Mental Health Challenges in the Classroom: 
Reaching and Teaching the Hard-to-Engage Student
COUN F685
Summer Semester 2014, 7/22-25
5:30pm-9:00pm
1 Credit Hour
Location TBA

Instructor: Shashank Joshi, MD, FAAP
Office: TBD--School of Education
Message Phone: 907-474-6440
Office Hours: By appointment

Course Description:
Seminar focuses on how mental health factors affect a child or adolescent’s ability to learn. Students will acquire a general understanding of how to assess the severity of these factors and how to best teach and serve these individuals within the school setting.

Prerequisites: Graduate standing

Course Objectives:
To gain a working knowledge of how developmental tasks affect learning, especially within the K-12 student population that is experiencing mental health issues. Students will learn strategies on how to facilitate the learning process with this population and also how to assist a treatment team in making appropriate placement decisions.

Student Learning Outcomes:
Upon successful completion of this course, students will demonstrate knowledge and understanding of the following topics:

- Developmental tasks in adolescence.
- Why culture matters in the classroom.
- Depression in teens.
- Culturally adapted school-based suicide prevention.
- Question, Persuade, Refer: Suicide First Aid
- Reaching and teaching traumatized youth.
- The medical/school interface (e.g., ADHD across the lifespan).
- Success, Social Media & School and its impact on youth development.

Instructional methods: The course is a face-to-face graduate level seminar. Blackboard will be utilized to share course documents and websites, and the discussion board may also be used throughout the course. In class work groups and discussions will be regularly utilized.

Suggested Resources:
No specific text will be used for this class, although the following resources are recommended:
Texts:


Articles:


Course Requirements:

Students will be evaluated based on two major criteria: class participation and a written paper due one week after the final class.

1. **Class participation**: Attendance and participation every day in class is required for successful completion of the course.

2. **Written paper**: The paper needs to be typed, double-spaced, and include a list of references. Papers are expected to be well-written, well thought out, be grammatically correct and conform to APA style.

The purpose of this paper is for you to synthesize the information gained in class with your own research (i.e., journals, books) to formulate your model of how to effectively work with youth experiencing mental health issues in the school setting. You are to demonstrate the viability of your working model through the creation of a hypothetical case example highlighting specific prevention and intervention strategies. The paper should be approximately 8-10 pages in length and include a minimum of 8-10 references.

**Grading**: Grades will be pass/fail based on participation and completion of the paper.
Plagiarism: Students will not represent the work of others as their own, plagiarizing work may result in a failing grade for the assignment, suspension, or expulsion. Remember to use proper citation to avoid plagiarism.

Plagiarism is representing someone else’s ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people (Capella University Learner Handbook, as cited in Student Handbook: M.Ed. in Counseling, UAF School of Education, Revised Fall 2008).

Your grade will be determined by your satisfactory completion of all the requirements outlined in the syllabus.

Support Services:
Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening Building, or can be reached at 907-474-5314 or 1-800-478-5246. The web site address is http://www.uaf.edu/English/writingcenter/

Disability Services: The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF’s Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for services. The faculty of the Counseling Program makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. If you believe you are eligible, please contact Disability Services on the UAF campus at 208 Whitaker, 907-474-5655, uaf-disabilityservices@alaska.edu, or visit http://www.uaf.edu/disability/ on the web or contact a student affairs staff person at your nearest local campus.

Course Topics:

Tuesday, July 22

Introductions, Review syllabus, Developmental tasks of adolescence, Depression in teens

Wednesday, July 23

Why culture matters in the classroom; Culturally-adapted school-based suicide prevention; Question, Persuade, Refer: Suicide First Aid

Thursday, July 24

Reaching and Teaching traumatized youth: The medical/school interface

Friday, July 25

From A’s to Zzzzz’s: Success, Social Media & Sleep and its impact on youth development