

***T&L 2900—Youth Mental Health***

**Course at a Glance**

**Instructor/Presenter:** Rachel L. Navarro, Ph.D.

**Length:** 15 hours

**Dates:** Enroll anytime—Complete in 4 months

**Number of Graduate Professional Development Credits:** 1

**Introduction**

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Awareness, knowledge, and skills related to youth mental health issues and resources are keys to competently managing the impact of these issues in the classroom and beyond. Thus, this course has been designed to meet the ND Educational Standards & Practices Board Mental Health training requirements for teachers, which has the stated goal of helping teachers become more effective in the classroom.

**Course Blackboard Site:** The UND Blackboard System will be utilized to support the structure of the course including, but not limited to, posting of the course at a glance, grades, and electronic communications.

**Learning Objectives**

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At the end of this course, you should be able to accomplish the following objectives:

- Describe the prevalence and impact of youth mental health disorders on family structure, education, juvenile services, law enforcement, and health care and treatment providers
- List the primary symptoms, social stigmas, risks, and protective factors associated with mental health concerns
- Identify referral sources and strategies for appropriate interventions nationally and within your own community

**Text and/or Other Materials**

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Dikel, W. (2014). *The Teacher's Guide to Student Mental Health*. Norton: New York, NY.

Additional materials (e.g., videos, web links, etc) can be accessed through the Blackboard learning platform.

## **Module Topics and Assignments**

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### **Module 1: Importance and Prevalence of Youth Mental Health**

Readings: Dikel Chapters 1-3

Additional Materials: See

Blackboard Quiz – 10 points

Reflection Questions – 10 points

### **Module 2: Understanding Mental Health Symptoms, Social Stigmas, Risks, and Protective Factors related to Specific Disorders Associated with Youth**

Readings: Dikel Chapters 4-10

Additional Materials: See

Blackboard Quiz – 11 points

Reflection Questions – 10 points

### **Module 3: Understanding the Impact of Youth Mental Health on Social Systems and Institutions**

Additional Materials: See

Blackboard Quiz – 10 points

Reflection Questions – 10 points

### **Module 4: Awareness and Strategies for Appropriate Intervention with Youth**

Readings: Dikel Chapters 11-14

Additional Materials: See

Blackboard Quiz – 9 points

Reflection Questions – 10 points

### **Final Assignment: Community Resources and Individual Action Plan**

40 points

## **Grading and Evaluation Activities:**

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You have the option of selecting the type of grading for this course – Satisfactory/Unsatisfactory or Letter Grading (A-F). Please be aware that once you've selected the type of grading option, you cannot request a change after the course has begun.

Participants will need to earn 84 or more points to earn a Satisfactory grade.

84-120 – Satisfactory Below

Below 84 – Unsatisfactory

Letter grades will be assigned as followed:

A – 108-120 (90% or above)

B – 96-107 (80% or above)

C – 84-95 (70% or above)

D – 72-83 (60% or above)

F – Below 72 (59% and below)

## Scholastic Dishonesty

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at:

<http://und.edu/student-affairs/code-of-student-life/>