul style="list-style-type: none"> <li>• Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. (PLO 3) This will be assessed by conducting a literature review on a contemporary mental health issue</li> </ul>   |

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|   |   | <p>and weekly disorder assignments.</p> <ul style="list-style-type: none"> <li>• Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments.</li> <li>• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)</li> </ul> |
| 3 | <p>Disruptive Behaviors Disorders</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Disruptive Behavior Disorders</li> <li>• Resources and Tools: Help Client Express Their Emotions</li> <li>• What are Disruptive Behavior Disorders (Collaboration to Building Skills)</li> </ul> <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>• Assignment and Video: What are Disruptive Behavior Disorders? (Collaboration to solve problems to build skills)</li> <li>• Assignment, Resources, and Tools: How to Help Clients Express Their Emotions</li> <li>• Reading: Moving Beyond Discipline of Disruptive Behavior: Recognizing and Treating the Effects of Trauma on Adolescents</li> </ul> | <ul style="list-style-type: none"> <li>• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)</li> <li>• Examine the roles and functions of a school counselor</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Reading: School Based Interventions for Aggressive and Disruptive Behaviors</li> <li>• Reading: I Can Statements-Detailed Descriptions</li> </ul>  | <p>from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments</p>  |
| 4 | <p>Attention-Deficit/ Hyperactivity Disorder</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Attention-Deficit/ Hyperactivity Disorder</li> <li>• Teens with ADHD</li> <li>• ADHD and Me: Tips for Teens to Know?</li> </ul> <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>• Assignment: Activities and interventions to support students with mood disorders</li> <li>• Assignment: Chapter 6 Mood Disorders</li> <li>• Reading; School-Based Interventions for Students with Depressive Disorders</li> </ul> | <ul style="list-style-type: none"> <li>• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)</li> <li>• Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments</li> </ul> |
| 5 | <p>Mood Disorders</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Mood Disorders</li> <li>• Interventions to Support Students with Mood Disorders</li> <li>• School Based Interventions for Students</li> </ul> <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>• Assignment: Activities and interventions to support students with mood disorders</li> <li>• Assignment: Chapter 6 Mood Disorders</li> </ul>  | <ul style="list-style-type: none"> <li>• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>Reading: School-Based Interventions for Students with Depressive Disorders</li> </ul>  | <p>weekly disorder assignments. (PLO 2, 3, 4)</p> <ul style="list-style-type: none"> <li>Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments</li> </ul>   |
| 6 | <p style="text-align: center;">Anxiety Disorders</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Anxiety Disorders</li> <li>Students Being Informed</li> <li>Teenager's Brain</li> </ul> <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>Students Being Informed: Do I Have An Anxiety Disorder? (Resources)</li> <li>Video: How risk-taking changes a teenager's brain   Kashfia Rahman</li> <li>Reading: Facts for Educators: Anxiety Disorders</li> <li>Reading: 7 Ways to Support Children and Young People Who Are Worried</li> </ul> | <ul style="list-style-type: none"> <li>Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)</li> <li>Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments</li> </ul> |
| 7 | <p style="text-align: center;">Autism Spectrum Disorders</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Autism Spectrum Disorders</li> <li>Understanding Autism in the School Setting</li> </ul>  | <ul style="list-style-type: none"> <li>Examine and implement evidence-based practices and interventions for promoting well-</li> </ul>  |

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|   | <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>• Assignment: Activities for Kids on the Autism Spectrum</li> <li>• Activity: Understanding Autism in the School Setting</li> </ul>  | <p>being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)</p> <ul style="list-style-type: none"> <li>• Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments</li> </ul>   |
| 8 | <p>Communicating with Teachers and Families About Student's Mental Health Needs</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Communicating with Teachers and Families About Student's Mental Health Needs</li> <li>• Families to Support Student Mental Health</li> </ul> <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>• Activity: Families to Support Student Mental Health</li> <li>• Reading: Best Practices for Communicating With Families During Crisis</li> <li>• Reading: Talking to Children About Violence</li> </ul> | <ul style="list-style-type: none"> <li>• Examine and implement evidence-based practices and interventions for promoting well-being and preventing mental health problems in children and adolescents in the school setting. This will be assessed by weekly disorder assignments. (PLO 2, 3, 4)</li> <li>• Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. (PLO 1,2) This will be assessed by weekly disorder assignments</li> </ul> |

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| 9  | <p>Complete Literature Review &amp; Self Care</p> <p>Chapter Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Counselor Self- Care</li> <li>• Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care</li> </ul> <p>Activities / Readings / Videos:</p> <ul style="list-style-type: none"> <li>• Assignment and Question Review</li> <li>• Complete Requirements for Literature Review Assignment</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. (PLO 1,2)</li> </ul> |
| 10 | <p>Submit Literature Review Project:<br/>Promoting Mental Health in Schools for<br/>Specific Mental Health Issue</p> <p><b>*Submit: Requirements for Literature Review Assignment</b></p>   | <ul style="list-style-type: none"> <li>• Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. (PLO 1,2)</li> </ul> |