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***Graduate Certificate in Classroom  
Mental Health***

*Program Handbook*

*2023-2024*

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**WILLIAM JAMES  
COLLEGE**

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### About this Handbook

The Graduate Certificate in Classroom Mental Health Handbook is in effect for academic year 2023-2024. It supplements the material in the William James College Graduate Student Handbook (included in the registrar’s page at <https://www.williamjames.edu/students/registrar/index.html>), providing this information that is specific to the Classroom Mental Health program. If there are apparent inconsistencies between this Handbook and the Graduate Student Handbook or other program information, please consult the Department Chair for clarification.

All policies and procedures of William James College are subject to change, in response to the evolving needs or demands of the institution and its programs. Appropriate notification of any such changes will be made.

## GRADUATE CERTIFICATE IN CLASSROOM MENTAL HEALTH

Following the pandemic, the Surgeon General declared a state of emergency for youth mental health. The behavioral and emotional dysregulation youth are experiencing has been particularly felt in schools. The traditional model of once a week therapy is no longer sufficient to address youth mental health, and a call to action has been put forth to create a workforce that can more effectively address preventive mental health. To this end, this new graduate certificate will train teachers to better understand and address the behavioral health needs of their students, including having a deep understanding of the intersection of behavioral health, diversity equity and inclusion, and social emotional learning as important interventions to help students learn and thrive.

William James College's [Center for Behavioral Health, Equity, and Leadership in Schools](#) and the [Department of Organizational and Leadership Psychology](#) present a eleven-month Graduate Certificate in Classroom Mental Health. This evidence-informed, blended program supports teachers in building inclusive and equitable learning environments. Courses focus on key issues in school psychology, transformative SEL, and DEI. Teachers will be supported to be allies and change agents in their schools. There is a strong emphasis on creating a collaborative learning environment where teachers feel supported to focus on taking risks and trying new approaches.

This program supports teachers in building inclusive and equitable learning environments. Courses focus on key issues in psychology, transformative SEL, and DEI. There is a strong emphasis on creating a collaborative learning environment where teachers feel supported to focus on taking risks and trying new approaches. Drawing from organizational psychology, a key feature of the program is that leadership training will be incorporated to guide teachers in supporting each other and transforming the school environment to create systemic change.

## PROGRAM SCHEDULE

<b>LT600: Use of Self in Transforming Mental Health: Adult Social-Emotional Competencies and Cultural Humility (3 credits)</b>	
<b>7/11-7/13</b>	<b>Module 1 - Days in Residence (24 hours)</b>
7/17-7/23	Module 2
7/24-7/30	Module 3
7/31-8/6	Module 4
8/7-8/13	Module 5
8/14-8/20	Module 6
<b>LT601: Clinical Concepts for Equitable Instructional Practice in the Classroom (4 credits)</b>	
8/28-9/3	Module 1
9/4-9/10	Module 2
9/11-9/17	Module 3
<b>9/22</b>	<b>Module 4 - Day in Residence (8 hours)</b>
9/25-10/1	Module 5
10/2-10/8	Module 6
10/9-10/15	Module 7
10/16-10/22	Module 8
10/23-10/29	Module 9
10/30-11/5	Module 10
11/6-11/12	Module 11
11/13-11/19	Module 12
11/20-11/26	<i>Thanksgiving Break (No Classes)</i>
11/27-12/3	Module 13
<b>12/8</b>	<b>Module 14 - Day in Residence (8 hours)</b>
12/11-12/17	Module 15
<b>LT602: Inclusive Teacher Leadership (4 credits)</b>	
1/8-1/14	Module 1
1/15-1/21	Module 2
<b>1/22</b>	<b>Module 3 – Day in Residence (8 hours)</b>
1/29-2/4	Module 4
2/5-2/11	Module 5
2/12-2/18	Module 6
2/19-2/25	<i>February Break (No Classes)</i>
2/26-3/3	Module 7
3/4-3/10	Module 8
3/11-3/17	Module 9

3/18-3/24	Module 10
3/25-3/31	Module 11
4/1-4/7	Module 12
4/8-4/14	Module 13
4/15-4/21	<i>Spring Break (No Classes)</i>
4/22-4/28	Module 14
<b>5/3</b>	<b>Module 15 – Day in Residence (8 hours)</b>
<b>FP404: Practicum I (2 credits)</b>	
8/28-9/3	Module 1
9/4-9/10	Module 2
9/11-9/17	<i>Module 3 – Synchronous virtual meeting</i>
9/18-9/24	Module 4 – DIR week
9/25-10/1	Module 5 – Advising week
10/2-10/8	Module 6
10/9-10/15	<i>Module 7 – Synchronous virtual meeting</i>
10/16-10/22	Module 8
10/23-10/29	<i>Module 9 – Synchronous virtual meeting</i>
10/30-11/5	Module 10
11/6-11/12	Module 11 – Advising week
11/13-11/19	<i>Module 12 – Synchronous virtual meeting</i>
11/20-11/26	<i>Thanksgiving Break (No Classes)</i>
11/27-12/3	<i>Module 13 – Synchronous virtual meeting</i>
12/4-12/10	Module 14 – DIR week
12/11-12/17	Module 15
<b>FP405: Practicum II (2 credits)</b>	
1/8-1/14	Module 1
1/15-1/21	<i>Module 2 – Synchronous virtual meeting</i>
1/22-1/28	Module 3 – DIR week
1/29-2/4	Module 4
2/5-2/11	<i>Module 5 – Synchronous virtual meeting</i>
2/12-2/18	Module 6 – Advising week
2/19-2/25	<i>February Break (No Classes)</i>
2/26-3/3	Module 7
3/4-3/10	<i>Module 8 – Synchronous virtual meeting</i>
3/11-3/17	Module 9
3/18-3/24	<i>Module 10 – Synchronous virtual meeting</i>
3/25-3/31	Module 11
4/1-4/7	<i>Module 12 – Synchronous virtual meeting</i>
4/8-4/14	Module 13 – Advising week
4/15-4/21	<i>Spring Break (No Classes)</i>
4/22-4/28	<i>Module 14 – Synchronous virtual meeting</i>
4/29-5/5	Module 15 – DIR week





## PROGRAM FACULTY

**Andrea Ellis** is a passionate child advocate and educator dedicated to creating spaces and developing leaders that are committed to excellent equitable educational experiences for Black and Brown students. Andrea is currently a regional presenter for several education organizations and districts and is called upon to work with consulting companies that are in need of specific expertise and training for their clients. Andrea's consulting company, E2Serve LLC focuses on capacity building for leaders, organizations and educators in all settings. She works with not only schools and districts but also with faith-based groups, mental health agencies, non-profit organizations, and individuals that have a shared vision of creating educational experiences that black and brown children deserve. She is a professional and life coach, strategic planner and presenter. But most importantly, a black woman who knows her assignment and is unapologetic about fulfilling it. Andrea enters into all of her work and relationships using her life, experiences, obstacles, and triumphs as a blueprint for others to benefit from. It is her belief that others don't need to jump off the same cliff as her to see what will happen.

**Luba Falk Feigenberg** is a psychologist, educator, researcher whose work focuses on individual and organizational growth and change. She is passionate about supporting learning processes that promote reflective practice and a culture of inquiry. At the core of her work is a commitment to equity, accessibility, and social justice. Luba's extensive professional experience includes leadership, research, and program management roles in nonprofit, education, human services, and community health care. A licensed school counselor, she has taught courses in child development, research methods, and program evaluation at Boston College, Tufts University, and Harvard University. Currently, she runs a consulting company, Reframe Evaluation, where she supports mission-driven leaders to use evaluation to tell the story of their work. She is adjunct faculty at the William James College Center for Behavioral Health, Equity, and Leadership in Schools and the Co-director of the Graduate Certificate in Classroom Mental Health.

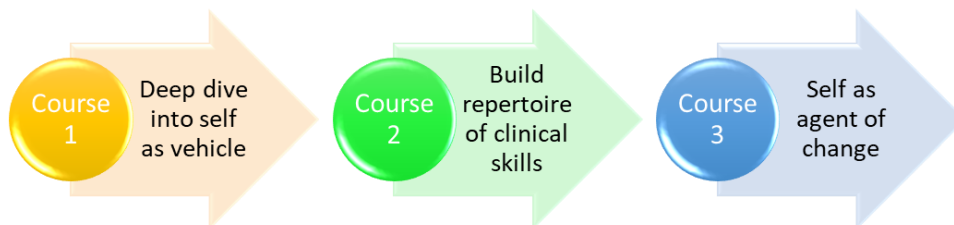
**Nadja Lopez** is the Executive Director of the William James College Center for Behavioral Health, Equity, and Leadership in Schools. Throughout her career, Nadja has focused on translating research and clinical practice into accessible school and community-based approaches aimed at promoting youth mental health. Nadja completed her graduate work at the University of Miami, Florida, and her pre and post-doctoral work at Boston Children's Hospital, where she worked until 2011. She has worked directly with thousands of educators, parents, and community leaders, directed philanthropy-based initiatives focusing on prevention of adolescent depression and suicide, served as Co-Director of a Graduate Certificate in School Climate and Social Emotional Learning for educators, and was the Training Director for an internship program at William James College. Her primary clinical and research interests focus on the treatment of anxiety and depression in children and adolescents, school climate and social emotional learning, culturally responsive treatment and teaching, and systems change. Nadja has written multiple publications to support student mental health, including her book *Anxiety and Depression in the Classroom: A Guide to Promoting Self-Regulation in Young Students*. Nadja is the proud mom of two boys, 21 and 18, who are happily off to college this Fall. Also starting in the Fall, her 6-year-old Labradoodle, Mowgli, will be getting even more spoiled than he already is. We are all sure he won't mind the extra trips to get pup cups.

## COURSE SEQUENCE

-  **LT600: Use of Self in Transforming Mental Health: Adult Social-Emotional Competencies and Cultural Humility**
  - Andrea Ellis, MA
  - Luba Falk Feigenberg, Ed.D.
  - Nadja N. Lopez, Ph.D.
  
-  **LT601: Clinical Concepts for Equitable Instructional Practice in the Classroom**
  - Luba Falk Feigenberg, Ed.D.
  - Nadja N. Lopez, Ph.D.
  
-  **LT602: Inclusive Teacher Leadership**
  - Nadja N. Lopez, Ph.D.
  - Luba Falk Feigenberg, Ed.D.
  
-  **FP401, FP402: Practicum Courses**
  - Nadja N. Lopez, Ph.D.
  - Luba Falk Feigenberg, Ed.D.

These two practicum courses run parallel to the fall and spring program courses. During practicum, participants will focus on implementing what they have learned in the classes into their daily practices at school. The practica also focus on the processes of self-reflection and evaluation; skill building around specific programming; and collaboration with colleagues.

### Roadmap: Scope and Sequence



## **CORE PRINCIPLES OF THE PROGRAM**

1. Perspectives from psychology, DEIB, and leadership are interconnected and fundamental to addressing behavioral health.
2. Schools work better for all children and families when educators have a shared vision based on relational trust, social and emotional learning, and equity.
3. Students learn best in schools with positive climates that encourage and support the social and emotional competencies of students and school staff.
4. Prevention and early intervention are the keys to mental health, resilience, and reduced stress for all students and adults.
5. Educators, through mentoring and coaching colleagues, can help one another in improving their daily work with students and in growing themselves as leaders.
6. Reflective practice is essential to ongoing learning and growth.



## PROGRAM STRUCTURE

The Graduate Certificate in Classroom Mental Health is a *blended program*. Blended programs incorporate both online and on-campus study. Students take part in weekly online assignments, discussions, and collaborative projects with the Certificate Program faculty members and classmates. Additionally, students are required to come to campus for two intensive days-in-residence (DIR) per course.

1. **Days in Residence** – each course has two (or three) 7 hour days-in-residence held at William James College. All students are expected to attend for the full day.
2. **Online Coursework**
  - a. **Accessing the modules and course material** - All materials relevant to each course are housed on Canvas.
  - b. **Course readings** – Readings are divided into two categories: required and recommended. Each course syllabus will have a complete listing of required readings for that course. Recommended readings will be listed on the Canvas course page.
  - c. **Structure of Courses** - Each course requires 3-4 hours per week of participation. The weekly modules will consist of lectures, readings, and time spent working toward a particular assignment.
3. **Example of how a weekly module is structured**
  - a. **Lecture** – typically one hour total, divided into segments
  - b. **Readings** – variety of chapters, articles, videos, and podcasts
  - c. **Personal Journal Entries** – a prompt posted by the instructor will provide directions of what is expected that week for the discussion
  - d. **Assignment** – assignment as indicated by the instructor
4. **Practicum Requirements**
  - a. **Synchronous Virtual Meetings** – group meetings are a critical component of each practicum course. Sessions will be held 6 times each semester (roughly every 2-3 weeks) and each session will last 2 hours. Sessions will be structured like a clinical seminar where students have the opportunity to share problems of practice from their work and receive feedback and peer supervision from the class.
  - b. **Mini-experiments** – mini-experiments are opportunities for students to try a new strategy or skill in their work and reflect on how it went. Mini-experiments will be posted on the Canvas site and students will be expected to log their activity and provide a brief written reflection about the experience.

## GRADED MATERIALS

Participants will receive individual grades for each of the three courses and for the two practica. Specifics about grading practices for each course is delineated in detail in its course syllabus. The instructor will share a list of assignments, as well as the corresponding grading rubrics in the course syllabus. If any individual is having difficulty completing a course, we will follow the WJC protocol of completing a corrective action plan.

### Personal Journal Entries

Personal Journal Entries are private discussion board posts that allow students the opportunity to reflect on their experiences and integrate and apply new theoretical knowledge to their practice. Entries will only be visible to the instructors, who will offer occasional feedback.

One of the benefits of consistent communication through Personal Journal Entries is that it promotes reflective practice. There are many definitions of reflective practice. For example, reflection is a disciplined and rigorous way of thinking that should emphasize and facilitate an appreciation for the personal and intellectual growth of ourselves, and others (Murphy & Ermeling, 2016, p.320).

Reflective practice is considered to be a *hallmark of professional competence* for educators. Larrivee (2008) suggests that the current accountability demands on educators can be countered by developing “the habit of engaging in systematic reflection about their work” (p. 341). There are various developmental levels of reflection:

- *Pre-reflection* in which reactions are general, unsupported with evidence from experience, theory, or research.
- *Surface Reflection* at which point beliefs and positions about education in general and teaching/supervising practices are supported with evidence from experience.
- *Pedagogical Reflection*, which involves a goal of continuously improving practice and reaching all students and school staff. Here, thoughts are specific and supported by evidence from experience as well as grounded in theory or research.
- *Critical Reflection*, in which the educator is engaged in ongoing reflection and critical inquiry concerning teaching, mentoring or coaching actions, as well as thinking processes. The critically reflective educator is concerned with promoting democratic ideals and weighs the ethical and social implications of her or his educational practices.

Reaching the level of *critical reflection* is an aspiration for us all. Participants may be at different levels initially and are expected to grow during the year.

### Other Assignments:

Each course has specific assignments created to help students develop practical materials and tools to use as part of their work toward integrating behavioral health and equity into their schools and districts. Course instructors will include all instructions and expectations of assignments, as well as detailed grading rubrics, in the course syllabi.

## Plagiarism

According to the Merriam-Webster online dictionary (<https://www.merriam-webster.com>), plagiarism has to do with using the words or ideas of someone else and using them as if they are your own words or ideas. Plagiarism includes using someone else's words or ideas without crediting the source. It also includes failing to put a quotation in quotation marks, or changing words but using the sentence structure that was found in the original without giving credit (<https://www.plagiarism.org>).

Paraphrasing can also be considered to be plagiarism if you use the same sentence structure and more than three words from the original sentence. To avoid plagiarism, change the words and also change the sentence structure of the original work. Keep in mind that paraphrased passages also require citation because you are using someone else's ideas, even if you do not use the person's words. If you are not sure about what you have written, cite the source (Adapted from: <https://www.plagiarism.org/blog/2018/02/27/how-similar-is-too-similar>).

## References

- Ellison, C M. (2008). Reflective make-and-take: A talent quest reflective practice teacher model. *Reflective Practice: International and Multidisciplinary Perspectives*, 9(2), 185-195. doi:10.1080/14623940802005558
- Larrivee, B. (2008). Development of a tool to assess teacher's level of reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 9(3), 341-360. doi: [10.1080/14623940802207451](https://doi.org/10.1080/14623940802207451)
- Murphy, D. L. & Ermeling, B. A. (2016). Feedback on reflection: Comparing rating-scale and forced-choice formats for measuring and facilitating teacher team reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 17(3), 317-333. doi: [10.1080/14623943.2016.1164681](https://doi.org/10.1080/14623943.2016.1164681)