Mental Health Literacy – Supporting Social-Emotional Development EDUC 5018Q
Online
October 2018–February 2019 (Year Two; full year; 2 hours per week; .25 credit)

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Calendar Copy:
Mental Health Literacy – Supporting Social-Emotional Development 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. Both terms .25 credit.

Guiding Principles:
• To develop, enhance and support preservice teachers’ competencies necessary to create the conditions for a mentally safe and healthy classroom and workplace within a culturally responsive and trauma and violence informed care framework.
• To provide an introduction to evidence-based school mental health for promotion, prevention, support and early intervention practices for children and youth who are in need.
• To develop an understanding of the impact of mental health and emotional safety, adversity and privilege in many forms, and healthy relationships and opportunities on learning and working.
• 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 and working 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. 15-Nov. 22: Mental Health and Mental Illness**

**Week 1: Mental Health at School: (Oct. 15)**
- Introduction to the course and the team
- Mental health and mental health literacy
- Language and cultural humility

**Week 2: The Context of the Lives of Children, Youth and Teachers (Oct. 22)**
- Social determinants of health, equity and access to health care
- What students and teachers bring to the classroom
- The role of schools and teachers in mental health and wellbeing

**Week 3: Mental Health in the Classroom (Oct. 29)**
- Prevalence and onset of mental illness in children and youth
- What mental illness looks like in the classroom
- Diagnosis, treatment & outcomes
- The Aligned and Integrated Model

**Week 4: Trauma and Violence Informed Teaching I (Nov. 5)**
- Building trauma awareness and understanding
- Building safety and trust
- Building relationships.

**Week 5: Trauma and Violence Informed Teaching II (Nov. 12)**
- Fostering opportunities for choice, collaboration and connection
- Using a strengths-based and capacity-building approach
- Welcoming students to our classrooms

**Week 6: Stress (Nov. 19)**
- Defining and understanding stress
- Building strengths for coping and Creating classroom conditions for wellness
- Vicarious trauma
Block two: January 7-February 14: Mental Health: What to ask, do and say

Week 7: Learning, Teaching and Working (Jan. 7)
- Child and youth development
- Self-esteem and confidence
- The Caring Professional

Week 8: Building Relationships (Jan. 14)
- Creating connections to strengthen student and teacher wellness
- Resources for mental health
- Pathways to care in your school/district

Week 9: Caring for students: Building Resilience and Support (Jan. 21)
- Recognizing mental health distress, problems and illness
- What to say, what to do
- Working with students, parents and the community to build resilience and support

Week 10: Caring for ourselves: Building Resilience and Support (Jan. 28)
- Building awareness
- Self-care
- Working within the system

Week 11: Creating and Leading the Mentally Health Classroom (Feb. 4)
- Planning for a mentally healthy classroom
- Creating a mentally healthy classroom

Week 12: Creating and Leading a Mentally Healthy Classroom (Feb. 11)
- 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 seek 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. Pre-test and post-test: Students will complete an online pre-test and post-test to track program efficacy in meeting course goals and learning objectives. These are not graded, but completion is considered participation. These will be completed via a link on the OWL site. The pre-test will be available for completion beginning at 8 am October 8, and close at 11:59 pm on October 14. There is no need to study any materials for this pre-test, it is merely a baseline. The post-test will
be available at 8 am on February 11, 2019 and close at 11:59 pm on February 17, 2019. The pre

and post-test are worth 5% each and students will receive 5 marks for completing each one

(they will not be graded). More detailed information will be available in the Announcements

section of our OWL site.

2. **Weekly Online Quizzes**: Students will complete weekly online quizzes, based on the material covered in the course content for that week, during weeks 2 to 11 (10 in total). Quizzes will open to students 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 1 hour to take the quiz once they begin. Students may write it at any time during the time it is open, but in order to have the complete 1 hour allowed, they must start no later than 10:59 p.m. on the Sunday night on weeks 2 through 11 (quizzes are written at the end of each week of the course). Quizzes will contain 3-5 questions each and each quiz is worth 3% of the final grade (10 quizzes x 3% each = 30% of total final grade). It is expected that students will complete quizzes independently.

3. **Discussion Forums**: Students will participate weekly in the discussion forums. Based on your program (P/J, J/I, or I/S), students will be assigned to smaller discussion groups of about 25 people (the same group for the whole course). Evaluation of your participation will be based on ability to:
   - Contribute thoughtfully within each discussion;
   - Make connections between the course content, student case studies, readings and participants’ discussion to date;
   - Critique ideas, build on responses of others, raise questions that further the discussion;
   - Communicate in a professional dialogue, which includes negotiating differences;
   - Engage as an adult learner, responsible for taking and demonstrating initiative in the discussion in ways that foster a scholarly community of practice.
   - Each week you will be required to respond to key questions and **original responses to each question must be 50-125 words**.

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 3 (3% x 10 weekly discussions = 30% of final grade)

4. **Video Assignments**: Twice during the year, by the end of Week 6 (11:59 pm on Nov. 22, 2018) and Week 9 (11:59 pm on February 14, 2019), students will complete brief video assignments and submit them via OWL. These assignments are worth 10% each (for total of 20%); more details are found on OWL (Video Assignment 1 = 10% and Video Assignment 2 = 10%; 20% 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>Pre-test and post-test</td>
<td>Participation</td>
<td>Oct. 15, 2018 (pre-test) Feb. 17, 2019 (post-test)</td>
<td>(5% each) 10% of final grade</td>
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<tr>
<td>Online quizzes (weeks 2-11; 10)</td>
<td>Graded for accuracy</td>
<td>Weekly</td>
<td>(3% each) 30% of final grade</td>
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<tr>
<td>Discussion (weeks 1-12; 12)</td>
<td>Participation, but evaluated using criteria seen in the description of assignments</td>
<td>Weekly</td>
<td>(3% each) 36% of final grade</td>
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<tr>
<td>Video assignments (2)</td>
<td>Evaluated based on criteria, details on OWL website</td>
<td>Nov. 22, 2018 Feb. 14, 2019</td>
<td>(12% each) 24% of final grade</td>
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<tr>
<td>TOTAL</td>
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<td>100%</td>
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**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](http://www.westerncalendar.uwo.ca/2015/pg118.html)

**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/programs/preservice-education/documents/policies/WEB_AttendancePolicy.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_AttendancePolicy.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.westerncalendar.uwo.ca/2014/pg113.html](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 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:**

a. 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)) [j10] and [j11] 

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.

![Support Services]

**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](http://www.registrar.uwo.ca))

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

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

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

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

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

**SOCIAL & CULTURAL ISSUES:** University Students’ Council ([http://westernusc.ca/service/the-peer-support-network/](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/](http://www.uwo.ca/uwocom/mentalhealth/)) for a complete list of options about how to obtain help.

**B.Ed. PROGRAM ISSUES:** [zuber@uwo.ca](mailto:zuber@uwo.ca), Teacher Education Office, room 1166

**NEED HELP but not sure what to do:** [zuber@uwo.ca](mailto:zuber@uwo.ca), Teacher Education Office, room 1166