



Department of Psychology and Counseling
COUN 5348 Mental Health in Schools
Summer 2025 Course Syllabus

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Email: kbircher@uttyler.edu (preferred method of contact) *Email is the best way to contact me. I will do my best to **respond to emails within 24 hours**. In the spirit of self-care, I try not to check my email on the weekends. Therefore, if an email is **sent after 5pm CST on Friday**, I will not respond until the following **Monday**.*

About Me: Hello! I'm Dr. Bircher and my pronouns are she/her/ella. Feel free to call me Dr. Bircher or Professor B. I have a 2-year-old daughter who keeps me busy and on my toes. Aside from spending time with her, I enjoy getting outdoors and connecting with my breath on the yoga mat. This is my second year serving at UT Tyler in the School Counseling Program. Most of my career has been in education serving as a teacher, school counselor, and school based mental health counselor in Texas schools. I also do some part-time private practice work. As your instructor, it is my goal to expose you and prepare you to implement culturally relevant counseling practices while thinking critically about mental health needs, disparities, and concerns in schools. It is my belief that we learn by doing and thinking critically throughout the process. Be prepared to be stretched, challenged, and encouraged. I'm so glad to have you here and look forward to supporting your growth and development!



Course Description:

COUN 5348: Mental Health in Schools (3 credit hours)

Examines mental health needs for students in early childhood, elementary, middle, and high school settings, including etiology, symptomology, treatment approaches, and crisis intervention strategies.

Student Learning Outcomes:

- Demonstrate knowledge of developmental progressions in the social,

emotional, physical, motor, language, and cognitive domains in children and adolescents; and how to support students' development across domains.

- Apply knowledge of variables that may influence a student's development, learning, and behavior
- Apply knowledge of the characteristics and needs of students within special populations
- Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.
- Distinguish between preventive, remedial, and crisis levels of responsive services.
- Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).
- Apply knowledge of how to design, implement, and evaluate intervention plans within a multi-tiered system of supports, linking interventions to assessment data and considering factors (e.g., cultural, socioeconomic, race, ethnicity, linguistic, experiential) related to the use of data.
- Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.
- Demonstrate knowledge of signs and symptoms of mental health and trauma-related issues in children and adolescents and a variety of intervention skills and trauma-informed practices to respond effectively to the needs of individuals and groups experiencing crises or other traumatic events.
- Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.
- Demonstrate knowledge of the components of culturally responsive, school-based consultation.
- Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.
- Apply knowledge of ethical standards for professional school counselors (e.g., Code of Ethics and Standard Practices for Texas Educators, American Counseling Association Code of Ethics, American School Counselor Association Ethical Standards for School Counselors) and their application in various school counseling contexts.
- Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.
- Apply knowledge of techniques for collaboration to explain an appropriate method for involving others in the implementation of interventions to address

an identified student need.

- Apply knowledge of assessment to select an appropriate method for evaluating the effectiveness of an intervention in addressing an identified student need.

Proficiencies for School Counselors

Proficiencies that school counselors-in-training must master are derived from the State of Texas, including the Texas Administrative Code (TAC) and the Texas Education Code (TEC) * *The school counseling track at the University of Texas at Tyler is not a CACREP accredited program.*

Standards Required for Certification can be found here: [TAC, Title 19, §239.15](#)
[Standards Required for the School Counselor Certificate](#)

Standard I. Learner-Centered Knowledge	The certified school counselor has a broad knowledge base.	Standard I.2, 5,7,9,10
<i>Standard II. Learner-Centered Skills</i>	The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in <i>The Texas Model for Comprehensive School Counseling Programs</i> .	Standard II. 3,5,7,8,9,10
<i>Standard III. Learner-Centered Process</i>	The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on <i>The Texas Model for Comprehensive School Counseling Programs</i> that promotes learners' knowledge, skills, motivation, and personal growth	Standard III. 1,3,4,5,8,10,11
<i>Standard IV. Learner-Centered Equity and Excellence for All Learners</i>	The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people	Standard IV. 1, 6
<i>Standard V. Learner-Centered Communications</i>	The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.	Standard V. 1, 3, 4, 10
<i>Standard VI. Learner-</i>	The certified school counselor continues professional development, demonstrating a	Standard VI. 1

<i>Centered Professional Development</i>	commitment to learn, to improve the profession, and to model professional ethics and personal integrity	
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Required Text(s):

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). Washington, DC: American Psychiatric Association. ISBN-0890425760

One or both of the following textbooks based on student interest:

Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2023). *The child psychotherapy treatment planner* (6th ed.). John Wiley & Sons.

Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2023). *The adolescent psychotherapy treatment planner* (6th ed.). John Wiley & Sons.

Other supplemental reading materials will be posted on Canvas.

Optional Text(s):

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. o Online APA Resource: <https://apastyle.apa.org>

NOTE: A student at UT Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE STRUCTURE AND INSTRUCTOR EXPECTATIONS

Course Requirements: Students are expected to participate in all class assignments and activities. Modules will open each week on Monday at 8 a.m. CST. Students are expected to log in regularly and review the module for the week. Please, refrain from relying solely on the course schedule in the syllabus and due dates in Canvas. There may be other essential media, literature, and announcements for you to engage with.

Attendance and Participation: Students are expected to attend class by logging in regularly to listen to lectures, complete assignments, and participate in class discussions. This class will mainly be taught asynchronously. Beginning the second week of class, I will host an optional synchronous class for students to join to talk through the course material on

Wednesday's from 4:00-5:30 pm CST. The Zoom link will be posted in Canvas. See course schedule in the syllabus for specific dates. *Students who arrive later than 4:15 p.m. will not be allowed to substitute in class participation with certain assignments for the week, but you are encouraged to join and engage with your peers and instructor.*

Assignments: All assignments for this course must be original work and reflect graduate-level presentation, including APA format, correct spelling, and appropriate punctuation and grammar.

Policy Regarding Late Assignments: Assignments will be considered late if not submitted on Canvas on the date specified. Late work will result in a reduction of points per day. Contact the instructor as soon as possible if you will not be able to turn in your assignments on time.

All assignments except the final paper (see Course Schedule in Syllabus) will be due by Sunday at 11:59 pm CST of that week.

Instructional Strategies:

As your instructor, I try to use a variety of instructional strategies to maintain engagement with the course material. Instructional strategies will consist of online class discussions, media, case study applications, group projects, readings, written assignments, and quizzes.

Discussion Boards

Students will participate in discussion boards throughout the course. You are expected to be an active and engaged member of the discussion to earn full points.

Initial posts must be created by Thursday at 11:59pm CST each week. Following your initial post responding to the prompt, you must comment on at least two other students' posts to facilitate further exploration. **Responding comments must be completed by Sunday at 11:59pm CST.** As your instructor, I will read each discussion post and grade them accordingly. I will also respond to a few students' post and occasionally post summaries of the discussion in the announcements.

To earn the maximum number of points, posts must be thoughtful and well-composed. Students should contribute to the conversation in a meaningful way (do not simply repeat what others have said; ex. – make a new point, provide new information and ideas, ask an insightful question).

Quizzes

Students will complete quizzes that assess their understanding and usage of the DSM-5-TR. All quizzes are open book and untimed. Quizzes must be completed by **Sunday at 11:59pm CST of that week. See Course Schedule in Syllabus for due dates.**

Client Maps

Students will complete 4 Client Maps during the course. Case studies will be presented in Canvas. Students must utilize knowledge gained through the the DSM-5-TR to provide appropriate diagnoses and client maps for the clients described. One or more diagnoses may be applicable to each case. Students must be prepared to justify diagnoses to receive full credit. Diagnoses and client maps are due by **Sunday at 11:59 pm CST of the week. See Course Schedule for specific due dates. A template for completing the client map will be available in Canvas.**

Group Proposal Project

Students will work in groups of 2-3 on a School Wide Mental Health Initiative Proposal or a Collaborative Mental Health Policy Development Proposal to present at a district school board meeting. Students will share their group proposal in Canvas on Thursday by 11:59 pm CST of the week it is due. Students will review each group proposal project and provide feedback to at least three groups by Sunday at 11:59 pm CST of that week. **More details will be provided in the corresponding module in Canvas.**

Mental Health in Schools Research Paper

Students will write a 5–7-page research paper on one of the mental health disorders covered in class. An outline will be provided in Canvas that covers the paper sections. Students must use at least five up to date scholarly references. The paper must follow current APA guidelines and include a cover page and reference page. The cover page and reference page are not counted in the 5–7-page requirement. Papers will be graded on content, organization, writing skill, grammar, and APA-style adherence. **See the course schedule for the due date.**

Grading Criteria

Assignment	Points
Discussions	4 x 10 points each
Quizzes	12 x 10 points each
Client Maps	4 x 25 points each
Group Proposal Project	40 points
Mental Health in Schools Research Paper	50 points
Total Points	350 points

Letter Grade and Points

A: 350-314 points

B: 313-279 points

C: 278-244 points

D: 243-209 points

F: 208 and below

See grading rubrics for each assignment in Canvas.

DEPARTMENTAL POLICIES

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Ethical Behavior: Ethical behavior is important in every professional endeavor. It is of paramount importance in your graduate degree because you will be working directly with people in need. Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.

Diversity - Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected, and disrespectful language and/or behavior will not be tolerated.

Attendance - Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions about academic matters; 2) initiates contact with faculty to ask questions about subject studies; 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss it.

Late Work - All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration since we frequently ask clients to do so.
- At times, the class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student trainees knowledge or skills may be assessed (including, but not limited to, emotional stability

and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-2014 Graduate Catalog)

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about

procedures for student evaluations, progress review, retention, and addressing concerns about student progress are available at the department website:

<http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

Other

Students are strongly encouraged to read The University of Texas at Tyler’s Graduate Catalog, especially regarding issues such as academic grievance, plagiarism, and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campuscarry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs, please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average.

Undergraduates are eligible to exercise grade replacement for only three-course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through financial aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness,

TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> the SAR office located in the University Center, # 3150 , or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;

- using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of material that is not authorized by the person giving the test, such as class notes, the presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors have designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 3. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in

UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- UT Tyler Counseling Center (903.566.7254)

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Tentative Course Schedule

The following schedule is subject to change based on student and instructor needs. All assignments are due on Sunday by 11:59 pm CST unless noted in the syllabus or in Canvas.

DATE	TOPIC	READINGS	ASSIGNMENT DUE
Week 1 5/12-5/18	Welcome to the Course! School Counselors and Mental Health Get Familiar with Textbook and DSM-5-TR	Assigned Reading in Canvas DSM-5-TR 11-24	Discussion #1 Due Quiz #1 Due
Week 2 5/19-5/25	Neurodevelopmental Disorders	DSM-5-TR p. 35-99	Optional Synchronous Class Discussion #2 Due Quiz #2 Due

Week 3 5/26-6/1	Bipolar Disorders; Disruptive, Impulse-Control, and Conduct Disorders	DSM-5-TR p. 139-175; 521- 541	Discussion #3 Due Quiz #3 Due Optional Synchronous Class
Week 4 6/2-6/8	Depressive Disorders	DSM-5-TR p. 177-214	Client Map #1 Due Quiz #4 Due
Week 5 6/9-6/15	Anxiety Disorders	DSM-5-TR p. 215-261	Quiz #5 Due Optional Synchronous Class
Week 6 6/16-6/22	Obsessive-Compulsive and Related Disorders; Somatic Symptom and Related Disorders	DSM-5-TR p. 263-294; 349- 370	Quiz #6 Due Client Map #2 Due
Week 7 6/23-6/29	Trauma- and Stressor-Related Disorders; Dissociative Disorders	DSM-5-TR p. 295-348	Quiz #7 Due Optional Synchronous Class
Week 8 6/30-7/6	Gender Dysphoria	DSM-5-TR p. 511-520	Discussion #4 Due Quiz #8 Due
Week 9 7/7-7/13	Feeding and Eating Disorders; Elimination Disorders	DSM-5-TR p. 371-405	Group Proposal Project Due Quiz #9 Due Optional Synchronous Class
Week 10 7/14-7/20	Sleep-Wake Disorders	DSM-5-TR p. 407-476	Client Map #3 Due Quiz #10 Due
Week 11 7/21-7/27	Substance-Related and Addictive Disorders	DSM-5-TR p. 543-665	Quiz #11 Due Client Map #4 Due Optional Synchronous Class
Week 12 7/28-8/3	Personality Disorders	DSM-5-TR p. 773-778	Mental Health in Schools Research Paper due
Week 13 8/4-8/9	Finals Week		Quiz #12 due by Friday 8/8