

Engaging youth and educators in mental health literacy

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Topics for today

- Engaging youth with lived experience
- Engaging parents
- Teacher education
- Teacher engagement and wellness

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But first, a question:

When working with schools, families and teachers to support youth mental health, what do you wish for?

There are markers and post-its – please jot them down and stick them where we can see them


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Mental Health Literacy

| | |
|--|---|
| <p><u>Leading</u></p> <ul style="list-style-type: none"> -Engage stakeholders -Leverage relationships -Connects people and resources -Access and share resources | <p><u>Doing</u></p> <ul style="list-style-type: none"> -notice and act -be the caring adult -teach for resilience -know who, where and how to ask for help |
| <p><u>Developing</u></p> <ul style="list-style-type: none"> -self awareness biases, experience, wellness -help seeking skills and attitudes -teaching for wellness skills -social justice/advocacy | <p><u>Learning and Sharing</u></p> <ul style="list-style-type: none"> -what Mental Health looks like - What it is, and is not -reduce stigma -model the way -communicate |

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1. Co-Creating Teacher Education Curriculum with Youth Partners for Mental Health Literacy



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Dear Teachers...

You make an impact whether you want to or not. You also decide whether that is positive or negative. Decide wisely.

You can change the system!

I take care of students because I love them and I like to get them to a point where they succeed.

I am a teacher, so they take care of students because they have to.

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IN YOUR WORDS

Tips for sharing your story

<https://mindyourmind.ca/expression/videos/top-10-tips-sharing-your-story>

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TOP 10 TIPS FOR SHARING YOUR STORY

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Co-Creating Curriculum for Teacher Education Candidates

- 5 youth shared their stories, and teacher candidates responded

"The story of Alicia was both heartbreaking and very informative. To be able to see the effect of mental illness makes it more real than hearing about theory and practices."

"Inall's presentation reached me on an emotional level and her story is one that will make me be more aware."

"I liked the personalized stories...they let me see that mental illness [stigma] is not an idea so beyond our society."

"Alicia's story. She is an excellent speaker and I think her story should be shown to high school students to help them identify struggles they may not understand."

- 74% cited the youth's story as having the greatest impact on them that day.

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2. Co-Creating Teacher Education Curriculum with Parents for Mental Health Literacy

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Understanding Parents' Perspectives on Barriers and Enhancers to Effective Parent-Teacher Collaboration

- Partnered with PCMH
 - Family experience at home and school
 - Systems, privilege & advocacy, and belonging
 - Parent teacher relationships
 - Communication
 - partnership
 - Hope for the future
 - Vision for enhanced collaboration
 - An action plan

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What they shared

For teachers

- Possess a strong understanding of child mental health
- Display empathy and concern for the family experience
- Avoid judgement, assumptions, and blame
- Incorporate opportunities for positive communication and feedback

For parents

- Begin relationship efforts with teacher before school year begins
- Share knowledge: triggers, strategies, strengths, and realistic measures of success
- Extend ongoing relationship and communication efforts
- Incorporate opportunities for positive communication and feedback

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3. Pre-Service Teacher Education

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Preservice Teacher Education courses

- reviewed over 400 courses offered at 66 teacher education programs that indicated child/youth development, psychology, health/wellness
- Information taken from current, available course descriptions found on program websites was entered into the database
- Available to students in all programs, not listed as “special education”, were clearly identified as being about mental or emotional health/wellness
- We identified 2 courses meeting these criteria
- Teacher educators and informants were clear about the need for support for teacher (and candidate) mental health support

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Teacher Preparation

- The majority of states and provinces have no explicit mention of mental health within teacher certification requirements.
 - Where mental health is mentioned, it tends to be “specialized.”
- Despite what is present, or not present, in certification requirements, a very limited picture of what is actually occurring within the local teacher preparation curriculum.
- The field puts pressure on preparation programs to develop skills for the demands of the job, whether or not those skills are specified in policy or derived from research.

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TeachMentalHealth.org



- Partnership between Dalhousie, UBC, St. F-X and Western
- Utilizing scoping reviews and input from 30 educational institutions and organizations
- A modular resource that is flexible: can be used as a whole, a part, subdivided, folded into existing courses
- Being piloted at UBC, St. F-X and Western

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In 7 Modules,

- 1: Introduction and background
- 2: Stigma and mental health
- 3: Understanding the human brain
- 4: Understanding mental health, mental illness and related issues
- 5: Caring for students and yourself
- 6: Treatment and outcomes
7. Seeking Help and Finding Support



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Each module is designed to be adapted to the needs of the user:

- Overview:
 - Outline
 - Activities:
 - Awareness (attitudes), Capacity (Knowledge), Practice (Skills)
 - Key Messages
 - Detailed Teaching Guide
 - Learning objectives
 - Content (text, multi-media, slides, readings)
 - References and links
 - Presentation slides
 - Test Bank Items



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Module 5 Outline

Module 5 Outline

Module 5 Outline

| Week | Topic | Learning Objectives | Activities | Assessments |
|------|--|--|---------------------------------|-------------|
| 1 | Introduction to Mental Health Literacy | Understand the importance of mental health literacy in the classroom. | Video, Reading, Discussion | Quiz |
| 2 | Understanding Mental Health | Identify common mental health conditions and their symptoms. | Video, Reading, Discussion | Quiz |
| 3 | Family Dynamics and Student Learning | Analyze how family dynamics can impact a student's learning. | Case Study, Reading, Discussion | Quiz |
| 4 | Self-Esteem and Student Learning | Explain the role of self-esteem in student learning and how to support it. | Video, Reading, Discussion | Quiz |
| 5 | Access to Care and Student Learning | Identify barriers to mental health care and strategies to overcome them. | Case Study, Reading, Discussion | Quiz |
| 6 | Signs and Symptoms of Student Distress | Recognize signs and symptoms that indicate a student may be in need of support. | Video, Reading, Discussion | Quiz |
| 7 | Supporting Students in Need | Develop strategies to support students who are struggling with mental health issues. | Case Study, Reading, Discussion | Quiz |
| 8 | Conclusion and Next Steps | Reflect on the course and identify next steps for mental health literacy in the classroom. | Video, Reading, Discussion | Final Quiz |

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THE COURSE AT WESTERN

- Mental Health Literacy 5018Q:**
 Designed to assist classroom teachers in understanding development, mental health, 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. (2.5 credit. ONLINE)
- 10 WEEKS, 2 HOURS PER WEEK, ONLINE
- MANDATORY COURSE
- 273 students (P-J, J-I, I-S), 3 Teaching Assistants, One Instructor

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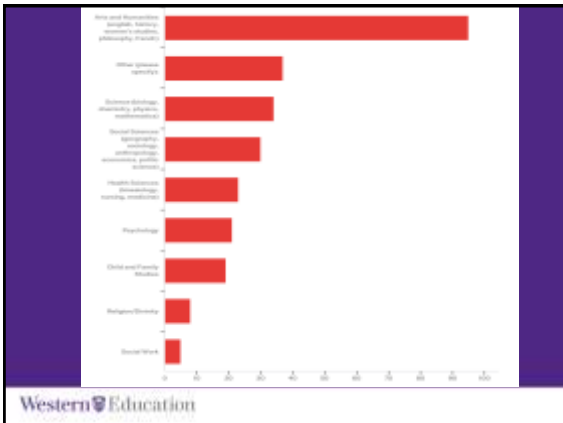
Features

- online
- Case studies, Aligned and Integrated Model (SMH-ASSIST)
- Presentations & readings (TeachMentalHealth, literature, experts)
- 'parallel curriculum'
- Resources (e.g. Supporting Minds)
- Links out (e.g. SELResources.com, BRITE, MOE, SMH-ASSIST)
- Discussion forums
- Assignments (videos) & Quizzes

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The evaluation

- Understanding who our teacher candidates are, what they know, believe and feel with respect to mental health
 - 30% have never taken a course related to child development or psychology
- Pre-post data



Engaging teachers: Why this? Why now?

- Regulated professions, like teachers, have more responsibility, and place more demands on people (Cadieux & Marchand, 2014)
- 40-50% of teachers leave profession in the first 5 years
- 93% of Canadian teachers are stressed by lack of work-life balance (CTF 2014)
- Direct links have been established between emotional exhaustion and student outcomes (Arens & Morin, 2016) and teacher burnout and student stress (Oberle & Schonert-Reichl, 2016)
- To date, most School Mental Health initiatives are about students

Another Mental Health Website?

- “There’s no shortage of curriculum resources out there – I have boxes I could give you.”
- The research team worked with an advisory team of Educators using *co-production* (nef, 2008) and *design studio* (bigspaceship.com) methodologies
- A website *with* Educators

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What we did

- Design Studio:
 - a ‘workplace for designers engaged in conceiving, designing, and developing new projects’
 - Co-development and co-production with those who live it
- A Working Group of 28 teachers, school administrators, mental health leads, community mental health providers, and researchers
- Partnering with porticonetwork.ca

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Principles

The website was created in partnership and on three basic principles:

1. In order to create mentally healthy and engaged classrooms for students, teachers must be supported in striving to promote and maintain their own mental health and well-being.
2. Teachers are professionals who contribute to the learning of their students and colleagues in meaningful and effective ways.
3. Teachers and schools need and want access to information that can help them and their students develop and maintain mental health and wellbeing, and create mentally healthy classrooms and work spaces.

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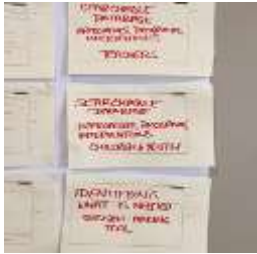
GRADE Analysis: School-Friendly Evidence

Rating Quality of Evidence: RCT, Manualized, Effect Size

Cost of program, Cost of Training

Intervention type: school-wide, classroom, individual

Program Delivery: Teacher, MH Professional



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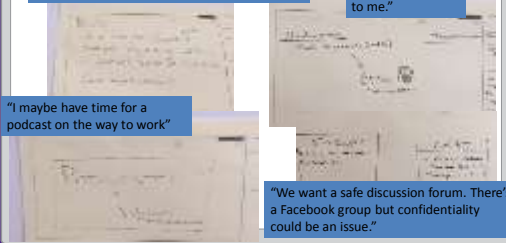
A Virtual Staff Room

"We want to share and hear other success stories."

"Bring the content to me."

"I maybe have time for a podcast on the way to work"

"We want a safe discussion forum. There's a Facebook group but confidentiality could be an issue."



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TIP SHEETS

- For new teachers
- Difficult conversations
- Teaching for resilience

PODCASTS

- Burning in, not out
- Finding support

VIDEOS

- Wellbeing for teachers
- Brief introductions about mental health topics

RESOURCES

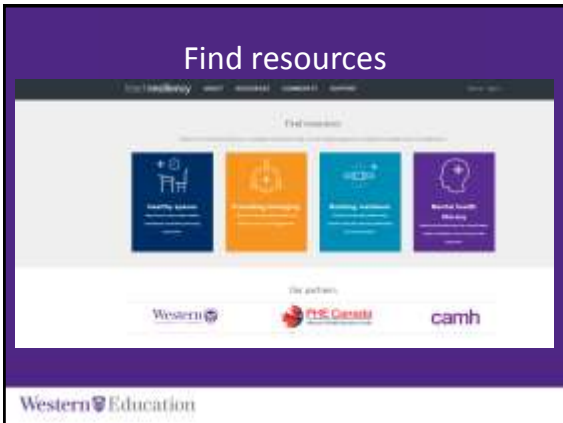
- Searchable data base
 - Grade
 - Audience
 - Topic

COMMUNITY OF PRACTICE



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curating

Why we're recommending this resource:

- Authority: author is identifiable and has related qualifications and/or credentials / affiliated with a reputable institution
- Objectivity: minimal to no biases or affiliations with a company selling products or promoting a questionable agenda
- Quality (of resource or evidence)
- Canadian resource

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searchable



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teachresiliency.

Launch: May, 2017



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And now, action:

When working with schools and teachers to support youth mental health, what will you do?

There are markers and post-its – please jot them down and stick them where we can see them

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