Mental Health Literacy: Model, Scaffold, Coach

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Why?
The window of onset for 70% of all mental disorders
Curricular Competencies: (DO)

- 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
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
User-Centred Design Process

What Are Teachers Saying?

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

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

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#5: Teachers feel stressed and unprepared to deliver the redesigned PHE curriculum - and it’s affecting their mental-wellbeing

Many teacher interviewees noted that meeting the demands of the redesigned PHE curriculum was causing them significant stress. Inconsistent pre-service and in-service learning opportunities contributed to teachers feeling unprepared.

#6: Teachers are uncomfortable leading mental and sexual health curricula

Few teachers were comfortable with their skills across all areas of the re-designed curriculum, and mental and sexual health were consistently the most challenging. Teachers’ personal backgrounds, along with students’ and parents’ culture made this content more complex to address. Teachers also made it very clear that the teaching context for mental and sexual health are very different for elementary vs. middle and high school.
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

“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
What do students want to learn about?

“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

| 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%               |
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.
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
Quality Evidenced-based Resources

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
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
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?
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
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

No Distress, Problem or Disorder

Mental Distress

Mental Problem

Mental Disorder/Illness
Language Matters “Depression”

Depressed

Demoralized, Disengaged, Disenfranchised

Unhappy, Disappointed, Disgruntled

Mental Distress

Mental Problem

Mental Disorder/ Illness
Module 3: Information on Specific Mental Illness

Understanding Common Mental Disorders:

*Animated videos on Mental Health Disorders*

- Understanding OCD
- Social Anxiety Disorder
- Ellie’s Depression
- Teen ADHD
- Dylan’s Panic Disorder
Module 4: Experiences of Mental Illness and The Importances of Family Communication

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
Module 3: Information on Specific Mental Illness

Powerpoint: What Happens When the Brain Gets Sick?

Thinking Routine:

1. If you were to write a headline for Mental Illness right now that captured the most important aspect that should be remembered, what would that headline be?

2. Share your headline with a neighbor. Explain why you choose that headline. What does it mean?

3. Post headlines on a wall. Have students look for Themes.

#getliterate

www.teenmentalhealth.org

- 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.