Mental Health Studies 20L

Prairie South Schools 2018

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Recommended Pre-requisites

No prerequisite is required for this course.

Philosophy and Rationale

Mental Health Studies 20L is a locally developed course with the goal of developing confident and competent students who understand, appreciate, and apply health knowledge, skills and strategies, and critical thinking skills throughout life. In a recent student survey done by the Saskatchewan Association for Youth and Community Wellbeing, "46% of students indicated that they have felt so sad or hopeless within the last year that they stopped their regular activities for awhile" and "22% of students indicated that they have harmed themselves" (The Saskatchewan Association for Youth and Community Wellbeing Prairie South School Division Report, 2015). Suicide is one of the top 10 causes of death in Canada for all age ranges and the second leading cause of death for youth aged 15-24 (Health Commissions of Canada, 2017). This statistic has not changed since 1994 (Health Canada, 1994). Mental health can have an impact on youth, and can affect many aspects of life, including relationships with family and friends, academic performance, general self-esteem, and feelings of self-worth. Schools are a key setting for providing support to youth who are struggling with mental health issues (The Saskatchewan Association for Youth and Community Wellbeing Prairie South School Division Report, 2015).

The Government of Saskatchewan is committed to a Comprehensive School Community Health approach, which allows for families, students and communities to work together to support students' learning by making sure that their school has a healthy environment.

There are four pillars that provide a basis for school community health:
* high-quality teaching and learning
* a healthy physical and social environment
* family and community engagement
* effective policy

The Comprehensive School Community Health also places importance on:
* nutrition;
* physical activity;
* mental well-being.

(Comprehensive School Community Health, Ministry of Education, 2014).

There are many calls to action regarding improving how the province and country can better support Mental Health. The Truth and Reconciliation Commission of Canada addresses this issue in their Call to Action #19:

"We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes Calls to Action between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services".

The Government of Saskatchewan has endorsed a 10-year Mental Health and Addictions Plan. One of the calls to action in this plan is to "Deliver programs and services that promote better emotional health for children and youth in schools and other places where they spend time" (Working Together for Change: A 10 Year Mental Health and Addictions Action Plan for Saskatchewan, 2014).

This course intends to help Saskatchewan school divisions and First Nations, and Métis organizations ensure that all students develop the following:
- a strong understanding of positive mental health
- a caring disposition;
- an understanding and respect for physical, mental and emotional challenges;
- a commitment to the well-being of others and oneself; and,
- a desire and ability to engage in social action for the common good.

(Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Broad Areas of Learning

Sense of Self, Community, and Place
Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and the influence of place on identity. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, students' sense of self, community, and place is strengthened.

Lifelong Learners
Students are curious, observant, and reflective as they imagine, explore, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Engaged Citizens
Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

Cross-curricular Competencies

Developing Thinking

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

K-12 Goals:
- Think and learn contextually
- Think and learn creatively
- Think and learn critically

Developing Identity and Interdependence

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

K-12 Goals
- Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)
- Understand, value, and care for others
- Understand and value social, economic, and environmental interdependence and sustainability

Developing Literacies

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

K-12 Goals
- Construct knowledge related to various literacies
- Explore and interpret the world using various literacies
- Express understanding and communicate meaning using various literacies

Developing Social Responsibility

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space to engage in dialogue, address mutual concerns, and accomplish shared goals.

K-12 Goals
- Use moral reasoning processes
- Engage in communitarian thinking and dialogue

- Take social action

Aim and Goals

This course allows students to dissect content that is not often addressed in other courses such as positive mental health and how it affects our lives. The course will teach students about mental health challenges and what supports are available to them and others. It will dig into the stigma surrounding mental illnesses and how to reduce it. It will teach students about addictions and how they are related to mental health. The intent of this document is to help Saskatchewan school divisions and First Nations and Métis organizations ensure that all students develop the following:

- a strong, positive sense of identity;
- a caring disposition;
- a respect for human and biological diversity;
- a commitment to the well-being of others; and,
- a desire and ability to engage in social action for the common good.

In response, this course provides "opportunities… for students to attain, maintain, and promote a healthy mind, body, heart, and spirit" (Ministry of Education, Health Education 9, 2009).

First Nations and Métis communities are diverse. In Saskatchewan, the six language groups include Nêhiyawak (Cree: Plains, Swampy, Woodland), Denesuline (Dené), Dakota, Lakota, Nakota, Nahkawé (Saulteaux) and Michif. While First Nations and Métis communities embody diverse values and beliefs, there are also some commonalities among the worldviews of the various language groups. Five common characteristics include:

- a holistic perspective;
- an interconnectedness of all living things;
- a connection to the land and community;
- the dynamic nature of the world; and,
- a strength in "power with" 1. (National Collaborating Centre for Aboriginal Health, 2010).

Questions for Inquiry

Big ideas evoke inquiry questions. These questions are important in developing a deep understanding of the discipline or unit of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts, and areas of study.
Effective questions for deeper understanding:

- cause genuine and relevant inquiry into the key ideas and core content
- provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions
- require students to consider alternatives, weigh evidence, support their ideas, and justify their answers
- stimulate vital, ongoing rethinking of ideas, assumptions, or prior lessons

- spark meaningful connections with prior learning, personal experiences, and ways of knowing
- naturally recur, creating opportunities for transfer to other situations and subjects .

(Adapted from Wiggins & McTighe, 2005, p. 110)

The process of constructing questions for deeper understanding can help students grasp the important disciplinary ideas and conceptual connections that are situated at the core of a particular curricular focus or context. Effective questions for deeper understanding are the key to initiating and guiding students' investigations and critical thinking, problem solving, and reflection on students' own learning. These broad questions lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school. Essential questions for Mental Health Studies 20L can be found at the beginning of each unit in the outcomes and indicators section.

From *Renewed Curricula: Understanding Outcomes* (2010).

Outcomes and Indicators

Positive mental health	
What is positive mental health? How does mental health affect my well-being?	
Outcomes	Indicators
MHS20.1 I can understand what positive mental health is and how it affects my well-being.	a. Outline appropriate terminology to discuss positive mental health. b. Refrain from using offensive language. c. Explore the functions of the brain and their connections to mental health. d. Explain the difference between positive mental health and mental illness.
MHS20.2 I can identify strategies that promote positive mental health for myself and others	a. List and describe coping strategies including how thoughts influence one's mental well-being. b. Explain how these coping strategies promote positive mental health. c. Apply learned coping strategies to case studies, role-plays, in class discussions. d. Demonstrate the skills needed to talk to a friend about positive mental health.
Resources: 1. Talking About Mental Illness Teacher's Guide 2. Teen Mental Health	

3. [Here to Help](#)
4. [Dr. Daniel Siegel -Hand model of the brain](#)
5. [Dr. Daniel Siegel Ted Talk- Mindfulness](#)
6. [Resources | Mental Health Commission of Canada](#)
7. [Mental Health - CMHA National](#)
8. [Mental Health Helpline](#)
9. [Mental Health Moose Jaw](#)
10. [Child and Youth Mental Health Resources in British Columbia, Canada](#)
11. [Resources | MHFA](#)
12. [Student Wellness and Wellbeing | Services for School Administrators | Government of Saskatchewan](#)

Common MH challenges

What are mental health challenges?
What supports are available to others and myself?

Outcomes	Indicators
MHS20.3 I can understand the difference between sadness and depression, typical anxiety and persistent anxiety.	a. List and define sadness, depression, typical anxiety and persistent anxiety. b. Examine brain function connected to anxiety and depression. c. Compare and contrast sadness and depression. d. Identify sadness vs depression in someone's story (e.g., case study, guest speaker, video, shared stories). e. Compare and contrast typical anxiety and persistent anxiety. f. Identify typical anxiety vs persistent anxiety in someone's story (e.g., case study, guest speaker, video, shared stories).
MHS20.4 I can identify causes of stress for myself and others and identify and apply strategies for stress-management	a. Identify stress factors for myself and others around me. b. Understand how the brain operates under stress and anxiety. c. Analyze how stressors can progress into becoming an illness. d. List and describe strategies for stress-management. e. Apply these strategies to myself and others around me.
MHS20.5 I can identify symptoms of suicidal ideation in myself and others and how to access	a. Identify symptoms of suicidal ideation.

	b. Examine the connection between self-harm and illness.
supports for myself and others including First Nations, Inuit and Metis ways of healing.	b. Examine the connection between self-harm and illness. c. Practice skills needed to talk to a friend about self-harm including suicidal ideation. d. Develop guidelines on how to access supports for myself and/or a friend at the local, provincial and national levels.

Resources:
1. [Stress Lessons: Tools for Resiliency A Resource for Grades 9-12](#)
2. [Mental Health Resources for Teachers](#) – Queens University Library
3. [Anxiety BC](#)
4. [Journey to hope resources](#)
5. [Safetalk Training](#)
6. [Supports and resources in Moose Jaw](#)
7. [AnxietyBC](#)
8. [Coping with Depression: Tips for Overcoming Depression One Step at a Time](#)
9. [Mental Health - Coping With Stress - Canada.ca](#)
10. [Working Through It](#)
11. [Nelson Ed.](#) Stop the Stress in Schools: Mental health strategies teachers can use to build a kinder gentler classroom
12. [Scholastic-Mental Health 16-pack](#)
13. [Home - Teacher's Life: Ready for Life](#)
14. [Talking About Mental Illness](#) Teacher's Guide
15. [Teen Mental Health](#)

Understanding stigma in relation to mental illness

What is stigma?   How does stigma affect people's lives?

Outcomes	Indicators
MHS20.6 I can identify myths and realities of mental illness.	a. Give examples of myths and realities of mental illness. b. Compare myths and realities of mental illness. c. Apply knowledge of myths and realities in and out of the classroom to reduce the spread of misinformation.
MHS20.7 I can analyze the connection between social media and my mental well-being.	a. Analyse how social media and pop culture affect our perspectives of mental health. b. Examine social media campaigns and their positive effect on reducing stigma, e.g., Bell Let's Talk. c. Analyse my own behaviours when using various social media

	platforms and the effects they have on my mental well-being (e.g., sleep patterns, focus, mood changes, self-esteem). d. Develop guidelines for my own social media usage in correlation to my mental well-being.
MHS20.8 I can advocate, raise awareness and reduce stigma for positive mental health.	a. Identify appropriate language and terminology regarding mental health. b. Demonstrate and promote the use of appropriate language and terminology regarding mental health. c. Support classmates when sharing personal narratives. d. Identify and evaluate initiatives that currently occur within the school, community, city, province and country that reduce stigma. e. Create and follow through with an action plan that promotes positive change (e.g., guest speaker, raising awareness, media campaign).
MHS20.9 I can evaluate my own behaviours and make a plan to increase my sense of well-being.	a. Identify behaviours that affect my well-being in a negative way. b. Analyse why I demonstrate these behaviours. c. Make a plan to increase my sense of well-being.
MHS20.10 I can compare and contrast statistics from recognized mental health organizations amongst different cultural groups.	a. Research a specific cultural group's attitudes towards mental illness. b. Research cultural specific supports locally, provincially, nationally and internationally. c. Compare attitudes and supports regarding mental illness amongst various cultural groups. d. Analyse statistics related to mental health for a specific cultural group.

	e. Analyse statistics related to mental health between various cultural groups.

Resources:
1. [Bell Let's Talk Toolkit Starting the Conversation about Mental Health](#)
2. [Talking About Mental Illness](#) Teacher's Guide
3. Guest speakers to come and share their stories; ([Journey to Hope](#) videos)
4. [Homewood Health](#) Treatment Centre
5. [Articles](#) on how the UK has appointed a Minister for Loneliness
6. [Bell Let's Talk](#)- teacher's guide and handouts
7. [Stress Lessons: Tools for Resiliency](#)
8. Volunteer project- grade 9s who have SOS training could go to elementary schools etc.
9. [Teen Mental Health](#)
10. [Health and Wellness Resources BC- Foundry](#)
11. [Talking About Mental Illness](#) Teacher's Guide
12. [Teen Mental Health](#)

Mental Health and Addictions	
What is an addiction?	
Is there a connection between mental health and addictions?	
Outcomes	Indicators
MHS20.11 I can explore theories of addictions.	a. Research different theories of addictions including the role of the brain. b. Compare various theories of addictions. c. Explore past and present theories of addiction. d. Evaluate current theories of addiction from recognized mental health organizations.
MHS20.12 I can identify forms of addiction, recognise signs and symptoms in others and myself and know where to access support.	a. Identify types of addictions. b. Identify signs and symptoms of various addictions, (e.g., gambling, eating disorders, illicit and prescription drugs, alcohol, social media). c. Discuss harm-reduction ranging from self-care to needle exchange. d. Explore local and provincial treatment options and accessibility for addiction services.
MHS20.13 I can explain the connection between mental health and addictions.	a. Analyse contributing factors to addictions, e.g., when does "use" turn into "abuse"?

	b. Analyse stories and case studies to determine the relationship between mental health and addictions.
MHS20.14 I can explain the difference between substance use and misuse.	a. Define substance use and misuse. b. Compare substance use with misuse. c. Discuss examples of substance use and misuse.

Resources:
1. Drug Promotion, Drug Problems- Teacher's guide and handouts
2. Detox centers in Moose Jaw such as Wakamow Manor.
3. Saskatchewan's Mental Health and Addictions Action Plan | Saskatchewan Health Initiatives | Government of Saskatchewan
4. Institute of Neurosciences, Mental Health and Addiction - CIHR
5. Government of Saskatchewan HealthLine- Online and telephone services for adults, youth and health providers. Tel: 8-1-1
6. Government of Saskatchewan, Healthy Living, Alcohol, Drugs and your Health Information about the risks and effects of problematic drug and alcohol use.
7. Government of Saskatchewan, Mental Health and Addictions, Alcohol and Drug Services Directory of Alcohol and Drug Treatment Services.
8. About problematic prescription drug use
9. Five Hills Mental Health and Addictions Services
10. Talking About Mental Illness Teacher's Guide
11. Teen Mental Health

Assessment and Evaluation of Student Learning

Formative and summative assessments are critical to learning. Continuous and well-planned assessment practices, combined with an awareness of student needs and appropriate classroom adaptations will result in successful, targeted support for Mental Health Studies 20L. Students will engage in the development of a personal evaluation. This will include a portfolio of work, creative writing rubrics, and self-evaluation and reflection tools. Students will also participate in weekly sharing sessions with their peers about their progress.

Assessment and evaluation of students requires:
- knowledge and practical insights into the areas of interpersonal and intrapersonal learning
- attention to the student's prior learning experiences and skill development
- attention to other factors which may impact assessment and evaluation processes

Formative assessment involves the systematic collection of information about student progress with respect to:
- achievement of outcomes
- effectiveness of selected teaching and learning strategies

- student self-reflection on their learning progress

Summative assessment requires evaluation of student achievement of learning outcomes. This information:
- highlights progress to students, teachers, parents, and others
- helps teachers to make informed decisions about next steps in the teaching and learning process

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, can contribute to an overall picture of student progress with interpersonal and intrapersonal skills.

Assessment for learning
Involves the use of information about student progress to support and improve learning. It also engages teachers in using differentiated instruction practices and a variety of assessment tools to enhance learning experiences.

Assessment of learning
Evaluates student achievement of the course outcomes. It involves teachers' judgments based on evidence of student learning. It occurs at the end of a learning cycle using a variety of tools.

Assessment as learning
Actively involves student reflection on learning and monitoring of her/his own progress. It is student-driven with teacher guidance.

Student assessment data should be triangulated using the following three assessment methods:

Conversation	Observation	Product
Talking to students to assess their understanding/ comprehension and/ or to detect areas of concern and recording this information for formative or summative purposes.	Watching students and using checklists to record information that will be considered when grading students' achievement of outcomes.	Projects, presentations, demonstrations, tests, quizzes, dances, songs, etc. that can be used to assess the achievement of outcomes.

Evaluation of Mental Health Studies 20L

The teacher in conjunction with the Learning Department will review this course, as often as it is taught, to determine the need for any revisions and/or updates. Any outside agencies and/or guest speakers will be asked for feedback and input, especially within the timeframes of their presentations to students. Students will also be provided opportunities to express their concerns and feedback about the course content. As new knowledge, practices, materials and resources become available; the teacher will incorporate changes into the course.

References

1. Ministry of Education, Saskatchewan. (2015). Deepening the discussion: Gender and sexual diversity. Regina, SK: Ministry of Education.
2. Ministry of Education, Saskatchewan. (2010). Policy and procedures for locally developed courses of study. Regina, SK: Ministry of Education.
3. Ministry of Education, Saskatchewan. (2010). Renewed curricula: Understanding outcomes. Regina, SK: Ministry of Education.
4. Saskatchewan Alliance for Youth & Community Well-being Report. (2015). *Prairie South School Division: Grades 9-12.* Saskatoon, SK.
5. *Talking about Mental Illness: a Guide for Developing an Awareness Program for Youth*. Centre for Addiction and Mental Health, 2001.
6. *Teen Mental Health*, 2018, www.teenmentalhealth.org.