

## Syllabus FOSTERING MENTAL HEALTH IN EDUCATION

**Institution:** University of the Pacific, University College

**Course:** PEDM 9000: Fostering Mental Health in Education

**Course Format:** Online, self-paced

**Number and Type of Units:** Three (“3.0”) Professional Development Units - PDUs

**Hours to Complete:** 45 hours

**Enrollment:** Open; three months to complete coursework from day of enrollment

**Instructor:** Chelsea L. Weilburg, M.S., P.P.S.C.

**Instructor Contact:** [cweilburg@pacific.edu](mailto:cweilburg@pacific.edu) or Canvas messaging (preferred)

### COURSE DESCRIPTION

The connection between mental health and academic performance is well-known, as students struggling with mental illness have a more difficult time feeling motivated, learning, concentrating, taking tests, and interacting with their teachers and peers. These same individuals also endure the stigma of mental illness and treatment. Despite these challenges, professionals in the field of education are tasked with helping all students achieve their full academic potential. Understanding mental health and how it umbrellas mental illness and its stigmas, is the first step in creating a positive school climate that fosters mental health, resiliency, and self-advocacy in education. This course will equip those who work in an educational setting with the tools to increase mental health awareness, help decrease the stigma of mental illness, create and maintain a climate that encourages mental health, and connect students with resources to continue their support. In addition, this course will provide the educator with methods to help students recognize the connection between their thoughts, feelings, and behaviors, and develop healthier ways of coping in hopes of empowering students to become self-advocates.

### PREREQUISITES

This course is open to anyone who works in a K-12 school environment, including teachers, administrators, counselors, and staff, and would like to incorporate mental health awareness and coping strategies into their professional development. There are no educational prerequisites for this course.

### COURSE OBJECTIVES AND LEARNING OUTCOMES

Upon successful completion of this course, a student will be able to:

- Explain the concept of mental health and identify factors that contribute to its development.
- Define and plan for guided discussions that support social and emotional growth.

- Develop a plan for encouraging a resilient mindset that parents and students can use at home.
- Develop methods for reinforcing student lead self-reflection and self-awareness in regards to the connections between their thoughts and feelings and how they influence behavior.
- Integrate specific strategies that foster interactions with students to promote trust and open communication.
- Develop strategies to create a positive educational community.
- Outline the components needed to create an inclusive climate that is respectful, safe, and equitable, and explain how these elements contribute to a space in a manner that allows open conversations to occur.
- Describe specific activities and strategies for helping to promote self-advocacy and resilience in students.
- Create an action plan to teach these concepts (along with others) to establish home–school and teacher–student connections.

## TEACHING METHODOLOGY

All material is taught online in three modules. Modules consist of lessons, videos, assigned reading, and graded assignments. You will have access to your instructor in the duration of this course.

## COURSE REQUIREMENTS

There is no textbook required for this program. However, a reliable computer with Internet connection is required. In addition, a student will need a word processing program such as Microsoft Word or Google Docs, a presentation program such as PowerPoint, Google Slides, or Prezi, Adobe Acrobat Reader, and Flash Player. This program can be taken on either a Mac or PC.

## COURSE EXPECTATIONS

Students should expect to spend 45 hours completing this course. The student may choose his or her own schedule to complete this program, as it is self-paced, and there are no due dates. **However, a student must complete his or her work for this course within a three-month time frame from the date of registration, or the student will not receive a passing grade.** No extra credit is offered. If a student needs clarification on anything related to this course, he or she should email or message the instructor through Canvas as soon as possible.

## INSTRUCTOR EXPECTATIONS

Students can expect a 24-hour turn-around time for responses to their email in the Canvas messaging inbox. They can also expect their work to be graded within one week of submission, although sometimes it will be graded sooner. Government and seasonal holidays, as well as weekends, may delay this turn-around time.

The instructor reserves the right to alter, add, or omit material and assignments as seen fit to maintain the expectations of the outcomes of the course.

## **EVALUATION METHODOLOGY AND GRADING SCALE**

This course is graded on an A-F scale. Students must follow the rubric for each assignment and clarify expectations before submission.

## **COURSE OUTLINE**

### *Module One: Introducing Mental Health*

This module is an introduction to mental health and all it encompasses, including mental illness, some of the barricades that come with it's stigma, how it impacts and influences social and emotional development, and how it all connects to academic success. You will create a classroom tool that teaches these concepts to students, as well as write an action plan that assists you in implementing that tool.

### **Module Objectives**

- Explain the concept of mental health and identify factors that contribute to its development.
- Define and plan for guided discussions that support social and emotional growth.
- Develop a plan for encouraging a resilient mindset that parents and students can use at home.

### *Module Two: Teaching Students to Connect Thoughts, Feelings, & Behaviors*

This module brings into focus the fluidity between a students thoughts and feelings. It details how behavior is highly influenced by the two and highlights the importance of healthy and open communication regarding the intricacies and challenges of their personal thoughts and feelings. You will create a classroom tool that teaches these concepts to students, as well as write an action plan that assists you in implementing that tool.

### **Module Objectives**

- Develop methods for reinforcing student lead self-reflection and self-awareness in regards to the connections between their thoughts and feelings and how they influence behavior.
- Integrate specific strategies that foster interactions with students to promote trust and open communication.

### *Module Three: Creating and Nurturing a Mental Health Friendly Educational Climate*

The purpose of this module is to help incorporate the objectives learned from the first two modules into a comprehensive classroom environment that is conducive to mental health and consistency of its support. You will create a classroom tool that utilizes the ideas from the previous modules to help teach and maintain the concept and standard of mental health through self-advocacy. You will also write an action plan that assists you in implementing that tool throughout the school year.

### Module Objectives

- Develop strategies to create a positive educational community.
- Outline the components needed to create an inclusive climate that is respectful, safe, and equitable, and explain how these elements contribute to a space in a manner that allows open conversations to occur.
- Describe specific activities and strategies for helping to promote self-advocacy and resilience in students.
- Create an action plan to teach these concepts (along with others) to establish home–school and teacher–student connections.

### ASSIGNMENT SCHEDULE

<b>Assignment</b>	<b>Points</b>
<b>Mod 1</b>	
Assignment 1 - Classroom Tool: Mental Health & Stigma	50 pts
Assignment 2 - Action Plan	50 pts
<b>Mod 2</b>	
Assignment 3 - Classroom Tool: Self-Reflection & Communication	50 pts
Assignment 4 - Action Plan	50 pts
<b>Mod 3</b>	
Assignment 5 - Classroom Tool: Resiliency & Self-Advocacy	50 pts
Assignment 6 - Action Plan	50 pts

**Final Reflection**

200 pts

**Total Points:**

500

## GRADING SCALE

A	93-100%	465-500
A-	90-92%	450-464
B+	88-89%	440-449
B	83-87%	415-439
B-	80-82%	400-414
C+	78-79%	390-399
C	73-77%	365-389
C-	70-72%	350-364
D+	68-69%	340-349
D	63-67%	315-339
D-	60-62%	300-314
F	0-59%	001-299

## POLICIES

### *Honor Code:*

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- act honestly in all matters
- actively encourage academic integrity
- discourage any form of cheating or dishonesty by others
- inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online at <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>(Links to an external site.)

### ***Accommodations for Students with Disabilities:***

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter.

#### **3-Step Accommodation Process**

1. Student meets with the SSD Director and provides documentation and completes registration forms.
2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.
3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

**To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD as early as possible in each term.** After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodation(s).

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: [ssd@pacific.edu](mailto:ssd@pacific.edu).

Online:<http://www.pacific.edu/disabilities>(Links to an external site.)

NOTE: The preceding information is the minimal information required in this section of the course syllabus, instructors are free to expand on the information above and/or add any additional information below.