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

Social and Emotional Learning 5481 001 & 002
Wednesday & Thursday (September 6 --November 9)
No classes week of October 9

Section 001 12:30-2:30: Wednesdays and Thursdays room 2049
Section 002 2:30-4:30: Wednesdays and Thursdays room 2036
Office hours by appointment

Instructors:
Randal David MA, PhD Candidate, School and Applied Child Psychology
(Primary Instructor for Section 001) – rdavid5@uwo.ca
Amanda Kerry MA, PhD Candidate, School and Applied Child Psychology
(Primary Instructor for Section 002) – akerry@uwo.ca
Peter Jaffe PhD Professor pjaffe@uwo.ca

Guest Lecturers:
Linda Baker, Ph.D., C.Psych. - lbaker@uwo.ca
Karen Bax, Ph.D., C.Psych. – kbax@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:

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<th>WEEK</th>
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<tr>
<td>1</td>
<td>September 6-7</td>
<td>Introduction to SEL and why it matters</td>
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<td>2</td>
<td>September 13-14</td>
<td>Student mental health and well-being</td>
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<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: Part 1</td>
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<td>5</td>
<td>October 4-5</td>
<td>Suicide prevention, postvention, crisis intervention (Guest Speaker: Linda Baker)</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>Mental health and behavioural needs; intersection between mental health and violence; suspension and expulsion mitigating factors</td>
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<td>7</td>
<td>October 25-26</td>
<td>Help seeking for students and educators: Board, community, and online resources</td>
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<td>8</td>
<td>November 1-2</td>
<td>Healthy Relationships Plus training part I (Guest Speaker: Susan Dale)</td>
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<td>9</td>
<td>November 8-9</td>
<td>Classroom-based approaches to mental wellness (Guest Speaker: Karen Bax)</td>
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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 2017. 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 dates (October 4th, November 1st, November 2nd, November 8th, and November 9th)

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. Each presenter has to have at least a 5 minute contribution. 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

Date of presentation assigned during the first week of class.

3. Newsletter – (35%)

Students will 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 9th, 2017.
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.westerncalendar.uwo.ca/2015/pg118.html

Attendance: The B.Ed. and Dip.Ed. programs are intense and demanding programs 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/programs/preservice-education/documents/policies/WEB_AttendancePolicy.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: If you wish to be absent for a reason other than illness, compassionate leave, or religious observance, or feel you must be absent for another reason, your absence is unexcused. You are responsible for the work you missed, and for any make-up work deemed necessary. You may also pay a penalty for non-participation. Ongoing irregular attendance and multiple unexcused absences will result in referral to the Associate Dean and a change in registration status to conditional. Chronic absenteeism for any reason may provide grounds for 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 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 particularly seriously in this professional Faculty. Teacher Candidates should read about what constitutes a Scholastic Offence at the following Web site: http://www.westerncalendar.uwo.ca/2014/pg113.html.

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 Preservice website: 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).

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. Lap tops 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 engage in personal networking and non-course communication only outside class time – before or after class, or at 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:**

**Randal David** is currently a PhD candidate in the School & Applied Child Psychology program at the Faculty of Education, as well as a research assistant at the Centre for Research and Education on Violence Against Women and Children (CREVAWC). He completed an Honours Bachelor of Science degree majoring in Psychology and Neuroscience and a Master of Arts in Developmental Psychology and Education at the University of Toronto. For the past five years, his research and clinical work has predominantly been in the area of domestic violence, providing interventions for male perpetrators and child victims, presenting research findings, and co-authoring publications related to domestic violence. As part of his PhD clinical training, Randal has spent the past year administering psychological assessments and assisting with intervention planning for students at the Thames Valley District School Board. He is currently working with his supervisor Dr. Peter Jaffe, and is looking at domestic homicide prevention in immigrant families for his dissertation.

**Amanda Kerry** is currently a PhD candidate in School and Applied Child Psychology at the Faculty of Education at Western University, as well as a research assistant with Western’s Centre for School Mental Health. She completed an Honours Bachelor of Science degree in Psychology, Behavioural Neuroscience Specialization at McMaster University and a Master of Education degree in Counselling Psychology at Western University. Amanda has completed three terms with the Correctional Service of Canada where she was employed as an Offender Counsellor within the Psychology Department at minimum, medium, and maximum security federal institutions. Her research and clinical interests include addressing the needs of youth involved in the justice system. She is currently working with her supervisor Dr. Claire Crooks, and is examining prevention and intervention programs designed to promote resiliency and redirect children and youth from a trajectory of unhealthy, antisocial behaviours.

**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](http://www.learningtoendabuse.ca)
Additional Guest Lecturers:

**Linda Baker** is the Learning Director at the [Centre for Research & Education on Violence Against Women & Children](http://www.learningtoendabuse.ca/about/faculty-staff/baker) 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](http://www.learningtoendabuse.ca/about/faculty-staff/baker), 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](http://www.learningtoendabuse.ca/about/faculty-staff/baker)

**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 Centre 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.

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**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

Week 5

October 4 – 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)

October 5 – STUDENT PRESENTATIONS

Week 6

October 18 – Mental health and behavioural needs; suspension and expulsion mitigating factors

Ministry of Education PPM 145-2012-Progressive Discipline

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 19 – STUDENT PRESENTATIONS

Week 7

October 25 – Help seeking for students & educators: Board, community, and online resources


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

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 – Classroom-based approaches to mental wellness


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

Educator health survey: available at: https://www.educationsupportpartnership.org.uk/resources/research-reports/2015-health-survey


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.yoomagazine.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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<td><a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a></td>
<td>Learn About Live With Care About Mental Health</td>
<td>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</td>
<td>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</td>
<td>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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**www.camh.ca**

*Talking About Mental Illness: A Teacher’s Resource*
This website provides a link to an in-class program that discusses youth mental health. The program guide covers topics, such as stigma and types of mental illness and provides the teacher with preparation tips and follow-up activities. This resource aligns with the Ontario Ministry of Education and Training’s curriculum expectations for several grade 11 and 12 courses.

**http://educator.yoomagazine.net/**

MyHealth Magazine is an online health and wellness program delivered through a series of interactive resources for students, educators, and college students. MyHealth Magazine functions as a broker of high-quality health information presented in a variety of interactive formats (e.g., info sheets, Q&As, quizzes) that can be customized to meet the needs of local schools and groups.

**http://www.prevnet.ca/**

PREVNet is a national network of leading researchers and organizations, working together to stop bullying in Canada. It is the first of its kind in this country and a world leader in bullying prevention. Through education, research, training and policy change, PREVNet aims to stop the violence caused by bullying - so every child can grow up happy, healthy and safe.

**https://youthrelationships.org**

The Fourth R is a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours. We develop and evaluate programs, resources, and training materials for educators and other front-line professionals who work with youth. In particular, we work with schools, parents, and community organizations to promote the neglected “R” (for Relationships) and help build this Fourth R in school climates.