Instructor Information:

Jessica Horowitz, PhD
Adjunct Professor, Higher Education
Associate Dean for Graduate Student Services
Graduate School
Loyola University Chicago
773-508-2476
jhorow@luc.edu
Office: 6439 N. Sheridan (Granada Centre) Office 436;
Lakeshore Campus

Meetings available by appointment

Course Description:
This course provides students with the necessary knowledge in the field of mental health and disability issues for both undergraduate and graduate students in higher education. Specifically, this course will offer theories, case studies and tools to help Student Affairs professionals identify students experiencing distress and/or coping with a disability and offer support and guidance to ensure a safe learning and living environment. We will explore these issues by 1) using the texts to critically analyze the concerns and needs of students 2) apply theory to help further explore and understand 3) use case study examples and skills for helping to assist in students’ ability to successfully navigate their educational experience 4) invite experts to further explore the issues.

Required Books:


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**Learning Outcome and Objectives:**

*Outcome:*
Students in this course will be able to understand issues with mental health and disability for undergraduates and graduate students and utilize tools to assist in the successful transition, adjustment and experience for these students.

*Objectives:*
Upon completion of this course, students are expected to:

- Understand the various types of mental health and disability issues for both undergraduate and graduate students;
- Describe the populations most affected by these issues.
- Explain the theories that can be utilized in understanding the complex nature of these issues;
- Articulate the treatment options and accommodations available;
- Explain the tools that can be utilized by Student Affairs professionals in helping these students with mental health and disability issues;
- Develop a greater understanding of the adjustments that these students must make for success;
- Be attentive to the potential injustices that students may face when acknowledging mental health and/or disability issues in the university setting and beyond.

**IDEA Objectives for the Faculty Information Form:**

1. Gaining factual knowledge (terminology, classifications, methods, trends) (Important)
2. Learning fundamental principles, generalizations, or theories (Important)
3. Learning to apply course material (to improve thinking, problem solving, and decisions) (Important)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (Important)
5. Acquiring skills in working with others as a member of a team (Minor)
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) (Minor)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (Minor)
8. Developing skill in expressing oneself orally or in writing (Important)
9. Learning how to find and use resources for answering questions or solving problems (Important)
10. Developing a clearer understanding of, and commitment to, personal values (Minor)
11. Learning to analyze and critically evaluate ideas, arguments, and points of view (Minor)
12. Acquiring an interest in learning more by asking questions and seeking answers (Minor)

**IDEA Course Evaluation Link for Students**
At the end of the semester you will be asked to complete the course evaluation. Here is a link to the IDEA Campus Labs website: [http://luc.edu/idea/](http://luc.edu/idea/) and you can direct your attention to the Student IDEA Log In.

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**Conceptual Framework:**
The School of Education at Loyola University Chicago offers as its framework – Professionalism in Service of Social Justice - through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education – standards that are explicitly embedded in major benchmarks across all SOE programs. This framework is consistent with the design and content of this course. Students in this class will be asked to look at mental health and disability issues not just as an issue to students or the university, but to the community as a whole in terms of social justice for all individuals. The focus will also emphasize the helping skills of those Student Affairs practitioners as they come to understand the needs of individuals.
Diversity:
This course addresses the myriad of ways that people understand and help those with mental health and disability issues in higher education. Diversity is an inherent component when studying those who do not fit the prescribed social norms or who think or feel differently than the majority. One of the primary tenets of this course is to shed light on these populations so that we can embrace and accept our differences but also recognize similarities in all of us.

Technology:
Technology is integrated into the design and delivery of this course by utilizing Sakai, the web-based educational course delivery tool that connects the class outside of the classroom. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

Institutional Policies:

Academic Honesty:
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:
http://www.luc.edu/education/academics_policies_integrity.shtml
For additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

Accessibility:
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at
Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

Electronic Communication Policies and Guidelines:

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf


[www.luc.edu/its/itspoliciesguidelines/index.shtml](http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

*The resources listed above and indented may also be found at this syllabus addendum link: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)*
Dispositions:
Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on the dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the dispositions can be found on the rubric posted below and in LiveText for this course.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td></td>
<td>Exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<tr>
<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<thead>
<tr>
<th>Fairness</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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### Expectations:

**Cell phone use:**
Please make sure that your cell phone is either off or on silent mode during class. Should you need to respond to a call during class, please leave the room in an undisruptive manner. Texting and/or instant messaging are not allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise the instructor at the start of the semester.

**Civil Discourse:**
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

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<tr>
<th>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</th>
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<tbody>
<tr>
<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and proactive reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
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<tr>
<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<tr>
<td>Student uses the framework of social justice in decision making</td>
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Email/Sakai:
Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additional, Sakai will be used as a source of continual updates about course material, especially additional readings.

APA Style/Writing:
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on Sakai. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (http://luc.edu/tutoring/Writing_Center.shtml) for assistance.

Attendance:
Graduate-level courses typically meet only once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. Please notify the instructor via email prior to the start of the class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving late or leaving early will result in the loss of participation points as well.
Assignments:

1) Sakai online assignment: Weekly entry in Sakai site, listing one example that Loyola (or any university) could better support students with disabilities/mental health issues. This will be a total of twelve postings for the semester. We will discuss as class during the last class meeting on May 2nd.

2) Oral Presentation on Case Study.
   One case study: one from an article (found on Sakai) from a first person account of a student with a disability*; or one from Harper (chs. 3, 4, 5, 6, 8, 10, 11 or 12) 5-10 minutes maximum; outline required.
   **Each student will be assigned an article.**
   Respond to at least two of the guiding questions below:
   a. How would you handle this type of case study as a Student Affairs professional? If you have already, how did you handle it?
   b. What could be some of the limitations in helping a student in this situation?
   c. Did this case study resonate with your own personal story or someone close to you? If so, how?
   d. You can also use the discussion questions at the end of each chapter in Harper as needed.

* Ben-Moshe, Mooney, Prince-Hughes, Michalko, Henning, Solis and Elliot

3) Response/Reflection paper using the chapter in Myers on “Allies, Advocacy and the Campus Community”, beginning on pg. 69. Reflect on the theories of Ally development and the role of Praxis as a Student Affairs professional. What can you do to create an inclusive campus? 4 pages maximum.

4) Group Facilitated Class Discussion on assigned readings from Beyond the ADA book (Vance, etc) and Huger. Groups of 2 or 3 people will present chapters with further research from other sources – many are listed in back of syllabus. Create a few ‘assigned’ readings for the rest of the class based on materials you are using for your presentation. Students will choose the week that they are to present with other students. Discuss the reading(s), relevancy and facilitate class discussion and questions (30 – 40 minutes). **Create outline before class meets and post on Sakai.**

5) Group Presentation/Paper on De-escalating Violence. Using the assigned articles, class discussion and additional research, respond to scenario presented in class. Plan on presenting findings to class, involving all in a discussion. In addition, write up findings and recommendations and submit through Sakai as group. 5-7 pages. In addition to group paper, each member should submit a brief (one page) description of his/her contribution to paper and presentation.

6) Final Paper and Presentation: Interview, transcribe and reflect: either a) College Student Personnel’s experience with mental health or disability issue with student(s) on campus or b) Undergraduate or Graduate student’s experience with a mental health or disability concern – their own or someone they are close to. Explore one counseling theory in depth from Reynolds. Describe and discuss the Helper Type that you are most drawn to and how it would interact with theory.
Please include your thoughts, feelings and attitudes about the issue and how you would apply counseling theory to help student. Please do not use anyone's real name – only initials. No identifying information (to protect confidentiality) - use general descriptions of person, where they work, etc. 5 – 7 pages. Presentation will take place the last two class periods before finals week. The presentation should be 10-15 minutes, describing your interview subject and overall findings based on that interview and reflection.

**Grading Scale for Course:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>186 – 200</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
<td>180 - 185</td>
</tr>
<tr>
<td>88 – 89</td>
<td>B+</td>
<td>176 - 179</td>
</tr>
<tr>
<td>83 – 87</td>
<td>B</td>
<td>166 - 175</td>
</tr>
<tr>
<td>80 – 82</td>
<td>B-</td>
<td>160 - 165</td>
</tr>
<tr>
<td>78 – 79</td>
<td>C+</td>
<td>156 - 159</td>
</tr>
<tr>
<td>73 – 77</td>
<td>C</td>
<td>146 - 155</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
<td>140 - 145</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
<td>120 - 139</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>&lt;120</td>
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</tbody>
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**Evaluation Points for Assignments:**

- 20 points = Sakai assignment
- 20 points = Oral Case Study Presentations/Outline
- 30 points = Response/Reflection Paper
- 30 points = Group Facilitated Class Discussion
- 30 points = Paper and Group Presentation on De-escalating Violence
- 20 points = Final Oral Presentation
- 50 points = Final Paper/Project

200 points Total
Readings and Assignment Due Dates For Spring 2016:

January 25th: First class
Introduction to Disability Studies

Readings: Huger, Chapter 1

February 1st
Some History and Disability Law: Where did we start; how far have we come

Readings: Huger, Chapter 8; Vance, Ch. 1
Madaus, 2011;
Burke, Friedl & Rigler, 2010;

Disability Services in Colleges and Universities

Readings: Vance, Ch. 2; Harbour, 2009

February 8th
“Transitioning to College”

Readings: Huger, Ch. 4;
Korbel, et.al., 2011; Hamblet, 2014

Guest Speaker: Dr. Rebecca Silton

“Hidden Disabilities”: LD, ADHD

Readings: Myers, pps 1 - 48;
Vance, Ch 8;
Harper & Wilson, Ch. 9

Hall & Belch, 2000;

February 15th
Autism Spectrum Disorder

Readings: Myers, 49 - end;
Harper & Wilson, Ch. 7;
Aquamarine – O’Neal; Aquamarine – Marsh
Solomon sections on Autism;
McKeon, et.al, 2013 “Promoting Academic Engagement…”
Madaus, Grigal and Hughes (2014) “Disability in low income students”

February 22nd
Hearing and Vision Disabilities
Intellectual Disabilities

Readings: Reynolds, Ch. 4; Degges-White, Ch. 5; Vance, Ch.7;
Solomon sections on Deafness
Michalko, 2001 (Blindness enters the classroom)
Cawthon, et.al, 2014(How ready...)
Inside Higher Ed, October 2014

Disabilities Case Study Presentations/Discussion

February 29th
Current State of Mental Health in Higher Education

Readings: Degges – White, Ch. 1; Benton Ch. 1
Douce & Keeling “Strategic primer…”

Facilitated Discussions

March 7th: Spring Break No Class

March 14th
Counseling Skills for Student Affairs Practitioners

Readings: Harper Ch. 2; Reynolds Ch. 6
Degges-White, Ch. 2

Facilitated Discussions

March 21st:
When Things ‘Escalate’
**Readings:** Belch and Marshak “Critical Incidents...”
Hurst, Chicago Reader “Black, autistic, and killed by police”
Reynolds Ch. 7 “Conflict and crisis management”;
Gunasekaran and Chaplin, 2012; Morabito et.al, 2012

**Facilitated Discussions**

**March 28th**
Legal and Ethical Issues in Mental Health

*Readings: Degges – White, Ch 6; Reynolds, Ch 3; Benton, Ch. 3

**Reflection Paper on Myers Due**

**April 4th**
DSM V:
Bipolar Disorder
Depression
Schizophrenia
Other disorders

*Readings: Degges – White, Ch. 17; Benton, Ch. 7 (on reserve)
Williams, 2005; Federman, 2010
In Sakai: Grayson & Meilman, Ch. 7*

**Mental Health Case Study Presentations/Discussion**

**April 11th**
Suicide
Violence on campus
Behavior Concerns Team

*Readings:
Eells et al., 2012 )
Trela, 2008
Carr & Ward, 2006
Guest Speaker Dr. David DeBoer, Wellness Center*
April 18th
Anxiety
Eating Disorders

Readings: Degges-White, Chs. 11, 14;
Perron et al., 2011

Presentations on De-escalating Violence

April 25th
Addiction
Veteran’s Needs and Post-Traumatic Stress Disorder
Sexual Assault on Campus

Readings: Degges – White, Ch 12;
Vance, ch. 6;
Berkowitz, 2003

Guest Speaker Anita Lumpkin, Veteran’s Affairs Office

Final Presentations in Class

May 2nd:
Race, Disability and Diversity Issues

Readings: Degges-White, Ch. 5; Grayson Ch. 9; Ferri, et al. “Strange Bedfellows”; JED Press Release “Support Mental Health of College Students of Color”

Wrap up/ Reflections on semester, how to get/stay involved

Readings: Degges – White, Ch 19;
Reynolds Ch 10

Final Presentations in class

Finals Week: Submit Final Paper
Reading/Reference List:


