Social and Emotional Learning, 5481 001 & 002

Wednesday & Thursday (September 5 --November 8)
No classes week of October 8

Section 001 12:30-2:30: Wednesdays and Thursdays room 2040
Section 002 2:30-4:30: Wednesdays and Thursdays room 2040
Office hours by appointment

Instructors:
Caely Dunlop MA, PhD Candidate, School and Applied Child Psychology
(Primary Instructor for Section 001) – cdunlo9@uwo.ca

Katherine (Kay) Reif MA, PhD Candidate, School and Applied Child Psychology
(Primary Instructor for Section 002) – kreif@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. – kbx@uwo.ca
Susan Dale, B.Ed. – s.dale@tvdsb.on.ca
Michael Cywink- mcywink@uwo.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.

Course Description:
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.

**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 and Activities:**

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<td>September 5-6</td>
<td>Introduction to SEL and why it matters</td>
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<td>September 12-13</td>
<td>Student mental health and well-being</td>
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<td>September 19-20</td>
<td>Trauma informed practice – Part 1</td>
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<td>September 26-27</td>
<td>Indigenous student’s mental health and wellbeing (Guest lecturer MICHAEL CYWINK)</td>
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<td>October 3-4</td>
<td>Suicide prevention, post-vention, crisis intervention (Guest lecturer LINDA BAKER)</td>
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<td>October 17-18</td>
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<td>STUDENT PRESENTATIONS 4-6</td>
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<td>October 24-25</td>
<td>Healthy Relationships Plus training part I (Guest lecturer SUSAN DALE)</td>
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<td>Healthy Relationships Plus training part II (Guest lecturer SUSAN DALE)</td>
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<td>November 7-8</td>
<td>Classroom-based approaches to mental wellness (Guest lecturer KAREN</td>
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<td>Promoting educator well-being – intersection of the professional and</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 2018. There will be no class reflections on student presentation dates (i.e., October 18th, October 24th, and October 25th). There are also no class reflections on guest lecture training dates (October 3rd; October 31st and November 1st)*

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
- Bullying and mental health
- Homophobia / LGBTQ mental health
- Anxiety
- Depression

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Social and emotional learning and mental health for students with disabilities
Self-harm
Conduct and behaviour problems
Other (with permission of instructor)

Date of presentation assigned during the first week of class.

3. Newsletter – (35%)

Students will produce a 4-page newsletter on their presentation topic from Assignment 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 8th, 2018.

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 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 at http://www.edu.uwo.ca/teacher-education/docs/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/teacher-education/docs/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:*  


**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).

2. 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.

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**Western SUPPORT 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:** http://www.uwo.ca/uwocom/mentalhealth/
Additional Information:

About the Instructors:

**Caely Dunlop** is a PhD candidate in School and Applied Child Psychology at the Faculty of Education at Western University and a research assistant at Western’s Centre for School Mental Health. Previously, she completed an Honours Bachelor of Arts degree in Psychology at Wilfrid Laurier University, and a Master of Arts in Applied Psychology at Western University. In a clinical capacity, she has worked with diverse children and youth in crisis, residential and school settings. Her research interests centre around the implementation of evidence-based interventions for preventing violence and risk behaviour, and promoting wellbeing among school-aged children and youth. She is currently working with her supervisor, Dr. Claire Crooks, to explore the experiences of vulnerable adolescent girls in an evidence-informed healthy relationships program.

**Katherine (Kay) Reif** is a PhD. candidate in the School & Applied Child Psychology program at Western University. Her doctoral dissertation will focus on examining considerations of child domestic homicide risk by adult domestic violence service providers, under the supervision of Dr. Peter Jaffe. Prior to that, she completed her Master of Arts degree in Counselling Psychology at Western in 2014, where her research focused on cyberbullying in adolescent intimate relationships. With respect to her clinical work, Katherine has worked with youth in custody and residential facilities, as well as children and youth in crisis care and academic settings. She also works as a research assistant at the Centre for Research & Education on Violence Against Women and Children, where she is working on a Social Sciences and Humanities Research Council (SHHRC)-funded project, the Canadian Domestic Homicide Prevention Initiative with Vulnerable Populations.

**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 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.

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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.lJJEPDO1.dpuf

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.

Michael Cywink is Anishnaabe artist, originally from Whitefish River First Nation near Manitoulin Island, and has been working with FNMI youth over the last 10 years. After high school he attended Canadore College in North Bay, Ontario and eventually made his way down to London. Michael wears many different hats in his position within the community. Being a painter, softball player, basketball player, dodgeball player, mentor, volunteer, uncle, brother, cultural student, and First Nation drummer makes for a busy lifestyle. He originally had aspirations of being a police officer, but after working with First Nation youth he became very passionate about helping students within the school system. Michael is currently a part-time student at Western working towards a major in First Nation studies and a minor in Art. He is also a full-time Student Mentor and Program Liaison with the Uniting Our Nations program at the Centre for School Mental Health, where he has been a part of the Fourth R team for 7 years.

**Teaching Outline and Readings:**

**Week 1**

September 5 – Introduction to Social and Emotional Learning (SEL) and why it matters


**Optional Resource:**


**September 6 – Fostering resilient mindsets**

*Raising Resilient Children and Youth*, Centre for Addiction and Mental Health.

*The Science of Resilience: How to Teach Students to Persevere*
https://www.theguardian.com/teacher-network/2016/jan/12/science-resilience-how-to-teach-students-persevere

Video: Michael Unger—influencing resilience among students experiencing adversity.  

**Week 2**

**September 12 – Student mental health and well-being**


**September 13 – Social determinants of health**


**Week 3**

**September 19 – Trauma informed practice – Part I**


**September 20 – Trauma informed practice – Part II**


Pages 1-20

**Week 4**

**September 26 – Indigenous student’s mental health and wellbeing**


September 27 - Violence in the lives of students


Week 5

October 3 – 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/0Bx9WOcdO1VzNQkp4WUdLeGs0SDg/view](https://drive.google.com/file/d/0Bx9WOcdO1VzNQkp4WUdLeGs0SDg/view)

October 4 – Violent behaviour in schools; 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)


Week 6

October 17 – Help seeking & dealing with disclosures


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

**October 18 – STUDENT PRESENTATIONS**

**Week 7**

**October 24 & 25 – STUDENT PRESENTATIONS**

**Week 8**

**October 31 – Healthy Relationships Plus training part I**


**November 1 - Healthy Relationships Plus training part II**

**Week 9**

**November 7 - Classroom-based approaches to mental wellness**


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November 8 – 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.