



Western Education

Faculty of Education
The University of Western Ontario
B.Ed Course Outline

Mental Health Literacy – Supporting Social-Emotional Development EDUC 5018Q
Online (OWL)
October 2016-February 2017 (10 weeks; 20 hours)

Instructor: Susan Rodger, PhD., C.Psych (Primary Instructor for all students)
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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. .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 health (including 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.

Course Content: Block 1: Oct. 18-Nov. 20: Mental Health and Mental Illness: What it is and is not

Week 1: Mental Health at School: (Oct. 18)

- Social emotional development
- Language
- Mental health and mental health literacy
- Culture, social determinants of health and equity in access & support

Week 2: The Context of the Lives of Children, Youth and Teachers (Oct. 25)

- What comes to school with us
- The role of schools and teachers
- Trauma-informed teaching

Week 3: Mental Health in the Classroom (Nov. 1)

- Prevalence and onset of mental illness
- What good and poor mental health look like at work and at school
- The influence of mental health on learning and working

Week 4: Critical Issues (Nov. 8)

- The stigma of mental illness
- Diagnosis, treatment & outcomes
- Professional issues

Week 5: Stress (Nov. 15)

- Defining and describing risk
- Developing healthy coping strategies

Block two: January 10-February 12, 2017: Mental Health: What to ask, do and say

Week 6: Learning, Teaching and Working (Jan. 10)

- Building relationships
- Creating and leading a mentally healthy classroom
- The Caring Adult

Week 7: Caring for students: Building Resilience and Responding to Challenges (Jan. 17)

- What to look for
- What to say
- Working with students, parents and the community

Week 8: Taking Action (Jan. 24)

- The role of the teacher
- Resources
- Pathways to care in your school/district

Week 9: Caring for ourselves: Building Resilience and Responding to Challenges (Jan. 31)

- Building awareness
- Self-care
- Working within the system

Week 10: Creating and Leading the Mentally Healthy Classroom (Feb. 7)

- Planning for a mentally healthy classroom
- Creating a mentally healthy classroom
- 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 see 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. Students will complete a pre-test and post-test to track program efficacy in meeting course goals. These are not graded, but are 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 11, and close at 11:59 pm on October 17. 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 6, 2017 and close at 11:59 on February 12, 2017. The pre-test and post-test are worth 7% each and students will receive 7 marks for completing each one (they will not be graded). (1 pre-test and 1 post-test x 7% each = 14% of final grade)
2. Students will complete weekly online quizzes weeks 2-10, based on material covered that week. These online quizzes will open 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. While students may write it at any time during the time it is open, in order to have the complete 1 hour, they must start by 10:59 p.m. on the Sunday night of each week of the course (quizzes are written at the end of each week of the course). Quizzes will contain 8-10 questions each and each quiz is worth 4% of the final grade (9 quizzes x 4% each = 36% of total final grade). It is expected that students will complete quizzes independently.

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 20 people (the same group for the whole course. Evaluation of your participation will be based on your ability to:

- Respond thoughtfully within each discussion;
- Make connections between the course content, readings and participants' discussion to date;
- Critique ideas, and build on responses of others;
- Raise probing 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 provide meaningful feedback to the contributions of at least one of your peers. Original responses to each question must be 40-75 words, and feedback to peers must be 40 words or less.

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 4% (each week, 1 mark for answering each of 3 questions in 40-75 words, 1 for responding in 40 words or less to the post of at least one other member) (4% x 10 weekly discussions = 40% of final grade)

3. Twice during the year, by the end of Week 5 (11:59 pm on Nov. 20, 2016) and Week 10 (11:59 pm on February 12, 2017), students will complete brief video assignments and upload these to OWL. These assignments are worth 5% each and more details are found on the OWL site (2 videos x 5% each = 10% of final grade).

Summary of Assignments and Marks

Assignment	Type of Grade	Due Date	Value
Pre- test (no preparation required)	Participation	Pre-test: opens 8 am Oct. 11/16 and closes 11:59 pm Oct. 17/2016	7%
Online quizzes (weeks 2-10)	Graded for accuracy	Weekly	4% each, 36% of final grade
Discussion (weeks 1-10)	Participation, but evaluated using criteria seen in the description of assignments	Weekly	4% each, 40 % of final grade
Video assignments (2)	Evaluated based on criteria, details on OWL website	Nov. 20/2016 Feb, 12/2017	5% each, 10% of final grade
Post test	Participation	Post-test opens 8 am on Feb. 6/17 and closes 11:59 pm Feb. 12/2017	7%
			100%

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/programs/preservice-education/documents/policies/Accessibility_Western.pdf

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/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.

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 *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/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf.

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

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>)
- 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.

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on 'vibrate' or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please engage in personal networking and non-course communication only outside class time – before or after class, or at the break.

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>)

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/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/> for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166