

Western Education

Transforming Education. Transforming Lives.

EDUC 5018Q

Mental Health Literacy – Supporting Social-Emotional Development

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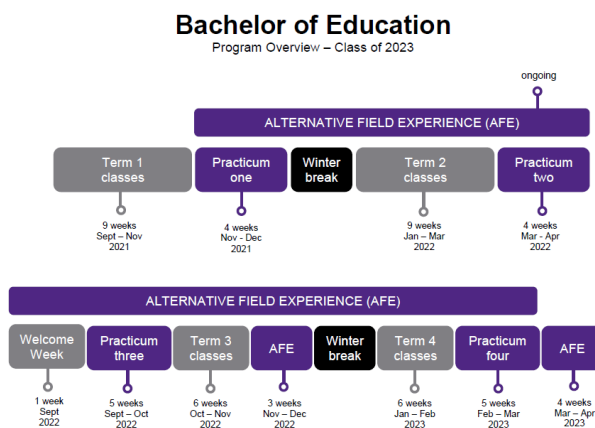
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Schedule:

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.



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

Course Description

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, capacities and agency in decision-making about their mental health and well-being.
- To provide an introduction to, and suggestions for, evidence-based school-based mental health and mental health promotion, social emotional learning, 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 mental health.
- To offer effective and practical strategies to support teacher mental health and wellness, and, through the attention to mental health and well-being 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.
- Understand the concepts of mental health and mental health literacy and the role of teachers and schools in school mental health
- Understand social emotional learning (SEL) and child development.
- 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 and Readings	<ol style="list-style-type: none">1. Professional Advisory: Supporting Students' Mental Health (8-page PDF): https://www.oct.ca/resources/advisories/mental-health2. What is the CASEL Framework? (web page): https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/3. Keeping SEL Developmental (13-page PDF): https://casel.s3.us-east-2.amazonaws.com/CASEL-Resources-Keeping-SEL-Developmental.pdf4. What is Mental Health Literacy for education and educators? (web page): https://phecanada.ca/programs/teach-resiliency/mental-health-literacy-0#:~:text=Mental%20health%20literacy%20for%20education%20is%20a%20process,on%20the%20role%20of%20a%20mental%20health%20professional

Week 2: Context of Lives of Children, Youth, and 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 and Readings	<ol style="list-style-type: none">1. Canadian Summary of UNICEF Report Card 16 (5-page PDF): https://www.unicef.ca/sites/default/files/2020-08/UNICEF%20Report%20Card%2016%20Canadian%20Summary.pdf2. What do you wish you knew as a new teacher? A handout created by teachers, for teachers (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.pdf3. Centre for School Mental Health (CSMH) Research Snapshot: The critical role of schools in child and adolescent mental health (2-page PDF): https://www.csmh.uwo.ca/docs/Research_Snapshot_Role_of_Schools.pdf4. Student achievement depends on reducing poverty now and after COVID-19 (theconversation.com): https://theconversation.com/student-achievement-depends-on-reducing-poverty-now-and-after-covid-19-153523

Week 3: Mental Health in the Classroom

- Understand the prevalence of mental illness and compromised mental health.
- Understand how mental health can affect academic engagement and what mental health 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
Assignment	Group Assignment #1 – Case Study	In smaller subgroups of 5-6, complete group assignment #1: reflection on your student's SEL strengths, needs, and supports that you would plan.
	Due 11:59 pm on Nov. 6 th , 2022	
Reading	Week 3 Materials and Readings	<ol style="list-style-type: none">1. Six Month Prevalence of Mental Disorders and Service Contacts among Children in Ontario (2-page PDF): https://ontariochildhealthstudy.s3.amazonaws.com/uploads/OCHS_Prev%20Prevalence%20Brief%20March-26-2019_Final_Print.pdf2. Tip Sheet for Staff to Support Positive Mental Health for All Students (4-page PDF): https://smho-smsso.ca/wp-content/uploads/2020/08/Tip-sheet-positive-mental-health.pdf3. Language Matters (2-page PDF): https://owl.uwo.ca/access/content/group/379483c2-aff6-4fda-89b5-b4a963d1579f/Readings%20Week%203/final-using-the-right-words.pdf

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 and Readings	<ol style="list-style-type: none">1. Toxic Stress (web page): https://developingchild.harvard.edu/science/key-concepts/toxic-stress/2. Video: Toxic Stress Derails Health Development (2 min): https://developingchild.harvard.edu/resources/toxic-stress-derails-healthy-development/3. 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 and Violence Informed Teaching I

- Develop knowledge and appreciation regarding the ways in which immediate and ongoing exposure to violence shapes the life experience of people.
- Learn about the ways in which we can think and respond to the needs of students in the classroom who may have, or currently are, experiencing violence.
- Demonstrate thinking about these practices as “universal design for learning” to help all students, but especially those who have experienced trauma.

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 5 Materials and Readings	<ol style="list-style-type: none"> Adverse Childhood Experiences (ACEs): Impact on Brain, Body and Behaviour, Dr. Andrea Gonzalez (6 min video): https://youtu.be/W-8jTTIsJ7Q The Truth About ACEs (2-page PDF): https://www.pacesconnection.com/blog/the-truth-about-aces-adverse-childhood-experiences-infographic-by-rwjf-pro-psychcentral-com Trauma and Violence Informed Care for Teachers (4-page PDF): https://gtvincubator.uwo.ca/wp-content/uploads/2020/04/UWO_Educ_TVIC_Tool_2020.pdf

Week 6: Trauma and Violence Informed Teaching II

- Demonstrate how to work in ways that are respectful, sensitive and inclusive of peoples' diverse histories and contexts with particular emphasis on racism and other forms of discrimination.
- Demonstrate an understanding of how to create healthy learning and working environments with equity, diversity and inclusion in mind.
- Understand vicarious trauma, develop self-awareness regarding the experience of it, and the ways we can cope with it.

Learning Activities

Type	Name	Description
Assignment	Group Assignment #2 – Trauma Walk Through	In smaller sub-groups (5-6 people) complete group assignment #2: trauma walk-through.
	Due 11:59 pm on Nov. 27 th , 2022	
Reading	Week 6 Materials and Readings	Vicarious Trauma and Teaching (.pdf, in Resources folder) Available in OWL

Week 7: Learning, Teaching, and 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 healthy classroom and work environment

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 7 Materials and Readings	<ol style="list-style-type: none"> Video: Every Kid Needs a Champion, Rita Pearson (7 min): https://youtu.be/SFnMTHhKdkw Tip Sheet for Staff to Promote Positive Mental Health for All Students (4-page PDF): https://smho-smso.ca/wp-content/uploads/2020/08/Tip-sheet-positive-mental-health.pdf Podcast: Are schools more stressful places to work? (14 min): https://www.edcan.ca/articles/podcast-are-schools-stressful-places/

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 and Readings	<ol style="list-style-type: none"> 1. Podcast: Tough Conversations, Dr. Mary Ott (7.5 min): https://phecanada.ca/sites/default/files/content/audio/teach-resiliency/Taboo%20Breaks-Tough%20conversations%20with%20parents%20about%20behaviour%20and%20mental%20health.mp3 2. Improving Students' Relationships with Teachers to Provide Essential Supports for Learning (web page): https://www.apa.org/education-career/k12/relationships 3. The Power of Positive Adult Child Relationships (6-page PDF): https://phecanada.ca/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships.pdf/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships_0.pdf

Week 9: Caring for Students: Building Resilience and 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 a student has a mental health problem or mental disorder
- Understand the basics of cannabis use, vaping, and risks to well-being, and what teachers and schools can do to support student well-being in the context of substance use

Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Participation in the weekly discussion forum
Reading	Week 9 Materials and Readings	<ol style="list-style-type: none"> 1. Using the right words (2 page PDF): https://mentalhealthliteracy.org/schoolmhl/wp-content/uploads/2019/01/final-using-the-right-words.pdf 2. Video: 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 and 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
Assignment	Group Assignment #3 – Wellness Plan Due 11:59 pm on February 5 th , 2023	In small groups of 5-6 from your larger Discussion Group and based on your group's experience and learning from Weeks 1-10 in the course, complete a Wellness Plan for a First Year Teacher (template available on OWL).
Reading	Week 10 Materials and Readings	<ol style="list-style-type: none">1. Teach Resiliency Education Series, PHE Canada: https://phecanada.ca/programs/teach-resiliency/teach-resiliency-education-series2. Surviving and Thriving: Navigating wellness in northern and rural school communities (website): https://www.edcan.ca/articles/surviving-and-thriving/3. Burnout Fact Sheet, EdCan (1 page PDF): https://www.edcan.ca/wp-content/uploads/EdCan-Burnout-Fact-Sheet.pdf

Week 11: Creating and Leading Mentally Healthy Classrooms

- 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 and Readings	<ol style="list-style-type: none">1. Practical Resources to Support Student Mental Health During COVID-19, School Mental Health Ontario (web page): https://smho-smso.ca/covid-19/educators/2. Managing Reopening Anxiety, MindYourMind (web page): 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
Reading	Week 12 Materials and Readings	<ol style="list-style-type: none">1. Video: The Eight Conditions, Dr. David Trantor (7 min): https://youtu.be/FiQz4ZLLV482. The First 10 Days (and Beyond), School Mental Health Ontario (15-page PDF): https://smho-smso.ca/wp-content/uploads/2020/08/The-First-10-Days.pdf3. Educators – Back to School, School Mental Health Ontario (web page): https://smho-smso.ca/back-to-school/educators/

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Discussion Forums	<p>Students will participate weekly in the Discussion Forums each week, except for Weeks 3, 6 and 10 (please see below for those assignments). Based on your program (P/J, J/I, or I/S), students will be assigned to smaller discussion groups of about 17 people (the same group for the whole course) and participate in the Discussion Forums. Each Week's content (for all weeks, 1-12) and content will be made available Tuesday morning at 8 am. Participant responses in the Discussion Forum during the assigned weeks are due the Sunday night following the opening of course content, during assigned weeks, at 11:59 pm. For example, the content for Week 2, and the Discussion Forum, are open to you at 8 am on Tuesday, Oct. 25 and your response in the Discussion Forum is due by 11:59 pm on Sunday, Oct. 30. You will not be able to post responses after the deadline and will be marked 'absent'.</p> <p>There will be one question each week. Original responses to each question are limited to 200 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>Your Teaching Assistant will moderate the Discussion Forum groups.</p>
Assignment	Group Assignment #1 – Case Study Due 11:59 pm on Nov. 6 th , 2022	<p>In small groups of 5-6 from your larger Discussion Group and based on your group's assigned student in the Case Study, the case study updates, the readings, presentations, and discussion from Weeks 1, 2 and 3: a) choose one or 2 SEL competencies that need to be supported or bolstered, and briefly explain how they are involved with the behaviour(s) of concern; b) describe what you will do to help your student in your classroom. Provide a brief description, and share what you think will be easy, what will be challenging, and how you will adapt or change it to fit your goals, the needs of the student and the class.</p> <p>A template will be made available on the course website; the group completes one response and each active member signs in attestation of their efforts.</p>
Assignment	Group Assignment #2 – Trauma Walk Through Due 11:59 pm on Nov. 27 th , 2022	<p>In small groups of 5-6 from your larger Discussion Group and based on your group's assigned student in the Case Study, the case study updates, the readings, presentations, and discussion from Weeks 1 through 6 and choosing one specific school with which all or some of you may have familiarity, complete the Trauma Walk Through (materials and template available on OWL).</p>
Assignment	Group Assignment #3 – Wellness Plan Due 11:59 pm on February 5 th , 2023	<p>In small groups of 5-6 from your larger Discussion Group and based on your group's experience and learning from Weeks 1-10 in the course, complete a Wellness Plan for a First Year Teacher (template available on OWL).</p>

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/BEd/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 on-site) 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.

Ontario Curriculum & Supplementary Resources:



Curriculum & Resources
dcp.edu.gov.on.ca/en

Campus 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