

Mental Health Symposium Update: Leading Mentally Healthy Schools in BC

Conference Purpose: Build the capacity of school community teams to support mental health through a systems leadership approach focusing on mental health promotion

MPSD Mental Health Action Items:

1. Administrators: Dr. Chuck Geddes – **Trauma Informed Practice** – August 2018
2. Counsellors, Youth Care Workers, Inclusive Support Teachers - Dr. Chuck Geddes – **Trauma Informed Practice** – September 2018
3. Students: Cross-District Student Leadership Conference – **Mental Health Awareness** – Oct 11, 2018
4. Elementary Counsellors and youth care workers: Supporting the Healthy Schools Program - school Mental Health ASSIST (SMH ASSIST) and the Elementary Teachers' Federation of Ontario (ETFO) worked together to co-design a set of practical, brief, evidence-informed strategies for enhancing social-emotional learning at school. **Everyday Mental Health resource.**
5. Counsellors and alternate teachers: **Dialectal Behavioral Therapy – Social Emotional Learning Curriculum for adolescents and teens** – January 4,5 2019
6. Child and Youth Mental Health Clinician placed in HMS, HPMS, MSS and FLC – Indigenous focus – January 2019
7. Carolynn Schmor, Joseph Heslip, Kevin Watrin, Dr. Gurmeet Singh (CYMH – team Leader), Phil Degagne (Fraser House Counsellor) **School and Community Mental Health Conference – February 4, 5 2019** The conference was designed thematically. Theory, Theory to Practice, Application

Glossary for Mental Health:

Systems Leadership in education inspires transformation and instructional best practices leading to student success. Systems Leadership is anchored in self-awareness, social awareness, responsible decision-making, self-management and relationship skills.

Systems Leaders practice actionable self-reflection, facilitating and engaging in conversation, building generative relationships and systems thinking.

Mental well-being (or “positive mental health”) involves the capacity to think, feel and act in ways that improve our ability to enjoy life and deal with its challenges. Schools play an important role in supporting students to build the skills and knowledge that contribute to their overall well-being. In fact, mental well-being is one of the four key focus areas of the Physical and Health Education (PHE) curriculum from Kindergarten to Grade 10.

Mental Health Promotion is about fostering learning environments in which all members of the school community are supporting individual resilience, creating supportive environments and addressing the influence of the broader determinants of mental health.

Mental Health Literacy (MHL) is the knowledge and understanding of how to develop and maintain mental well-being, identify risk factors and signs of mental health challenges, access help when needed, and reduce stigma around the topic of mental health.

Social emotional learning (SEL) is a set of specific skills that help individuals set goals, manage behavior, build relationships, and process and remember information. These skills impact a person's mental well-being and are connected to educational success and employment.

Trauma Informed Practice (TIP) acknowledges how the experience of trauma can influence our short-term and long-term well-being and functioning. It is informed by the understanding that many people experience trauma and that people interpret and respond to their experiences in different ways. TIP promotes inclusive and compassionate learning environments, understanding coping strategies, supporting independence and addressing students' needs to minimize additional stress or trauma.

8. Dan Thiessen (FLC/Summit Counsellor), Lori Patterson (District Psychologist), Debbie Kooy (HPMS Counsellor) **3 Day Blended Core Trainer Institute** – Feb 11 – 13, 2019

Following this three-day session, you will have the knowledge and tools to train others on use of the Go to Educator and **Mental Health & High School Curriculum Guide**. This includes evidence-based information on mental disorders and signs for early identification and in-depth review of the 6 modules, the connected resources and classroom tips.

Program Descriptions: The Guide the Mental Health & High School Curriculum Guide is the first and only evidence-based Canadian mental health literacy curriculum resource designed for use in schools. Building on existing strengths, it is delivered by classroom teachers in a sustainable and cost-effective manner. The Guide resource includes six interactive web-based classroom-ready modules, a teacher self-study module, lesson plans, print and video resources, PowerPoint presentations, evaluation options, and supplementary materials. The curriculum provides a complete set of educational tools research demonstrated to increase mental health literacy of both students and teachers. Go to Educator Based on the observation that in each school, there are educators with whom students naturally form good relationships, go to for help, and feel comfortable talking to about their problems, the "Go-to" Educator Training program trains "go-to" educators in the early identification of mental health problems and mental disorders. It also provides strategies for linking students in need of help with the local care system within and beyond the school system. "Go-to" Educator Training is a companion program to the Guide, and can be implemented independently, or as part of a package that includes the Guide. "Go-to" educators can be subject or classroom teachers, student service providers (guidance counselors, psychologists, social workers, nurses, etc.), administrators, or other staff members identified by the school.

9. Inclusive Support Teachers – Janice Walsh, Public Health Nurse, Feb 19, 2019

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10. All staff: Dr. Chuck Geddes – **Trauma Informed Practice** – April 11, 2019

