



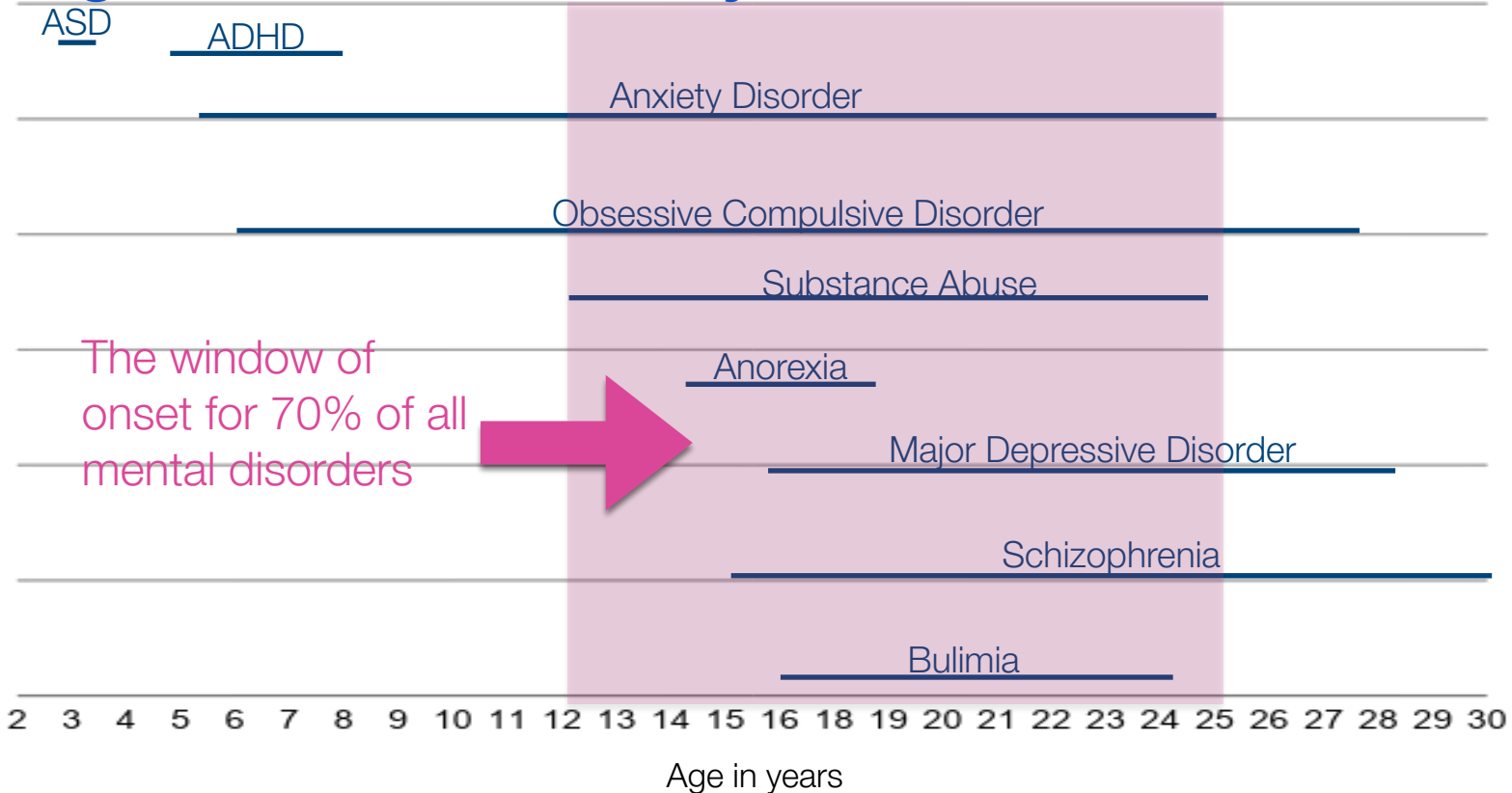
Mental Health Literacy: Model, Scaffold, Coach

Sherry Stade: SD73 Health Promoting Schools Coordinator
Alexandra Inglis: SD73 After School Programs Coordinator



Why?

Age of Onset of Major Mental Disorders

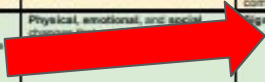




BC Learning Standards: K-9 CONTINUUM FOR Mental Well-being

PHE Learning Standards: K-9 CONTINUUM For Mental Well-being

Grade	K	1	2	3	4	5	6	7	8	9
Big Ideas (Understanding)	Learning about our world and how to develop a positive attitude, which influences our relationships.	Content: (KNOW) <ul style="list-style-type: none"> Signs and symptoms of stress, anxiety, and depression 					Learning about similarities and differences in individuals and groups influences community health.	Learning about similarities and differences in individuals and groups influences community health.	Advocating for the health and well-being of others connects us to our community. Healthy relationships can help us lead rewarding and fulfilling lives.	
Content (Know)	Emotions and their effects on health and well-being. Practices that promote mental well-being.						Physical, emotional, and social changes during puberty and adolescence.	Influences on individual identity, including sexual identity, gender, values and beliefs.	Influences of physical, emotional, and social changes on identities and relationships. Marketing and advertising tactics aimed at children and youth, including those involving food and supplements.	
Competencies (Do)	Curricular Competencies: (DO) <ul style="list-style-type: none"> Describe/analyze and assess strategies for promoting mental well-being, for self and others Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others 					Analyze strategies for promoting mental well-being, for self and others.	Analyze strategies for promoting mental well-being, for self and others.	Analyze strategies for promoting mental well-being, for self and others.		
						Identify and evaluate strategies for managing problems related to mental well-being and substance use, for others.	Identify and evaluate strategies for managing problems related to mental well-being and substance use, for others.	Identify and evaluate strategies for managing problems related to mental well-being and substance use, for others.		
						Describe strategies for managing physical, emotional, and social changes during puberty and adolescence.	Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence.	Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence.		
						Identify and describe factors that shape personal identities, including social and cultural factors.	Explore the impact of transition and change on identities.	Explore and describe factors that shape personal identities, including social and cultural factors.		



[PHE: K-9 Continuum for Mental-Well-being](#)

[PHE: K-9 Continuum for Social and Community Health](#)

NOTE: One of four themes from British Columbia Physical and Health Education Curriculum



The Decision to Include Mental Health Literacy in the PHE Curriculum:

- **Holistic** approach to health and well-being
 - Students to learn about various concepts of health and how they influence (and are influenced by) those areas
- **Reduce the stigma** around mental health
- One curriculum to focus on physical, social, emotional, and mental well-being



Ministry of
Education

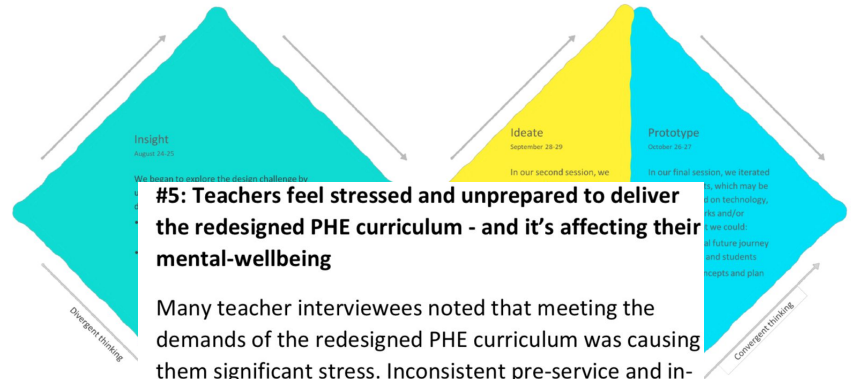


What Are Teachers Saying?

User-Centred Design Process

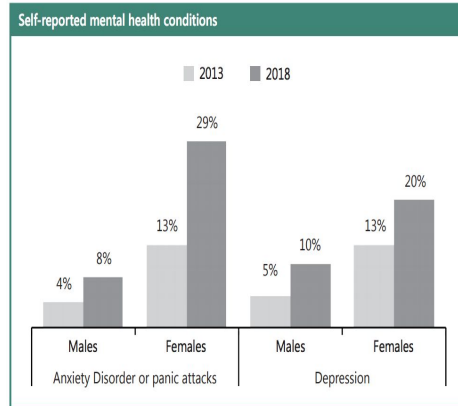
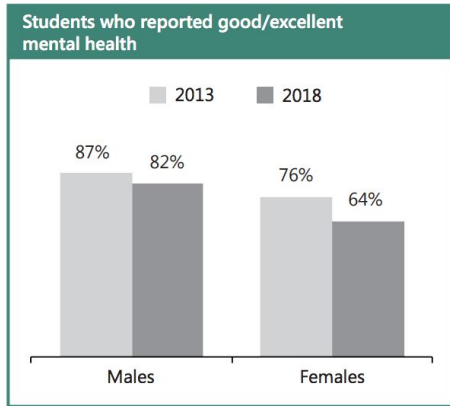
Teachers feel **stressed** and **unprepared** to deliver the redesigned PHE curriculum

Teachers are **uncomfortable** leading mental and sexual health curricula



What are students in British Columbia saying?

BALANCE AND CONNECTION IN BC: THE HEALTH AND WELL-BEING OF OUR YOUTH Results of the [2018 BC Adolescent Health Survey](#)



Reasons for not accessing mental health services in the past year (among students who felt they needed services)

	2018	Change from 2013
Thought or hoped the problem would go away	63%	↑
Didn't want parents to know	62%	–
Didn't know where to go	44%	↑
Afraid of what I would be told	44%	↑
Afraid someone I know might see me	38%	↑
Too busy to go	36%	↑
Didn't think I could afford it	22%	↑
Had prior negative experience	14%	↑
Parent/guardian would not take me	12%	↑
Had no transportation	10%	–
Couldn't go when it was open	5%	↑
On a waiting list	5%	–
The service was unavailable in my community	2%	–

“I would like to know more about mental health. Because I feel I am a bit stressed right now. I heard that stress can easily lead into other mental health issues. Through knowing them, I want to prevent them more easily.”

Grade 11 student, Fraser

† Indicates there was a statistically significant increase from 2013 to 2018.

What do students want to learn about?



RESULTS OF THE 2018 BC ADOLESCENT HEALTH SURVEY

BALANCE AND CONNECTION IN BC:
THE HEALTH AND WELL-BEING OF OUR YOUTH

Most common topics youth wanted to learn more about (among those who specified a topic)	
Mental health	50%
Sexual health	15%
Physical health	15%
Learning styles, techniques, and curriculum	10%
Healthy relationships	9%
Substance use	5%
Gender identity/sexual orientation	5%
Recognizing and reporting abuse	4%
Accessing services	4%
Life skills	3%
Technology use	2%
Discrimination	2%

“I want to learn what constitutes good mental health, and at what point should someone seek help.”

Grade 11 student, Island

“I would like to learn more about coping with anxiety and depression.”

Grade 10 student, Island



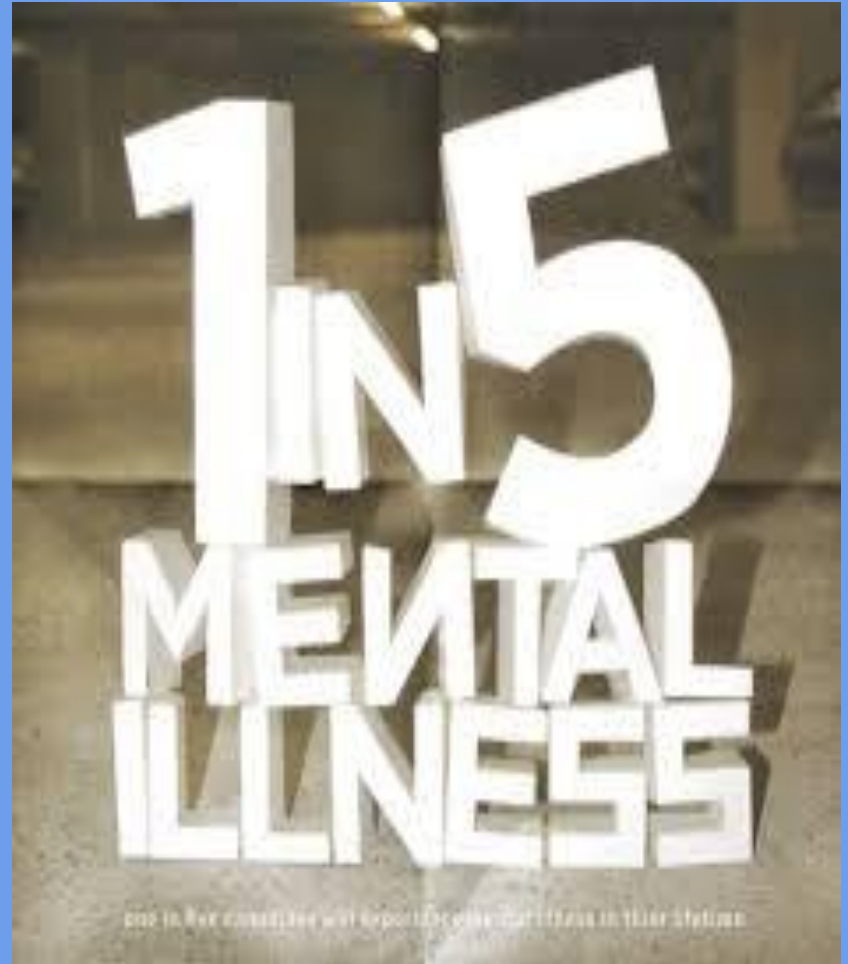
DOING

*How do we build **capacity, competency, and confidence** in teachers so they can deliver a mental health literacy curriculum to improve outcomes for students?*

TASK 1

Write down 5 words that first come to mind describing a person who has a mental illness.

***Mental Illness** affects approximately 1 in 5 people worldwide with similar proportion in Canada.*



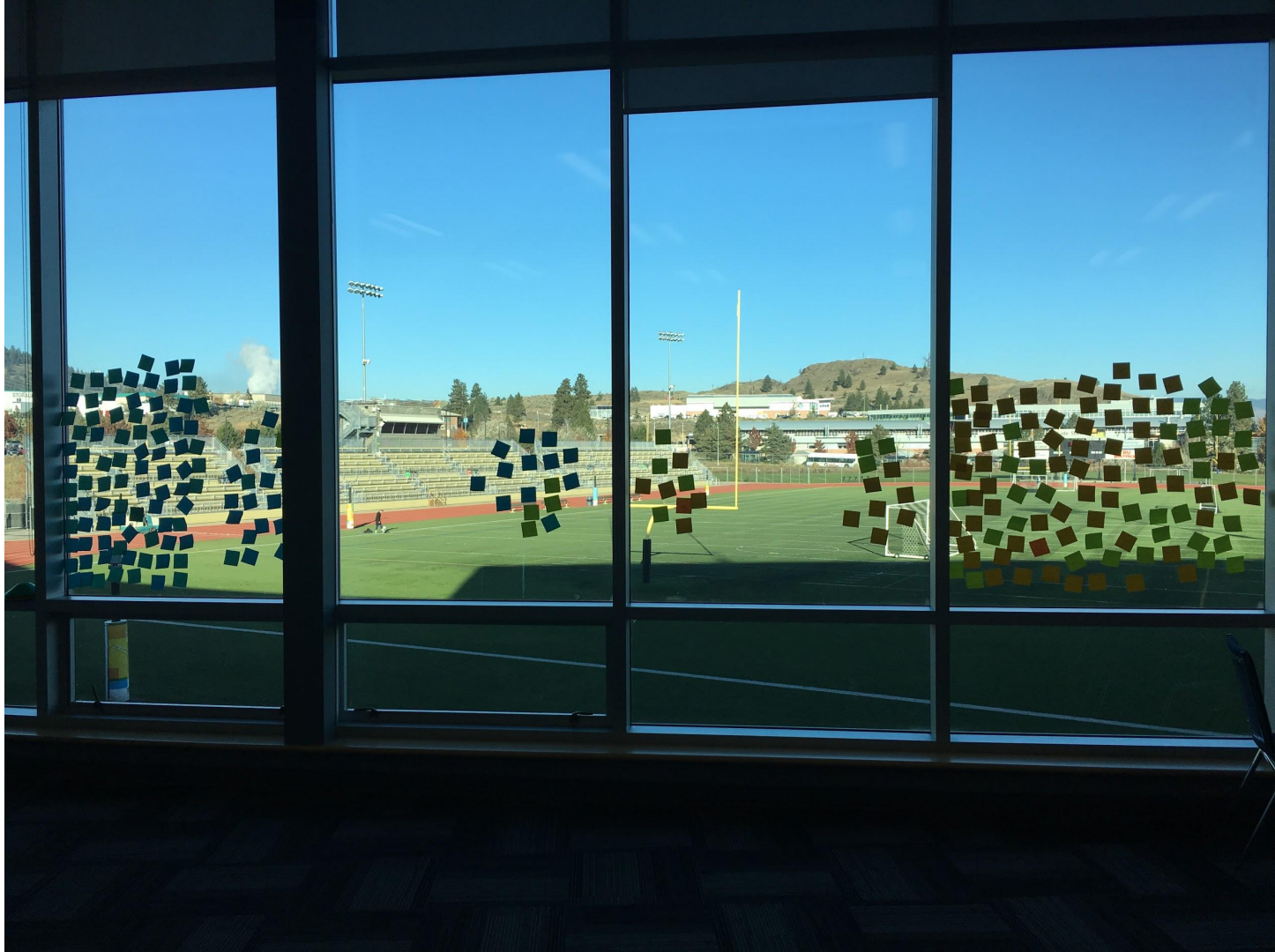
TASK 2

Next, write down 5 words that first come to mind describing a person who is a teacher.

Reflection: Review your descriptor words. What do you notice?



A thought: Statistically, approx 1 in 5 people who are teachers in Canada will have a mental illness





“To learn the work, you need to do the work.”

Adapted from Instructional Rounds

MENTAL HEALTH & HIGH SCHOOL CURRICULUM GUIDE

UNDERSTANDING MENTAL HEALTH AND MENTAL ILLNESS
VERSION 3



6 Module Curriculum Guide
FREE [pdf version](#)

Prepared by Henna Mahl: 4th year TRU Nursing Student

[Mental Health & High School Curriculum Guide pdf](#)

Curricular Competency, Content, & Big Ideas	Module Link	Content	Module	Powerpoint 1 Link
<p>Health & Active Living:</p> <ul style="list-style-type: none"> Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour <p>Social & Community:</p> <ul style="list-style-type: none"> Propose strategies for responding to discrimination, stereotyping, and bullying Create strategies for promoting the health and well-being of the school and community <p>Mental Well-being:</p> <ul style="list-style-type: none"> Grade 8: Describe and assess strategies for promoting mental well-being, for self and others Grade 9: Analyze strategies for promoting mental well-being, for self and others Explore and describe ... 	Module 1	<ul style="list-style-type: none"> Understand what stigma is and its effect on mental illness, such as the impact of stigma on seeking help and treatment Discredit myths of stigma and understand realities of mental illness Learn about overcoming stigma through accurate information about mental illness and its treatment, and promoting an understanding of mental illness 	<p>1. The stigma of mental illness</p> <p>Activity 1: Defining stigma (15 min.)</p> <p>Activity 2: Stigma: myths and realities (10 min.)</p> <p>Activity 3: Digital storytelling (10 min.)</p> <p>Activity 4: Which famous people lived with a mental illness? (10 min.)</p> <p>optional Activity 5: Community attitudes survey (homework)</p> <p>optional Activity 6: Reducing stigma - what works? (homework)</p>	Stigma: myths & realities of mental illness

[Mental Health Curriculum Alignment and Module Breakdown Google Sheets](#)

SD73 #getliterate



[Student Survey Mental Health](#)

[Mental Health & High School Curriculum Guide](#)

[SD 73 Teen Mental Health Curriculum Slide Deck with embedded Links for all Modules](#)

ONLY Canadian evidence-based school Mental Health Literacy resource



Quality Evidenced-based Resources

MENTAL HEALTH & HIGH SCHOOL CURRICULUM GUIDE

UNDERSTANDING MENTAL HEALTH AND MENTAL ILLNESS
VERSION 3



6 Module Curriculum Guide
FREE [pdf version](#)

Oct 2017: [Online Bringing Mental Health to Schools: curriculum resource](#) **\$20.00**

Sept 2018: [Teach Mental Health](#) **FREE**
online



Mental Health Literacy Pilot Project 2017-2018

Proposal: Integrating Mental Health Literacy into
Secondary Physical and Health Education 9

Timeline: January 2018 to March 2018

Duration: 6 to 8 hours of instructional time

Trained 5 Teachers: 2 - ½ day ProD

District Pilot: 7 Secondary Schools - 12 classes (grades 8 to 10)





Mentorship Pilot Project

- Model
- Scaffold
- Coach

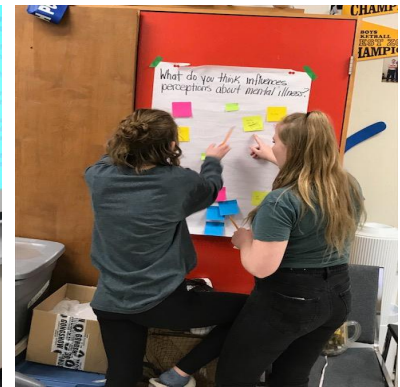
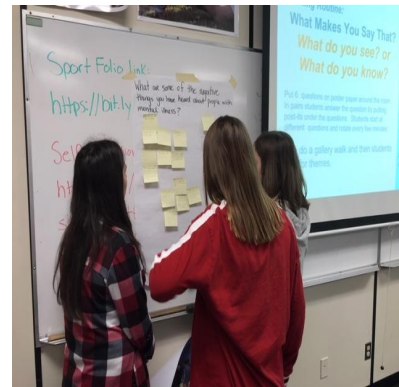
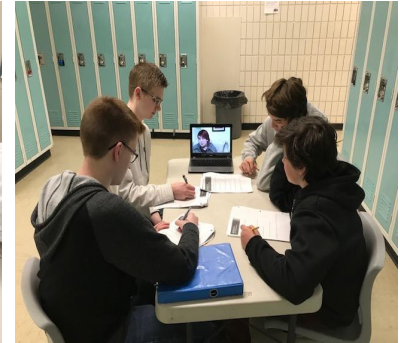
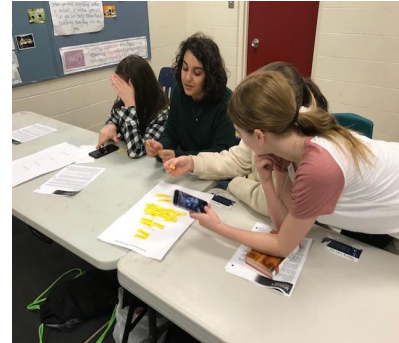
MENTAL HEALTH
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VERSION 3





Model

- Determine entry point for teacher facilitation
 - Pedagogy (What tasks work best?)
 - Model in a variety of settings
- Co-facilitation of content
 - Intention of releasing responsibility
- Ongoing collaboration





Scaffold

- Teacher preparation:
 - UBC online course,
- ½ day review of curriculum:
 - teacher tasks/student tasks,
 - choice in content delivery,
 - timeline



Oct 2017: [Online Bringing Mental Health to Schools: curriculum resource](#) **\$20.00**



Coach

- Targeted support
- Guidance: non-judgemental feedback
- Encouragement
- Celebrating successes and acknowledging challenges





Capturing the Learning

How did we do?

- Teacher and student pre/post assessments
- ½ day consult with teachers on content delivery
- Time duration for curriculum integration into PHE curriculum

Upscale to District Mental Health Literacy Initiative 2018-2019

A screenshot of a digital assessment interface. At the top, there are two tabs: "QUESTIONS" (which is active) and "RESPONSES". Below the tabs, the main content area lists several assessment items for "Module 1: Mental Health Literacy Reflection". Each item includes a title and a question type. On the right side of the interface, there is a vertical toolbar with icons for navigation and editing. The items listed are:

- Module 1: Mental Health Literacy Reflection (Form description)
- Module 1: Defining Stigma Handout (Long answer text)
- Module 1: Powerpoint Myths & Realities of Mental Illness (Long answer text)
- Module 1: Video Digital Storytelling (Short answer text)
- Module 1: Perception Questions (Long answer text)
- Module 1: Famous People Activity (Short answer text)
- Module 1: Community Attitudes Survey (Long answer text)
- Module 1: What would you change (Long answer text)



Mental Health Literacy Implementation Timeline 2018-2019

Oct 3: Counsellors

Oct 24, Dec 3, and March 13: PHE Teachers

After School Deep Dive Sessions: Nov 14, 21, 28, Dec 6 and 12 at the HGEC from 3:30pm to 4:45pm

Feb 1: pre/post marks collected Semester 1

May 15: pre/post marks collected Semester 2





6-Module Curriculum

1. How can we **reduce stigma** towards mental illness?
2. How do we **differentiate** between mental health and mental illness?
3. What are the most **common mental illnesses** that affect adolescents.?
4. How does **mental illness impact** our lives?
5. How can we **seek support** to promote positive mental health?
6. How can we **use strategies** to improve our mental and physical health?



MENTAL HEALTH
& HIGH SCHOOL
CURRICULUM GUIDE
UNDERSTANDING MENTAL HEALTH AND MENTAL ILLNESS
VERSION 3



[pdf version](#)

[Pre and Post Test for Student Evaluation](#)

[Student Evaluation Key](#)



SD73 Learns

If we teach mental health literacy, [what is our evidence of impact](#) that we have improved learning outcomes for both physical and health education teachers and students?

- Common language
- Defining Mental Health
- Building Teacher resilience
- Context matters
- Focus on what is going well and how to make it better





Student Engagement



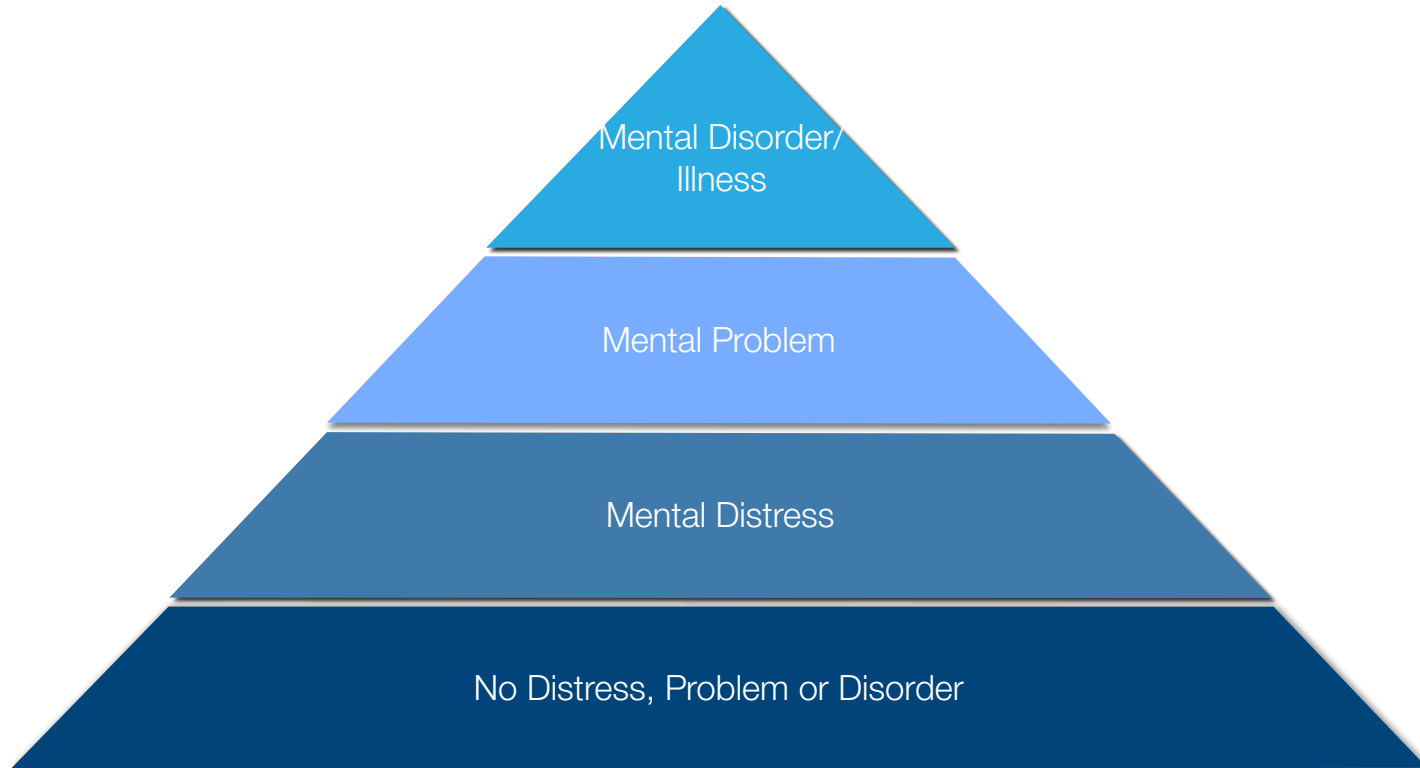
Which famous people lived with Mental Illness?



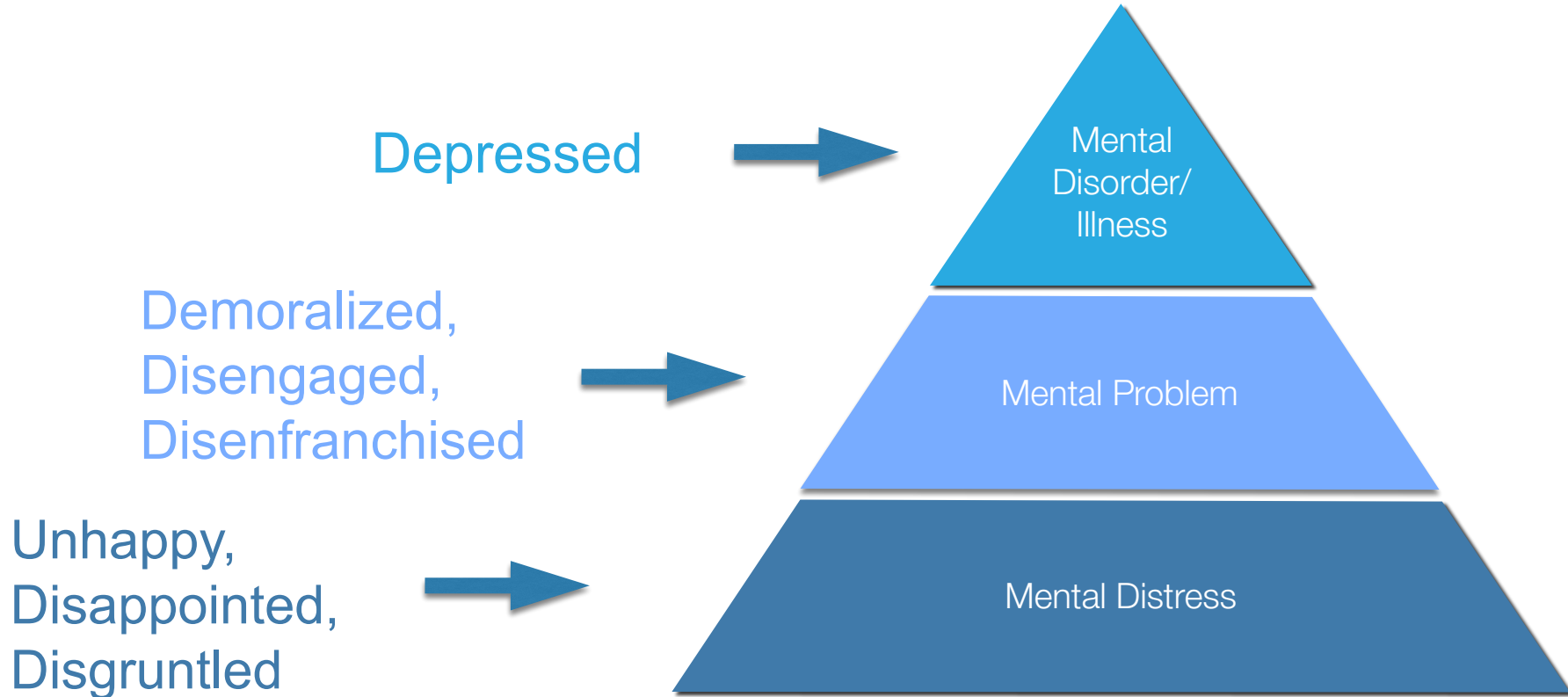
Research

1. *Name of Person*
2. *Area of Greatest Contribution*
3. *Type of Mental Illness*

The Inter-Relationship of Mental Health States



Language Matters “Depression”

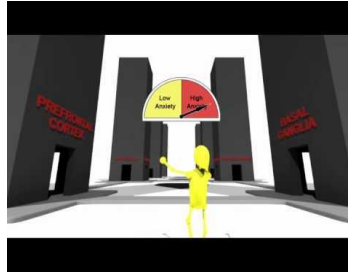


Understanding Common Mental Disorders:

Animated videos on Mental Health Disorders



Understanding OCD



Social Anxiety Disorder



Ellie's Depression



Teen ADHD



Dylan's Panic Disorder

Video Discussion Sheet: p115

Video Links: <https://goo.gl/bZKhZc>



First Person Experience Stella



First Person Experience Laura



First Person Experience Luke



First Person Experience Amy



First Person Experience Connor



First Person Experience Caet

Seeking Help and Finding Support

Powerpoint: Treatments and Recovery

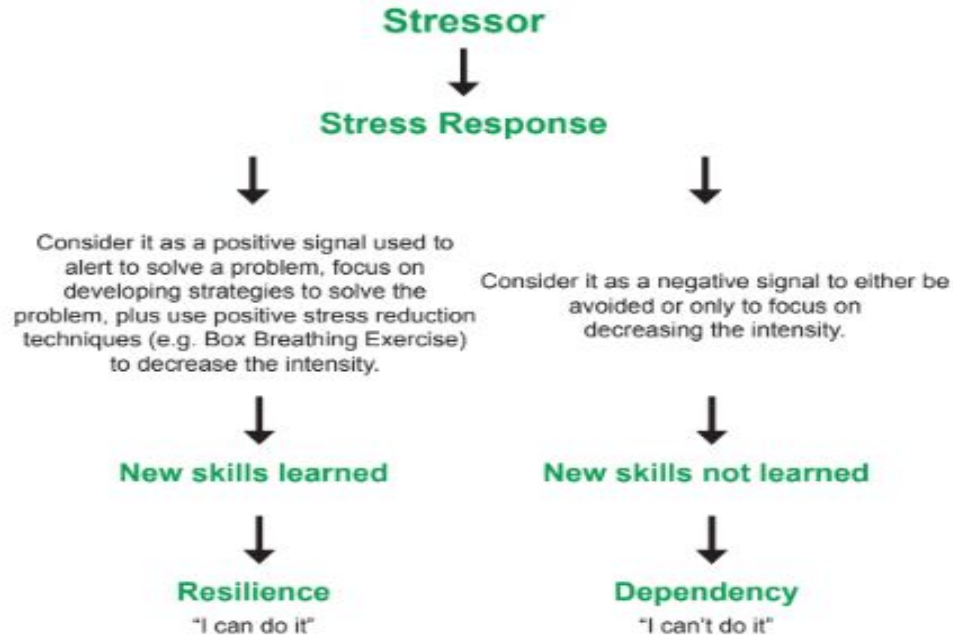
What mental health resources are available in your community? Students fill in template for:

- *School Resources*
- *Local Community Resources*
- *Mental Health Information (National)*
- *Kids Help Phone*



Help seeking is the key to recovery

Module 6: The Importance of Positive Mental Health



Challenging our thinking p 137 (quotes)

Modulating the intensity of the stress response p 139



Before you start...

Creating Guidelines

1. **Confidentiality** - Not Guaranteed
2. **Safety Plan** - Taking Time & Where to Get Help
3. **Respectful Dialogue** & Vocabulary
4. **General Rules** for Each Class





Oct 24 Mental Health Literacy Training Day



What did teachers think?



“It prepared me in that I know I am capable of delivering this curriculum based on how each lesson was discussed.”

“ I can do this!”

“If I am studying to deliver this curriculum, but feel I still don’t feel competent I would like to reach out to your team to get that advice/guidance that I need in order to be prepared to deliver this important curriculum.”

“More information sessions, practice, hearing what other schools/teachers are doing and what they found to be beneficial etc.” (March 1, 2019 Curriculum Day)

“This is the most relevant ProD I have ever had.”

“Yes; there was a good balance of direct instruction, team activities and small group discussion.”



Where We are Now?

Discrete Initiatives to a Comprehensive Plan

1. Deeper Learning: **“GO TO” EDUCATOR TRAINING** - UBC May 7 to 9, 2018



School Community Mental Health Conference

May 10 & 11, 2018 and February 4 & 5, 2019



2. Educator Training: **Mindfulness for Educators** - 3 cohorts to date



P/VP and District Management wellness



3. Health Promoting Schools Working Group: **Mental Health Focus**
Multi-sector Group





Piloting MHL: Grade 7 Physical and Health Education

Stop Wondering, Start Knowing

- To better understand and be more aware of mental health
- To recognize the early signs and symptoms of mental health and substance use challenges
- To reflect and share ideas about mental health

Strategy (Nov 2018 to May June 2019)

- Trained 6 Lead Teachers
- Modeled Facilitation to 6 schools
- Trained 76 Student Mentors

Impact

- 16 Elementary Schools facilitating





*“Now that I know
this, how can I not
do this?”*

SD73 Secondary PHE teacher

Depression is not the same as having a bad day.

OCD is not the same as being organized.

ADHD is not the same as being hyperactive.

Anxiety Disorder is not the same as feeling stressed before an exam.

PTSD is not the same thing as feeling upset.

Schizophrenia is not a split personality.

Panic Disorder is not the same thing as being afraid.

Bipolar Disorder is not the same as being moody.

#getliterate

www.teenmentalhealth.org