

## **Child & Adolescent Mental Health PSYC 495, Spring 2024**

**Instructor:** Daniel Simmons

**Email:** daniesi@siue.edu

**Office:** Alumni Hall, 0147

**Class Location:** Alumni Hall, 0302

**Phone:** 650-2422

**Class Time:** Mondays, 5:00 – 7:50 pm

**Office Hours:** By Appointment

### **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. (2024). *Disorders of childhood: Development and psychopathology* (4<sup>th</sup> ed.). Nelson Education.

Witte, R. H., & Mosley-Howard, G. M. (2015). *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)
- Gain an understanding of mental health diagnoses
- 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
- Enhance writing, communication, and presentation skills

### **Undergraduate 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 one single-spaced page of bulleted 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 covered in the assigned

readings and lectures 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 outside of class time and will be posted on Blackboard. Each quiz will have a maximum point value of 10 points each, for a total of 30 points.

*Annotated Bibliography Assignment (15% of Grade).* The annotated bibliography assignment will focus on the DSM disorder you sign up for during the 1<sup>st</sup> class (Week 1). Three separate ½ to 1-page annotated bibliographies will be completed. For each bibliography, you will be required to review and summarize one source of information focused on the treatment of the disorder – sources should be relatively recent (2014 and later) and should be peer-reviewed. **Textbooks for this class cannot be used as sources.** In addition to articles, you may use other empirically based books, 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. All students will receive full points for the completion of the first annotated bibliography if they complete the assignment. Detailed feedback to improve later annotated bibliographies will be provided according to the posted rubric. The second and third annotated bibliographies will be graded according to the same rubric. Each annotated bibliography assignment will have a maximum point value of 10 points each, for a total of 30 points.

*“Poster” Presentation (30% of Grade).* For your poster presentation, you will work 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 in class on April 15<sup>th</sup> and your group will also provide an electronic 1-2 page handout (that includes your references) with the information from your poster to share with classmates via discussion board on Blackboard. This will be worth 60 points – 30 for the poster/slides/handout, 30 for the actual presentation.

*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 exam will be taken on April 29<sup>th</sup>, 2024.

*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	30	15%
Virtual Poster Presentation	60	30%
Cumulative Final	60	30%
<b>Total</b>	<b>200</b>	<b>100%</b>

<p>A = 180 points or above  B = 160 - 179 points,  C = 140 - 159 points,  D = 120 - 129 points  F = 119 points or below</p>
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*\*Grades will be rounded to the nearest full point, but they will not be curved*

**Graduate Course Requirements**

Your grade is based on the total number of points you earn during the semester while completing the above course requirements AND the following assignment:

- Graduate Research Paper (60 points):** For your research paper topic you will take the DSM disorder used for the Annotated Bibliographies and “Poster” Presentation and explore this disorder further in a research paper. The paper should focus on the Definition, Etiology, Developmental Psychopathology Conceptualization (i.e. risks, promotive factors, timing), and Treatment or Interventions available for the disorder you have chosen. More details of paper requirements including a rubric will be available on Blackboard.

**Graduate Course Grades**

Assessment	Maximum Point Value	Percentage of Grade
Reading Notes	20	8%
Quizzes	30	12%
Annotated Bibliography Assignment	30	12%
Virtual Poster Presentation	60	24%
Cumulative Final	60	24%
Graduate Research Paper	50	20%
<b>Total</b>	<b>250</b>	<b>100%</b>

**Assignments**

All assignments must be completed and submitted via Blackboard by the beginning of the class period that they are due (i.e., 5:00 pm). This includes reading notes, annotated biographies, and the presentations. Any late work will be subject to an initial 5% deduction off the total possible points to be earned, and 5% subsequent 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 with 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 basic writing criteria. 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 I am looking for in your work. 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.** 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 and end on time, and you are expected to come to class on time (unless you have notified me in advance that you will be late). If you are sick, please do not come to class. Communicate with me prior class if you are ill, and I will work with you to get the missed material. All communication should follow the Email Policy mentioned below.

### **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.

### **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 425: Question about Assignment. All emails will be returned in 48 hours (excluding Saturday and Sundays) unless I notify you otherwise. **\*\*See Email Policy:**

### **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. Simmons,

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. Simmons –

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. Simmons- 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 concerning about this email, but the most pressing are the over-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.

### **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 is disruptive or interferes with the instructor's ability to conduct a class or other students' opportunity to learn is unacceptable 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. These 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**

While I do not anticipate disruptions to meeting in person, should state mandates require the use of remote learning or other modifications of the learning environment, 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 scheduled classes. 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.

### **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 ought to be places where students and teachers feel safe and supported. 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, antisemitism, 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. Mary Zabriskie, Interim Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2442 or [mzabris@siue.edu](mailto:mzabris@siue.edu).

**Children in the Classroom**

I never want a student to have to choose between their education and caring for their child; therefore, I have the following policy regarding children in the classroom: All exclusively breastfeeding babies are welcome in class as often as is necessary. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

**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 8<sup>th</sup></b>
<i>Topics</i>	<ul style="list-style-type: none"> <li>• Introductions &amp; Syllabus Review</li> <li>• Overview of developmental psychopathology</li> <li>• Psychopathology               <ul style="list-style-type: none"> <li>○ Conceptualizing psychopathology</li> <li>○ Rates during infancy, childhood, and adolescence</li> </ul> </li> </ul>
<i>Readings</i>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<i>Assignments Due</i>	<ul style="list-style-type: none"> <li>• N/A</li> <li>• <i>In class: Pick Individualized Annotated Bibliography Topics on Blackboard</i></li> <li>• <i>In class: Pick Groups for Poster Presentations on Blackboard</i></li> </ul>
<b>Week 2</b>	<b>January 15<sup>th</sup></b>
<i>No Class</i>	<b>Martin Luther King, Jr., Holiday – No Class</b>
<b>Week 3</b>	<b>January 22<sup>nd</sup></b>
<i>Topics</i>	<ul style="list-style-type: none"> <li>• Traditional Mental Health Service               <ul style="list-style-type: none"> <li>○ Deficit-based</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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> <li>• Annotated Bibliographies, how to do, etc.</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Witte &amp; Mosley-Howard – Chapter 1 (Pages 1-17)</li> <li>• Parritz &amp; Troy – Chapter 1 (Pages 1-11)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <b>Reading Notes Week 3</b></li> </ul>
<b>Week 4</b>	<b>January 29<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-Howard – Chapter 2 (Pages 19-36)</li> <li>• Parritz &amp; Troy – Chapter 4 (Pages 50-65)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <b>Annotated Bibliography #1 Due</b></li> <li>• <b>Reading Notes Week 4</b></li> </ul>
<b>Section 2: Early Childhood, Externalizing Disorders, &amp; Internalizing Disorders</b>	
<b>Week 5</b>	<b>February 5<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> <li>○ Intervention</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Parritz &amp; Troy – Chapter 7 (Pages 108-132)</li> <li>• McKenney – Chapter 2 (on Blackboard)</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• <b>Reading Notes Week 5</b></li> <li>• <b>Section 1 Quiz</b></li> </ul>
<b>Week 6</b>	<b>February 12<sup>th</sup> - Asynchronous Week – Not meeting in person</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 155-170)</li> <li>• Bussing et al. 2012 (on Blackboard)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <b>Watch the recorded lecture available on Blackboard in the Week 6 folder</b></li> <li>• <b>Reading Notes Week 6</b></li> <li>• <b>Mid-year feedback due for class extra credit</b></li> </ul>

<b>Week 7</b>	<b>February 19<sup>th</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 171-191)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>Reading Notes Week 7</i></li> <li>• <i>Annotated Bibliography #2 Due</i></li> </ul>
<b>Week 8</b>	<b>February 26<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 192-213)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>Reading Notes Week 8</i></li> </ul>
<b>Week 9</b>	<b>March 4<sup>th</sup></b>
<b>No Class</b>	<i>Spring Break – No Class</i>
<b>Week 10</b>	<b>March 11<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 214-237)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>Reading Notes Week 10</i></li> </ul>
<b>Week 11</b>	<b>March 18<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Maltreatment and Trauma- and Stressor-Related Disorders <ul style="list-style-type: none"> <li>○ Maltreatment and Mental Health</li> <li>○ PTSD and Complex Trauma/Developmental Trauma Disorder</li> <li>○ Development and Trauma</li> </ul> </li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Parritz and Troy – Chapter 8 (Pages 133-154)</li> </ul>
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <i>Annotated Bibliography #3</i></li> </ul>
<b>Section 3: Other Disorders &amp; Interventions</b>	

<b>Week 12</b>	<b>March 25<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>	• Parritz & Troy – Chapter 12 (Pages 214-237)
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <b>Section 2 Quiz</b></li> <li>• <b>Reading Notes Week 12</b></li> </ul>
<b>Week 13</b>	<b>April 1<sup>st</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>	• Witte & Mosley-Howard – Chapter 11 (Pages 213-240)
<b>Assignments Due</b>	• <b>Reading Notes Week 13</b>
<b>Section 4: Cultural, Legal, and Ethical Considerations</b>	
<b>Week 14</b>	<b>April 8<sup>th</sup></b>
<b>Topics</b>	• Mental Health Integration and Collaboration Within Communities
<b>Readings</b>	• Witte & Mosley-Howard – Chapter 3 (Pages 37-60)
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <b>Reading Notes Week 14</b></li> <li>• <b>Section 3 Quiz</b></li> </ul>
<b>Week 15</b>	<b>April 15<sup>th</sup></b>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• School-Based Law, Ethics, and Mental Health Services</li> <li>• I model what poster presentations look like</li> </ul>
<b>Readings</b>	• Witte & Mosley-Howard – Chapter 4 (Pages 61-104)
<b>Assignments Due</b>	• <b>Reading Notes Week 15</b>
<b>Week 16</b>	<b>April 22<sup>nd</sup></b>
<b>Topic</b>	• Culturally Sensitive Mental Health Services
<b>Readings</b>	• Witte & Mosley-Howard – Chapter 5 (Pages 105-125)
<b>Assignments Due</b>	<ul style="list-style-type: none"> <li>• <b>Posters Assignment Due</b></li> <li>• <b>Poster Presentations</b></li> <li>• <b>End-of-year feedback due for class extra credit</b></li> </ul>
<b>Week 17</b>	<b>April 29<sup>th</sup></b>
<b>Topics</b>	• Final Exam

<b><i>Readings</i></b>	<ul style="list-style-type: none"><li>• N/A</li></ul>
<b><i>Assignments Due</i></b>	<ul style="list-style-type: none"><li>• <b><i>Cumulative Final Assessment</i></b></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>	