

EDUC 5018Q

Mental Health Literacy - Supporting Social-Emotional Development

Instructor:

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Office Hours: by appointment

Schedule:

Section 001: asynchronous online

Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2022



Syllabus Report

Mental Health Literacy - Supporting Social-Emotional Development (EDUC 5018Q)

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. Online, full year, .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 mental health and 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

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.

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.

Number of Credits : 0.25

Number of Weeks: 12

Week 1: Mental Health at School

- Appreciate the need for mental well-being for learning and working in schools, and the role of teachers in healthy development.
- Explore the concepts of mental health and mental health literacy, teaching and learning in a pandemic, self-awareness, culture, and cultural humility.
- Understand the layout of the course, how to access resources and experience success.

Learning Activities		
Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 1 Materials & Readings	<p>1. Professional Advisory: Supporting Students' Mental Health (8 page PDF): https://www.oct.ca/resources/advisories/mental-health</p> <p>2. Feature Story Professionally Speaking June 2020 (3 page PDF): https://professionallyspeaking.oct.ca/2020-06/2020-06-Feature-Story-1-PS.asp</p> <p>3. ReBuilding School Community in a COVID-19 World, Dr. David Tranter (15 minutes): https://youtu.be/xSTAiPIK6p0</p> <p>4. Building Adult Capabilities to Improve Child Outcomes: A Theory of Change, Harvard Center on the Developing Child (5 min): https://youtu.be/urU-a_FsS5Y</p>

Week 2: Context of Lives of Children, Youth & Teachers

- Appreciate how the Social Determinants of Health and environmental factors influence well-being, academic and workplace engagement.
- Learn specific strategies and explore resources for classroom building and teaching for success in the face of adversity.
- Become confident in your ability to adopt an approach of awareness, but not knowing.

Learning Activities		
Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 2 Materials & Readings	<p>1. Peel Schools "Stand Up" (4 minutes): https://youtu.be/xKjlxU5Zat8</p> <p>2. Carney, P. & Parr, M. (2014). Resilient, Active, and Flourishing: Supporting Positive Mental Health and Well-Being in School Communities. Research Monograph #58. Ontario Ministry of Education, Student Achievement Division. (PDF will be shared in OWL)</p> <p>3. New Teacher Tips (1 page PDF): https://phecanada.ca/sites/default/files/content/images/teach-resiliency/resources/8_New_Teacher_Tips.pdf/sites/default/files/content/docs/teach-resiliency/8_New_Teacher_Tips.pdf</p> <p>4. Think in Tiers and Focus on the Positive (website): https://smho-smso.ca/school-and-system-leaders/learn-more/mental-health-leadership-strategies/think-in-tiers-and-focus-on-the-positive/</p>

Week 3: Mental Health in Classroom

- Understand the prevalence of mental illness and compromised mental health.
- Begin to develop an understanding of how our experiences connect to resilience and resources and what these concepts look like in the classroom.
- Acquire key strategies and resources for promoting mental health in the classroom and at work.

Learning Activities		
Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	1. Six Month Prevalence of Mental Disorders and Service Contacts among Children in Ontario (2 page PDF): https://ontariochildhealthstudy.s3.amazonaws.com/uploads/OCHS_Prevalance_Brief_March-26-2019_Final_Print.pdf
		2. Tip Sheet for Staff to Support Positive Mental Health for All Students (4 page PDF): https://smho-smso.ca/wp-content/uploads/2020/08/Tip-sheet-positive-mental-health.pdf
		3. The Third Path (website): http://www.thirdpath.ca/

Week 4: Stress

- Define and understand stress.
- Build strengths for coping with stress for self and students.
- Understand how classroom conditions can influence stress.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 4 Materials & Readings	1. Toxic Stress (website): https://developingchild.harvard.edu/science/key-concepts/toxic-stress/
		2. Toxic Stress Derails Health Development (2 min): "overview video" at link above
		3. Building a Shared Understanding for Supporting Every Student, Alberta Education (5 min): https://youtu.be/fX8poj0JNw
		4. Every Kid Needs a Champion, Rita Pearson (7 min): https://youtu.be/SFnMTHhKdkw
		5. Connecting the Brain to the Rest of the Body (3 page PDF): https://devhcdc.wpengine.com/wp-content/uploads/2020/06/InBrief-Connecting-the-Brain-to-the-Rest-of-the-Body.pdf

Week 5: Trauma & Violence Informed Teaching I

- Develop knowledge and appreciation regarding the ways in which immediate and interpersonal, and structural forms of violence, including historical and ongoing exposure to various types of violence, shape people's real life experiences.
- Learn about the ways in which we can think and respond to the needs of students in the classroom who have, or are currently, experiencing violence.
- Demonstrate thinking about these practices as "universal precautions" in place to ensure that all students, including those who are already vulnerable because of past or ongoing trauma/violence, are not re-traumatized ("triggered") or harmed. Practicing in this way also means that disclosure or knowledge of history of trauma/violence is not necessary – everyone gets the same respectful, safe care.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 5 Materials & Readings	1. Adverse Childhood Experiences (ACEs): Impact on Brain, Body and Behaviour, Dr. Andrea Gonzalez (6 min): https://youtu.be/W-8jTTIsJ7Q

Week 6: Trauma & Violence Informed Teaching II

- Demonstrate how to work in ways that are respectful and inclusive of peoples' diverse histories and contexts and placing the responsibility for emotional and physical safety with the school, educators, and community, with particular emphasis on racism and other forms of discrimination.

- Demonstrate an understanding of how to make choices to allocate more time and resources to address the greatest needs, rather than treating everyone “equally”.
- Understand vicarious trauma and the ways we can cope with it.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 6 Materials & Readings	Available in OWL

Week 7: Learning, Teaching & Working

- Understand your role as a teacher in supporting mental health in the classroom.
- Appreciate and respond to the experience of emotional labour as a teacher.
- Develop strategies for building and sustaining a health classroom and work environment.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 7 Materials & Readings	Available in OWL

Week 8: Building Relationships and Taking Action

- Understand when support, assessment and referral may be necessary.
- Understand what is involved in navigating school-community resources in support of student and family success and well-being.
- Appreciate the importance of cultural perspectives and applying collaborative strategies within and across people, communities and systems of care.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 8 Materials & Readings	1. Tough Conversations, Dr. Mary Ott (7.5 min podcast): https://phecanada.ca/sites/default/files/content/audio/teach-resiliency/Taboo%20Breaks-Tough%20conversations%20with%20parents%20about%20behaviour%20and%20mental%20health
		2. Improving Students' Relationships with Teachers to Provide Essential Supports for Learning (webs https://www.apa.org/education-career/k12/relationships)

Week 9: Caring for Students: Building Resilience & Support

- Understand what to do if you are concerned that a student is likely to have a mental health problem or a mental illness.
- Understand when and how to talk to parents and students about your concerns related to their children who have been identified with a mental illness, or when there is a possibility that the student has a mental health problem or mental disorder.
- Understand the basics of cannabis use, vaping, and risks to wellbeing, and what teachers and schools can do to support student wellbeing in the context of substance use.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	1. Using the Right Words (2 page PDF): https://mentalhealthliteracy.org/schoolmhl/wp-content/uploads/2019/01/final-using-the-right-words.pdf
		2. Supporting Youth Resilience (2.5 min): https://youtu.be/od5a20mXDw4
		3. Supporting Minds: Strategies at a Glance (16 page PDF): https://smho-smso.ca/wp-content/uploads/2020/04/Supporting-Minds-Strategies-At-A-Glance.pdf
		4. One Call Desk Reference (8 page PDF): https://smho-smso.ca/wp-content/uploads/2020/01/One-Call.pdf

Week 10: Caring for Ourselves: Building Resilience & Support

- List the factors that lead to stress and burnout, as well as the negative outcomes associated with their occurrence.
- Know the basics of ongoing reflective practice and how to apply coping strategies to reduce stress and burnout and build teacher effectiveness.
- Understand how to work within professional and ethical practice guidelines while establishing and maintaining clear and consistent boundaries between self and student, self and system, and personal and professional lives.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 10 Materials & Readings	1. Teach Resiliency Education Series, PHE Canada: https://phecanada.ca/programs/teach-resiliency/teach-resiliency-education-series
		2. What Does Teacher Well-Being Look Like?, EdCan Network (website): https://www.edcan.ca/articles/what-does-teacher-well-being-look-like/
		3. Importance of Teacher and School Staff Wellbeing, Dr. Nancy Health, McGill (1 page PDF): https://www.edcan.ca/wp-content/uploads/ImportanceofTeacherandSchoolStaffWellbeing.pdf
		4. Burnout Fact Sheet, EdCan (1 page PDF): https://www.edcan.ca/wp-content/uploads/EdCan-Burnout-Fact-Sheet.pdf
		5. Surviving and Thriving: Navigating wellness in northern and rural school communities (website): https://www.edcan.ca/articles/surviving-and-thriving/
		6. Teaching in 2020 (4 page PDF): education.gmu.edu/assets/docs/soed/TeacherWellnessSurvey.pdf

Week 11: Creating & Leading Mentally Healthy Classroom

- Able to effectively plan for a mentally healthy classroom.
- Understand what resources may be needed, and how to access them.
- Identify your limits as an educator when a student's mental health needs exceed your capacity.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 11 Materials & Readings	1. Practical Resources to Support Student Mental Health During COVID-19, School Mental Health Ontario (website): https://smho-smso.ca/covid-19/educators/
		2. Managing Reopening Anxiety, MindYourMind (website): https://mindyourmind.ca/wellness/managing-reopening-anxiety

Week 12: Putting it all into Action

- Knowing what is working, and what needs attention.
- Understand how to build relationships and practices to strengthen well-being.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum 1. The Eight Conditions, Dr. David Trantor (7 min): https://youtu.be/FiQz4ZLLV48
Reading	Week 12 Materials & Readings	2. The First 10 Days (and Beyond), School Mental Health Ontario (15 page PDF): https://youtu.be/FiQz4ZLLV48 3. Educators - Back to School, School Mental Health Ontario (website): https://smho-smso.ca/back-to-school/educators/

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Weekly Discussion Forums	<p>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 10 people (the same group for the whole course). The Discussion Forum will be available for participation at the same time each week's content is made available (that is, Tuesday mornings at 8 am). Participant responses in the Discussion Forum are due the Sunday night following the opening of course content (on the previous Tuesday morning), during each week of the course, at 11:59 pm.</p> <p>There will be two questions each week, and you are expected to respond to both. Original responses to each question are limited to 150 words. Assessment will be based on successfully demonstrating the Standards of Practice Ontario College of Teachers (oct.ca)</p> <p>THE PURPOSES OF THE STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION ARE:</p> <ul style="list-style-type: none"> • to inspire a shared vision for the teaching profession • to identify the values, knowledge and skills that are distinctive to the teaching profession • to guide the professional judgment and actions of the teaching profession • to promote a common language that fosters an understanding of what it means to be a member of the teaching profession. <p>Each week from Weeks 2 to 12, one or two group members will be assigned to a particular role (e.g. summarizer, investigator) and will work from within this role for the week. More details will be available on OWL.</p> <p>Your Teaching Assistant will moderate the Discussion Forum groups in Weeks 1 and 2, providing feedback, ideas and resources, encouragement, and summaries. Using this as a model, Week 3-12 will be moderated by group members (duties as moderator will be assigned in week 2). Responses as the Moderator are due Mondays (during each week of the course) at 8 pm.</p>

Assessment Activities

Type	Name	Description
		<p>This assignment is meant to be a demonstration of the skills necessary to lead a mentally healthy classroom.</p> <p>This is a video assignment that allows you to share your knowledge and skill at thinking through how to support student mental health, demonstrate that support, and reflect on your work.</p> <p>There are 3 parts to the assignment, and all parts are to be recorded on video (with audio) and submitted as one.</p> <ol style="list-style-type: none">1. First, think about the student in your Case Study (the one your Discussion Group has been assigned to, eg. Jamil, Denver, Caterina, Todd or Katy).2. Next, choose an area of practice from Tier 1 of AIM (Welcome, Include, Understand, Promote, or Partner), then identify 3 strategies on which you will focus (e.g. smiling at a student and greeting them by name, or inviting the student to take part in a class activity). These strategies appear in Wk 2 and 4 specifically, but we will talk about them through the first 6 weeks of the course.3. Then create a video that has three distinct parts: PART 1: Max. length 5 min. You will be speaking to your instructors and TA in this video. You can use PPT if desired, and set the stage by sharing your responses to these questions: A. Planning: A.1. What practice will you demonstrate, and what strategies? (e.g. Welcome: greeting students by name, offering healthy snacks, praise attendance). A.2. What might be difficult for you? (e.g. not feeling confident, not sure you can help) A.3. What strengths will you bring? (e.g. confidence, shared experiences) B. Negotiating: How can I best support my student? What other resources/people can help? C. Implementing: Name the 3 strategies you'll demonstrate, and why you chose them. What are my goals? <p>PART 2: Max. length 2 min. Speaking directly to your student, demonstrate the 3 strategies you have chosen and discussed in Part 1.</p> <p>PART 3: Max. length 3 min. You can use PPT if desired, and conclude by sharing your responses to these Reflection questions: 1. What went well? 2. What do I need to work on?</p>
Assignment	Video Assignment #1 - Due December 3, 2021	

Assessment Activities

Type	Name	Description
Assignment	Video Assignment #2 - Due February 11, 2022	<p>This assignment is meant to be a demonstration of the skills necessary to lead a mentally healthy classroom.</p> <p>This is a video assignment that allows you to share your knowledge and skill at thinking through how to support student mental health, demonstrate that support, and reflect on your work.</p> <p>There are 3 parts to the assignment, and all parts are to be recorded on video (with audio) and submitted as one.</p> <ol style="list-style-type: none">1. First, think about the student in your Case Study (the one your Discussion Group has been assigned to, eg. Jamil, Denver, Caterina, Todd or Katy).2. Next, choose an area of practice from Tier 2 of AIM (Bolster, Prevent, Support), then identify 3 strategies on which you will focus (e.g. include lessons about good mental health in your classroom). These strategies appear in Wks 2, 4 and 9 specifically, but we will talk about them through the course.3. Then create a video with three distinct parts: PART 1: Max. length is 5 min. You will be speaking to your instructors and TA in this video. You can use PPT if desired, and set the stage by sharing your responses to these questions: A. Planning: A.1. What practice will you demonstrate, and what strategies? (e.g. Promote: notice, model, teach). A.2. What might be difficult for you? (e.g. not feeling confident, not sure you can help) A.3. What strengths will you bring? (e.g. confidence, shared experiences) B. Negotiating: How can I best support my student? What other resources/people can help? C. Implementing: Name the 3 strategies you will demonstrate, and why you chose them. What are my goals? PART 2: Max. length is 2 min. Speaking directly to your student, demonstrate the 3 strategies you have chosen and discussed in Part 1. PART 3: Max. length is 3 min. You can use Power Point if desired, and conclude by sharing your responses to these Reflection questions: 1. What went well? 2. What do I need to work on? .

This course meets the following Course Outcomes:

Culturally-Aware Framework: 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.

Health Promotion, Prevention, and Early Intervention: To provide an introduction to, and suggestions for, evidence and practice-based school-based health (including mental health) promotion, prevention of problems, and early intervention practices for children and youth who are in need.

Trauma and Violence Informed Care: To understand and develop skills in teaching using Trauma and Violence Informed Care principles.

Develop a Community of Practice: 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.

Strategies to Support Child and Youth Resiliency and Mental Health: To offer effective and practical strategies to support child and youth resiliency and mental health.

Create Positive, Supportive, and Growth-Oriented Relationships: 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.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca