



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Depression Is More than Sadness: An Epidemic in Our Students Today

Course Description:

Mental illness, social-emotional awareness and our students' overall well-being is part of our classrooms today. Teaching is no longer just reading and writing. In this course, we will equip educators to understand, connect and manage depression. We will see how depression demonstrates itself within varying communities and culture and with different age groups.

With the statistics surrounding depression growing each year, relating to & managing this disorder is vital to success in our hallways & classrooms. The course will instruct participants about what defines depression, the various types of depression, the signs and symptoms of depression and what schools & teachers can do to support students. Further, we will study and review common approaches to treating and managing depression - both in and out of school. A full discussion on typical medications and holistic approaches will occur, as well as a focus on communication skills and appropriate terminology to connect and reach families.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> • introduce themselves to the class including teaching experience and any prior knowledge or thoughts regarding depression in their educational experiences and classroom • define the various ways depression impacts education • understand depression within various cultures to enhance critical consciousness and culturally responsive teaching • learn about and explore how different cultures can affect educational experiences and success within the world of mental illness • explore how the family life/community can effect students from various backgrounds and how they view their depression • reflect on the impact of Covid on depression • learn symptoms of depression and understand how it may be demonstrated in different age groups • learn and discuss why it is important to understand both the physical and mental aspects of depression. • Understand the ‘biology’ of depression: it’s role in the brain
<p>Topics</p>	<ul style="list-style-type: none"> • Introductions • What Depression/major depressive disorder is • What we see in students experiencing depression. • Details on depression in kids/symptoms of depression/how depression impacts students’ lives. • Becoming culturally aware of outlooks and attitudes towards depression in a variety of cultures. • How the populations represented in your classrooms may view mental & emotional disorders. • The ‘biology’ of depression: How does the body and brain react to depression? Is it a true illness?
<p>Application to Instruction & Student Learning</p>	<p>Educators will</p> <ul style="list-style-type: none"> • introduce themselves and learn about educational experiences of all course participants • learn the mindset of critical consciousness and culturally responsive ways that exist when discussing depression • learn how to understanding the diversity of one’s classroom can help students to be successful • reflect upon personal student populations and share their own teaching practices with various ages • understand exactly what depression is, how it impacts the young brain and learning • learn about education struggles of various groups with mental illness • learn how to specifically help with and connect with a diverse population of students • know the importance of connecting to all types of students your classroom so that you can relate to culturally diverse educational settings where mental illness may be addressed differently. • Discuss appropriate ways to begin conversations and to ‘check in’ with students who are distance learning to help recognize potential emotional issues.

Session II

Objectives	<ul style="list-style-type: none"> • Identifying emotional disorders. • How are they diagnosed? • What is the role of special ed? • Strategies and tips for managing emotional situations in the classroom and while students distance-learn. • Suicide: the scariest word in our students' mouths these days. • What are the legal obligations when students disclose information to you?
Topics	<ul style="list-style-type: none"> • Diagnosing depression • Disability information • How depression is diagnosed and how either an IEP or a 504 can specifically support your specific students • Special Education Interventions • Suicide and what educators need to know • Family Factors tied to suicide • Genetics and suicide • Poverty and Suicide • Race and Suicide • Mandated reporters
Application to Instruction & Student Learning	<p>Educators will:</p> <ul style="list-style-type: none"> • Understand how depression is diagnosed in students today and notice the changes and impact that has taken place during the Covid crisis. • Discuss the understand the role of the 504 and the IEP for depression and mental disorders. • Challenge themselves to work with their students in discussing social-emotional issues and why they are important • Become aware of the different cultural bias' that exist in the realm of mental health issues and understand how to overcome those roadblocks. • Model and integrate both reflective and questions of change when discussing depression in class and at home. • Utilize student-centered vocabulary in order to engage a diverse population of students • Discuss the direct effects of student achievement as it relates to depression with and without support in school. • Understand the legal aspects of being a mandated reporter.

Session III

Objectives	<ul style="list-style-type: none"> • Formal treatments • Medicines and holistic approaches to Depression. • Co-morbid disorders. • Therapeutic approaches and models used today. • Alternative to meds. • Combatting and managing symptoms.
Topics	<ul style="list-style-type: none"> • Most common treatments of depression • Non-medicinal approaches • Midterm • Different approaches to manage depression across cultures

	<ul style="list-style-type: none"> • Tips/techniques/strategies you could teach or share with your students to maintain peace and avoid the beginnings of emotional disorders
Application to Instruction & Student Learning	<p>Educators will</p> <ul style="list-style-type: none"> • learn how to be culturally responsive and sensitive to various cultures when discussing and addressing depression in order to benefit all students • know how these approaches benefit students of all walks • know how to create and build a tolerant safe learning environment for all students • know how to infuse tolerance and knowledge into their classroom when discussing mental illness • reflect upon current environment and be able to share improvements they will make • how to initiate conversations with students about their futures and planning/strategizing for life understand how the classroom management technique helps to promote learning

Session IV

Objectives	<p>Mental disorder overview & depression today: What teachers can do in the classroom. Treating/addressing/supporting “in the moment” situations. Finding resources for families. Teaching kids to recognize emotional disorders/depression in one another/lessons on depression for kids. “start with hello” and other, similar programs schools use today to minimize depression or ‘solitude’ in our students today.</p> <p>This week we will focus on supporting students with ‘in class’ strategies and resources. Our tactics and resource review will incorporate cultural awareness and relevance by studying various, diverse populations. We will also review various character education programs that promote kindness, inclusion and are appropriate to many populations and cultures.</p>
Topics	<ul style="list-style-type: none"> • Resources for educators & families - both online and in your community • Character ed programs, school wellness programs and programs that look to support emotional disorders & depression in our schools. • Ways for educators to acknowledge students' ethnic, cultural, racial, and linguistic identities • How this course has impacted your educational philosophy. • Final
Application to Instruction & Student Learning	<p>Educators will</p> <ul style="list-style-type: none"> • understand common and ‘not so common’, diverse approaches to managing depression. • learn how to be culturally responsive and sensitive to various cultures when addressing depression with students and families • walk away from this class with a list of possible resources that address depression on many levels and are appropriate for many cultures. • have a full understanding of how to develop character education programs in their own schools which will, in turn, create more social-emotional awareness in our schools thereby preventing and helping to manage depression in students. • Be able to communicate more effectively and clearly with students, families and colleagues. • Will have resources available to use for themselves and/or families