



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: Mental Health in The Classroom

Course Description: As districts implement the new, mandated, Mental Health law into their curriculum, it is important that classroom teachers understand the components of this education law and possess the necessary knowledge to integrate mental health awareness into their practice. Participants in this course will become familiar with the NYSED Amendments to CR Part 135 regarding Mental Health Education. An overview of mental health and the curriculum will be provided and teachers will attain the skills necessary to develop students' mental health, self-esteem, and well-being in, and out of, the classroom. Attention is focused on how culturally responsive practices and policies work to enable school personnel to address the social, behavioral, and mental health needs of students from diverse cultures. The impact of mental health on social and academic success across various cultures will be analyzed and action plans will be created to develop an educational climate that is inclusive of all students in one's care.

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

Objectives	<ul style="list-style-type: none"> • Develop background knowledge and analyze basics of mental health, mental illness, and CR Part 135 • Define mental health and mental illness • Understand why the mental health curriculum mandate was created • Outline the CR Part 135 Amendment regarding mental health curriculum • Analyze current student caseload and reflect upon current dealings with students suffering from mental illness • Discuss and learn the benefits applying of Cultural Responsiveness practices to course context • Examine own biases towards mental health and mental illness in the educational setting • Understand how biochemistry impacts mental illness • Analyze cultural influences on mental health and share experiences
Topics	<p>Participants will be introduced to the course objective through research and dialogue:</p> <ul style="list-style-type: none"> • Personal introductions • Thorough review of the course objective and recognition of biases in regards to mental health and mental illness • Classify different types of mental illness and discuss the impact of biochemistry • Study of CR Part 135 and analyze district’s mental health plan • Examine cultural influences on mental health
Application to Instruction & Student Learning	<p>By becoming familiar with components of the CR Pt 135 regarding mental health education, participants will gain a better understanding of how and why district’s are giving more of an emphasis on mental health awareness and education. Through reflection, study, and discussion, participants will identify and respond to the challenges some students face, particularly those from marginalized or underprivileged groups. This knowledge will facilitate the groundwork for development of explicit, inclusive classroom practices to engage all students, with a focus on those who are struggling with mental health issues. Consideration will be given to how to support the mental health of students who may be engaged in remote or blended learning.</p>

Session II

Objectives	<ul style="list-style-type: none"> • Develop an inclusive and supportive school culture for students experiencing challenges with mental health: • Reflect and share current initiatives your workplace implements to create mental health awareness • Research and understand the lasting effects of ACES and trauma in relation to mental health and educational impact
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	<ul style="list-style-type: none"> ● Attain strategies to integrate more mental health awareness into current practice, include accommodations for those in remote learning settings and those from marginalized groups ● Develop strategies to empower a broad, diverse population of students to find their own voice ● Create equitable practices to support students who have experienced trauma ● Apply knowledge gained and peer feedback to develop improvement plan to address mental health ● Reflect upon experiences with mental health and share ideas of how to address poor mental health
Topics	<ul style="list-style-type: none"> ● Current Initiatives ● Impact of cultures and experiences on beliefs surrounding mental health ● ACES & Trauma ● Identifying our own implicit biases and systemic biases surrounding mental health
Application to Instruction & Student Learning	<p>Participants will reflect upon current district/building initiatives and collaborate with peers to gain background knowledge. Study of ACES and Trauma will also be related to mental health and the educational impact will be researched. Best practices regarding the empowerment and support of those from marginalized groups will be discussed. By applying knowledge gained, reflection of current practice, and collaboration with peers, participants will develop a plan to improve their practices to better address mental health in the classroom. Participants will be able to directly apply this instruction to student progress through the creation of a trauma informed instruction plan and strategies for students to implement to increase their own awareness of mental health. Participants will also reflect upon their own, and develop through peer-to-peer interaction, strategies to support the mental well-being of remote learners.</p>

Session III

Objectives	<ul style="list-style-type: none"> ● Continue to analyze current practice, identify insensitivities, work with peers to improve educational outcomes: ● Reflect on current practice to identify how you are already addressing mental health in your educational setting ● Identify aspects of current practice that may be insensitive towards students experiencing challenges with mental health, including access during remote instruction and marginalized groups ● Identify taken-for-granted assumptions and inequities ● Create steps for students to take when confronting mental illness ● Collaboratively research, summarize, and share how mental health is regarded across various cultures
Topics	<ul style="list-style-type: none"> ● Reflect upon current practice ● Become aware of current insensitivities and taken-for-granted assumptions ● Further analysis of mental illness ● Collaborative discussion with peers regarding mental health across various cultures and communities
Application to Instruction & Student Learning	<p>By becoming familiar with the frustrations faced by students who are experiencing difficulties with mental health, educators will develop their understanding, empathy, and compassion and integrate these into practice. Their research and discussion regarding the challenges faced will enhance the academic experiences of students. Combining this knowledge, along with an evaluation of an implemented lesson, will support the development of inclusive and highly effective lessons for marginalized students, under-privileged students, and in-person and remote students. Development of a list of steps for students to take when confronting mental illness will allow educators to implement knowledge gained in this course into their daily practice as a resource for students. Analysis of a different culture's experiences with mental health builds on participants' understanding of the experiences and perspectives of non-dominant racial and cultural groups within the course.</p>

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Session IV

<p>Objectives</p>	<ul style="list-style-type: none"> ● Self-assessment and spreading awareness ● Assess how you are meeting NYS Learning Standards for Mental Health ● Spread awareness beyond the classroom ● Analyze the importance of early intervention in terms of Mental Health and the challenges faced by underprivileged students in terms of early intervention ● Create an improvement plan to better support students who are experiencing difficulties with their mental health ● Create an action plan for World Mental Health Day
<p>Topics</p>	<ul style="list-style-type: none"> ● Evaluate their own practice ● Ensure practice is aligned with NYS Standards & culturally responsive ● Increase awareness of Mental Health Issues in the classroom and beyond
<p>Application to Instruction & Student Learning</p>	<p>Participants will study the effect early intervention has when supporting those who have endured trauma or are experiencing difficulties with their mental health. Marginalized students do not always have equitable access to early intervention and participants will apply the tenets of culturally responsive practices to improve upon early intervention in their academic setting. Managing and discussing “difficult” topics such as trauma and mental illness can be challenging so participants will be given the opportunity to research and discuss best practices on how to navigate these conversations to develop an improvement plan for their practice. A study on the history of and rationale for World Mental Health Day as well as a plan for observing World Mental Health Day within their setting will give participants a greater capacity to support the overall mental health of their students.</p>