



School of Applied Psychology
Counseling Psychology

PSY 726 Contemporary Mental Health Issues in School Settings

Online Asynchronous | Credits: 3 | Section: 90-1 | Term: Fall 2026

Instructor Information

Instructor	Taylor Lum, PsyD Aloha, and welcome! I'm Dr. Taylor Lum, and I'm excited to be your instructor this term. I earned my doctorate in clinical psychology (PsyD) and have worked across many settings: community mental health, individual and group private practice, schools, and intensive outpatient services. Each one taught me something different about how children, teens and families experience mental health challenges, and how much it matters when the adults around them are prepared to respond. This course is about building that preparation. Over the next ten weeks, we'll look at the mental health concerns students bring to school, from anxiety and depression to ADHD, autism and disruptive behavior. We'll also practice how to respond when a situation becomes a crisis. I'm especially looking forward to our weekly Case in Crisis discussions, where we'll work through real-world scenarios together. I'm also looking forward to seeing the Student Support Plans you create, because each one will reflect how you'd show up for a student who needs you. Please reach out anytime by email or during virtual office hours (Tuesdays and Thursdays, 10:00 am to 12:00 pm).
Email	taylor.lum@chaminade.edu
Phone	(808) 735-4793
Office Location	Behavioral Science Room 105D
Virtual Office	https://chaminade.zoom.us/j/5904720955
Virtual Office Hours	Tuesdays and Thursdays from 10:00 am – 12:00 pm by appointment

Communication

The best way to reach me is via email at taylor.lum@chaminade.edu. I check messages regularly Monday through Friday and aim to respond within 24-48 hours during the school week. Messages received on weekends or holidays may receive a response the next business day. Please email if you have any questions or concerns regarding our class. Appointments are available virtually.

Netiquette Expectations: All communication with instructors or peers should reflect professionalism, respect, and empathy. Please:

- Use inclusive and respectful language.
- Avoid slang, sarcasm, or all caps (which can be interpreted as shouting).
- Think before you post; assume good intent, and respond thoughtfully.
- Keep messages on-topic in discussions or forums.

School & Department

School	School of Applied Psychology
Location	Behavioral Sciences Building
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

This course is designed for persons working in a school or mental health setting providing mental health services, academic support, and/or guidance to PK-12 students. This course takes a deeper look into the challenges faced by children through young adulthood. In particular, issues pertaining to cultural humility, stress management, anxiety, depression, and the importance of social-emotional learning, prevention, and self-care, will be highlighted.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	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 50 hours will be dedicated to the Evidence-Based Student Support Plan, including the proposal, annotated article list and final plan. Additionally, there's an anticipated 85 hours of supplementary work, which includes 25 hours for videos, 30 hours for chapter readings, 20 hours for chapter assignments and weekly Case in Crisis discussions, and 10 hours for best practices readings. This supplementary workload averages around 8.5 hours per week.
Required Materials	Auger, R. (2011). <i>The school counselor's mental health sourcebook: Strategies to help students succeed</i> . Corwin Press.
Canvas	This course is delivered through Canvas (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 Master of Science in Counseling Psychology program, the student will be able to:

1. Professional Counselor Identity and Ethical Practice – Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. Counseling Knowledge and Clinical Skills – Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. Service to the Whole Person and Community Well-Being – Graduates will apply culturally sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
4. Specialized Practice Area Competence – Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

Upon completion of PSY 726, the student will be able to:

1. Examine and implement evidence-based practices and interventions to promote well-being and prevent mental health problems among children and adolescents in school settings. This will be assessed by weekly disorder assignments and the Evidence-Based Student Support Plan. **(PLO 2, 4)**
2. Recognize the importance of cultural humility and diversity, ethical considerations, and the practice of professional responsibilities in promoting mental health in schools. This will be assessed by weekly disorder assignments and the Evidence-Based Student Support Plan. **(PLO 1, 3)**
3. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology. This will be assessed by the Evidence-Based Student Support Plan. **(PLO 2)**
4. Examine the roles and functions of a school counselor from a biopsychosocial and systemic perspective. This will be assessed by weekly disorder assignments and the Evidence-Based Student Support Plan. **(PLO 1, 3, 4)**

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. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

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 central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

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 ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
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
Marianist Values	2	1, 4	2, 5	2, 3
PLOs	2, 4	1, 3	2	1, 3, 4
Native Hawaiian Values	2	1, 4	2, 5	2, 3

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 24-48 hours (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 5-7 school days of the due date
 - Major assessments/projects: within 7-10 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction to your earned grade for the assignment. If an extension is needed on assignments, please speak to instructor beforehand about the matter.
Extra Credit	There will be no extra credit assignments given for this course.
Incomplete Grade	Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the

	10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.
Use of AI	Students may use Generative AI tools, such as ChatGPT, to support their learning and creativity. These tools can be helpful for brainstorming, refining ideas, and strengthening understanding. To ensure responsible and ethical use, students must follow the guidelines below: • Any material created with AI must be clearly identified and credited. • AI tools may not be used to complete assignments or projects in place of the student's own work. Students must make meaningful contributions and revisions to anything generated by AI. • All submitted work must reflect the student's own thinking and understanding. Using AI-generated content without proper credit is a form of plagiarism and is not allowed. Students must explain when and how AI tools were used. This includes naming the tool and describing its role in the assignment.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment

for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital

status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up

Resource	Description	Contact / Website
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Wk of	Theme	Info / Activities	Assignments are due on Sundays at 11:59 pm
10/5	Mental Health, Children, and Schools: A Call To Action	The Chapter 1 & 2 (skip pgs.8-9) refer to DSM 5th edition	10/11

Wk of	Theme	Info / Activities	Assignments are due on Sundays at 11:59 pm
	Chapter Learning Outcomes: - Mental Health, Children, and Schools: A Call to Action - Intervention Basics	School Counselor and Student Mental Health Assignment: We All Have Mental Health Case in Crisis: Crisis basics and mandated reporting Review: Evidence-Based Student Support Plan Requirements	
10/12	Culture, Race, and Children's Mental Health Chapter Learning Outcomes: Culture, Race, and Children's Mental Health	Chapter 3 Assignment and Video (Challenges and Rewards of a Culturally Informed Approach to Mental Health) Case in Crisis: Culturally responsive crisis response	10/18
10/19	Disruptive Behaviors Disorders Chapter Learning Outcomes: - Disruptive Behavior Disorders - Resources and Tools: Help Client Express Their Emotions - What are Disruptive Behavior Disorders (Collaboration to Building Skills)	Assignment and Video: What are Disruptive Behavior Disorders? (Collaboration to solve problems to build skills) Reading: Moving Beyond Discipline of Disruptive Behavior: Recognizing and Treating the Effects of Trauma on Adolescents Reading: School Based Interventions for Aggressive and Disruptive Behaviors Reading: I Can Statements-Detailed Descriptions Case in Crisis: Threats of violence Due: Student Support Plan proposal (disorder, crisis, draft vignette)	10/25
10/26	Attention-Deficit/ Hyperactivity Disorder Chapter Learning Outcomes: Attention-Deficit/ Hyperactivity Disorder	Video and Assignment: ADHD and Me: Tips from Teens Who Know Reading: Teens with ADHD	11/1

Wk of	Theme	Info / Activities	Assignments are due on Sundays at 11:59 pm
	- Teens with ADHD - ADHD and Me: Tips for Teens to Know?	Case in Crisis: Impulsivity and risk-taking	
11/2	Mood Disorders Chapter Learning Outcomes: - Mood Disorders - Interventions to Support Students with Mood Disorders - School Based Interventions for Students	Assignment: Chapter 6 Mood Disorders Reading: School-Based Interventions for Students with Depressive Disorders Case in Crisis: Suicide risk Due: Student Support Plan annotated article list (3–5 peer-reviewed articles)	11/8
11/9	Anxiety Disorders Chapter Learning Outcomes: - Anxiety Disorders - Students Being Informed	Students Being Informed: Do I Have An Anxiety Disorder? Presentation Assignment Reading: Facts for Educators: Anxiety Disorders Reading: 7 Ways to Support Children and Young People Who Are Worried Case in Crisis: Acute anxiety or disordered eating (choose one)	11/15
11/16	Autism Spectrum Disorders Chapter Learning Outcomes: - Autism Spectrum Disorders - Understanding Autism in the School Setting	Assignment: Activities for Kids on the Autism Spectrum Activity: Understanding Autism in the School Setting Case in Crisis: Meltdowns and safety	11/22
11/23	Communicating with Teachers and Families About Student's Mental Health Needs and During Crises Chapter Learning Outcomes: - Communicating with Teachers and Families About Student's Mental Health Needs - Families to Support Student Mental Health	Assignment: Families to Support Student Mental Health Reading: Best Practices for Communicating With Families During Crisis Reading: Talking to Children About Violence	11/28

Wk of	Theme	Info / Activities	Assignments are due on Sundays at 11:59 pm
		Case in Crisis: Crisis communication with families	
11/30	Complete Evidence-Based Student Support Plan		12/6
12/7	Chapter Learning Outcomes: • Counselor Self- Care • Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care	Assignment: Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care Case in Crisis: Counselor self-care after crisis work	12/13