Faculty of Education
The University of Western Ontario
B.Ed. Course Outline

Social and Emotional Learning 5481 001& 002
Tuesdays & Wednesdays (September 6 --November 10)
No classes week of October 10

Section 001 8:30-10:30: Tuesdays and Wednesdays room 2040
Section 002 10:30-12:30: Tuesdays and Wednesdays room 2040
Office hours by appointment

Instructors: Peter Jaffe, Ph.D., C. Psych. (Primary Instructor for Section 001) – pjaffe@uwo.ca
Claire Crooks, Ph.D., C.Psych. (Primary Instructor for Section 002) – ccrooks@uwo.ca
Linda Baker, Ph.D., C.Psych. - lbaker@uwo.ca

Guest
Lecturers: Karen Bax, Ph.D., C.Psych. – kbaz@uwo.ca
Susan Dale, B.Ed. – s.dale@tvdsb.on.ca

Calendar Copy:
This course focuses on social and emotional learning across childhood and adolescence. Topics include social development; the impact of violence on children; promoting positive mental health; responding to mental health challenges; violence prevention; and applying classroom and whole school approaches.

Learning Outcomes:

1. To work more effectively with other educators, parents, students and community partners in creating and maintaining safe and caring school environments for all learners.
2. To understand how to promote social and emotional learning for all students.
3. To apply research on violence and mental health issues in schools
4. To intervene more effectively with parents, students or peers who report bullying and harassment, and/or mental health challenges.
5. To be aware of evidence based practices to integrate violence prevention into lesson plans (curriculum), school climate and culture and a “whole school approach” to violence prevention and mental health promotion.
### Course Content:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>THURSDAY</th>
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<tbody>
<tr>
<td>1</td>
<td>September 6-7</td>
<td>Introduction to SEL and why it matters</td>
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<td></td>
<td>September 13-14</td>
<td>Student mental health and well-being</td>
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<td>3</td>
<td>September 20-21</td>
<td>Social determinants of wellbeing</td>
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<td>4</td>
<td>September 27-28</td>
<td>Trauma informed practice</td>
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<td>5</td>
<td>October 4-5</td>
<td>Help seeking for students and educators: Board, community, and online resources</td>
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<td></td>
<td>October 11-12</td>
<td>No classes</td>
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<tr>
<td>6</td>
<td>October 18-19</td>
<td>Classroom-based approaches to mental wellness</td>
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<td>7</td>
<td>October 25-26</td>
<td>Mental health and behavioural needs; intersection between mental health and violence; suspension and expulsion mitigating factors</td>
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<td>8</td>
<td>November 1-2</td>
<td>Healthy Relationships Plus training part I</td>
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<td>9</td>
<td>November 8-9</td>
<td>Suicide prevention, post-vention, crisis intervention</td>
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</tbody>
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### Course Materials:

All readings for this course are posted on the OWL site.
Assignments and Other Course Requirements:

1. Weekly class reflections (30%)

Each week, students will be asked to complete a brief reflection question in class based on the readings and/or lecture – no memorization will be required, just an understanding of basic concepts and the meaning of the concept for teacher practice. Assignments will be marked out of 5. To get full marks, students need to integrate readings, lecture material, and practical implications. Students who miss class due to illness or family emergencies or prior approval of the instructor will have the opportunity to submit a 500 word essay on the reflection question by email before the next class.

Due twice weekly September-November 2016. There will be no class reflections on student presentation dates (i.e., October 5th, October 19th, and October 26th). There are also no class reflections on guest lecture training dates (October 4th and 5th; November 1st and 2nd).

2. Group class presentation (35%)

A 30 minute group class presentation on one of the course topics designed for parents or educators – with handout and group exercise for engagement. Groups will be selected during the first week of class. Topics need to be approved by the instructor. Rubrics for the presentations are available on the course OWL site.

Possible topics for presentations include:
- Social media and mental health
- Homophobia / LGBTQ mental health
- Anxiety
- Depression
- Social and emotional learning and mental health for students with disabilities
- Self-harm
- Conduct and behaviour problems
- Impacts of bullying on mental health
- Connections between violence and mental health
- Social & Emotional learning for new Canadians (immigrant and refugee children)
- Threat assessment for high risk students

Date of presentation assigned during the first week of class.

3. Newsletter – (35%)

Each Student will independently produce a 4 page newsletter on their presentation topic in #2 or related topic that is directed at parents, teachers and/or students to inform them about the issue. Newsletters will be marked based on content, organization, and writing style. An evaluation rubric is available on the course OWL site.

Due November 2nd, 2016.
**Policy Statements:**

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty's attendance policy on-line: http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf

**Plagiarism:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf

**Plagiarism-Checking:**

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database.
for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the
service is subject to the licensing agreement, currently between The University of Western Ontario
and Turnitin.com (http://www.turnitin.com)

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity
review by software that will check for unusual coincidences in answer patterns that may indicate
cheating.

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell
phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a
professional manner to facilitate your activities in the course, but out of courtesy to colleagues and
the instructor, please do not engage in personal networking and non-course communication during
class time – save it for before or after class, or for the break.

SUPPORT SERVICES

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to
Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options
about how to obtain help.

B.Ed./Dip.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166
Additional Information:

About the Course:
This course prepares future teachers to create and maintain safe, caring, and accepting school environments for all learners. The course provides students with an understanding of the importance of promoting social and emotional learning opportunities for all students in order to promote mental health and prevent violence. The first part of the course addresses the development of social and emotional competencies among children, and some of the challenges that can affect their social and emotional development. The majority of the course focuses on identifying strategies and approaches for promoting mental health and wellbeing. Intervention and prevention strategies will be addressed including individual programs, integrated school curriculum and comprehensive school wide initiatives. The importance of engaging all education and community stakeholders will be stressed. Students will become familiar with many online resources to support their work as teachers.

About the Instructors:

Claire Crooks is a psychologist and Associate Professor in the Faculty of Education at Western University, where she also directs the Centre for School Mental Health (see http://www.edu.uwo.ca/csmh/). She is one of the lead developers and evaluators of the Fourth R, an evidence-based approach to preventing violence and promoting mental health among youth. She has a particular interest in culturally-relevant programming for First Nations youth. She also focuses on implementation science, which is the science of understanding how programs are successfully adapted into real practice, and what mechanisms can be identified to support better implementation of evidence-based approaches. Dr. Crooks has published extensively in a range of areas related to violence in the lives of children and youth including dating violence, children exposed to domestic violence, bullying, and child maltreatment.

Peter Jaffe is a psychologist and Professor in the Faculty of Education and Academic Director for the Centre for Research and Education on Violence Against Women and Children (CREVAWC) at Western University. He has co-authored ten books, 25 chapters and over 75 articles related to children, families and the justice system including Children of Battered Women, Working Together to End Domestic Violence and Child Custody & Domestic Violence: A Call for Safety & Accountability. Dr. Jaffe has been a trustee for the Thames Valley District School Board (formerly the London Board of Education) since 1980, and he has served two terms as Chairperson. He is a founding member of Canada's first Domestic Violence Death Review Committee through the Office of Ontario's Chief Coroner. For more information go to www.learningtoendabuse.ca

Linda Baker is the Learning Director at the Centre for Research & Education on Violence Against Women & Children at Western University. She is past Director of the Centre for Children and Families in the Justice System (the London Family Court Clinic). Her research and clinical work has involved adolescent/adult offenders and children/adults who have been victims of abuse and involved with mental services or the criminal and family court systems. She has co-authored numerous publications/resources related to IPV exposed children and families. Currently, she is leading the Centre’s knowledge translation and exchange initiatives—the Violence Against Women Learning Network, a provincial initiative in Ontario, and the Knowledge Hub, a national initiative related to
trauma-informed health promotion for survivors of family violence. See more at: http://www.learningtoendabuse.ca/about/faculty-staff/baker#sthash.IJEPDO1.dpuf

Additional Guest Lecturers:

Karen Bax is an Assistant Professor within the Faculty of Education at Western University and Managing Director of the Mary J. Wright Centre, located at Merrymount. Registered as a Clinical and Forensic Psychologist in the province of Ontario, Dr. Bax engages in teaching, training, and clinical assessment and intervention directly with children, adolescents and families. Karen has co-authored two reviews related to mental health services in the Thames Valley District School Board and has sat on their Safe Schools committee. Karen is involved in applied research within the Center for School Mental Health and is committed to an evidence-informed, strength-based approach in an effort to move research into action.

Susan Dale has 19 years of experience in education as a Teacher, Department Head, and Learning Coordinator. She was the Learning Coordinator for Safe Schools in the Thames Valley District School Board in London, Ontario for 10 years. In this role, she provided professional development to superintendents, school administrators, teachers, parents, and students on general information related to bullying and various Safe Schools programs. Susan is also a Master Trainer for the Fourth R Program, as well as a certified TRIBES Trainer for her school board. She has trained teachers to integrate safe schools issues within the curriculum and has helped them to create cultures of caring within their classrooms. Susan is currently seconded to the Centre for School Mental Health as the Fourth R's Program Development and Implementation Coordinator.
Teaching Outline and Readings:

Week 1

September 6 – Introduction to Social and Emotional Learning (SEL) and why it matters


September 7 – Understanding SEL at every stage of development and resilience


Week 2

September 13 – Student Mental Health and Well Being


September 14 – Violence in relationships


Week 3

September 20 – Social determinants of wellbeing


September 21 – Dealing with disclosures


Week 4

September 27 - Trauma informed practice – Part I


September 28 – Trauma informed practice-- Part II

The National Child Traumatic Stress Network: Child Trauma Toolkit for Educators  
https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf Pages 1-20

Week 5

October 4 – Help seeking for students & educators: Board, community, and online resources


Please review:
1. https://mindyourmind.ca/help/i-need-talk-someone
2. https://mindyourmind.ca/help/weblinks

October 5– STUDENT PRESENTATIONS

Week 6

October 18 – Classroom-based approaches to mental wellness

http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/56374ac1e4b05d222e9b4dea/1446464193894/CASEL+Brief--What+Does+SEL+Look+Like+in+Practice--11-1-15.pdf


October 19 – STUDENT PRESENTATIONS
Week 7

October 25 – Mental health and behavioural needs; suspension and expulsion mitigating factors


Thames Valley District School Board. Safe Schools Policies. [http://www.tvdsb.ca/board.cfm?subpage=204613#safeschools](http://www.tvdsb.ca/board.cfm?subpage=204613#safeschools)


October 26 – STUDENT PRESENTATIONS

Week 8

November 1 – Healthy Relationships Plus training part I


November 2 - Healthy Relationships Plus training part II

Week 9

November 8– Suicide prevention, postvention, crisis intervention

School Mental Health – Assist. *Youth suicide prevention at school: A resource for mental health leadership teams.* Available at: [https://drive.google.com/file/d/0Bx9WOcdOlvzNQkp4WUdLeGs0SDg/view](https://drive.google.com/file/d/0Bx9WOcdOlvzNQkp4WUdLeGs0SDg/view)

November 9 – Promoting educator well-being – intersection of the professional and the personal


Assignment Guidelines:

Rubrics for the weekly assignments, presentations, and newsletters will be available on the course OWL site. Final assignments should be uploaded to the course OWL site.
Suggested References and Resources

Website-based Reports and Toolkits

Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives (2010)
Joint Consortium for School Health (JCSH)
These guidelines were developed to promote better practices related to the promotion of positive mental health perspectives within a comprehensive school health framework. The Joint Consortium undertook this initiative for School Health (JCSH) as part of its national knowledge development of activities involving the identification and dissemination of better practice information supporting comprehensive school health approaches.

Pan-Canadian Joint Consortium for School Health: Positive Mental Health Toolkit
Joint Consortium for School Health (JCSH)
This toolkit has been designed to promote positive school health practices and perspectives within the school environment. Derived from evidence informed practices, the toolkit is meant to facilitate a shift in practice, and to set in motion a process for engaging school and community strengths in fostering the positive growth and development of children and youth. (Partner document to report listed above).

Mental Health Commission of Canada
Changing Directions, Changing Lives is the first mental health strategy is an action plan for change; a strategy to bring mental health ‘out of the shadows’ in Canada. Canada needed a plan to improve a system that is not working well. This strategy recognizes that we will never be able to adequately reduce the impact of mental health problems and illnesses through treatment alone. As a country, we must pay greater attention to the promotion of mental health for the entire population and to the prevention of mental illness wherever possible.
Interactive, Web-based Mental Health for Youth

www.mindyourmind.ca

Mind Your Mind: Reach out, Get help, Give Help
This interactive website promotes mental wellness for youth by providing strategies to explore to maintain positive mental health, tips for coping with life stress. It further provides information around mental health concerns such as depression, anxiety, and eating disorders. Interactive tools and games are available to educate youth, help them cope, de-stress, or think about their plans for being well.

www.yomagazine.net

My Health Magazine, Youth Edition
This interactive website promotes mental wellness for youth by providing strategies to explore to maintain positive mental health, tips for coping with life stress. It further provides information around mental health concerns such as depression, anxiety, and eating disorders. Interactive tools and games are incorporated.

www.youth.anxietybc.com

Resources. Results. Relief.
Youth Anxiety BC provides information about anxiety in a variety of formats. Youth can take quizzes to assess the impact of anxiety on their lives, watch videos, or explore common issues related to anxiety. Youth can also explore coping strategies such as positive self-talk, relaxation techniques, and healthy habits.
Training Resources

LivingWorks Training Programs
ASIST and safeTALK are two workshops offered by LivingWorks, a suicide prevention training company. safeTALK is an awareness workshop that prepares people to identify persons with thoughts of suicide and connect them to suicide first aid resources. In comparison, Applied Suicide Intervention Skills Training (ASIST) is a skills program that equips people to respond knowledgeably and competently to persons at risk of suicide. Participants learn and practice skills in identifying and responding to people at immediate risk of suicide. For more information about these and other LivingWorks programs, go to: https://www.livingworks.net/

Youth Mental Health First Aid Program (YMHFA)
The Youth MHFA program was designed to educate adults that work with youth to recognize the early signs of mental illness, identify potential signs of a youth who might be in crisis, and help youth find the professional help they need as quickly as possible. The course is 14 hours over 2 days and runs in various cities throughout Canada (see website for a list of dates and locations). Participants receive a manual and a certificate of completion. http://www.mentalhealthfirstaid.ca/EN/Pages/default.aspx

Web-based Teacher Resources

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<tr>
<th>Website</th>
<th>Description</th>
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<tr>
<td><a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a></td>
<td>Learn About Live With Care About Mental Health This website provides science-based information about youth mental health in a variety of digital formats including ebooks, mobile apps, and animations. Online teacher-training provides an overview of mental illnesses and disorders at no cost.</td>
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<tr>
<td><a href="http://www.education.alberta.ca">www.education.alberta.ca</a></td>
<td>Supporting Every Student, Mental Health Matters This website provides tools and resources for elementary and secondary school classrooms. Teacher information, lesson plans, and tools are created collaboratively by educators, service providers, and community partners to promote conversations about mental health in all classrooms. Resources available in French and English.</td>
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<tr>
<td><a href="http://www.everactive.org">www.everactive.org</a></td>
<td>Forever Healthy This organization helps schools develop healthy environments for learners by working collaboratively with schools to support physical activity, healthy eating, and positive mental health. The website houses a collection of mental health resources for teachers that range from whole school assessment tools to classroom toolkits. These resources are available for all grade levels.</td>
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<td><strong>Social and Emotional Learning 5481: Sections 001 and 002</strong></td>
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<td><strong><a href="http://www.camh.ca">www.camh.ca</a></strong></td>
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<td><em>Talking About Mental Illness: A Teacher’s Resource</em></td>
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<td>This website provides a link to an in-class program that</td>
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<td>discusses youth mental health. The program guide covers</td>
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<td>topics, such as stigma and types of mental illness and provides</td>
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<td>the teacher with preparation tips and follow-up activities.</td>
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<td>This resource aligns with the Ontario Ministry of Education</td>
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<td>and Training’s curriculum expectations for several grade 11</td>
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<td>and 12 courses.</td>
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<td><strong><a href="http://educator.yoomagazine.net/">http://educator.yoomagazine.net/</a></strong></td>
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<td><em>MyHealth Magazine</em> is an online health and wellness program</td>
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<td>delivered through a series of interactive resources for</td>
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<td>students, educators, and college students. MyHealth Magazine</td>
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<td>functions as a broker of high-quality health information</td>
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<td>presented in a variety of interactive formats (e.g., info</td>
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<td>sheets, Q&amp;As, quizzes) that can be customized to meet the</td>
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<td>needs of local schools and groups.</td>
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<td><strong><a href="http://www.prevnet.ca/">http://www.prevnet.ca/</a></strong></td>
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<td>*PREVNet is a national network of leading researchers and</td>
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<td>organizations, working together to stop bullying in Canada.</td>
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<td>It is the first of its kind in this country and a world leader</td>
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<td>in bullying prevention. Through education, research, training</td>
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<td>and policy change, PREVNet aims to stop the violence caused</td>
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<td>by bullying - so every child can grow up happy, healthy and</td>
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<td><strong><a href="https://youthrelationships.org">https://youthrelationships.org</a></strong></td>
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<td><em>The Fourth R is a consortium of researchers and professionals</em></td>
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<td>dedicated to promoting healthy adolescent relationships and</td>
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<td>reducing risk behaviours. We develop and evaluate programs,</td>
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<td>resources, and training materials for educators and other</td>
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<tr>
<td>front-line professionals who work with youth. In particular,</td>
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<td>we work with schools, parents, and community organizations to</td>
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<tr>
<td>promote the neglected “R” (for Relationships) and help build</td>
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| this Fourth R in school climates.*"