

August 21, 2018

Concurrent Sessions

Updating the Evidence - Presentations and Conversation

Five concurrent sessions will be offered in thematic areas to share evidence that complements and adds to our understanding of child and youth mental health promotion. Each session will include three presentations on evidence followed by a moderated discussion of the questions:

- *How does this work fit into and advance the 2017 Call to Action?*
- *What are the implications for upstream investment and a whole society approach to mental health promotion?*

Results of these discussions will contribute to advancing the [Call to Action](#).

Session 2: Working Together - Education and Community

a) Interprovincial Collaboration on Scaling-Up Social and Emotional Learning in Atlantic Canada (the SEAK Framework)

Presenters: Presenters: Kate Tilleczek, Young Lives Institute, York University; Brandi Bell, Young Lives Research Institute, UPEI

This presentation will describe the work of the Socially and Emotionally Aware Kids (SEAK) Project (Phase 3), focusing on the development of a framework for scaling-up Social and Emotional Learning (SEL) in Atlantic Canada. SEAK is a collaborative project of the four Atlantic Canadian provinces, with the aim to scale-up Social and Emotional Learning (SEL) in the region. Scale-up of SEL is occurring in two ways: mobilizing provincial and regional partners to institutionalize SEL (vertical scale-up); and working with school boards and selected schools to implement a pilot SEL program (horizontal scale-up). Through qualitative evaluation research exploring the experiences and perspectives of students, parents, educators and key stakeholders, this collaborative project demonstrates key considerations for scaling-up. We will provide an overview of this research and how it informed the development of a framework for scaling-up SEL in Atlantic Canada.

Connection with the ASI theme:

We will address the importance of a whole-of-society approach to child/youth mental health promotion, specifically with respect to integrating SEL into education and community systems and structures on local, provincial, and regional levels. In particular, we will highlight the effectiveness of SEL as a mental health promotion initiative, but also the importance of inter-sectoral and collaborative partnerships to move from project planning and implementation through to broader policy and culture change.

Participants will learn:

Participants will learn about the SEAK collaborative, including how scale-up of SEL has been advanced both horizontally and vertically within and across the Atlantic provinces. They will be invited to engage in discussion around the framework for scaling-up SEL regionally with questions posed about the framework to generate interactive discussions.

Evidence for policy and practice:

The SEAK Framework for Interprovincial Collaboration on Scaling-Up Social and Emotional Learning in Atlantic Canada offers both policy and practice considerations for informing scale-up of SEL. These will be outlined during the presentation, and will also be prominent in the discussion with session participants where we seek feedback on the framework and its suitability to a wide range of partners involved in SEL scale-up.

Presenter:

Kate Tilleczek
Professor & Scientific Director, Young Lives Institute, York University
ktilleczek@upei.ca

Kate has been examining the lives of children and youth for over three decades. She is currently a Full Professor in the Faculty of Education at York University. She is also a SSHRC-funded Canada Research Chair, founder and Scientific Director of the Young Lives Research Laboratory (YLRL) soon to become the Young Lives Institute- CANADA. Kate studies the ways in which modern societies treat their young and how young people, in turn, navigate their well-being, digital lives and educational pathways across time and place.'

Co-presenter:

Brandi Bell
brbell@upei.ca

b) School Violence, Mental Health, and Education Performance in Uganda

Presenters: Keneth Mutebi and Susan Nambejja, Malcolm Childrens' Foundation

Background:

Violence against children from school staff is anecdotally common in low- and middle-income countries, but data on prevalence and associations with mental health and educational outcomes are lacking.

Methods:

We report data from a cross-sectional survey conducted in June and July 2017 in Luwero District, Uganda. 42 primary schools representing 80% of students in the district were randomly selected; 100% agreed to participate. The International Society for the Prevention of Child Abuse and Neglect Child Abuse Screening Tool—Child Institutional; Strengths and Difficulties Questionnaire; reading, spelling, were administered.

Results:

We surveyed 3706 students and 577 school staff members; 93.3% (SE 1.0%) of boys, 94.2% (1.6%) of girls attending primary school reported lifetime experience of physical violence from a school staff member, 50% reported experience in the past week. Physical violence was associated with increased odds of poor mental health; for girls, double odds of poor educational performance.

Conclusions:

Despite a ban on corporal punishment in Ugandan schools since 1997, the use of violence against students is widespread and associated with poor mental health and educational performance. School violence may be an important but overlooked contributor to disease burden and poor educational performance in low- and middle-income settings.

Connection with ASI theme:

We aim to strengthen the ability of children in schools, teachers, and the school community to cope with stressful situations. We are focusing on incorporating good practice guidelines in children and youth; hence mental health promotion initiatives. You are a good example to us developing countries. In Canada, children and youth are similarly prioritized - open minds, healthy minds, mental health and wellbeing are recognised as important, so our themes are connected with yours.

Participants will learn:

Violence from school staff against children is widespread and associated with poor mental health and educational performance. Interventions to reduce violence against children and prevent adverse consequences need to address violence from school staff. Malcolm Childrens' Foundation being a healthy charity, non governmental organisation, is staying stronger to help children with poor mental health.

Challenge:

We need to acquire more knowledge to promote child youth mental health in poor developed countries like Uganda. We need more exposure and to learn more from you, through attending events like the ASI Forum. Now that we have discovered all this, there's an opportunity to develop and implement evidence based intervention. Children and youth have to be respected as human beings with clearly defined rights even in our countries. Help us to join you.

Presenter:

Keneth Mutebi
Marketing Manager, Malcolm Childrens' Foundation
Kenneth.mutebi@yahoo.com
malcolmchildrensfoundation@gmail.com

Keneth is a Ugandan native living in a place called Kiwazzi, located in Wakiso District. He has a bachelor's degree in commerce from Makerere University Uganda, where he specialized in accounting and marketing, and he has a certificate in social work from Nkumba University. He is currently working for Malcolm Childrens' Foundation as a Marketing Manager, Assistant Accountant, and Patients' Relations Officer.

Co-Presenter:

Susan Nambejja
snambejja@gmail.com

c) Increasing Mental Health Literacy of Student Residence Leaders at a Nova Scotian University with Content from TeenMentalHealth.org's Transitions Lifeskills Resource

Presenters: Dr. Chris Gilham and Dr. Erin Austen, Saint Francis Xavier University

In this presentation, we will share the details of a research project that tried to bridge the gap in the mental health literacy field by bringing much needed information directly to Student Residence Leaders (SRLs: n = 50) on the StFX campus. This was accomplished through a one-hour mental health literacy seminar, held in late August 2017, prior to the arrival of all StFX students. This project was a form of Early Intervention, intended to proactively support the StFX campus community, including the presence of

several thousand adolescents and young adults during a critical time for the onset of mental illness. The seminars were based on TEENMENTALHEALTH.ORG's 'Transitions' resource. Our research in 2016 on the use of Transitions through mental health literacy seminars for all students in residences resulted in significant improvements in mental health knowledge and help seeking efficacy for facilitators and participants (Gilham, C., Austen, E., Wei, Y. & Kutcher, S. (in press). Improving Mental Health Literacy in Post-Secondary Students: Field Testing the Feasibility and Potential Outcomes of a Peer Led Approach. Canadian Journal of Community Mental Health). This more recent research aimed to improve the mental health literacy of SRLs in the hopes they would be able to successfully support students in residences.

Connection with the ASI theme:

According to the World Health Organization (2013), health literacy is a strong independent factor that can enhance health and improve health equity at both individual and population levels. Taking steps to improve mental health literacy among student leaders, in this case SRLs, maybe be expected to enhance the future mental health and health care outcomes for young people. A whole society approach could include educational policy mandating mental health literacy content in schools from Primary to PSE.

Participants will learn:

Participants will learn of key seminar content and, salient results. For example, despite 89% of SRLs self-reporting having previous mental health knowledge from various sources there were increases in SRLs' mental health knowledge from pre- to post test. We will share specific knowledge questions that showed the greatest positive increase from pre- to post test, as well as identify areas that may benefit from additional content in the seminar.

Evidence for policy and practice:

We have some evidence to suggest that future related work requires us to more clearly discuss the differences between stress and anxiety. This discussion will highlight future potential areas of needed upstream knowledge sharing. Implications include the need for increased MHL content in High School curriculum as well as intentional High School to PSE transition work for students.

Presenter:

Dr. Chris Gilham

Associate Professor, Faculty of Education, Saint Francis Xavier University
cgilham@stfx.ca

Chris Gilham, MA, PhD has worked as an educator for over 20 years. He has taught grades three to nine in regular and special education settings in Japan, Ontario, and Alberta. He has worked as a Behaviour and Mental Health Consultant for the Calgary Board of Education. Today, as an Associate Professor in the Faculty of Education at Saint Francis Xavier University, Chris co-directs and teaches in the Masters of Education with a focus on Mental Health Education. Chris also teaches Inclusion and Mental Health Education in the Bachelor of Education program. He is involved in several mental health literacy projects with teenmentalhealth.org as well as a project investigating girls' developmental assets, with partners at New Brunswick Community College and the Antigonish Women's Resource Centre.

Co-presenter:

Dr. Erin Austen

Associate Professor, Department of Psychology, Saint Francis Xavier University