

## **Child & Adolescent Mental Health PSYC 495, Spring 2021**

**Instructor:** Andrew Jenkins, M.A.

**Office:** Alumni Hall, 0147

**Phone:** 650-2242

**Office Hours:** By Appointment

**Email:** andrjen@siue.edu

**Class Location:** Zoom (see blackboard)

**Class Time:** Mondays, 6pm-8:50pm

### **Course Description**

This course will introduce topics surrounding mental health diagnosis, externalizing/internalizing behaviors, assessment, and intervention for children and adolescents. There will be an emphasis on how mental health professionals provide these supports in school and community settings with a focus on multi-tiered systems of support in the area of academics, behavior, social emotional learning, prevention, and intervention.

### **Required Text**

Parritz, R. H., & Troy, M. F. (2013). *Disorders of childhood: Development and psychopathology*. Nelson Education.

Witte, R. H. (2014). *Mental Health Practice in Today's Schools: Issues and Interventions*. Springer Publishing Company.

\*Additional readings and podcasts available on blackboard

### **Course Objectives**

By the completion of the course, students will:

- Develop an understanding of Multi-Tiered Systems of Support (MTSS), and how it is used to support academic, social, and emotional development.
- Gain an understanding of mental health diagnoses including an overview, assessment, and intervention.
- Understand how mental health professionals provide mental health supports in school and community settings.
- Learn about ethical considerations, cultural considerations, and controversies associated with mental health disorders.
- Improve their knowledge to enhance their writing and communication/presentation skills.

### **Course Requirements**

*Reading Notes (10% of Grade).* To facilitate your learning and facilitate meaningful class discussions, at the beginning of each class, students are expected to submit a one page of billeted notes and/or questions from the assigned readings/podcast/videos. Reading notes may contain the following: takeaway points from a specific article/chapter, summary of important points across articles, content in articles that interested/surprised you, questions for clarification/discussion during class. By the end of the semester, students should have submitted **10 of 11** sets of notes. Each

reading note will have a maximum point value of 2 points each, for a total of 20 points. Each student may miss one set of notes during the semester with no penalty.

*Quizzes (15% of grade).* Three open note, timed quizzes covering content in each of the assigned readings will occur throughout the semester. Quizzes will consist of true/false and multiple-choice questions that will assess your understanding of the material that relates to that section. Quizzes will occur during class time. Each quiz will have a maximum point value of 10 points each, for a total of 30 points.

*Annotated Bibliography Assignment (30% of Grade).* The annotated bibliography assignment will focus on the DSM disorder from a list provided during the 2<sup>nd</sup> class. You must submit your three rank ordered topics by the 3<sup>rd</sup> class. You will be required to review and summarize three sources of information with at least two peer reviewed research articles focused on the treatment of the disorder – that should be relatively recent (2000 and later). In addition to articles, you may use empirically based books (other than your textbook), which focus on the treatment of mental disorders. To complete this assignment successfully you will need to become proficient in using search databases (such as PsychInfo, Web of Science, and Medline) and interlibrary loan procedures for getting journal articles. Please consult with me or with the reference librarian to learn more about these resources. Detailed assignment instructions will be provided on Blackboard. Three separate ½ to 1-page annotated bibliographies will be completed. All students will receive full points for the completion of the first annotated bibliography if they complete the assignment with detailed feedback being provided according with the posted rubric. The second and third annotated bibliographies will be graded according to the rubric. The annotated bibliography assignment will have a maximum point value of 20 points each, for a total of 60 points.

*Virtual Poster Presentation (15% of Grade).* For your virtual poster presentation, in groups of three on one DSM disorder. The poster should focus on the Definition, Etiology, Developmental Psychopathology Conceptualization (i.e. *risks, promotive factors, timing*), and Treatment or Interventions explored in your annotated Bibliology for the disorder you have chosen. Your poster will be presented virtually on the last day of class and your group will also provide an electronic 1-2 page handout with the information from your poster that includes your references to share with classmates via discussion board on Blackboard.

*Cumulative Final (30% of grade).* The final exam will be a timed online exam covering the content of the entire semester. The final will consist of true/false, multiple-choice, and open-ended questions based on the content of the readings, lectures, in-class activities, videos, and group presentations. The maximum point value on the final exam is 60 points. The final examine will be taken on May 3<sup>rd</sup>, 2021.

*Extra Credit.* Extra credit opportunities will be provided at the discretion of the instructor.

### **Undergraduate Course Grades**

<b>Assessment</b>	<b>Maximum Point Value</b>	<b>Percentage of Grade</b>
Reading Notes	20	10%
Quizzes	30	15%
Annotated Bibliography Assignment	60	30%

Virtual Poster Presentation	30	15%
Cumulative Final	60	30%
<b>Total</b>	<b>200</b>	<b>100%</b>
A = 180 points or above B = 160 - 180 points, C = 140 - 160 points, D = 120 - 140 points F = 120 points or below		

*\*Grades will not be rounded up or curved*

### Assignments

All assignments must be completed and submitted via Blackboard by the beginning of the class period that they are due (i.e., 6:00 pm). This includes reading notes, annotated biographies, and the virtual presentations. **The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late.** Any late work will be subject to an initial point deduction off the total possible points to be earned (in the range of 5 to 10% of the total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date. Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester. **Students are responsible for anticipating that technology can often fail and should be in communication with the instructor if necessary, PRIOR to the deadline.** Any assignments turned in via email past the beginning of the class period that they are due will be considered late. You are encouraged to confirm that your assignment has been received via blackboard.

### Statement on APA Format in Written Work

Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7<sup>th</sup> edition of the *Publication Manual of the American Psychological Association*. Please ensure that you have access to this text at any time that you may need it during the semester. A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.

If you would like additional instruction in the use of APA format, please set up an appointment to see me, or seek out the resources described in the departmental writing policy, below.

### Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;

- properly formatted paper including headings, citations and references, per the 7<sup>th</sup> edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

**The penalty for unacceptable writing in this class is as follows: if a paper violates any of the above stipulations or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.**

### **Course Policies & Procedures**

**Attendance.** You are expected to attend all classes. Thus, if you miss a class, it is your responsibility to obtain lecture material and understand the contents covered in class. If you need clarification on any of the material, I would be happy to meet with you during office hours (or other appointment times). All the classes will start promptly on time and you are expected to come to class on time (unless you have notified me in advance that you will be late). Attendance will be recorded for each class.

### **Technology**

This course will use Blackboard (<https://bb.siue.edu>) as the primary vehicle for disseminating class materials. Announcements, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.

The course will be hosted via Zoom (<https://www.siue.edu/its/zoom/>) during each class period. In order to be prepared for each class period, make sure that you have set up a Zoom account in accordance with SIUE standards, and be logged in and ready to go when class started. The instructor will begin each class period at least 15 minutes prior to the start of each class period.

It is not required that you keep your camera on during class. However, it will be easier for you classmates and your instructor to get to know you if you choose to do so. It is expected that your mics will be muted during presentation of materials and when observing peer presentations; however, during questions and answer time, in breakout rooms with peers, and unstructured class time, mics are allowed to be on, and it is encouraged that you participate.

### **Communication and Email**

All Students should activate and regularly check their SIUE e-mail account and Blackboard accounts associated with this class. All class communication will be done through these two platforms. I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSYC 424: Question about Assignment. All emails will be returned in 48 hours (excluding Saturday and Sundays) unless I notify you otherwise. **\*\*See Email Policy at the end of the Syllabus**

### **Professional Conduct**

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated.

### **Accommodations**

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siue.edu/access](http://www.siue.edu/access).

### **Department of Psychology Policy on Incomplete Grades and Withdrawal**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

### **Department of Psychology Policy on Plagiarism**

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources

while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

### **Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

### **Health and Safety**

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>.

### **Classrooms, Labs, Studios, and Other Academic Spaces**

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and

wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

### **General Health Measures**

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with "Entrance" and "Exit" signs.  
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

## **Diversity and Inclusion**

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The [Center for Student Diversity & Inclusion](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or [jball@siue.edu](mailto:jball@siue.edu).

**PSYC 494 Child and Adolescent Mental Health  
Course Calendar**

<b>Section 1: Multi-tiered Systems of Support and Universal Support and Prevention</b>	
<b>Week 1</b>	<b>January 25<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Introductions &amp;</li> <li>• Syllabus Review</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Week 2</b>	<b>February 1<sup>st</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Psychopathology               <ul style="list-style-type: none"> <li>○ Conceptualizing psychopathology</li> <li>○ Rates during infancy, childhood, and adolescence</li> </ul> </li> <li>• Traditional Mental Health Service               <ul style="list-style-type: none"> <li>○ Deficit-based</li> </ul> </li> <li>• Public Approach to Mental Health</li> <li>• Introduction to Multi-Tiered System of Supports               <ul style="list-style-type: none"> <li>○ Universal Supports</li> <li>○ Targeted Supports</li> <li>○ Individualized Supports</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Parritz &amp; Troy – Chapter 1 (Pages 1-11)</li> <li>• Witte &amp; Mosley – Chapter 1 (Pages 1-17)</li> <li>• Individualized Supports Annotated Bibliography Topics Available (<b>BlackBoard</b>)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>Reading Notes Week 2</i></li> </ul>
<b>Week 3</b>	<b>February 8<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Identifying Students for Mental Health Services               <ul style="list-style-type: none"> <li>○ Adult Referrals</li> <li>○ Criterion Based Identification</li> <li>○ Universal Screening</li> </ul> </li> <li>• Classification of Mental Health</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Witte &amp; Mosley – Chapter 2 (Pages 19-36)</li> <li>• Parritz &amp; Troy – Chapter 4 (Pages 48-54)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>List of Bibliography Topics Due (Email)</i></li> <li>• <i>Reading Notes Week 3</i></li> </ul>
<b>Section 2: Early Childhood, Externalizing Disorders, &amp; Internalizing Disorders</b>	
<b>Week 4</b>	<b>February 15<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Autism Spectrum Disorder               <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Diagnosis</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Intervention</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>● Parritz &amp; Troy – Chapter 7 (Pages 107-128)</li> <li>● *Additional assignments on blackboard</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>● <b>Reading Notes Week 4</b></li> <li>● <b>Section 1 Quiz</b></li> </ul>
<b>Week 5</b>	<b>February 22<sup>nd</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Introduction to Externalizing Disorders</li> <li>● Attention Deficit/Hyperactivity Disorder <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Diagnosis</li> <li>○ Intervention</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>● Parritz &amp; Troy – Chapter 9 (Pages 151-169)</li> <li>● *Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>● <b>Reading Notes Week 5</b></li> <li>● <b>Mid-year feedback due for class extra credit</b></li> </ul>
<b>Week 6</b>	<b>March 1<sup>st</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Oppositional Defiant Disorder &amp; Conduct Disorder <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Diagnosis</li> <li>○ Intervention</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>● Parritz &amp; Troy – Chapter 10 (Pages 170-193)</li> <li>● *Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>● <b>Reading Notes Week 6</b></li> <li>● <b>Annotated Bibliography #1 Due</b></li> </ul>
<b>Week 7</b>	<b>March 8<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Introduction to Internalizing Disorders</li> <li>● Anxiety Disorder, Obsessive Disorder, and Somatic Symptom Disorders <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Diagnosis</li> <li>○ Intervention</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>● Parritz &amp; Troy – Chapter 11 (Pages 194-214)</li> <li>● *Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>● <b>Reading Notes Week 7</b></li> </ul>
<b>Week 8</b>	<b>March 15<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Depressive Disorders, Bipolar Disorders, and Suicidality <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Diagnosis</li> <li>○ Intervention</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>● Parritz &amp; Troy – Chapter 12 (Pages 215-240)</li> </ul>

	<ul style="list-style-type: none"> <li>*Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li><b>Reading Notes Week 8</b></li> </ul>
<b>Week 9</b>	<b>March 22<sup>nd</sup> (NO CLASS)</b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li><b>Section 2 Quiz (Online Timed Quiz)</b></li> </ul>
<b>Section 3: Other Disorders &amp; Interventions</b>	
<b>Week 10</b>	<b>March 29<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>Eating Disorders <ul style="list-style-type: none"> <li>Assessment</li> <li>Diagnosis</li> <li>Intervention</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>Parritz &amp; Troy – Chapter 12 (Pages 215-240)</li> <li>*Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li><b>Reading Notes Week 10</b></li> <li><b>Annotated Bibliography #2 Due</b></li> </ul>
<b>Week 11</b>	<b>April 4<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>Bullying &amp; Cyberbullying <ul style="list-style-type: none"> <li>Assessment</li> <li>Diagnosis</li> <li>Intervention</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>Witte &amp; Mosley – Chapter 3 (Pages 213-240)</li> <li>*Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li><b>Reading Notes Week 11</b></li> <li><b>Virtual Presentation Topic Sign Up</b></li> </ul>
<b>Week 12</b>	<b>April 12<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>Mental Health Integration and Collaboration Within Communities</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>Witte &amp; Mosley – Chapter 3 (Pages 37-61)</li> <li>*Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li><b>Reading Notes Week 12</b></li> <li><b>Annotated Biology #3 Due</b></li> </ul>
<b>Section 4: Cultural, Legal, and Ethical Considerations</b>	
<b>Week 13</b>	<b>April 19<sup>th</sup></b>

<b>Topics</b>	<ul style="list-style-type: none"> <li>• School-Based Law, Ethics, and Mental Health Services</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Witte &amp; Mosley – Chapter 3 (Pages 61-105)</li> <li>• *Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>Section 3 Quiz</i></li> <li>• <i>Reading Notes Week 13</i></li> </ul>
<b>Week 14</b>	<b>April 26<sup>th</sup></b>
<b>Topic</b>	<ul style="list-style-type: none"> <li>• Culturally Sensitive Mental Health Services</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Witte &amp; Mosley – Chapter 3 (Pages 105-125)</li> <li>• *Additional assignments on blackboard</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>Virtual Posters Assignment Due</i></li> <li>• <i>End-of-year feedback due for class extra credit</i></li> </ul>
<b>Week 15</b>	<b>May 3<sup>rd</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>Cumulative Final Assessment</i></li> </ul>
<p><i>The instructor reserves the right to make changes to this course calendar at any time during the semester, as needed given instructional and time demands.</i></p>	

## Email Policy

The ability to send a brief, on-topic email is a professional skill that you will likely use for the rest of your career. Here are a few illustrative examples of emails to which I will and will not respond.

### **Emails I will answer:**

“Mr. Jenkins,

I’m a little worried about getting my paper done in time for the deadline. I’m working 30 hours a week and I was planning on working on the paper this weekend, but my aunt just passed away and I’m going to have to go to Kansas City for the funeral this weekend. Can I come talk to you in office hours about this?” -Student”

“Mr. Jenkins - I know the paper is due tomorrow, but I am having trouble with getting my paper uploaded via blackboard. I have called the IT office, restarted my computer, and have asked a friend for help but am still having trouble getting it to work. Is this something I can send to you via email? Thanks, Student”

### **Emails I will NOT answer:**

“hey, what do I need for the class activity/review/etc today?”

“Mr. Jenkins- I had a really bad fight with my roommate last night and I’ve been crying my eyes out all night. I just know that, even if I did come to class today, I wouldn’t even be paying attention anyway. To make it all worse, I’m totally stressed over my grad school applications, and I have three different meetings this week for my on-campus clubs, and I really need a mental health day! Anyway, I just can’t make it to class. Would you mind emailing me the slides for today’s lecture? I don’t want all this stress to affect my grade.”

*There are several things “wrong” with this email, but the most concerning are the overwhelming divulgence of personal details and the lack of responsibility for oneself. That being said, any time you are facing an overwhelming number of life stressors, don’t hesitate to make your professors aware of the situation as professionally as possible, as well as seek out appropriate resources, such as Counseling Services - (618) 650-2842.*

If you send me email that is inadequately punctuated, capitalized, incoherent, rude, otherwise unprofessional or is a question that has an answer clearly outlined in the syllabus, I won’t respond. If you don’t hear back from me within 48 hours, or by the end of the day on Monday if you emailed me over the weekend, assume that the email was improperly formatted, and try again.