Mental Health Literacy – Supporting Social-Emotional Development EDUC 5018Q
Online
October 2017-January 2018 (9 weeks; 18 hours)

Instructors:
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Calendar Description:
The ‘Mental Health Literacy – Supporting Social-Emotional Development’ course is designed to assist classroom teachers in understanding development, mental health, depression, family dynamics, self-esteem, and access to care, and the effect of these issues on student learning. Intended to raise teachers’ awareness of signs that students may be in need of support. First term .25 credit.

Guiding Principles:
• To develop, enhance and support preservice teachers’ competencies to create the conditions within a culturally-aware framework, where children and youth will thrive, develop skills, resiliency and agency in decision-making about their holistic health and well-being.
• To provide an introduction to, and suggestions for, evidence-based school-based health (including mental health) promotion, prevention of problems, and early intervention practices for children and youth who are in need.
• To engage and encourage preservice teachers in developing a community of practice to share, learn, and support one another to build our collective capacity to create learning environments that attend to wellness.
• To offer effective and practical strategies to support child and youth resiliency and mental health.
To offer effective and practical strategies to support teacher resiliency and wellness, and, through the attention to resilience and mental health for both teachers and their students, help create positive, supportive, and growth-oriented relationships for all.

**Learning Outcomes:**

- How to use current research in teaching and learning.
- Child and adolescent development and student transitions from kindergarten to grade 12, and up to age 21.
- Educating students of a program of professional education in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.
- The College’s “Standards of Practice for the Teaching Profession” and “Ethical Standards for the Teaching Profession”.
- Knowledge of the Ontario context in which elementary or secondary schools operate.
- Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.
- How to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.

**Course Content: Block 1: Oct. 17-Nov. 14: Mental Health and Mental Illness: What it is and is not**

**Week 1: Mental Health at School: (Oct. 17)**
- Social emotional development;
- Mental health and mental health literacy
- Social determinants of health and equity in access & support
- Cultural humility

- What students bring to the classroom (strengths, ACES)
- What teachers bring to the classroom (strengths, personal experience, professional roles, expectations, stress…)
- The role of schools and teachers (continuing from Spec Ed & Inclusion)

**Week 3: Mental Health in the Classroom (Oct. 31)**
- Prevalence, onset
- Behaviours, symptoms
- The influence of wellness, mental health distress and illness

**Week 4: Critical Issues (Nov. 7)**
- Stigma
- Inclusion
- Diagnosis, treatment & outcomes
- Professional and institutional policies, expectations

**Week 5: Stress (Nov. 14)**
- Risk
- Coping
- Classroom conditions
**Block two: January 9-January 30: Mental Health: What to ask, do and say**

Week 6: Caring for students: Building Resilience and Responding to Challenges (Jan. 9)
- Building resilience,
- Building relationships: what to say
- Working with students, parents and the community

Week 7: Taking Action (Jan. 16)
- The role of the teacher
- Resources
- Pathways to care in your school/district

Week 8: Caring for ourselves: Building Resilience and Responding to Challenges (Jan. 23)
- Building awareness
- Self-care
- Working within the system

Week 9: Creating and Leading the Mentally Health Classroom (Jan. 30)
- Planning for a mentally healthy classroom
- Creating a mentally healthy classroom
- Knowing what is working, what needs attention

**Course Materials:**

Each week, core readings and resources will be provided on the course website. Students are encouraged to see out other sources of information (readings, video, or other resources) to personalize the course in a way that aligns with their approach to working with children and youth with mental health challenges.

**Assignments and Other Course Requirements:**

**Preparation for Class**

This course is designed to be engaging and collaborative, and students will be expected to participate and contribute to one another’s learning experience, and interact in online discussions with your instructor and your peers. Prior to each class, students are expected to have completed the readings and activities in order to engage thoughtfully in the online dialogue and get the most out of the course.

1. **Weekly Online Quizzes:** Students will complete weekly online quizzes, during weeks 1 to 9, based on material covered that week. These online quizzes will open at the beginning of each week (i.e. each Tuesday morning at 8 am) and close each Sunday evening at 11:59 pm. Students have up to 1 hour to complete the quiz once beginning. Quizzes will contain 5-8 multiple choice questions. Each quiz is worth 4% of the final grade (9 quizzes x 4% each = 36% of total final grade).

2. **Discussion Forums:** Students will participate weekly online small group discussions. Students will be assigned to smaller discussion groups of approximately 20 people in discussion forums based on their program (P/J, J/I, or I/S). Each week students will respond to two key questions, and provide meaningful feedback to the contribution one or more peers. Original responses to each forum question is between 75-100 words, and feedback to peers has a 50-word maximum. Evaluation of your participation will be based on your ability to:
   - Respond thoughtfully
   - Make connections between the discussion and course content
• Critique ideas, and build on responses of others;
• Raise probing questions to further discussion;
• Communicate in a professional dialogue, which includes respectfully negotiating differences;
• Engage as an adult learner, responsible for taking initiative ways that foster a community of practice.

The Discussion Forum opens each week at 8 am on the Tuesday and closes at 11:59 pm on the Sunday of the same week and is graded based on the criteria above; each week’s participation is graded out of 4% (each week, 1 mark for answering each of 2 questions in 75-100 words, and 1 mark for a meaningful response to the post of at least one other peer in 45-50 words) (4% x 9 weekly discussions = 36% of final grade)

3. Video Assignments: Twice during the year, by the end of Week 5 (11:59 pm on Nov. 14, 2017) and Week 9 (11:59 pm on January 30, 2018), students will complete a 2-minute skill application recording. More details will be available on OWL. These assignments are worth a total of 28% (Video Assignment 1 = 12% and Video Assignment 2 = 16%; = 28% of final grade).

Summary of Assignments and Marks:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type of Grade</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online quizzes (weeks 1-9)</td>
<td>Graded for accuracy</td>
<td>Weekly</td>
<td>4% each, 36% of final grade</td>
</tr>
<tr>
<td>Discussion (weeks 1-9)</td>
<td>Participation, but evaluated using criteria seen in the description of assignments</td>
<td>Weekly</td>
<td>4% each, 36% of final grade</td>
</tr>
<tr>
<td>Video assignments (2)</td>
<td>Evaluated based on criteria, details on OWL website</td>
<td>Nov. 14/2017 Jan. 30/2018</td>
<td>12% (1), 16% (2) 28% of final grade</td>
</tr>
</tbody>
</table>

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/teacher-education/docs/policies/Accessibility_Western.pdf

Attendance: The B.Ed. program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy at http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf.
**Unexcused Absences:** Any absence that is not a result of illness, bereavement, or religious observance is an UNEXCUSED absence and may incur penalties. If you feel you must be absent for reasons other than illness, bereavement, or religious observance, consult with your instructors and with the Teacher Education Office (zuber@uwo.ca). If possible, do this before the absence occurs. You may be assigned make-up work and may incur a penalty for lack of participation in class.

**Instructors, after consulting with the Associate Dean, may refuse to evaluate all or part of a Teacher Candidate’s work if that Teacher Candidate’s unexcused absences within a single term amount to 25% or more of the course hours within that term. The outcome for the Teacher Candidate will be failure of that course and possible withdrawal from the program.**

**Language Proficiency:** In accordance with regulations established by the Senate of the University, all teacher candidates must demonstrate the ability to write clearly and correctly. Work which shows a lack of 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 the teacher candidate for revision to a literate level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor’s statement may be required) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 4% per day, and will not be accepted more than 7 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken particularly seriously in this professional Faculty. Teacher Candidates should read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf).

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

**Plagiarism-Checking:**

- 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](http://www.turnitin.com))

- 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.
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/service/the-peer-support-network/).

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. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131