

EGC 539: Mental Health in Schools

School of Education and Leadership

3 Credits

Effective Date: 4/1/2022

Grading Type: Decimal

Pre-requisite or Co-Requisite: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

Students gain an introduction to mental health literacy, mental well-being, child and adolescent psychopathology and diagnostic classification systems (DSM-5). They become familiar with the role of the school counsellor and school district personnel, and ways to access and liaise with appropriate referral sources. Students reflect on their personal perspectives and experiences that influence their approaches when working with students, parents and colleagues. Self-care practices and their approaches are addressed. Students also consider the impact of social, gender, familiar, and cultural factors on the mental health of children and adolescents.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Apply case management skills to facilitate coordination of services
- Explore factors related to mental health literacy among K-12 students
- Examine essential components of relevant research related to mental disorders in children and youth
- Investigate appropriate referral sources and monitoring considerations in school settings
- Analyze and integrate relevant research findings to inform knowledge of best practices

Core Concepts, Knowledge, and Skills

- Mental health and wellbeing among school-age children
- Diagnostic classification systems
- School Counselling delivery systems
- Research and Inquiry
- Relevant therapeutic interventions within K-12 settings

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Case Management and Coordination of Services	20%
Research Paper on a Mental Health Topic	40%
Presentation on a Mental Health Topic	20%
Participation and Engagement	20%
TOTAL	100%

Case Management and Community Referrals (20% of Final Grade)

This assignment is designed to help School Counselling learners apply school-based case management and referral skills to facilitate coordination of services for K-12 students. The role of the school counsellor often involves connecting students and families to appropriate resources. In this assignment, learners identify and investigate relevant mental health referral sources and resources relevant to their geographical areas and school/professional settings. Learners then summarize their findings for each referral source or resource according to the assignment criteria outlined below. The summary document should be concise, yet provide the relevant information needed to effectively refer children and youth to the identified services or resources. Learners should aim to include various levels of care (prevention services, community outpatient services, inpatient resources, online resources) in this identification of referral sources/resources for K-12 students. The summary should contain **five** relevant referral sources/resources **including one online resource** (accurately cited and referenced) relevant to children and youth. The format of the summary should adhere to standard academic writing practices and skills.

For each referral source or resource include the following information in your summary:

- **Name of Referral Source:** Name of Agency, Provider, Program, or Resource
- **Contact Information:** Location and the best way to connect with the service
- **Type of Service Provided:** Provide a brief description of the services offered and the target population that this program/service was designed for. Indicate the way services are delivered (i.e., individual counselling, group therapy, family counselling, assessment services, crisis management, peer support, online support) within this model.
- **Referral Criteria:** Who can refer? Is there a waitlist for service? Be sure to include any age limitations/requirements/exclusions for this service. If a direct referral from the school cannot be made to this service, please also indicate an appropriate pathway to facilitate access to this service/program/resource for the child or youth.
- **Synopsis Statement:** Write a brief synopsis (concluding statement) including what level of care this service/program/resource offers, the typical length of service (where applicable), and the relevance of this service/resource to K-12 school settings in context of school-based case management.

Learning Outcomes:

- *Apply case management skills to facilitate coordination of services*
- *Investigate appropriate referral sources and monitoring considerations in school settings*

Grading criteria	
Description, location, and type of service for each referral source/resource	25%
Referral Criteria for each referral source/resource	25%
Synopsis Statement for each referral source/resource	25%
Academic practices and skills	25%
TOTAL	100%

Research Paper on a Mental Health Topic (40% of Final Grade)

This assignment is designed for students to explore best practices for mental health issues in schools as well as to support learners in the development of scholarly research and writing skills. For this assignment, students identify a mental health topic relevant for the K-12 school population.

This research assignment must contain at least **three** current (within the past five years) peer-reviewed journal articles. Students may also cite course resources for this assignment. The paper should draw upon current and relevant literature on the chosen topic in order to inform readers of significant knowledge and findings that have been established on this topic.

The research paper will have the following components:

- Reference to current literature regarding the chosen topic and integration of course resources
- Developmental considerations in reference to the topic (i.e., how might the issue present differently for different age ranges of children/adolescents)
- Relevant therapeutic interventions
- Role of the school counsellor and educational professionals in supporting those affected by the topic reviewed
- Appropriate referral sources and monitoring considerations

Length: Approximately 4-5 pages in APA format (not including title page or references).

Steps to search for relevant journal articles:

1. Choose a mental health topic relevant for the K-12 school population
2. Referring to the above components, develop an enquiry question that specifically describes the components of what you are exploring.
3. Search for and locate current journals in the CityU library that include your topic's information.
4. Read the abstracts and skim the articles to determine if they correspond well to your topic and enquiry question(s).
5. Learners should aim to select **at least** 3-4 journal articles and begin to sort and classify them according to their relevance to the chosen topic.
6. Summarize main points related to your topic and enquiry question(s).
7. Incorporate into your research paper citing references as applicable.

Learning Outcomes:

- *Analyze and integrate relevant research findings to inform knowledge of best practices*
- *Explore factors related to mental health literacy among K-12 students*
- *Examine essential components of relevant research related to mental disorders in children and youth*
- *Investigate appropriate referral sources and monitoring considerations in school settings*

Grading criteria	
Current and relevant scholarly literature	15%
Accuracy of developmental considerations	20%
Relevant therapeutic interventions	20%
Role of school counsellor and education professionals outlined clearly	15%
Appropriate referral sources and monitoring considerations	20%
Academic practices and skills	10%
TOTAL	100%

Presentation on a Mental Health Topic (20% of Final Grade)

Learners create a presentation based on the research paper and intervention plan assignment, followed by a class discussion. Students also prepare a one-page summary handout to be shared with the class. This presentation is meant to be appropriate for educating colleagues, school staff, parents, or community members. Learners summarize and articulate the following key points:

- Description of mental health topic and diagnostic criteria
- Developmental considerations in reference to the topic (i.e., how or does the issue present differently for different age ranges of children/adolescents)
- Relevant therapeutic interventions
- Role of the school counsellor and educational professionals in supporting those affected by the topic reviewed
- Appropriate referral sources and monitoring considerations

Learning Outcomes:

- *Explore factors related to mental health literacy among K-12 students*
- *Investigate appropriate referral sources and monitoring considerations in school settings*

Grading criteria	
Grasp of topic and diagnostic criteria	20%
Key points covered in all areas	35%

Relevant terms, concepts, and frames of reference	25%
Presentation (academic and professional practices and skills)	20%
TOTAL	100%

Participation and Engagement (20% of Final Grade)

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

Components	% of Grade
Participation and Engagement <i>(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)</i>	100%
TOTAL	100%

Course Policies

Declaration of Inclusion

CityU Canada’s Master of Education in School Counselling program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that we live and work on the unceded and traditional territory of the Coast Salish Nations of xʷməθkʷəyəm (Musqueam), sə́lilwətaʔt (Tsleil-Waututh), and Sḵwxwú7mesh (Squamish) people & many others whose histories, languages, & cultures continue to influence our vibrant community. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC, and diversely-abled communities.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a

5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.

