Application for Five Year Centre Renewal

Research.
Understand.
Mobilize.

csmh.uwo.ca
Message from the Director

When I reflect on the hard work and growth that has occurred over the last five years, I am grateful for the opportunity to lead a passionate and dedicated team that delivers formidable results year after year. We know that schools provide an incredible opportunity for promoting positive mental health and well-being. They are also the front lines for supporting children and youth who are struggling, but the job is bigger than any one stakeholder or organization can handle alone. Our significant partnerships and combined efforts to implement change have truly made a difference. We are proud to submit this report to highlight our accomplishments and to express that we are poised to continue working with our many inspirational partners in ways that are innovative and responsive to the emerging challenges around us. We have entered an unprecedented time of global uncertainty that will no doubt be felt by our youth for years to come. We look forward to putting in place new strategies to support the well-being of all children and youth in Canada.

Dr. Claire Crooks
Director, Centre for School Mental Health
**Director Information & Centre Team**

Claire Crooks is a professor, clinical psychologist, and the director of the Centre for School Mental Health (CSMH). Her research is focused on adolescent relationship development; dating violence; Indigenous youth; mental health promotion; school-based programming; resiliency; cultural connectedness; measurement and methodology *(see Appendix A for Claire's CV)*. In addition, CSMH has two other faculty who are active members with a voice in governance and who contribute to the portfolio of research grants held at the Centre; Susan Rodger (Associate Professor) and Alicia Lapointe (Research Scientist and Adjunct Professor) *(CVs for Susan and Alicia also included in Appendices B-C)*.

Under the direction of Claire Crooks, the team has grown tremendously over the past five years to now include 16 staff and 10-15 graduate students *(see the CSMH Organizational Chart in Appendix D)*. A team of this size allows for specialized roles focused on unique marginalized populations and this expertise is then leveraged across the entire team. Knowledge and best practices are shared among staff working on different research projects, which has demonstrated efficiencies that have saved both time and money. While it is a tremendous strength to have such a highly skilled and diverse team, we have been vigilant to maintain a culture of acceptance and collaboration to maximize the unified effort towards delivering innovation in youth mental health.

The current complement of personnel supporting the core research members allows for an impressive quantity and quality of deliverables. However, the size of the team does present challenges in balancing the robust amount of implementation-related daily work with time for high level strategic thinking that shapes the overall Centre direction. It would be beneficial to have additional active members to not only contribute to the research wealth of the Centre, but more importantly, to share the responsibility for input and collaboration towards governing CSMH. This activity requires different skills and experience that enables visionary thinking to be distilled down to actionable plans that align with a strategic direction. Firstly, it can be difficult to identify full time faculty with this unique ability and interest for pragmatic operations, teamwork, change leadership, collaborative decision-making, and financial finesse that intersect in ways that are intricate and time-consuming on a scope beyond any individual research project(s). Secondly, there is little incentive from the organization to take on this level of involvement at a research Centre. With the growing need to preserve time for individual priorities, people are often reluctant to give their time without compensation or career advancement. Nonetheless, in writing this report we realize it has been a while since we canvassed the faculty for potential new members, and we will do that shortly. Furthermore, CSMH would welcome more core members if additional faculty are hired by the Faculty of Education who have interests in children’s mental health.

To date, the Centre has seen greater value from cross-collaboration with faculty who oversee other Centres; Karen Bax (Mary J. Wright Centre) and Colin King (Child and Youth Development Clinic). They understand the nuances of a Centre-wide approach as learned through their own experiences and can therefore offer points of intersection for sharing resources and solutions to problems. These supporting members of CSMH are increasingly important as the need to integrate resources has become a major priority for funders focused on mobilizing knowledge across multiple sectors. Similarly, our affiliated members including graduate students, academic researchers, and school mental health professionals are directly connected to the work we do and they consistently impress us with their level of engagement in our Centre *(see affiliated members listed in Appendix E)*.
Collaboration Benefits

Over the last five years when considering membership and the types of research the Centre engages in (see CSMH Overview in Appendix F), lessons have been learned around capacity to conduct the work and dilution of strategy. With so many social imperatives and requests for intervention in populations across Canada and abroad, we must prioritize the Mission and Vision that we have established for the Centre for School Mental Health (see 2015-2020 CSMH Strategic Plan in Appendix G).

We collaborate with a wide range of stakeholders invested in integrated approaches to reduce barriers to student learning, including school boards, child protection agencies, newcomer support agencies, Indigenous organizations, and juvenile justice settings. CSMH is committed to promoting success for all students through a shared family – school – community agenda.

Since inception, CSMH has evolved from a primarily school-based focus to an expanded concept of School Mental Health that describes what we believe are the core elements of effective school mental health initiatives. Our vision is still to create a system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth. The strategy map details how we work towards achieving this vision. As a core member of CSMH, a researcher can be part of this overarching strategy that is more expansive than any single researcher is expected to achieve on their own. Centre affiliated members have the shared connections to external partners and can leverage the existing reputation of CSMH and well established working relationships. The passion, dedication and collaborative spirit demonstrated by our team has attracted integral community partners. Funders also now recognize the strong team and solid administrative support behind researchers belonging to CSMH and consider the affiliation favorable for research partnerships.

We have reached a pivotal time of growth at the Centre with the number of population groups and Community Partners we have engaged in our research (see Appendix E). We have also just entered a time of unprecedented change during a global pandemic. Together, these things create reason to pause and revisit our strategic direction. This will be an important undertaking for the coming year. Over the past 5 years, initiatives have been developed through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization between schools and community agencies (see Appendix G for our Centre Model included in the 2015-2020 Strategic Plan).

One clear benefit for researchers affiliated with our centre, is access to a highly qualified team to support finance and HR functions. The applied nature of our work creates unique challenges for developing contracts with community partners and developing job descriptions for non-traditional roles (for example). Our professional staff are instrumental in addressing these challenges.

Another benefit to members is regular professional development opportunities. Faculty, staff, and students alike are invited to half- or full-day workshops on productivity, understanding your personal work style, and the role of agreements in a productive workplace (to name a few).

Furthermore, the work performed by CSMH is amplified through a robust communications strategy. For example, members’ work is promoted through our newsletters, which have a broad reach across many types of stakeholders (see Appendix H for samples of CSMH Newsletters). Similarly, our two-page plain language Research Snapshots are circulated as part of the CSMH communication plan to a large mailing list. We develop these snapshots for anyone affiliated with our Centre (and even the larger field), which provides a benefit that might not be available to individual researchers. This builds a more cohesive picture of research in the field. These snapshots are described in more detail in the Knowledge Mobilization section of this report.

Looking ahead to the next five years, we look forward to finding ways to increase collaboration benefits, particularly as we increase the number of individuals involved with governance of the CSMH.
Academic Impact

Our members have impact at the national and international level, both through their individual contributions, and through our recognition as a Centre.

Publications:
All three core members of CSMH publish actively. Over the past 5 years, they have collectively produced 42 peer-reviewed articles and 18 chapters. The majority of these were co-authored with graduate students and other trainees to support their development in this domain. In 2018 we developed a structured editorial process whereby writing teams meet monthly and make presentations as they are supported through a step-by-step process from conception to publication. Furthermore, there has been significant media interest in some of our research, including a story published when our paper came out documenting the impact of our peer mentoring program for Indigenous youth, that was picked up by more than 50 news outlets.

Research Snapshots:
A key strategy for translating academic research for a wider audience to increase impact has been the implementation of our Research Snapshot series. These two-page plain language summaries of published research (both ours, and others' in the field) makes research more accessible to a wider audience. Many of our snapshots are available in both official languages. Many of them have also been posted on the Ontario Education Research Exchange site, and some of these have been accessed hundreds of times from there. As added value, graduate students write the snapshots, which provides an opportunity for them to improve their plain language writing skills and to learn about other research (see Appendix I for sample Research Snapshots). To date we have produced 28 research snapshots, 7 of which are also available in French.

Conference Presentations:
We have made 72 presentations at refereed conferences, 46 of which were paper presentations and 26 of which were posters. A number of student posters have been selected for awards at different conferences. In addition, we have presented 52 invited talks at conferences. For example, in November 2019, Claire Crooks provided the keynote address to over 2000 mental health professionals, community partners, policy makers, educators, and researchers in Austin, Texas at the US National Centre for School Mental Health Annual Conference.

Beyond individual contributions, we have other indications that the Centre itself is seen as a leader in the area of School Mental Health research. For example:

- The director has been contacted by researchers and practitioners in both Australia and the UK who were either considering forming a Centre for School Mental Health or who have recently launched one looking for advice and opportunities to collaborate.

- We are regularly contacted by international scholars who would like to spend some time at the Centre as part of a traveling fellowship.

- We are often contacted by program developers and other researchers for guidance about embedding mental health programming in schools.
Knowledge Mobilization

Knowledge mobilization is one of the four primary pillars of the CSMH Model (shown in Appendix G) and it continues to be a major focus for our team. Funding and hiring a full-time Communications Coordinator was a key driver in being able to make KM an ongoing priority. We regularly engage in KM for a wide range of audiences. Below are highlights of activities in this domain over the past 5 years.

- 260 trainings for service providers and educators in the evidence-based Fourth R and Healthy Relationships programs
- 35 trainings with pre-service educators
- 395 videos, whiteboard videos, and webinars
- 4 national and international conferences co-hosted

Social Media Strategy

CSMH operates accounts on 2 social media platforms, Twitter and Facebook. Content is regularly shared. Our goal is to provide a social media experience for followers to access current information regarding resources and projects at CSMH. We work to align our social media strategy with our annual priorities. In addition to actively promoting CSMH, our social content also shares ideas and stories from thought leaders in child and youth wellness and mental health.

Twitter - 889 followers currently and 1595 tweets posted to date

Facebook - 281 followers at present

We began our social media strategy in year 3 of being a Centre and we plan to continue enhancing this as a way to engage with multiple stakeholders.

Policy-related Work

Our core members have been asked to provide input and feedback on a number provincial and territorial policy initiatives, including development of guidelines for supporting LGBT2Q+ youth in the Northwest Territories, review of the new health curriculum for the Ontario Ministry of Education, co-development of the first Safe Schools Policy and legislation in the Northwest Territories, and feedback on a proposed federal set of guidelines for safety in sports.

One of our most exciting developments has been partnering with School Mental Health Ontario (SMHO) to develop the SMHO Innovation and Scale Up Lab (see more information in Appendix J). SMHO is an intermediary organization that is funded by the Ontario Ministry of Education to support mental health in all 72 publicly funded boards. They are recognized internationally for their innovative implementation framework model and for development of evidence-based, implementation-sensitive approaches to mental health. The ISU Lab is co-led by Dr. Kathy Short (Director of SMHO) and Dr. Claire Crooks (Director, CSMH). The goals of the lab are to 1) Seek out promising research and practice examples; 2) Select proposed innovations that meet a clear and specific need identified by stakeholders; 3) Study innovations to ensure that promising approaches are evidence-based and implementation sensitive within the context of Ontario; and 4) Share lessons from promising approaches and engage in related knowledge mobilization and dissemination. Another function of the lab is to provide rapid reviews to the Ministry of Education and other stakeholders to answer specific, timely questions.
• Preventing Illicit Drug Use and Rx Drug Abuse by Fostering Healthy Relationships: Implementation of the Fourth R Healthy Relationships Plus Program  
  Sponsor: Health Canada, $289,000

• Canadian Prevention Science Cluster - Dedicated to reducing violence and abuse and promoting healthy relationships among youth (HRPP National Implementation Study)  
  Sponsor: SSHRC, $522,383

• The Fourth R: Promoting readiness, fit and delivery system capacity to maximize reach and impact in five provinces and territories  
  Sponsor: Public Health Agency of Canada, $1,340,030

• RISE-R: Resilience and Inclusion through Strengthening and Enhancing Relationships  
  Sponsor: Public Health Agency of Canada, $5,138,842

• The Fourth R, Teen Healthy Relationships Program in the Northwest Territories  
  Sponsor: Canadian Women’s Foundation, $80,000

• Western Canada Implementation of Healthy Relationships Program  
  Sponsor: Crooks Foundation, $469,501

• The Fourth R Implementation  
  Sponsor: Carthy Foundation, $5,000

• The Fourth R Implementation  
  Sponsor: Royal LePage, $36,292

• The Fourth R Implementation  
  Sponsor: Youth Prevention Programming, $21,886

• Understanding the impact of adapting and implementing an evidence-based mental health promotion program: The Mental Health First Aid – First Nations Initiative  
  Sponsor: CIHR $171,427

• First Nations, Metis & Inuit (FNMI) Mentoring  
  Sponsor: Thames Valley District School Board, $572,245

• Mobilizing Stakeholders Around Programs for Positive Youth Development & Prevention of Problematic Substance Abuse  
  Sponsor: Public Health Agency of Canada $99,231

• MindUp for Young Children  
  Sponsor: Public Health Agency of Canada, $1,373,924

• Implementation & Evaluation of MindUp for Young Children  
  Sponsor: London District Catholic School Board, $280,665

• MindUP at Mary J. Wright  
  Sponsor: Internal CIHR-Seed Funding, $21,246

• Supporting Transition Resilience of Newcomer Groups (STRONG): A school-based intervention to promote wellbeing  
  Sponsor: Public Health Agency of Canada, $503,672

• Supporting Transition Resilience of Newcomer Groups (STRONG)  
  Sponsor: School Mental Health-ASSIST, $71,574

• Development and Implementation of the School Mental Health Innovation and Scale Up Lab  
  Sponsor: School Mental Health Ontario, $239,144

• Parents in Partnership with Educators (PIPE)  
  Sponsor: RW Internal Research Funding, $4,786

• Teach Resiliency the Online Resource Delivered to Educators  
  Sponsor: PHE Canada, $24,346

• Collaborative Partnership with Bell Let’s Talk, the Centre for Addiction and Mental Health (CAMH), Kid’s Help Phone, School Mental Health-ASSIST, Queen’s University and Western University  
  Sponsor: Bell Let’s Talk in the Classroom $15,000

Total: $11,280,194
Appendices
CURRENT POSITION
2019 (July 1) Full Professor, Faculty of Education, Western University, London, ON
2015 (July 1 ) Associate Professor, Faculty of Education, Western University, London, ON
2014 (July 1 ) Assistant Professor, Faculty of Education, Western University, London, ON

Responsibilities include: teaching in the pre-service program and teaching in the PhD in School Psychology program; supervising graduate students. Research interests include adolescent relationship development; dating violence; Indigenous youth; mental health promotion; school-based programming; resiliency; cultural connectedness; measurement and methodology.

Director, Centre for School Mental Health, Western University, London, ON

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree and Institution</th>
<th>Field</th>
<th>Details</th>
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<tbody>
<tr>
<td>2001-2002</td>
<td>Degree and institution: Postdoctoral Fellowship, University of Western Ontario/ Centre for Children and Families in the Justice System, London, ON</td>
<td>Ph.D., Clinical Psychology</td>
<td>Supervisor: Dr. David Wolfe, Dr. Peter Jaffe, Dr. Dan Ashbourne</td>
</tr>
<tr>
<td>1997-2001</td>
<td>Degree and institution: Queen's University, Kingston, ON, Canada</td>
<td>Academic readiness at the time of school entry: A comparison of variable-oriented and person-oriented analysis</td>
<td>Supervisor: Dr. Ray DeV. Peters</td>
</tr>
<tr>
<td>1995-1997</td>
<td>Degree and Institution: M.A., Clinical Psychology</td>
<td>Queen's University, Kingston, ON</td>
<td>Predicting positive outcomes in junior kindergarten children at risk for behaviour problems: Gender differences in the pathways to resilience</td>
</tr>
</tbody>
</table>

Registered Psychologist, Ontario College of Psychologists (Autonomous Practice 2002). Registered in all areas of Clinical Psychology and School Psychology; specific areas of Forensic Psychology; registered to work with children, adolescents, families and adults
HONOURS AND AWARDS

2020  Vanguard Award (along with P. Jaffe, D. Wolfe, and R. Hughes), World Discoveries
2019-2021 Faculty Scholar Award, Western University for contributions in research and teaching
2019  Outstanding Brentonian Award - honouring an Old Brentonian who has made outstanding contributions in his or her chosen profession, and/or to society
2017  Western University Leadership in Wellness Award of Recognition – recognizing faculty members who promote the mental health of their students in their daily work at Western
2013  Senior Research in Psychology Award, Centre for Addiction and Mental Health, Toronto, ON
2009  Canadian Council on Learning Sharing the Flame Award for excellence in Aboriginal education (for the Uniting Our Nations program)
2009  Achievement Award in recognition of an outstanding contribution to teaching Faculty of Health Sciences, the University of Western Ontario
2009  Meyer Elkin Award from the Association of Family and Conciliation Courts for the best article in the Family Court Review for 2008 (co-authors P. Jaffe, N. Bala, & J. Johnston)
2005  Women of Western Award for excellence in leadership and significant contributions to the University of Western Ontario
1999-2000 Queen’s Graduate Fellowship ($16,000); Queen’s Graduate Award ($28,135)
2000  Park Davidson Award (Best student poster at Banff Behavioral Sciences Conference)
1999  Elinor Ames Award (Best student presentation in developmental section CPA)

PUBLICATIONS

REFEREED ARTICLES


**Submitted**

60. Lapointe, A., Crooks, C. V. (2019). Supports suggested by educators to enhance the implementation of a program offered in GSAs. Revised manuscript submitted for publication.


CHAPTERS


BOOKS


PROGRAM MANUALS, REPORTS AND KNOWLEDGE MOBILIZATION


BOOK REVIEWS AND ENCYCLOPEDIA ENTRIES


REFEERED CONFERENCE PRESENTATIONS

PAPERS


* Underline denotes presenting author(s)

POSTERS


**Teaching and Academic Supervision**

2018-2019  **EDUC 9809 001**: Comprehensive Assessment I – 7 School Psychology Ph.D. students

2017-2018  **EDUC 9810 001**: Comprehensive Assessment II – 3 School Psychology Ph.D. students

**EDUC 9810 002**: Comprehensive Assessment II – 8 School Psychology Ph.D. students

2016-2017  **EDUC 5481**: Social and Emotional Learning – 35 students in Bachelor of Education program

**EDUC 9809** 001 and 002 (team teaching two sections) – Comprehensive Assessment I – 7 School Psychology Ph.D. students in each section

**EDUC 9810**: Comprehensive Assessment II – 7 School Psychology Ph.D. students

2015-2016  **EDUC 9553**: Cross Cultural Counselling – 15 Counselling MA students

**EDUC 5481**: Social and Emotional Learning – 21 students in Bachelor of Education program

2014-2015  **EDUC 9660** (Special Topics: Child and Adolescent Emotional, Behavioural, Social Assessment and Intervention) – 16 MA students

**EDUC 9553**: Cross Cultural Counselling – 20 MA students in Counselling program

2013-2015  Postdoctoral supervisor for Dr. Marika Morris. Project title: Inuit Knowledge Translation: Community-controlled, culturally-sensitive research with Inuit youth on experiences of violence, health effects and coping mechanisms, engaging Inuit youth in developing a research-based health promotion campaign on issues of violence using social media. Funded by CIHR.

2010-  Adjunct Professor, Faculty of Education, University of Western Ontario, London, ON; Teach **EDUC 5434S (Safe Schools)** to 250 B.Ed. students (for each of 4 semesters).

2009-2010  Adjunct Professor, Faculty of Health Sciences, University of Western Ontario, London, ON; Taught **HS3092 (Special Topics in Adolescent Mental Health)** to approximately 70; supervised two undergraduates for full-year Independent Study projects

2008-  Co-supervision of postdoctoral fellows (2) at Centre for Prevention Science.

2008  Faculty for the American Bar Association Commission on Domestic Violence;

Led sections on developmental impact of exposure to domestic violence, and co-facilitated 3-day custody institutes
**2005-** Faculty member for the U.S. National Council of Juvenile and Family Court Judges; Facilitate on a range of topics to judges and custody assessors; Co-facilitate 3-days Essential Judicial Skills training for cases involving family violence; Emphasis on applying a developmental perspective to understanding the impact of family violence on children

**2002-2004** Adjunct Professor, Department of Psychology, University of Western Ontario; Taught:

- **PSYC 621 (Childhood Psychopathology)** to approximately 15 graduate students in the areas of developmental and clinical psychology;
- **PSYC 364 (Childhood Psychopathology)** – 3 sections of approximately 30 students each;
- **PSYC 260 (Introduction to Clinical Psychology)** – 2 sections of approximately 120 students each;

Supervised 5 undergraduate Honours thesis and an Independent Study project

**1999-2000** Instructor, St. Lawrence Community College, Kingston, ON in Behaviour Science Technology Department. Taught Group Behavior Therapy; and Behavioural Counselling I.

**1998-1999** Thesis Supervisor, Department of Psychology, Queen’s University Co-supervised two undergraduate theses

**1995-2000** Teaching Assistant, Department of Psychology, Queen’s University Abnormal Psychology; Educational Psychology, Introductory Psychology

### GRADUATE STUDENT SUPERVISION – FACULTY OF EDUCATION, WESTERN

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Role</th>
<th>Area</th>
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<tbody>
<tr>
<td>Maria Ibanez</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Field testing and validation of a feasible program evaluation approach for community organizations</td>
<td>Fall 2024</td>
</tr>
<tr>
<td>Courtney Cadieux</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Development and validation of a functioning and connectedness measure for GSA's</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Amira Noyes</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Understanding newcomer resilience in the context of two school and community-based programs</td>
<td>Fall 2023</td>
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<tr>
<td>Natalia Kubishyn</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Development of a peer intervention to support newcomer children and youth</td>
<td>Fall 2023</td>
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<tr>
<td>Alex Smith</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Mental health promotion with newcomer youth</td>
<td>Fall 2022</td>
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<tr>
<td>Brad Daly</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Applying an intersectionality lens to teen dating violence</td>
<td>Fall 2022</td>
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<tr>
<td>Name</td>
<td>Degree</td>
<td>Role</td>
<td>Area</td>
<td>*Completion / Expected completion</td>
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<tr>
<td>Kelsey Huson</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Development of an HRP-Enhanced for Indigenous youth</td>
<td>Spring 2021</td>
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<tr>
<td>Rachelle Graham</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Implementation of the HRP-Enhanced across settings</td>
<td>Spring 2021</td>
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<tr>
<td>Bridget Houston</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Mental health promotion with transitional aged youth</td>
<td>Spring 2020</td>
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<tr>
<td>Maria Ibanez</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Exploring the validity of a single point measure to evaluate the effects of a healthy relationships program for vulnerable youth</td>
<td>Spring 2020</td>
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<tr>
<td>Caely Dunlop</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Healthy relationships programming with high-risk adolescent girls</td>
<td>Fall 2020</td>
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<tr>
<td>Amanda Kerry</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Pilot and adaptation of a social-emotional learning program in youth justice settings</td>
<td>2019*</td>
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<tr>
<td>Lilia (Arely) Rodriguez</td>
<td>Ph.D.</td>
<td>Supervisor</td>
<td>Social-emotional competencies in preservice teachers</td>
<td>2019*</td>
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<tr>
<td>Courtney Cadieux</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Strengthening the school-family Partnership: Parents' experiences with the Parents in Partnership with Educators program (PIPE)</td>
<td>2019*</td>
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<tr>
<td>Jessica Sommers</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Adolescents' perceptions and responses to peer mental health challenges and problematic behaviours following a social-emotional learning program</td>
<td>2019*</td>
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<tr>
<td>Elisa Trovarello</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Reflections of mentoring for Indigenous youth in the Fourth R</td>
<td>2019*</td>
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<tr>
<td>Cassandra Trevisani</td>
<td>M.A.</td>
<td>Co-supervisor (w/ L. Hutchinson)</td>
<td>Investigating the effects of parent dispositional mindfulness, parent-child conflict and stress on children's self-regulation</td>
<td>2019*</td>
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<tr>
<td>Melissa Read</td>
<td>M.A.</td>
<td>Co-supervisor (w/ K. Bax)</td>
<td>Exploring the relationships among executive functioning, behaviour, and adaptive skills in young children</td>
<td>2019*</td>
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<tr>
<td>Devon Trower</td>
<td>M.A.</td>
<td>Co-supervisor (w/ L. Hutchinson)</td>
<td>Teacher variables influencing impacts of Self-regulation in young children</td>
<td>2018*</td>
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<td>Name</td>
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<tr>
<td>Nicole Off</td>
<td>M.A.</td>
<td>Co-supervisor (w/ K. Bax)</td>
<td>Exploring a mindfulness-informed social-emotional learning program in kindergarten classrooms: The moderating role of participant characteristics on behavioural outcomes</td>
<td>2018*</td>
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<tr>
<td>Melissa Coyne-Foresi</td>
<td>M.A.</td>
<td>Co-supervisor (w/ D. Chiodo)</td>
<td>A mixed methods evaluation of benefits for FNMI youth mentors in a high school mentoring program</td>
<td>2017*</td>
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<tr>
<td>Tessa Alexander</td>
<td>M.A.</td>
<td>Co-supervisor (w/ N. Lapshina)</td>
<td>Understanding and promoting help-seeking among adolescents</td>
<td>2017*</td>
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<tr>
<td>Kelsey Macdonald</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Relationships among dating violence, mental health, and mental well-being</td>
<td>2016*</td>
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<tr>
<td>Jenny Kassen</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>The experience of mental health stigma among teachers</td>
<td>2016*</td>
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<tr>
<td>Matt Gillespie</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Developmental evaluation of a program to prevent online sexual aggression among adolescent boys</td>
<td>2016*</td>
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<tr>
<td>Lyndsay Masters</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Understanding bystander behaviour through identifying clusters of responding to bullying</td>
<td>2016*</td>
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<tr>
<td>Caely Dunlop</td>
<td>M.A.</td>
<td>Supervisor</td>
<td>Bullying experiences among First Nations youth: Identifying effects on mental health and potential protective factors</td>
<td>2016*</td>
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<tr>
<td>Angel Zhang</td>
<td>M.A.</td>
<td>Co-supervisor</td>
<td>Adolescent bystander perceptions of sexual violence scenarios</td>
<td>2015*</td>
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<tr>
<td>Jessica Sciaraffa</td>
<td>M.A.</td>
<td>Co-supervisor</td>
<td>The relationship between media violence and cyber dating abuse among adolescents</td>
<td>2015*</td>
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**GRADUATE STUDENT COMMITTEES – FACULTY OF EDUCATION, WESTERN**

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<tr>
<th>Name</th>
<th>Degree</th>
<th>Role</th>
<th>Area</th>
<th>Completion* / Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Olszowy</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>The critical role of child protection in high-risk domestic violence cases: Understanding child safety planning and risk management</td>
<td>2020*</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Role</td>
<td>Area</td>
<td>Year</td>
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</tr>
<tr>
<td>Mike Saxton</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>Police response to victims and children living with domestic violence: Barriers to critical risk assessment and intervention</td>
<td>2020*</td>
</tr>
<tr>
<td>Natalie Currie-Patterson</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>Supporting the transition of First Nation students to provincial secondary schools in Ontario</td>
<td>2019*</td>
</tr>
<tr>
<td>Debbie Chiodo</td>
<td>Ph.D.</td>
<td>Committee Member</td>
<td>A mixed-methods study of the implementation quality of an evidence-based healthy relationships program</td>
<td>2017*</td>
</tr>
<tr>
<td>Henshaw, Mark</td>
<td>M.A.</td>
<td>Committee Member</td>
<td>High school boys’ experiences of a violence against women prevention program</td>
<td>2016*</td>
</tr>
<tr>
<td>Krancevich, Mariah</td>
<td>M.A.</td>
<td>Examiner</td>
<td>Common themes in military domestic homicides: Implications for prevention and intervention</td>
<td>2020</td>
</tr>
<tr>
<td>Cautillo, Nella</td>
<td>M.A.</td>
<td>Examiner</td>
<td>Examining stigma among preservice teachers following the completion of a mental health literacy course</td>
<td>2018</td>
</tr>
<tr>
<td>MacLellan, Angelina</td>
<td>M.A.</td>
<td>Examiner</td>
<td>Exploring mental health in justice involved youth: Relevance for policy and practice</td>
<td>2017</td>
</tr>
<tr>
<td>Hargraves, Heather</td>
<td>M.A.</td>
<td>Examiner</td>
<td>Therapeutic Induction of altered states of consciousness: Investigation of 1-20Hz neurofeedback</td>
<td>2017</td>
</tr>
<tr>
<td>Heron, Chelsea</td>
<td>M.A.</td>
<td>Examiner</td>
<td>Exploring the differences between domestic homicide and homicide-suicide: Implications for risk assessment and safety planning</td>
<td>2017</td>
</tr>
<tr>
<td>Sapardanis, Kayla</td>
<td>M.A.</td>
<td>Examiner</td>
<td>Domestic homicide in the youth population</td>
<td>2017</td>
</tr>
<tr>
<td>Olszowy, Laura</td>
<td>M.A.</td>
<td>Examiner</td>
<td>Factors associated with disclosure of domestic violence at the workplace</td>
<td>2016</td>
</tr>
<tr>
<td>O’Neill, Brianna</td>
<td>M.A.</td>
<td>Examiner</td>
<td>Domestic homicide and homicide-suicide in the older population</td>
<td>2016</td>
</tr>
</tbody>
</table>
EXTERNAL COMMITTEES AND EXAMINATIONS

2020  
External Examiner for PhD for Jaime Semchuk  
School Psychology, University of British Columbia  
Supervisor: William McKee

2020  
External examiner for PhD for Jennifer Kitil  
Department of Human Development, Learning, and Culture, University of British Columbia  
Supervisor: Kim Schonert-Reichl

2019  
External examiner on PhD oral for Ms. Sophia Durisko  
Department of Psychology, University of Guelph  
Supervisor: Margaret Lumley

2019  
External examiner on PhD for Ms. Katherine Vink  
Department of Educational Psychology, University of Alberta  
Supervisor: Lia Daniels

2018  
External Examiner on MA oral for Laura Johnson  
Department of Psychology, Western University  
Supervisor: Don Saklofske

2018  
External Examiner on MA oral for Ola Mohamed Ali  
Department of Psychology, Western University  
Supervisor: Elizabeth Hayden

2017  
External examiner on MA oral for Ms. Chloe Lau  
Department of Psychology, Western University  
Supervisor: Don Saklofske

2017  
External examiner on PhD oral for Ms. Billie Joe Rogers  
Department of Psychology, Simon Fraser University  
Supervisor: Ron Roesch

2016  
External examiner on MA oral for Ms. Caitlin Spencer  
Department of Psychology, Western University  
Supervisor: Don Saklofske

2016  
External examiner on MA oral for Ms. Kendra DiBacco  
Faculty of Health Sciences, Western University  
Supervisor: Sheila Moodie

2015  
External examiner on PhD oral for Mr. Kevin Shield  
Department of Medical Science, University of Toronto  
Supervisor: Jurgen Rehm
2015  External examiner on MA oral for Ms. Holly Baughman
        Western University, Department of Psychology
        Supervisor: Tony Vernon

2015  External examiner on MA oral for Ms. Victoria Johnson
        Western University, Department of Psychology
        Supervisor: Elizabeth Hayden

2014  External examiner on PhD oral for Ms Sam Yamada
        York University, Department of Psychology
        Supervisor: Debra Pepler

2013  External examiner on PhD oral for Ms. Lila McCormick
        Department of Psychology, University of Guelph
        Supervisor: Paula Barata

2013-2017  Committee member and examiner for Ruth Rodney
            University of Toronto, Faculty of Nursing
            Supervisor: Denise Gastaldo

2010-2015  Committee member and examiner for Angela Snowshoe
            Title: Cultural Connectedness and Positive Mental Health among First Nations youth.
            Western University, Department of Psychology
            Supervisor: Riley Hinson

**PREVIOUS RESEARCH POSITIONS**

2008-2014  **Associate Director**, CAMH Centre for Prevention Science, London, Ontario
            Responsibilities included: maintaining an independent research program, grant applications, data analysis,
            writing academic publications, supervision and mentoring of students and junior colleagues, program
            development and evaluation, writing manuals and reports, presenting at conferences and workshops,
            development and management of all Centre projects working with Aboriginal youth.

**FUNDING**

2019-2022  Supporting Transition Resilience of Newcomer Groups (STRONG): A school-based intervention to
            promote wellbeing. **Role: Principal Investigator**. Public Health Agency of Canada. Mental Health
            Promotion Innovation Fund. **$503,672.**

2019-2020  Development and Implementation of the School Mental Health Ontario Innovation and Scale-Up
            Lab. **Role: Principal Investigator**. Hamilton-Wentworth District School Board (with funding from
            the Ontario Ministry of Education. **$239,145.**

2018-2023  A healthy relationships approach to violence prevention and mental health promotion with
            vulnerable youth. **Role: Principal Investigator**. Public Health Agency of Canada. Preventing
            Gender-based Violence: The Health Perspective, Teen / Youth Dating Violence Prevention Program. **$5,138,842.**
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Role</th>
<th>Contract Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>Expanded field test of the STRONG program for newcomer children and youth. <strong>Role:</strong> Principal Investigator. Contract with School Mental Health Ontario. $56,874.</td>
<td></td>
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</tr>
<tr>
<td>2018-2021</td>
<td>Evaluation of MindUP for Young Children. <strong>Role:</strong> Principal Investigator. Contract with the London District Catholic School Board as part of a larger Trillium funded project I am a collaborator on. $280,600.</td>
<td></td>
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<tr>
<td>2018-2019</td>
<td>Reaching the tipping point: Supporting Canadian school stakeholders to build on programs that work for positive youth development and prevention of problematic substance use. <strong>Role:</strong> Principal Investigator. Contract with the Public Health Agency of Canada. $99,231.</td>
<td></td>
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<tr>
<td>2018</td>
<td>Feasibility of the STRONG program for refugee children and youth experiencing trauma symptoms. <strong>Role:</strong> Principal Investigator. Contract with School Mental Health ASSIST. $14,500.</td>
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<tr>
<td>2018</td>
<td>Understanding the needs and experiences of parents who engage with a communication intervention for improving partnership with schools around children's mental health issues. <strong>Role:</strong> Principal Investigator. Faculty of Education Research Development Fund (internal). $5,000. Co-Investigator: C. Cadieux.</td>
<td></td>
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<tr>
<td>2015-2023</td>
<td>First Nations, Metis, and Inuit Services contract with Thames Valley District School Board to provide elementary and secondary school mentoring programs, cultural leadership day, and support the Student Leadership Council. $115,000 annually.</td>
<td></td>
<td></td>
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<tr>
<td>2015-2018</td>
<td>The Fourth R: Promoting readiness, fit, and delivery system capacity to maximize reach and impact in five provinces and territories. <strong>Role:</strong> Principal Investigator. Public Health Agency of Canada Innovation Strategy: Phase III. $1,310,090.</td>
<td></td>
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<tr>
<td>2013-2017</td>
<td>Understanding the impact of adapting and implementing an evidence-based mental health promotion program: The Mental Health First Aid-First Nations initiative. <strong>Role:</strong> Principal Investigator. Canadian Institutes for Health Research (CIHR) Population Health Intervention Research Operating Grant, $200,000.</td>
<td></td>
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<tr>
<td>2012-2013</td>
<td>Mental Health First Aid Canada First Nations pilot course evaluation. <strong>Role:</strong> Principal Investigator. Mental Health Commission of Canada. $35,000.</td>
<td></td>
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<tr>
<td>Year</td>
<td>Project Description</td>
<td>Role</td>
<td>Funding Organization</td>
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<tr>
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<tr>
<td>2012-2017</td>
<td>Walking the Prevention Circle: Re-Searching community mobilization for violence prevention. (Principal Investigator: D. Pepler)</td>
<td>Role: Co-Investigator</td>
<td>Social Sciences and Humanities Research Centre (SSHRC), Network Grant</td>
</tr>
<tr>
<td>2012</td>
<td>Bullying literacy module. (Principal Investigators: W. Craig and D. Pepler)</td>
<td>Role: Co-Applicant</td>
<td>Ontario Centre of Excellence for Child and Youth Mental Health</td>
</tr>
<tr>
<td>2011-2015</td>
<td>A societal approach to preventing violence and achieving healthy relationships (Principal Applicants: W. Craig and D. Pepler)</td>
<td>Role: Co-Investigator</td>
<td>Networks of Centres of Excellence, Knowledge Mobilization Funding</td>
</tr>
<tr>
<td>2010-2014</td>
<td>The Fourth R: Promoting youth well-being through healthy relationships. Role: Principal Investigator</td>
<td>Public Health Agency of Canada Innovation Strategy: Phase II</td>
<td>$2,486,029</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Walking the Prevention Circle: Re-Searching community mobilization for violence prevention. (Principal Investigator: D. Pepler)</td>
<td>Role: Co-Investigator</td>
<td>Social Sciences and Humanities Research Centre (SSHRC), Network Grant, Letter of Intent Funding</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Adapting best practice violence prevention programs for Aboriginal youth: Knowledge Mobilization funding. Role: Principal Investigator</td>
<td>Population Health Fund, Health Canada</td>
<td>$237,000</td>
</tr>
<tr>
<td>2009-2011</td>
<td>Fourth R National Dissemination Project. (PIs: D. Wolfe, C. Crooks) Role: Co-Principal Investigator</td>
<td>Multi-year Teen Violence Prevention Grants Program (Renewed), Canadian Women’s Foundation</td>
<td>$100,000</td>
</tr>
<tr>
<td>2008-2017</td>
<td>Canadian Prevention Science Cluster for Children and Youth. (Principal Investigator: D. Wolfe). Role: Co-Investigator</td>
<td>Social Sciences and Humanities Research Council (SSHRC) Knowledge Cluster Grant</td>
<td>$2,253,741</td>
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<tr>
<td>2007-2008</td>
<td>Building community capacity to support victimization issues among under-served Aboriginal students. Role: Principal Investigator</td>
<td>Ministry of the Attorney General Ontario Victim Services Secretariat</td>
<td>$55,576</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Fourth R projects with Aboriginal youth. Role: University Collaborator; grant recipient: Thames Valley District School Board. Aboriginal Education Office of the Ministry of Education Initiative to Increase School Boards’ Capacity to Implement the Policy Framework, Including Enhancing Partnerships, to Support Student Achievement,</td>
<td></td>
<td>$55,000</td>
</tr>
<tr>
<td>2006-2008</td>
<td>Fourth R National Dissemination Project. (PIs: D. Wolfe, C. Crooks) Role: Co-Principal Investigator</td>
<td>Multi-year Teen Violence Prevention Grants Program, Canadian Women’s Foundation</td>
<td>$140,000</td>
</tr>
<tr>
<td>2006-2007</td>
<td>PREVNet – Promoting Relationships and Eliminating Violence Network. (Co-Network Directors: W. Craig and D. Pepler) Role: Research Partner</td>
<td>Federal Networks of Centres of Excellence (NCE),</td>
<td>$800,000</td>
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</table>

Literature review on family violence and parenting arrangements after violence. (Principal Investigator: P. Jaffe) **Role: Co-Investigator.** Canadian Department of Justice, $23,500.

Controlled longitudinal evaluation of a school-based program to prevent adolescent dating violence and related risk behaviours. (Nominated PI: D. Wolfe). **Role: Co-Principal Investigator.** Canadian Institutes of Health Research Randomized Controlled Trial, $2,156,000.

Fourth R National Dissemination project. **Role: Collaborator.** Royal LePage Shelter Foundation, $1,000,000.

A resource for implementing a paradigmatic approach to violence prevention. (Principal Investigators: P. Jaffe & C. Crooks) **Role: Co-Principal Investigator.** Ontario Trillium Foundation, $589,000.

Subtypes of fathers who maltreat their children. **Role: Principal Investigator.** University of Western Ontario Social Sciences Alumni Fund, $3,000.

Increasing community collaboration and male coach involvement to support school anti-violence initiatives. (Recipient: London Family Court Clinic). **Role: University Collaborator,** National Crime Prevention Centre, $45,000.

Building healthy, non-violent relationships among at-risk youth. (Recipient: London Family Court Clinic). **Role: University Collaborator,** National Crime Prevention Centre, $50,000.

Self harm in adolescent girls. **Role: Principal Investigator.** University of Manitoba Residents Research Fellowship, $2,000.

**TRAINING**

1. **Crooks, C. V.,** Dale, S., Adams, K. & Huson, K. Two-day training for Yellowhead Tribal Council Child and Family Services with social workers, Elders, youth, and educators to prepare them to implement healthy relationships programming. (July, 2020). Delivered online to participants in northern Alberta.

2. Hoover, S., **Crooks, C.V.,** Fortier, A., Saito Fleck, A. & Kayssi, G. Two-day training for school social workers, psychologists and school district mental health leads to prepare them to implement the STRONG intervention for newcomer students. (December, 2019). Toronto, ON.

3. **Crooks, C. V.** Two-day judicial workshop on advanced skills for domestic violence. Responsible for all parts related to impacts of violence on children, adult victims of violence, and considerations for parenting assessments. (October, 2018). Austin, TX.

4. **Crooks, C. V.** Three-day judicial workshop on adolescent dating violence for the National Council of Juvenile and Family Court Judges (November, 2017). Worked as part of a multidisciplinary team – responsible for modules on adolescent development, brain development, trauma, and resiliency. Phoenix, AZ.


11. Crooks, C. V. & Jaffe, P. G. (2012, October and November). Safe, inclusive and accepting schools: A whole school approach to sustainable change. Four trainings for every school’s Safe and Accepting School Team (including administrators, educators, parents, students, support staff, and community partners) in Thames Valley District School Board.


13. Crooks, C. V. & Hughes, R. (2012, September). Safe, inclusive, and accepting schools: From small steps to sustainable change. Four half-day trainings for administrators and educators from all schools in Durham District School Board. Whitby, ON.


15. Crooks, C. V. (2011, April). Friends of the Court: Domestic violence seminar for custody and parenting time evaluators. Full day training for Friends of the Court. Lansing, MI.


23. **Crooks, C.V.,** and others (2006, November). *Domestic violence and decision-making: A training for Nevada judges; and, Vicarious trauma for judges in dealing with domestic violence cases.* Statewide training co-sponsored by the National Council of Juvenile and Family Court Judges, U.S. Department of Justice and Office on Violence Against Women, Reno, NV (1 day) and Las Vegas, NV (1 day).


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**WEBINARS AND PODCASTS**


2. **Crooks, C. V.** (2017, October). Two-part webinar series on promoting mental health developed and conducted for Family and Community Support Services (Alberta). Includes: *Promoting mental health for children and youth – Part 1: Or... why we need to think about mental health the same way we think about swimming lessons and water safety; and, Promoting mental health for children and youth – Part 2: Or... how to promote mental health the same way we teach swimming and water safety.*


5. **Crooks, C.V.** (2017, May). Three-part webinar series on the findings from our Health Canada funded project on the Healthy Relationships Plus Program. Includes:
   - 1) What is HRPP? Available at: [https://vimeo.com/217165635](https://vimeo.com/217165635);
   - 2) HRPP: Youth Outcomes. Available at: [https://vimeo.com/217165590](https://vimeo.com/217165590); and,


7. **Crooks, C. V.** (2009, November – December). *Engaging and empowering Aboriginal youth.* Five-week online series featuring five 60 minute webinars co-facilitated with other speakers. Over 250 participants registered nationally.

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**INVITED PRESENTATIONS**

1. **Crooks, C. V.** (2019, November). *Adapting evidence-based practice for specific populations: The intersection between utilizing effective practices and ensuring fit and relevancy.* Keynote address at the US National Center for School Mental Health, 29th Annual Conference on Advancing School Mental Health. Austin, TX.


3. **Crooks, C. V.** (2019, May). *Finding the middle ground between evidence-based practice and locally developed programming.* PREVNet's 10th annual conference: Promoting Healthy Relationships for Youth: Creating Spaces that Support Equity, Diversity, and Inclusion. Toronto, ON.


19. **Crooks, C. V.** (2014, October). *Creating a mental health friendly campus: Mobilizing faculty and staff to maximize student mental health.* National conferences, Canadian Accredited Independent Schools, Muskoka. ON.


22. **Crooks, C. V.** (2014, March). *Promoting safe schools: Bridging the gaps between science and practice.* Invited colloquium at the Faculty of Education, Western University, London, ON.


27. **Crooks, C. V.** & Snowshoe, A. (2012, October). *The role of cultural connectedness in promoting mental health among Aboriginal youth.* Speaker at Western University’s Department of Psychiatry Continuing Professional Development symposium on Culture and Mental Health. London, ON.

28. **Crooks, C. V.** (2012, September). *From bystander to upstander: Mobilizing children to create safe school environments.* Distinguished Lecture for University of Manitoba Faculty of Education Homecoming Event. Winnipeg, MB.


31. **Crooks, C. V.** (2012, March). *Preventing bullying is everyone’s responsibility.* Presentation at the Human Rights Watch International Film Festival on Human Rights prior to the screening of The Bully Project. Toronto, ON.

32. **Crooks, C. V.** (2012, February). *Healthy relationships are the foundation of healthy development.* Plenary address at the Canadian Women’s Foundation National Institute on Healthy Teen Relationships. Toronto, ON.


44. Crooks, C. V. (2011, January). *The science of preventing and interrupting the cycle of violence*. Keynote address at the Institute of Medicine, National Academies of Science. Washington, DC.


46. Crooks, C. V. (2010, November). *Let’s all end bullying: Developing a community response*. Keynote at TVDSB community forum in St. Thomas that was video cast to over 700 participants in three communities. St. Thomas, ON.


58. **Crooks, C. V.** (2009, February). *Bullying and bystanders: From standing by to standing up.* University of Western Ontario Toronto Alumni series. Toronto, ON.

59. **Crooks, C. V.** (2008, November). *Bullying and bystanders: From standing by to standing up.* University of Western Ontario Classroom Without Quizzes series. London, ON.


64. **Crooks, C. V.** & Rosa, J. (2008, October). *Crafting appropriate parenting arrangements in child custody disputes with allegations of domestic violence.* Nebraska Courts Celebrating Change judicial conference, Omaha, NE.

65. **Crooks, C. V.** & Hughes, R. (2008, October). *The Fourth R: A school-based prevention program.* Colloquium sponsored by the Aboriginal Education research Centre, University of Saskatchewan, Saskatoon, SK.


68. Crooks, C.V. (2008, March). Comprehensive school-based prevention programming for adolescents: Moving from “does it work?” to “will it last?” Psychology Department Colloquium at the University of Manitoba.


OTHER SCHOLARLY AND POLICY ACTIVITIES

Conference Co-Chair, Promoting Healthy Relationships for Youth: Creating Spaces that Support Equity, Diversity, and Inclusion. National conference co-hosted with PREVNet. Toronto, ON.

Conference Co-Chair, School mental health: Equipping schools and communities to support student mental health. Banff 51st International Conference for Behavioural Sciences. (Banff, March 2019).

Research Fellow, Named as one of 15 Research Fellows in the inaugural cohort of a leadership program at Western University (2018-2019).
Planning Committee, Appointed to permanent planning committee for the Banff International Conference for Behavioural Sciences.

Panel Member, World Health Organization meeting on violence prevention (Ottawa, ON, October 2017).

Roundtable Participant, Invited participant to small roundtable of international experts on violence prevention with the Minister of Health (Ottawa, ON, October 2017).

Roundtable Participant, Invited participant to roundtable on opioid use with the Minister of Health (London, ON, July 2017).


Member, Senate Advisory Committee to appoint AVP, Research, 2016-2017.

Member, Scientific Panel, Status of Women Canada (Appointed 2016).

Conference Co-Chair, School mental health: Challenges and emerging opportunities. Banff 48th International Conference for Behavioural Sciences. (Banff, March, 2016).


National Institute of Justice – member of the Standing Scientific Committee, appointed for a three year term in 2014.

PREVNet – Research partner since 2008; member of Executive since 2012.


Invited Testimony to the House Committee on the Status of Women (federal government)- Improving the economic prospects of girls in Canada. Presented on behalf of the Canadian Women’s Foundation. (March, 2012).

Task Force Member – Aboriginal Education Task Force, School of Health Sciences at the University of Western Ontario. 2009-2010.

Invited Testimony to the Select Committee on Mental Health and Addictions (provincial government) -- Meeting the unique needs of Aboriginal youth: A case for strengths-based programming. Presentation to Provincial Select Committee on Mental Health and Addictions. (St. Thomas, ON, June, 2009).


Conference Co-Chair, Violence in the lives of children and families. Banff 38th International Conference for Behavioural Sciences. (Banff, March, 2006)

Invited Testimony to the Standing Senate Committee on Human Rights (federal government)-- Parenting plans after separation and divorce: Considering exposure to domestic violence within the context of the UN Convention on the Rights of the Child. (Ottawa, ON, February, 2005).

GRANT AND JOURNAL REVIEW

Grant Review
Alberta Centre for Child, Family, and Community Research (2015)
Public Health Ontario – Locally Driven Collaborative Projects funding competition (2013-2014)
CIHR Doctoral B Peer Review Committee (2013-2014)
Canadian Women’s Foundation (2004-ongoing)
Croatian Science Foundation (2019) - Cooperation Programme with Croatian Scientists in Diaspora
Research Cooperability competition
Ontario Mental Health Foundation
Saskatchewan Health Research Foundation – Establishment Grant competition (2014)
Social Sciences and Humanities Research Council (SSHRC) 2007; 2015; 2018; 2019
University of Houston Grants to Enhance and Advance Research (GEAR) Program (2003-2004)

Journal Review (Ad Hoc Reviewer)
Advances in School Mental Health Promotion
Archives of Pediatric and Adolescent Medicine
Aggressive Behavior
American Journal of Evaluation
Applied Developmental Science
BMJ Open
Canadian Journal of Behavioral Science
Child Abuse and Neglect
Child Maltreatment
Children and Society
Children and Youth Services Review
Clinical Psychology Review
Clinical Psychology: Science and Practice
Canadian Review of Social Policy
Evaluation and Program Planning
Exceptionality Education International
International Indigenous Policy Journal
International Journal of Child and Adolescent Resilience
Journal of the American Medical Association
JAMA: Pediatrics

Journal of Clinical and Consulting Psychology
Journal of Clinical Child and Adolescent Psychology
Journal of Community Psychology
Journal of Interpersonal Violence
Journal of Family Psychology
Journal of Family Violence
Journal of Primary Prevention
Journal of Public Health
Journal of School Violence
Health Education Research
Prevention Science
Psychology of Violence
Psychological Trauma: Theory, Research, Practice and Policy
School Mental Health
Trauma, Violence and Abuse
Violence and Victims
Violence Against Women
Violence in Schools
CLINICAL EXPERIENCE

2018- Clinical Supervisor, Psychology Internship: Developed a minor rotation for the Western University Child and Youth Development Clinic (one day/week). Focus on program development, implementation, and evaluation; systems consultations; interventions with diverse populations. Also provided supervision on individual assessment and intervention cases. Provide clinical supervision to 2 PhD students in the final year of their training.

2017 Clinical Supervisor, Mary J Wright Centre for Research and Education, London, ON Supervise School Psychology PhD students on a range of activities including assessment, intervention, and consultation in a community-based family crisis and support facility.

2002-2013 External Consultant, London Family Court Clinic, London, ON Conduct Section 30 Custody and Access Assessments, youth in conflict with the law assessments, victim impact assessments Supervised PhD student in Clinical Psychology for youth in conflict with the law assessments Mentor colleagues who are learning to conduct custody and access assessments through co-assessments

2002-2004 Program co-developer and group facilitator, Caring Dads Program, Changing Ways, London, ON Program for fathers who have maltreated or are at risk to maltreat their children

2001-2004 Group facilitator, In the Middle, London, ON Facilitate psycho-educational group for children whose parent are divorcing

2001-2002 Postdoctoral Fellow, Centre for Children and Families in the Justice System Conducted Custody and Access and Parenting Capacity (Section 54) assessments

2000-2001 Clinical Psychology Intern, Winnipeg Health Sciences Centre, Winnipeg, MB

1998-1999 Clinical Psychology Practicum Student, Family Court Clinic, Kingston General Hospital, Department of Psychiatry, Kingston, ON

1998 Clinical Supervisor, Wediko Children’s Services, Hillsboro, NH Residential treatment setting for severely emotional and behaviorally disturbed children

1997-1998 Clinical Psychology Practicum Student, Child and Youth Wellness Centre of Leeds-Grenville, Gananoque and Brockville, ON

1996-1997 Clinical Psychology Practicum Student, Kingston Psychiatric Hospital and Kingston General Hospital, Department of Child and Family Psychiatry, Kingston, ON

1995 Direct Care Staff, Wediko Children’s Services, Hillsboro, NH Residential treatment setting for severely emotional and behaviorally disturbed children

MEDIA
Frequent guest on radio and television regarding violence prevention, bullying, adolescent risk behaviors, child abuse, trauma, and domestic violence. Interviews have appeared in local, provincial, and national news outlets. Participated in formal on camera media training with Fleishman Hillard PR (Toronto, November 2011).
### FACULTY AND UNIVERSITY SERVICE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
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<tbody>
<tr>
<td>2019 – 2020</td>
<td>Decanal Search Committee, Faculty of Education</td>
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<tr>
<td>2016 - 2017</td>
<td>Committee to Select Vice President, Research (University appointment)</td>
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<td>2016 – 2018</td>
<td>Annual Performance Evaluation Committee</td>
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<td>2016 – 2017</td>
<td>Appointments Committee</td>
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<tr>
<td>2015 – 2019</td>
<td>School Psychology Committee, Faculty of Education, Western University</td>
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<tr>
<td>2014 – 2019</td>
<td>Member of Research Ethics Board, Western University</td>
</tr>
<tr>
<td>2014 – ongoing</td>
<td>Director, Centre for School Mental Health</td>
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</tbody>
</table>

### VOLUNTEER COMMITTEE AND BOARD OF DIRECTORS EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2016</td>
<td>Director, Canadian Women's Foundation Board</td>
</tr>
<tr>
<td>2004-2015</td>
<td>Advisory Board Member -- Canadian Women's Foundation -- Girls Fund Research Program</td>
</tr>
<tr>
<td>2006-2009</td>
<td>Member, Child Abuse Prevention Council of London-Middlesex</td>
</tr>
<tr>
<td>2002-2006</td>
<td>Board of Directors, Cottage Dreams Recovery, Inc. (a non-profit organization that provides cancer survivors with the use of a cottage for a week-long getaway)</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Executive Committee, London Regional Psychological Association; Chair of Programming Committee (organized professional development opportunities)</td>
</tr>
<tr>
<td>1998-2000</td>
<td>Board of Directors, St. Lawrence Youth Association, Kingston, ON</td>
</tr>
</tbody>
</table>
CURRICULUM VITAE

1. NAME: SUSAN C. RODGER, PhD., C.Psych.

RANK: Associate Professor

DATE TENURED: 2008

2. EDUCATION:

<table>
<thead>
<tr>
<th>Degree</th>
<th>University</th>
<th>Department</th>
<th>Year</th>
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<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>Wilfrid Laurier University</td>
<td>Art &amp; Philosophy</td>
<td>1979</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>University of Western Ontario</td>
<td>Psychology</td>
<td>1997</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>University of Western Ontario</td>
<td>Psychology</td>
<td>2001</td>
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3. EMPLOYMENT HISTORY:

<table>
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<tr>
<th>Date</th>
<th>Rank and Position</th>
<th>Department</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>Associate Dean Research</td>
<td>Education</td>
<td>UWO</td>
</tr>
<tr>
<td>2011-12</td>
<td>Acting Associate Dean, Graduate Programs</td>
<td>Education</td>
<td>UWO</td>
</tr>
<tr>
<td>2008-present</td>
<td>Associate Professor</td>
<td>Education</td>
<td>UWO</td>
</tr>
<tr>
<td>2002-2008</td>
<td>Assistant Professor</td>
<td>Education</td>
<td>UWO</td>
</tr>
<tr>
<td>2003-2005</td>
<td>Psychologist</td>
<td>Thames Valley District School Board</td>
<td></td>
</tr>
<tr>
<td>1997-2002</td>
<td>Director</td>
<td>Student Leadership and Mentoring Program</td>
<td>UWO</td>
</tr>
</tbody>
</table>

4. HONORS AND AWARDS:

Graduate Excellence in Teaching Award, Western University
9550A-Ethics and Human Development 2019 FALL
9544A—Theories of Counselling Psychology 2019 FALL
9543B Systematic Practice 2019 Winter
9544A Theories of Counselling Psychology 2018 Fall
9547B Counselling Interventions and Community Mental Health 2017 Winter
9549—Internship in Counselling 2017
9543B—Systemic Practice 2017 Winter
9544A—Theories of Counselling Psychology 2016 Fall
9549—Internship in Counselling 2016 Winter
9547B—Counselling Interventions and Community Mental Health 2016 Winter
9543 B—Systematic Practice 2016 Winter
9544A – Theories of Counselling Psychology 2015 Fall
9547B—Counselling Interventions 2015 Winter
9543B—Systematic Practice 2015 Winter
2017- Leadership in Wellness Award. The Leadership in Wellness Award of Recognition recognizes Western faculty members who promote the mental health of their students in their daily work at Western. https://www.uwo.ca/health/wec/leadership/award.html

Community Awards:

Janet McEwan Award for the Advancement of the Mission and Vision of the St. Leonard’s Society London and Region 2012
Recipient of “Sharing the Flame: Recognizing Excellence in Learning” award in the Adult Education category for the Bridges Project. Award was presented at the Canadian Council for Learning National Conference, Ottawa, ON June 12-13, 2007
In 2007 an award was created in my name, the Dr. Susan Rodger Student Leadership Award. This award recognizes outstanding contributions made to the Leadership and Mentorship Program (LAMP) at The University of Western Ontario. The award recognizes innovation, length of service, dedication to students and the development of future student leaders.

5. TEACHING
a) undergraduate courses taught
2001-2005 Educational Psychology EP 70 - This course will focus on principles and research of psychology that have direct applicability for teachers in the classroom. The course will cover topics ranging over child development, motivation, behavioural and cognitive theories of learning, self-concept, underachievement, assessment, cooperative learning, problem solving, and creativity. Particular emphasis will be given to theory and strategies for classroom management.

2005-2007 Counselling Adolescents - Recent secondary school curriculum changes place increasing responsibility on teachers for the social well-being of their students. This course will assist classroom teachers in furthering their understanding of adolescent development and psychology, school violence, depression, family dynamics, self-esteem, coping strategies, and how these issues may influence student learning. Special emphasis will be placed on counselling strategies classroom teachers can use with adolescents.

2012-2014, 2016-2017 Special Topics: Mental Health Literacy in Education - The challenges faced by many children and youth and the role of education in supporting student well-being places teachers on the front lines of mental health. This course will assist classroom teachers in furthering their understanding of adolescent development and mental health, school violence, depression, family dynamics, self-esteem, and access to care and how these issues may influence student learning. Special emphasis will be placed on raising teachers’ awareness of signs that students may be in need of support, focused strategies to assist students in the classroom and appropriate professional community resources. online/blended
2016-2019 5018 Q: Mental Health Literacy- Supporting Social-Emotional Development - Designed to assist classroom teachers in understanding development, mental health, depression, family dynamics, self-esteem, and access to care, and the effect of these issues on student learning. Intended to raise teachers’ awareness of signs that students may be in need of support.

Teacher ratings: (scale is 1-7, with 7 the highest)

<table>
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<tr>
<th>Course</th>
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<th>#responses</th>
<th>Year</th>
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<td>61</td>
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<td>E58/1059</td>
<td>002</td>
<td>30</td>
<td>24</td>
<td>2005</td>
<td>6.5</td>
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<td></td>
<td>003</td>
<td>30</td>
<td>25</td>
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<td>275</td>
<td>92</td>
<td>2016-17</td>
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*completely online

^Please note that the reporting format changed and ratings were provided as frequencies within rating, as compared to mean scores

b) graduate courses taught

2019 Ethics and Professional Practice 9550 - For counselling interns, who have completed the major part of their course work, to study cases, examine current problems and apply theory. Prerequisite: completion of core courses or equivalent. Full course; two terms. Offered: Every Fall & Winter Term

2002-present Theories of Counselling 9544 (except 2009 and 2017 due to sabbatical leave) - This course examines contemporary issues and major theoretical approaches in counselling using case conceptualization, a human development framework and an evidence informed approach. Primary emphasis will be given to person-centred, psychodynamic, and cognitive-behavioural counselling. Other topics include post-modern, feminist, and multicultural counselling theories, and the effectiveness of counselling and psychotherapy. Half-course; 3 lecture hours, 1 tutorial hour.

2003-2006 Diversity in Counselling 553 - This course will examine counselling issues for clients who are oppressed in this society due to gender, ethnicity, sexual orientation, class, or disability. Both theory and counselling strategies will be discussed in relation to specific problem areas for these clients. The course will be taught from a feminist/social action perspective and will provide a beginning
overview of some of the issues related to diversity in clients. Class sessions will be divided into an experiential group component and a didactic component.

2004-2006 Assessment in Counselling 542 - Basic principles and statistical procedures underlying assessment and evaluation in counselling. Topics include: theoretical concepts of measurement, tests of aptitude, personality, attitude and achievement, intelligence, suicide risk assessment, and ethical issues related to assessment.

2011, 2012, 2014-2017 Counselling Interventions and Community Mental Health 9543 - An examination of counselling interventions and strategies for individuals with an emphasis on diversity, consultation and community mental health using a research-to-practice framework. Topics include trauma, case conceptualization, and evidence-based intervention strategies. Half course (48 hours); one term. Offered: Every Winter Term. Prerequisites: ED9544- Theories of Counselling, ED9545- Practicum in Counselling and ED9546- Research Design in Counselling

2011, 2012, 2014-2017 Family, Group and Systemic Counselling 9547 - The systemic context within which counselling interventions are offered is critical. This course focus on the context of community, family, couples and concurrent multiple systems that are explored within an evidence-based tradition of intervention. Half-course; one term. Prerequisite(s): Practicum in Counselling Psychology ED9545

2007-2010 Trauma Counselling 9555 - The goal of this course is to examine current literature and review the main concepts of psychological trauma and recovery, and to develop a foundation for the continued development of knowledge and skills based on the integration of theory, research evidence, expert practice and approaches, and critical thinking.

2002 Group Therapy 543b - Theory and practice in group procedures related to remedial, preventive, and developmental aspects of counselling in school and related contexts. Group counselling and group instructional methods are examined. Principles of behaviour in groups are highlighted. Half course; one term. Offered: Every winter term.

Teacher ratings: please note that I have received Excellence in Graduate Teaching Awards at the Faculty of Education for every Graduate course taught since 2015. Missing teacher ratings are an artifact of my inability to locate the documents. The scale for this measure is 1-5.

<table>
<thead>
<tr>
<th>Course</th>
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<td>9</td>
<td>2005</td>
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c) graduate supervision

1. Master’s theses

Completed

Amico, C. (2020) Providing Education on Trauma and Violence Informed Care to Pre-Service Teachers

Phillippe, M. (2020) Trauma and Violence Informed Care: Evaluating the Impact on Teacher Candidate Attitudes and Intended Responses Toward Problem Behaviour of Students Affected by Trauma


Hill, S. (2018) Barriers and Facilitators to Positive Mental Health on a University Campus

Cautillo, N. (2018) Examining Stigma Among Preservice Teachers Following the Completion of a Mental Health Literacy Course


Danilewitz (2017) Quality of Life and Sources of Stress in Teachers: A Canadian Perspective

Pyne, S. (2017) Emotional Intelligence & Mental Health in the Classroom: Experiences of Canadian Teachers

Hancock, K. (2016) An examination of emotional intelligence as a potential mediator in educator stress and burnout

Hsiang, R. (2016) Teachers’ Mental Health: The Relevance of Emotional Intelligence on Burnout and Quality of Life

Marko, K. (2015) An Examination of Teachers’ and Education Professionals’ Mental Health and Wellness
Byrne, S. (2014) Children’s Voices in a School Based mental Health Needs Assessment
Koenig, A. (2014). Compassion Fatigue and Burnout Among Teachers
Bellhouse, L. (2013) The Hopes and Fears of Survivors of Childhood Sexual Abuse as they Transition to Motherhood
Taylor, S. (2013) Assessing Mental Health Risks for Offenders
Pickel, L (2012) The Aftermath of Intergenerational Trauma: Substance Abuse Risk and Resiliency
Lewis, J. (2011) Media Influences on Older Women’s Body Dissatisfaction

Yansen, L. (2009) An Investigation of the Effects of Trauma on Parenting


In Progress

Annie Yang, MA Counselling Psychology. Thesis submission scheduled for April 30, 2020


2. doctoral theses, with titles and descriptions

Completed

Richelle Bird, PhD, School and Applied Psychology. (2020). Standing on the Forefront of School Mental Health: Building upon capacity in pre-service Educators Through Mental Health Literacy and Trauma-and-Violence-Informed-Care


Pandori-Chuckal (2020.) Mental Health Literacy and Initial Teacher Education: A Program Evaluation

Atkins, M.A. (2016) Stigma and Mental Illness at a Faculty of Education

In Progress

J. Klassen (co-supervised with W. Martino). Working (In)visible binaries: Trans youths’ experiences of accessing mental health supports in Ontario secondary schools. (Currently collecting data).
6. **PUBLICATIONS:**

a) **Summary:**
Books: 1
Chapters in Books: 9
Articles in Peer-Reviewed Journals: 34
Articles in non-Peer-Reviewed Journals and Conference Proceedings: 12
Abstracts, Presentations at Professional Meetings: 47
Other (Invited Addresses and Professional Development Workshops): 29
Other (Invited Addresses to the Media): 13

b) **Details:**

**Books**

**Chapters in Books and Symposia**


*graduate students

Papers in Peer-Reviewed Journals


*graduate students

Articles in non-Peer-Reviewed Journals and Conference Proceedings


Specht, J. and Rodger, S. Transitioning Youth with Disabilities. Report to the Ministries of Community and Social Services and Children and Youth. 2007.


Rodger, S., Hibbert, K., and Leschied, A. Mental Health Education Canada: Curricula Literature Review. Funded by Physical Health Education Canada. 2013. Available at: https://phecanada.ca/sites/default/files/content/docs/resources/curriculumliteraturereview.pdf

Rodger, S., Hibbert, K., and Leschied, A. Mental Health Education Canada: Teacher Education Literature Review. Funded by Physical Health Education Canada. 2013. Available at: https://phecanada.ca/sites/default/files/content/docs/resources/teachereducationliteraturereview.pdf


Rodger, S., Hibbert, K. and Leschied, A. Mental Health Education Canada: An Analysis of Teacher Education and Provincial/Territorial Curricula. Funded by Physical Health Education Canada. 2014. Available at: https://phecanada.ca/sites/default/files/content/docs/resources/mentalhealtheducationincanada.pdf


Abstracts, Presentations to Professional Meetings


Masters, E.R.*, and Rodger, S. Talking to Parents about Student Mental Health: Barriers and bridges to Effective Parent-Teacher Collaboration. PREVnet. 2015.

Rodger, S. (2015). The current state of psychological wellbeing and mental distress among educators: Peering into the well. 9th World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioural Disorders. 2015.

Rodger, S., Brown, E., Weston, K. and Phillippo, K. Comparing United States and Canadian teacher candidates' school mental health accreditation standards, licensing rules and preparation curriculums. 9th World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioural Disorders. 2015


Rodger, S., Atkins, M.A.* and Miko-Kelly, H. Co-creating curriculum with youth partners for mental health literacy for teacher education students. Canadian Psychological Association Conference. 2015.


Rodger, S. Teachers on the front lines of Mental Health: Organized a Symposium (4 papers) at Canadian Psychological Association Conference. 2013.

Rodger, S. Transition to Motherhood for Women Survivors of Childhood Sexual Abuse. Institute on Violence, Abuse and Trauma Annual Conference. 2012.


Submitted Manuscripts and/or Work in Preparation


*Note that this conference was cancelled due to the COVI-19 pandemic


*Note that this conference was cancelled due to the COVI-19 pandemic

Accepted for Publication (forthcoming) (Final version accepted, documentation or contract attached)
*graduate students
-please find the copy of the official acceptance in Appendix A

Invited Addresses and Professional Development Workshops

Rodger, S. Understanding Teacher Burnout and Compassion Fatigue. Pan-Canadian Summit on K-12 Work-Place Wellbeing. Edmonton, November, 2020 (rescheduled due to COVID-19)

Rodger, S. Invited Panelist. The Public Health Agency of Canada (PHAC), Canadian Centre on Substance Use and Addiction (CCSA), Canadian Students for Sensible Drug Policy and the Joint Consortium for School Health co-hosted a Forum, “School Matters: Building a Blueprint for Action in School Communities to Help Prevent Substance Use Harms; I was part of the Advisory Group for the Planning, and an Invited Panelist speaking o what the Education system can and should be doing to address this important issue in K-12 schools. Toronto, Feb. 12, 2020

Rodger, S. Keynote address. What is the Value of Wellness? Leadership Committee for English Education in Quebec (LCEEQ), Laval, Quebec. February 11, 2020.


Rodger, S. Canadian Alliance for Healthy School Communities. Lake Louise, AB. January 29, 2020 (declined).

Rodger, S. Ponder this: Reaching the Margins. Canadian Alliance for Health School Communities, Vancouver, BC. July 2, 2019.

Rodger, S. Canadian Alliance for Healthy School Communities. Lake Louise, AB. January 30.


Rodger, S. Mental Health Webinar, presenting the results of the Mental health and education project with PHE Canada. Webinar (national audience). October, 2017.


Rodger, S. Centre for Education and Research on Violence Against Women and Children – invited to speak to the research team (approximately 30 people) working on the “Toolkit for Action” project. Created and facilitated a 1.5 hour workshop on Relational-Cultural Theory and its application to the project, an evaluation of teacher resources for anti-violence/bullying in the classroom. February 2006, February 2007.


Rodger, S. Thames Valley District School Board. Presentations to the Adult Education Staff Team: “Women, Violence and Learning”, on teaching students living with violence and the effects of violence. April 06, 2007

Rodger, S. Wilfrid Laurier University – invited by Dr. Eileen Wood in 2003, 2005 (with Dr. J. Specht), and 2007 (declined) to speak to her graduate cognitive psychology class about learning styles.


Rodger, S. St. Thomas More College, University of Saskatchewan (Saskatoon). May 27, 2004. Invited to speak to faculty and administrators about and provide feedback on the University’s planned “University Life 101”, a mentoring and support program designed to have a positive impact on student experience and success for first year U of S students. The session was titled, “Mentoring University Students”.


Invited Addresses to the Media

August 15, 2019. Trauma and Violence informed teaching- why it is critically important, and how we can do it. Blog post for TeachResiliency.ca. https://phecanada.ca/connecting/blog/trauma-and-violence-informed-teaching-why-it-critically-important-and-how-we-can-do


February 21, 2019. Discussing parents allowing children to take mental health days from school. CBC Radio Halifax.


September 2004. Toronto Star- helping families and students adjust to first year of university

September 2005. A-Channel – panel on healthy transition to school

November 2006. CBC radio – Pupatello announces programs to get abused women back to work – commented on the need for support

7. RESEARCH FUNDING:


Social Sciences and Humanities Research Council Partnership Grant, “Canadian Consortium on Child Trauma and Trauma-Informed Care: Developing cohesive Intersectoral practices and policies to support Trauma-impacted Children and youth”, $2.5 million awarded to Collin-Vezina (PI), et al., S. Rodger (Collaborator) for 2020 to 2027. (KM)


Social Sciences and Humanities Research Council, “Canadian Consortium on Child Trauma and Trauma-Informed Care: Developing cohesive Intersectoral practices and policies to support Trauma-impacted Children and youth”, $20000 awarded to Collin-Vezina (PI), et al., S. Rodger (Collaborator) for 2019. (KM)


Bell Let’s Talk, “Let’s Talk in the Classroom”, $15000 awarded to Rodger, S. in February 2018. (Research)

VPR Western University, “Mental Health Literacy for Foster Parents”, $5000 awarded to Rodger, S. in September 2017. (Research)


Bell Let’s Talk, “Let’s Talk in the Classroom”, $58875 awarded to Rodger, S. in June 2016. (Research)

Social Sciences and Humanities Research Council, “WeCLiC”, $240,000 awarded to Hall, J., Rodger, S., Donelle, L., and Rodman, D. in June 2016. (Research)

VPR Western University (IDI), “Global MINDS”, $225000 awarded to MacDougall, A. and Rodger, S. in March 2016. (Research)

Bell Let’s Talk, “Let’s Talk in the Classroom: Teacher Education for Mental Health”, $48500 awarded to Rodger, S. in February 2016. (Research)

Carthy Foundation, “A National Curriculum Resource for Teacher Education in Mental health”, $196000 awarded to Kutcher, S., Rodger, S., Carr, W., and Wei, Y. in December 2014. (Research/KM)

Associate Dean Research, Western University, “In Their Own Words: Disclosing Mental Illness”, $2500 awarded to Rodger, S. in April 2014. (Research)

VPR (SSHHRB), “Mental Health Literacy for Foster Parents”, $18643 awarded to Rodger, S. in March 2014. (Research)


CFI, “Centre for School-Based Mental Health”, $10000 awarded to Rodger, S. in July 2012. (Research)

Associate Dean Research, Western University, “Teachers on the front line of mental health”, $1550 awarded to Rodger, S. in April 2012. (Research)


Counselling Foundation of Canada, “Educators’ Resources: The Bridges Project”, $67000 awarded to Rodgers, S. for 2009-2011 (Knowledge Dissemination)

Associate Dean Research, Faculty of Education, Western University, “Evaluation of the Community Group Program for Children Exposed to Women Abuse”, $2200 awarded to Rodger, S. in April 2009. (Research)


Office of Vice President Research Western University, “Bridges: Women’s Links to Learning and Success”, $4000 awarded to Rodger, S. in January 2008. (Research)

Associate Dean Research Western University, “Bridges: Women’s Links to Learning and Success”, $4000 awarded to Rodger, S. in January 2008. (Research)

Foundation Western, “Learning from Their Voices”, $5990 awarded to Rodger, S. in January 2007. (Research)


Faculty of Education, “Bridges”, $2500 awarded to Rodger, S. in May 2006. (Research)


Office of Vice President Research Western University, “Bridges: Women’s Links to Learning and Success”, $7500 awarded to Rodger, S. in June 2005. (Research)

Faculty of Education, “Bridges: Women's Links to Learning and Success”, $2400 awarded to Rodger, S. in May 2005. (Research)


CRVAWC, “Teachers’ Knowledge About Child Abuse and Neglect”, $10000 awarded to Rodger, S. in October 2004. (Research)

ADF, “Proposal to Enhance the Counselling Adolescents Course”, $10000 awarded to Lescheid, A., Rodger, S., and Cummings, A. in February 2004. (Curriculum Development)


Trillium Foundation, “Interfaith Counselling”, $10000 awarded to Cummings, A., Lescheid, A., Rodger, S. in Fall 2003. (Evaluation)

Office of Vice President Research Western University, “Bridges: Women’s Links to Learning and Success”, $7500 awarded to Rodger, S. in June 2004. (Research)


8. OTHER SCHOLARLY AND PROFESSIONAL ACTIVITIES:

Professional Status
Registered Psychologist, College of Psychologists of Ontario, 2003

Secondary Supervisor, Dr. Tina Shrigley, College of Psychologists of Ontario, 2019-
**Professional Memberships**
College of Psychologists of Ontario (Canadian)
Canadian Psychological Association (National)
National Association of School Psychologists (international)

**PD**
Cochrane Systematic Review Workshop Toronto, ON May 14-16, 2018

**Graduate Examinations: MA, MSc, MEd**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student</th>
<th>Degree</th>
<th>Thesis Title</th>
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<tbody>
<tr>
<td>2003</td>
<td>Ida Gianvito</td>
<td>MEd</td>
<td>(I didn’t record the titles for the first few years)</td>
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<tr>
<td></td>
<td>Peter Petrusa</td>
<td>MEd</td>
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<tr>
<td></td>
<td>Sue Hoffman</td>
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<td></td>
<td>Andrea Finlay</td>
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<td></td>
<td>Sarah Jane Burton</td>
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<td>2004</td>
<td>Debra Chiodo</td>
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<td>Debra Hendy</td>
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<td>Jane Mackley</td>
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<td>Pam Robson</td>
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<td>2005</td>
<td>Jordanna Nash</td>
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<td>Robert Hurley</td>
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<td>Mary Lou Boise</td>
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<td>2007</td>
<td>Gabrielle Young</td>
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<td>Nadia Palarchio</td>
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<td>H. Balilty</td>
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<td>2008</td>
<td>Ramona Fernandez</td>
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<td>Kristine Finch</td>
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<td>Nilusha Liyange</td>
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<td>Kaitlyn Roland</td>
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<td>2009</td>
<td>Allison Cook</td>
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<td>Deliberate Self Harm and Communication in Maltreated Youth</td>
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<td>Jennifer Flinn</td>
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<td>The Educational Impacts of Tuberous Sclerosis Complex</td>
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<td>Sarah Yaremko</td>
<td>MEd</td>
<td>Gender Informed Analysis of Residential Treatment Outcomes</td>
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<tr>
<td></td>
<td>David St. Arnault</td>
<td>MEd</td>
<td>Fostering Resiliency: Assessing the Impact of a Juvenile Restorative Justice Program on Optimism, Self-Efficacy and Hope</td>
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<td></td>
<td>John Noftle</td>
<td>MEd</td>
<td>The Trajectory of Change for Children and Youth in</td>
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<td>Name</td>
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<tr>
<td>Donna Skrodski</td>
<td>MEd</td>
<td></td>
<td>Residential Treatment</td>
</tr>
<tr>
<td>Mark Weir (Nursing)</td>
<td>MScN</td>
<td></td>
<td>An Exploration of the Interprofessional Health-Care Team Approach to Ethical Decision Making in the Resuscitation of Extremely Premature Infants</td>
</tr>
<tr>
<td>Jenny Neil</td>
<td>MEd</td>
<td>2010</td>
<td>Barriers to Male Batterer’s Help-Seeking Behaviours</td>
</tr>
<tr>
<td>Adija Mugabo</td>
<td>MEd</td>
<td>2010</td>
<td>Rwandan Mental Health and the Implications of Western Involvement</td>
</tr>
<tr>
<td>Erin O’Keefe</td>
<td>MEd</td>
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<tr>
<td>Keith Leung</td>
<td>MEd</td>
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<td>Rwandan Mental Health and the Implications of Western Involvement</td>
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<td>Nisha Mehta</td>
<td>MEd</td>
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<td>Rwandan Mental Health and the Implications of Western Involvement</td>
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<tr>
<td>Viktoria Ivanova</td>
<td>MEd</td>
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<td>Rwandan Mental Health and the Implications of Western Involvement</td>
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<tr>
<td>CJ Callaghan</td>
<td>MEd</td>
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<td>Katrina Craig</td>
<td>MEd</td>
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<tr>
<td>R. Basa</td>
<td>MEd</td>
<td></td>
<td>An Assessment of Basic language and Learning Skills (ABLLS-R) and Teacher Education for Students with ASD</td>
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<tr>
<td>E. Willits</td>
<td>MEd</td>
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<td>Separation as a Precedent to Femicide</td>
</tr>
<tr>
<td>Jennifer McDonald (Nursing)</td>
<td>MScN</td>
<td></td>
<td>Children Exposed to Intimate Partner Violence and the Social Construction of Gender: A Qualitative Secondary Feminist Analysis</td>
</tr>
<tr>
<td>N. Reid</td>
<td>MEd</td>
<td>2011</td>
<td>Child Maltreatment and Negative Affect States</td>
</tr>
<tr>
<td>Alyson Nemeth</td>
<td>MEd</td>
<td>2011</td>
<td>From His-tory to Her-story: The Evolution of the Psychoeducational concept of the gifted female</td>
</tr>
<tr>
<td>Wendy Walsh</td>
<td>MEd</td>
<td>2011</td>
<td>Living in the Body: Hearing the Voices of Women with Disabilities</td>
</tr>
<tr>
<td>Wendy DenDunnen</td>
<td>MEd</td>
<td>2011</td>
<td>The Role of Resilience in Accounting for Residential Treatment Outcomes with Seriously Emotionally Disordered Children and Youth</td>
</tr>
<tr>
<td>Jessica Isenor</td>
<td>MEd</td>
<td>2011</td>
<td>Exploring the Impact of Joblessness as a Function of Grief, Depression, Optimism, Hope and Self-Efficacy</td>
</tr>
<tr>
<td>Leslie Hamilton</td>
<td>MEd</td>
<td>2012</td>
<td>Investigating factors placing children at risk for homicide in the context of domestic violence</td>
</tr>
<tr>
<td>Emily Reddick</td>
<td>MEd</td>
<td>2012</td>
<td>Parental relocation: Factors Present in Judges’ Decisions</td>
</tr>
<tr>
<td>Laurence Zalmanowitz</td>
<td>MEd</td>
<td>2012</td>
<td>Motivation in Goal Orientation and Motivational Climate in Elite Wheelchair Tennis Players</td>
</tr>
<tr>
<td>Ben Davis</td>
<td>MEd</td>
<td>2012</td>
<td>Cultural Connectedness as Personal Wellness</td>
</tr>
<tr>
<td>Sarah Horsford</td>
<td>MEd</td>
<td>2012</td>
<td>Coping Experiences of 911 Communication</td>
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<td>Workers</td>
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<tr>
<td>Eradah Hamad MEd</td>
<td>Personal Constructs of Saudi Arabian Graduate Students Studying at a Large Canadian University</td>
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<tr>
<td>2013 Sevil Deljavan MSc</td>
<td>Exploring the Iranian-Canadian Family Experience of Dementia Caregiving: A Phenomenological Study</td>
<td></td>
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<tr>
<td>Christina Yarmol MEd</td>
<td>Listening to Voices of Exceptional Students to Inform Art Pedagogy</td>
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<tr>
<td>Kathryn Hansen MEd</td>
<td>College Instructors’ preparedness to teach students with learning disabilities</td>
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<tr>
<td>Waleska Vernon MEd</td>
<td>Factors Responsible for Work-Life Conflict: A Study Comparing the Teaching and Legal Profession</td>
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<tr>
<td>Jamie Warren MEd</td>
<td>First Nations Youths’ Experience with Wellness: A Four Directions Approach</td>
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<tr>
<td>Aruba Mahmud MEd</td>
<td>Moving Beyond the “Mosqueteria”: A Critical Analysis of the Media’s Coverage of Religious Accommodation at an Ontario Public School</td>
<td></td>
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<tr>
<td>2014 Abhilasha Duggal MA</td>
<td>Encouraging Diversity and Multiculturalism in London, Ontario: A Case Study of Two Elementary Schools</td>
<td></td>
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<tr>
<td>Erica Giammarco MSc (Psychology)</td>
<td>The Development and Validation of a Multidimensional Measure of Moral Orientation</td>
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<tr>
<td>Elizabeth Patrick MA</td>
<td>Investigating the Experiences of Queer International Students</td>
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<tr>
<td>Katee Van Campen MA</td>
<td>Investigating Teachers’ Understanding of Gender Equity and Achievement in Postfeminist Times</td>
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<tr>
<td>Ronnie Ali MA</td>
<td>A Transpositive Approach to Therapy with Transgender Clients: An Exploration of Therapists’ Subjective Experiences</td>
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<tr>
<td>Andrew Soave MA</td>
<td>Examining the Relationship of Variables Associated with Pre-Service Teachers Coping During Their Practicum Experience</td>
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<tr>
<td>Ashleigh Vella MA</td>
<td>Ambiguous Loss for Caregivers of Family Members with Dementia</td>
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<tr>
<td>2015 Mikaela Burgos MA</td>
<td>Experiences of newcomer Youth in the Home Environment</td>
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<tr>
<td>Aamina Kapasi MA</td>
<td>Caregivers’ Experiences Raising a Child with Fetal Alcohol Spectrum Disorder</td>
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<tr>
<td>Alexandra Lynch MA</td>
<td>Protective Factors and the Role of Gender in Childhood Mental health: Application of the interRAI Assessment Protocol</td>
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<td>Natascha Wensch</td>
<td>MA</td>
<td>University Athlete Transition: Making the Jump from Sport to Life</td>
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<tr>
<td>Janell Klassen</td>
<td>MA</td>
<td>An Examination of Risk Factors for Adolescent Engagement in Directly and Indirectly Self-Injurious Behaviours</td>
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<tr>
<td>Di Wang</td>
<td>MA</td>
<td>Madness in the Media: Understanding How People With Lived Experience Interpret Newspaper Headlines</td>
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<tr>
<td>Kelsey MacDonald</td>
<td>MA</td>
<td>The relationship between different dating violence profiles, mental health problems and mental well-being among Canadian youth</td>
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<tr>
<td>Mike Saxton</td>
<td>MA</td>
<td>The Impact of Prior Experience Employees’ Perceptions and Beliefs about Workplace Policies and Practices</td>
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<tr>
<td>Jenny Kassen</td>
<td>MEd</td>
<td>Beyond Burnout: Educators' Experiences of Mental Health Issues, and Stigma in the Workplace</td>
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<tr>
<td>Amy Kipfer</td>
<td>MEd</td>
<td>Educational Assistants Supporting Inclusive Education in Secondary Schools</td>
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<tr>
<td>Bedoor Algenai (Health &amp; Rehab Sciences)</td>
<td>MSc</td>
<td>An Evaluation of the Effectiveness of a Simulated Classroom-based Intervention on Concussion Rehabilitation Among Individuals with Persistent Post-Concussion Symptoms</td>
<td></td>
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<tr>
<td>Marudan Sivaguru nathan</td>
<td>MSc</td>
<td>Self-disclosure among male survivors of child sexual abuse: service providers’ perspective</td>
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<tr>
<td>Angelina McClellan</td>
<td>MA</td>
<td>Exploring Mental Health in Justice Involved Youth: Relevance for Policy and Practice</td>
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<tr>
<td>Danielle Fletcher</td>
<td>MEd</td>
<td>A Research-Based Educator's Guide to Auditory Processing Disorder: Does it Improve Teachers’ Confidence?</td>
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<tr>
<td>Victoria Sabo</td>
<td>MA</td>
<td>Social Relationships in Young Offenders: Relevance to Peers, Poverty, and Psychological Adjustment</td>
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<tr>
<td>Renelle Bourdage</td>
<td>MA</td>
<td>Supporting Educator Access to Evidence-Informed School-Based Mental Health Programs: An Effectiveness Evaluation</td>
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<tr>
<td>Katie Bond</td>
<td>MEd</td>
<td>Anger is very ugly: Results from a classwide socio-emotional skills program</td>
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<tr>
<td>Sharlini Yogasingam</td>
<td>MA</td>
<td>Understanding the Adjustment Experiences of Recent Muslim Immigrant Youth</td>
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<tr>
<td>Tessa Alexander</td>
<td>MA</td>
<td>Understanding and Promoting Help-Seeking Among Adolescents</td>
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<tr>
<td>Breanna Atkinson</td>
<td>MA</td>
<td>The SELF-DISS: A Comprehensive Measure of Self-</td>
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<tr>
<td>Year</td>
<td>Author(s)</td>
<td>Degree</td>
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<tr>
<td>2018</td>
<td>Huda Ghandon</td>
<td>MEd</td>
<td>Syrian refugees women’s perspectives about their university experiences: A case study at a university in Ontario</td>
</tr>
<tr>
<td>2020</td>
<td>Stephanie Karam</td>
<td>MA</td>
<td>Help wanted: Investigating help seeking behaviour among post-secondary students in relation to their mental health and well-being</td>
</tr>
<tr>
<td>2020</td>
<td>Nicole Youngson</td>
<td>MA</td>
<td>Unique Challenges in Risk Assessment with Rural Domestic Violence Victims: Implications for Practice</td>
</tr>
<tr>
<td>2020</td>
<td>Emilia Pacholec</td>
<td>MA</td>
<td>Acceptability of Making Mindfulness Matter (M3): A Community Based Program For Families Experiencing Adversity</td>
</tr>
<tr>
<td>2018</td>
<td>Mayuri Mahendran</td>
<td>MSc</td>
<td>Evaluating Quantitative Methods for Intercategorical-intersectionality Research: A Simulation Study</td>
</tr>
</tbody>
</table>

PhD/EdD Students (Examiner, committee member):

Arely Rodriguez, PhD, 2020, Committee Member - successfully completed
Ebony Rempel (Health Sciences), PhD, 2019, Committee Member: successfully defended
Jenny Kassen, PhD, 2019, Co-Supervisor - Comprehensive Examinations successfully completed
Susan Dick, EdD, 2019, Examiner: Barriers to Policewomen’s Promotion: An Ontario Case Study
Lorna Corzine (Nippissing University), PhD, 2018, Examiner: Into the light: Narratives of individuals who divulge depression diagnoses in schools (examined; passed)
Nedra Peter (Health and Rehab Sciences), PhD, 2018, Examiner: Making Occupations Possible? A critical analysis of social assistance policy in Ontario
Amy Robinson (Health and Rehab Sciences), PhD, 2018, Examiner: Partners in Education, health and safety: Development and Implementation of Concussion policy in Ontario school boards
Diana Jaradat (Nursing), PhD, 2018, Examiner: Women’s Quality of Life After Leaving an Abusive Relationship: The Effects of Past and Ongoing Intimate Partner Violence, Mastery and Social Support
Alexandre Fortier (FIMS), PhD, 2016, Examiner: “Different Approaches for Different Folks”
Annalise Trudell, PhD, 2016, Examiner: Girls(‘) Speak” Criticality as Agency
Cathereine Zeisner, EdD, 2016, Examiner: How elementary school principals in an Ontario school board use resiliency strategies to manage adversity in their leadership
Lisa McCorquodale, PhD, 2016, Examiner: Mindfulness and Mothering: Reclaiming Feminine Voice
Christy Thompson, EdD, 2016, Examiner: Collaborative Work Environments: Development and Sustainability
Eman Alhalal, (Nursing), PhD, 2016, Examiner: Examining the Impacts of Wife Abuse and Child Abuse on Saudi Women’s Mental and Physical health
Laura Lockhart, PhD, 2016, Examiner: Learning to be a woman: A study of adolescent girls in rural Ontario
Farzaneh Khosrojerdi, PhD, 2015, Examiner: Muslim Female Students and Their Experiences of Higher Education in Canada
Elizabeth Mitchell, (Music), PhD, 2015, Committee Member: Successful PhD Proposal
Shawna Lee, PhD, 2016, Committee Member & Examiner
Brian Smith, PhD, 2015, Examiner: The Learning of Human Ingenuity Within a Formal, Environmental Education Program: A Case Study of Two Secondary School Programs
Adrienne Sauder, PhD, 2015, Examiner: Examining gifted students’ transition to university and its influence on learning
Tatiana Murkin (Zdyb), (Nursing), PhD., 2014, Committee Member: successfully defended her PhD: Resilience as health promotion in action: University student who grew up amid violence directed toward their mothers
Laura Hogarth, PhD, 2013, Committee Member; Proposal presented
Camille Burnett, (Nursing), PhD, 2012, Examiner: Examining the Effects of Policies on the Delivery of Shelter Services to Women who Have Experienced IPV
Michelle Pompeo, PhD, 2011, Examiner: General Education Elementary Teachers’ Perceptions of Developing “Interventionist” Beliefs and Practices
Oona Tiplady (Psychology, OISE), PhD., 2009, Committee member: proposal successfully defended
Deanna Mulvihill, (Nursing), PhD., 2008, Examiner: Help-Seeking for Alcohol Dependency by Women with Post-Traumatic Stress Disorder and a History of Intimate Partner Violence

9. UNIVERSITY ADMINISTRATIVE DUTIES (member unless otherwise indicated):
   a) Department/Faculty, School or disciplinary area
   Chair, Executive Committee, 2019-
Scholarship Evaluation Committee 2014-2017
MA Counselling Psychology Admissions Committee, 2002-2017, 2019-
Dean’s Advisory Council 2012-2014
Planning Committee 2006-2007
Operations Committee 2006-2017
Workload Committee 2006-2007
Appointments Committee 2005-2006, 2015-17
Research Committee, 2006-2008, Chair, 2013
SSHRC and OGS Selection Committee 2004-2005
Professional Liaison Committee 2003-2006
Coordinator, Psychology Test Library 2003-2016
Graduate Studies Subcommittee 2002-03, 2005-06, 2011-12

Program
Member, Applied Psychology Research Cluster 2012-
Co-Director, PhD in School and Applied Psychology, Clinical Program- July 1, 2020-June 31, 2021
Co-Chair, Applied Psychology Research Cluster, July 1, 2020-June 31, 2021
Chair, Wellness Committee 2019-
Member, Teacher Education Advisory Committee 2019-

Ad Hoc
Associate Deans’ Ad Hoc Selection Committee 2010
Faculty Advisor to the Education Students’ Council 2013-2015

Reviewer
Education Student Council Teacher Award Selection Committee 2014

b) University
Senate Review Board Academic, 2010-2013
Faculty of Education Representative to the Senate, 2015-2017
Non-Medical Research Ethics Board, 2010-2019
Graduate Education Council -2009, 2010
Graduate Education Policy Committee, Education Representative, 2009-2010
Chair, Graduate Education Policy Committee, 2013
Decanal Selection Committee, Education, 2010
Graduate Studies Subcommittee, 2007, 2008
President’s Advisory Committee on the Safety of Women on Campus, 2006-2009
UWOFA Status of Women and Equity Committee, 2006-2009
President’s Advisory Committee on Teaching and Learning (PACTL) (representing Faculty of Education), 2003-2007
University Committee on Student Housing (UCOSH), 2003-2007

Advisory
Steering Committee Member, Centre for Health Equity and Social Inclusion 2015-
Steering Committee - Global Minds 2016-2019
Member Child and Youth Psychiatry Advisory Committee, London Health Sciences, London ON 2013-2018
Steering Committee, Global Minds 2016-18
Advisory Committee, Centre for Research and Education on Violence Against Women and Children- 2009-2014, Chair, 2010-2015
Gender Trauma and Violence Knowledge Incubator, Member, 2019-present
Health Equity Interdisciplinary Development Initiative (HEIDI)-2018-
Curriculum Committee, Masters of Public Health, 2014-2017

Reviewer
Internal Reviewer of the Proposed Graduate Program- Master of Public Health. 2013

c) External Advisory/Boards
Advisor-School Prevention of Problematic Youth Substance Abuse- Public Health Agency of Canada (PHAC) 2019-
Member- Tiger Team- a small working group with expertise in upstream prevention, harm reduction, stigma reduction and equity-oriented interventions to inform the Forum: The Public Health Agency of Canada (PHAC), Canadian Centre on Substance Use and Addiction (CCSA), Canadian Students for Sensible Drug Policy and the Joint Consortium for School Health co-hosted a Forum, “School Matters: Building a Blueprint for Action in School Communities to Help Prevent Substance Use Harm, held Feb, 11-12, 2020, Toronto.
Member, Advisory Committee -Safe Schools Research Project Thames Valley District School Board 2012-14
Member, Coalition for Children and Youth Mental Health, Ontario Public School Board Association- 2015-
Member, Division of Child and Adolescent Psychiatry Research Committee, 2015-2017
Member, Child & Adolescent Psychiatry Committee, London Health Sciences Centre, 2011-2018

Research Funding Reviews and Adjudication
Reviewer- SSHRC Insight Grants 2019, 2020
Reviewer- Women’s College Hospital xChange Grant Opportunity- 2015-2018

Peer Review
Journal of Educational Research, 2020
Co-Editor, Special Issue: Advances in School Mental Health Promotion; 2017, Volume 10, Issue 1, “Preparing the teaching workforce for school mental health promotion”
Journal of Educational Administration 2019
Exceptionalities Education International 2018, 2019, 2020
Canadian Journal of Educational Administration 2020
Youth Services Review 2017
Canadian Journal of Counselling 2006
Tenure Review- University of South Carolina, SC, 2017
Tenure Review, George Mason University, VA, 2018
Tenure Review, Brock University, ON, 2018

Research Affiliations
Mental Health Education Integration Consortium (MHEDIC) 2013-
Academic Research Associate, Centre for Research and Education on Violence Against
Women and Children 2004-
Principal Investigator, Centre for School Mental Health 2018-
Member: Gender Based Violence Incubator, Western

Research

Other
Funding
Ontario Graduate Scholarship Adjudication Committee 2015-2017

Teaching Affiliations
Doctoral Membership: Faculty of Information Science/Health Information Science, Western University- 2018-present
Core Faculty Member and Faculty Mentor- Global Minds. 2016-present
Core Faculty - Global Mental Health Summer Institute in Machakos, Kenya 2017
Core Faculty and Faculty Mentor- Global Minds Fellowship Program 2016-present
Guest Instructor, Global Mental Health Graduate Seminar Course, GH 9014 2017-19

10. COMMUNITY SERVICE:

Big Sister, Big Brothers Big Sisters London and Area 2016-2019
Volunteer, Events, Big Brothers Big Sisters London and Area, 2016-2018
Member, Board of Directors, St. Leonard’s Community Services 2007-2012, 2014-2016.
Chair, Board of Directors, St. Leonard’s Community Services 2009-2011, 2014-2015.
Member, Board of Directors, Merrymount Family and Children’s Crisis and Support Centre, London 2007-2013.
Vice-Chair, Board of Directors, Merrymount Family and Children’s Crisis and Support Centre, London 2011-2013.
Community Response Facilitator, 2010-11, St. Justin’s Catholic Church, London Ontario.
Working with Parish Councils to work through the aftermath of the conviction of Father Sylvester, for multiple counts of child sexual abuse.
All Our Sisters: Second National Forum on Security of Housing and Safe Communities for Woman Coast to Coast to Coast. Planning Committee Member. 2014.
Appendix A
Acceptance notice, Psychology in the Schools:

cs-author@wiley.com

Sat 04/04/2020 04:01 PM

Dear Susan Rodger,

Your article Initial Teacher Education and Trauma and Violence Informed Care in the Classroom: Results from A Preliminary Online Teacher Education Course in Psychology in the Schools has the following publication status: Published as Early View

To access your article, please click the following link to register or log in:

https://authorservices.wiley.com/index.html#register

You can also access your published article via this link: http://dx.doi.org/10.1002/pits.22373

If you need any assistance, please click here to view our Help section.

Sincerely,

Wiley Author Services
Alicia A. Lapointe, Ph.D., M.Ed., B.Ed., B.A., OCT

(519) 614 3743 | alapoint@uwo.ca | @alapoint13

42 Springbank Drive
London, ON, Canada, N6J 1E3

EDUCATION

2018  Ph.D., Equity and Inclusive Education
       Faculty of Education
       Western University

       Dissertation: Gay-Straight Alliances (GSA) and student activism in Ontario public secular and Catholic high schools
       Supervisor: Dr. Wayne J. Martino

2012  M.Ed., Curriculum Studies
       Faculty of Education
       Western University

       Thesis: Straight allies: Combatting homophobia and heteronormativity ‘straight’ on
       Supervisor: Dr. Wayne J. Martino

2010  Special Education Part 1, Additional Qualification Course
       Faculty of Education
       Western University

2009  B.Ed. (with distinction), Intermediate/Senior Division
       General Social Sciences, and Health and Physical Education
       Faculty of Education
       Western University

2006  B.A. Honors, Kinesiology
       Faculty of Health Sciences
       Western University

TEACHING POSITIONS

2018 – 2019  Assistant Professor (Limited Duties)
              Curriculum and Pedagogy in Social Studies and Humanities - Social Studies
              General and Philosophy (Undergraduate)
              Faculty of Education
              Western University

2018 – present  Occasional Teacher and Professional Development Facilitator
                Thames Valley District School Board (TVDSB)
2019 **Consultant**
Education, Culture, and Employment (ECE), Government of Northwest Territories (GNWT)
Yellowknife, NWT

2019 **Reviewer**
*The Anthology of Social Studies - Issues and Strategies for Secondary Teachers (2019)*
Critical Thinking Consortium (TC²)
Vancouver, BC

2014 – 2018 **Course Creator and Instructor**
Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q+)
Issues in Education (Undergraduate)
Faculty of Education
Western University

2015 – 2018 **Instructor**
Advanced Teaching Program (ATP) (Graduate)
Teaching Support Centre (TSC)
Western University

2015 – 2018 **Instructor**
Teaching Assistant Training Program (TATP) (Graduate)
Teaching Support Centre (TSC)
Western University

2016 **Consultant**
*Thames Valley District School Board’s (TVDSB) guidelines for the accommodation of gender diverse and trans students and staff*
Thames Valley District School Board (TVDSB)
London, ON

2012 – 2014 **Teaching Assistant**
Safe Schools (Undergraduate)
Faculty of Education
Western University

2013 **Teaching Assistant**
Special Topics in Educational Policy Studies: Theoretical Foundations of Inquiry (Graduate) (Online)
Faculty of Education
Western University

2014 **Teacher and Researcher**
The Fourth R
Centre for Prevention Science
London, ON
2013  
**Curriculum Developer**  
The Fourth R  
Centre for Prevention Science  
London, ON

2008 – 2009  
**Teacher Candidate**  
General Social Sciences, History, and Health and Physical Education (High School)  
Thames Valley District School Board (TVDSB), and London District Catholic School Board (LDCSB)  
London and Woodstock, ON

**RESEARCH POSITIONS**

2018 – present  
**Research Scientist**  
*LGBT2Q+ Youth Programs*  
Centre for School Mental Health (CSMH), Faculty of Education  
Western University

2018 – present  
**Adjunct Research Professor**  
Faculty of Education  
Western University

2016 – 2018  
**Research Associate**  
Centre for School Mental Health (CSMH), Faculty of Education  
Western University  
Principal Investigator: Dr. Claire V. Crooks

2015 – 2016  
**Project Coordinator**  
Centre for Prevention Science  
London, ON  
Principal Investigator: Dr. Claire V. Crooks

2015 – 2016  
**Research Assistant**  
*Supporting transgender and gender minority youth in schools: Policy and practice*  
Faculty of Education  
Western University  
Principal Investigator: Dr. Wayne J. Martino

2014 – 2016  
**Research Associate**  
*Understanding the impact of adapting and implementing an evidence-based mental health promotion program: The mental health first aid - First Nations initiative*  
Centre for Prevention Science  
London, ON  
Principal Investigator: Dr. Claire V. Crooks
2014  **Research Assistant**  
Centre for Research in Education on Violence Against Women & Children  
Faculty of Education  
Western University

2013  **Research Assistant**  
*Are girls really doing better than boys in school?*  
Faculty of Education  
Western University  
Principal Investigators: Dr. Wayne J. Martino, and Dr. Goli Rezai-Rashti

2010 – 2011  **Research Assistant**  
*An international symposium speaks the unspoken: Masculinities, bodies and body image in health education*  
Faculty of Education  
Western University  
Principal Investigator: Dr. Michael Kehler

**COMMUNITY POSITIONS**

2013 – 2017  **Facilitator**  
Open Closet (LGBT2Q+ Support Group for Youth)  
Regional HIV/AIDS Connection  
London, ON

2012 – 2013  **Consultant**  
mindyourmind  
London, ON, Canada

2005 – 2010  **Project Leader**  
Katimavik  
Ingersoll, London, Strathroy, and Smiths Falls, ON, Canada

2003 – 2004  **Residence Advisor**  
Saugeen-Maitland Hall  
Western University

**PUBLICATIONS**

**Peer-Reviewed Journal Articles**
Lapointe, A., & Crooks, C. V. (revise and resubmit). *Supports suggested by educators to enhance the implementation of a program offered in G.S.A.s.* Manuscript submitted for publication.


**Non-Peer Reviewed Journal Articles**


**Book Chapters**


**Manuscripts in Progress**

Lapointe, A., Daly, B., & Loeppky, A. (2020). Merging disciplinary divides: Lending an anti-oppressive lens to mental health promotion training and programming.


**Professional Publications**


Program Manuals and Reports


Knowledge Mobilization Products


Promotional Materials


National Campaign Contributions
Whiteboard: https://www.youtube.com/watch?v=Ph6jwluuDhw&t=8s

Poetry

GRANTS AND FELLOWSHIPS

2014-2017 Doctoral Fellowship  
Social Sciences and Humanities Research Council (SSHRC), $60,000

2016 Society of Graduate Students Travel Subsidy Award  
Western University, $500

2016 Graduate Student Internal Conference Travel Grant  
Faculty of Education, Western University, $1000

2016 Society of Graduate Students Travel Subsidy Award  
Western University, $465

2015 Graduate Student Internal Conference Travel Grant  
Faculty of Education, Western University, $1000

2014 Ontario Graduate Scholarship (OGS) – Doctoral [declined]  
Ontario Ministry of Training, Colleges and Universities, $15,000

2014 PSAC 610 Academic Achievement Scholarship  
Western University, $500

2014 Graduate Student Internal Conference Travel Grant  
Faculty of Education, Western University, $1000

2014 Society of Graduate Students Travel Subsidy Award  
Western University, $400

2013 Ontario Graduate Scholarship (OGS) – Doctoral  
Ontario Ministry of Training, Colleges and Universities, $15,000

2013 Graduate Student Internal Conference Travel Grant  
Faculty of Education, Western University, $750

2013 Society of Graduate Students Travel Subsidy Award  
Western University, $150
2012-2013  Western Graduate Research Scholarship (WGRS)  
Faculty of Education, Western University, $20,000

2012  Graduate Student Internal Conference Travel Grant  
Faculty of Education, Western University, $900

**AWARDS**

2018  University Students’ Council Teaching Honor Roll Award of Excellence  
Western University

2017  Award for Excellence in Undergraduate Teaching  
Faculty of Education, Western University

2017  Education Students' Council Undergraduate Teaching Award  
Faculty of Education, Western University

2017  University Students’ Council Teaching Honor Roll Award of Excellence  
Western University

2017  Eric Rofes Travel Grant Award [declined]  
American Educational Research Association (AERA), Queer Studies Special Interest  
Group (SIG), $500

2016  University Students’ Council Teaching Honor Roll Award of Excellence  
Western University

2016  Best of Symposium Poster Award (Second Place)  
Robert Macmillan Graduate Research in Education Symposium (GRiES)  
Faculty of Education, Western University

2015  University Students’ Council Teaching Honor Roll Award of Excellence  
Western University

2015  Best of Symposium Poster Award (First Place)  
Faculty of Education, Western University  
Robert Macmillan Graduate Research in Education Symposium (GRiES)

2014  Education Students' Council Undergraduate Teaching Award (Nomination)  
Faculty of Education, Western University

2005  Off-Campus Orientation Representative (SOPH) of the Year  
Residence Life, Western University

2004  Programming Excellence  
Residence Life, Western University
CERTIFICATES

2016  Mental Health Interactive Learning Module
      Western University

2015  Western Certificate in University Teaching and Learning
      Teaching Support Centre (TSC), Western University

2015  Instructional Skills Workshop
      Teaching Support Centre (TSC), Western University

2015  Applied Suicide Intervention Skills Training (ASIST)
      LivingWorks, Waterloo, ON

2015  Safe Campus Community - Preventing Harassment, Violence, and Domestic
      Violence
      Western University

2015  Accessibility at Western (AODA) - Accessibility in Service
      Western University

2015  Worker Health and Safety Awareness
      Western University

2014  Certificate of Completion for the Tri-Council Policy Statement: Ethical Conduct for
      Research Involving Humans Course on Research Ethics (TCPS 2: CORE)

2014  Collaborative Institutional Training Initiative (CITI) - Canada RCR Course - Life
      Science, Research Coordinator/Assistants

2014  Collaborative Institutional Training Initiative (CITI) - Canada GCP, Non-Regulated
      Studies

2013  Domestic Violence Risk Assessment and Management Online Training Course
      Centre for Research and Education on Violence Against Women and Children
      (CREVAWC), Western University

2013  Standard First Aid with CPR C + AED
      St. John Ambulance Ontario

2009  Ontario Certified Teacher (OCT)
      License 565369

INVITED TALKS

Keynote Speaker
Police College, Ministry of Community Safety and Correctional Services, Aylmer, ON, March
9, 2016.
Panelist


Lecture (* denotes graduate level classes)


**REFEREED CONFERENCE PRESENTATIONS**


**NON-REFEREED CONFERENCE PRESENTATIONS**


Lapointe, A. (2020). *Addressing mental health and well-being disparities among LGBT2Q+ youth through structured programming.* Pre-conference workshop accepted at the *Trauma and*


**COMMUNITY PRESENTATIONS**


MEDIA

“Peel board staff equipped to further support LGBT2Q+ youth”
http://sharethesmile.ca/Stories/Peel-board-staff-equipped-to-further-support-LGBT2Q (April 20th, 2019)
Share the Smile, Peel District School Board

“Inside GSAs, where kids learn to ‘talk gay’”
Xtra

“Language matters: What happens when gender collides with the words we use?: Part 1 in a Metroland Special Report on gender identity”
“LGBT rights eyed in context of The Games”
Western News

“Western researchers examine using sport as a platform to raise awareness of LGBTQ rights”
Faculty of Education, Western University (Media Relations)

“Western researchers examine how sports benefit LGBTQ community”
http://www.1069thex.com/2016/08/16/raising-awareness-of-lgbtq-rights-through-sports/#.V7R36N5ANIw.twitter (August 16th, 2016)
106.9 The X (Fanshawe College Radio)

“School’s OUT”
Faculty of Education, Western University

“Social justice day 2012”
Faculty of Education, Western University

ORGANIZATIONAL CONTRIBUTIONS

2019 Co-Program Chair
Queer Studies in Education and Culture, Canadian Society for the Study of Education (CSSE)

2015 Principal Organizer
*Queer, Trans and Two-Spirit* Workshop
EGALE Canada Human Rights Trust

2014 Principal Organizer
*School’s OUT: Educators, Students, and Community Members Discuss LGBT2Q Issues*
Faculty of Education
Western University

2013 – 2014 Co-Organizer
*Doctoral Seminar Series (DSS)*
Faculty of Education
Western University

2012 – 2015 Co-Founder and Leader
Gay-Straight Alliance (GSA)
Faculty of Education
Western University
2012  Assistant Organizer  
_Busted Injustice: Cultivating Safer Learning Environments_  
Faculty of Education  
Western University

2012  Principal Organizer  
_Teaching OUT: Educators and Students Address Queer Issues in Education_  
Faculty of Education  
Western University

**UNIVERSITY SERVICE**

2019-present  Campus Partner  
Ontario Hall Residence, LGBTQ+ and Ally Floor  
Western University

2015  Ph.D. Representative  
Decanal Review and Selection Committee  
Faculty of Education  
Western University

2015-2018  Moderator  
Robert Macmillan Graduate Research in Education Symposium (GRiES)  
Faculty of Education  
Western University

2015  Moderator  
_“I wish I knew”: Strategies for ethics approval, data collection, analysis, and completing your thesis/dissertation_  
Faculty of Education  
Western University

2014 – 2015  Steering Committee Member and Poster Coordinator  
Robert Macmillan Graduate Research in Education Symposium (GRiES)  
Faculty of Education  
Western University

2014 – 2015  Ph.D. Representative  
Faculty Council  
Faculty of Education  
Western University

2014  Ph.D. Representative  
Appointments Committee  
Faculty of Education  
Western University
2014  Steering Committee Member and Moderator Coordination
      Robert Macmillan Graduate Research in Education Symposium (GRiES)
      Faculty of Education
      Western University

2013 – 2014  LGBT Commissioner
              Society of Graduate Students (SOGS)
              Western University

2013 - 2014  Coordinator
              Graduate Student Publications Poster Board
              Faculty of Education
              Western University

2013 – 2014  Coordinator
              Gay-Straight Alliance (GSA)
              Faculty of Education
              Western University

2013 – 2014  Knowledge Disseminator
              Education Graduate Student Association
              Faculty of Education
              Western University

2013 – 2014  Coordinator
              Student Mentorship Program
              Faculty of Education
              Western University

2013 – 2015  Student Mentor
              Student Mentorship Program
              Faculty of Education
              Western University

2010 – 2011  Councillor
              Society of Graduate Students (SOGS)
              Western University

2008 – 2009  Vice President Administration
              Faculty of Education Student Council
              Western University

2008  Committee Member
      Ad Hoc Social Committee, Faculty of Education Student Council
      Faculty of Education
      Western University
2002 – 2005  Orientation Representative (SOPH)
Saugeen-Maitland Hall
Western University

COMMUNITY SERVICE

2012 – 2019  Resource Person
Gay-Straight Alliances (GSA)
Thames Valley District School Board (TVDSB) and London District Catholic School Board (LDCSB)

2014  Supervisor
Cameo in the Park, Youth Pride Dance
Pride London Festival
London, ON, Canada

2009 – 2012  Coach
Badminton, Volleyball, and Track and Field
Thames Valley District School Board (TVDSB)

PROFESSIONAL DEVELOPMENT

2020  *Equity-based Violence Prevention: Potential Considerations for Educators Working with Diverse Groups of Youth*
Dr. Deinera Exner-Cortens

2020  *Understanding and Preventing Dating Violence*
Dr. Claire Crooks

2020  *Confronting Anti-Black Racism*
City Symposium

2020  *Becoming an Antiracist Society: Setting A Developmental Research Agenda*
The Society for Research in Child Development

2020  *Two-Spirit Inclusion in the Workplace*
Pride at Work Canada

2020  *Transitioning from In-Person to Online: Practical Tools and Tips to Providing Dating Violence Prevention Programming in an Online World*
Becky Van Tassel, Centre for Sexuality

2020  *Working with Vulnerable Youth Online: A Trauma-Informed Approach*
Dr. Faye Mishna, University of Toronto
2020  For Us By Us: Intersectionality and Mental Health  
Dr. Melanie-Anne Akins, Acting Associate Director, Centre for Teaching and Learning

2020  Performance Dialogue and Goal Setting (PDG) with PMA Employees  
Talent, Learning and Engagement Team, Western Human Resources

2019  An Introduction to Domestic Homicide Reviews in England and Wales: Exploring challenges and opportunities through the lens of LGBT+ domestic homicide  
James Rowlands, University of Sussex

2019  Story Shifters: Co-creating New Stories about Trauma  
Dr. Barbara Ward  
Mental Health Lead, Waterloo Region District School Board

2019  Trauma Sensitive Practice  
Monique Hurley and Shayla Richards, Department of Education, Culture and Employment (ECE), Government of Northwest Territories (GNWT)

2019  Quantitative Measurement to Assess Teen Dating Violence  
Dr. Deinera Exner-Cortens, The University of Calgary

2019  Understanding Trauma and Its Impact: E-Resource for Educators  
National Center on Safe Supportive Learning Environments

2018  Healthy Relationships Plus Program - Enhanced for Vulnerable Youth  
Centre for School Mental Health, Western University

2018  Roots and Resistance  
Yamikani Msosa, Specialist, Consent Comes First Office, Ryerson University

2018  Celebrating Diversity: Using an Anti-Oppressive Framework  
Western University Student Experience, Western University

2018  Using NVivo as a Research Tool  
QSR International (Americas) Inc.

2018  Ageism and Age-Based Discrimination in LGBTQ2 Communities  
International Federation on Aging, Services and Advocacy for GLBT Elders, and EGALE Canada

2018  Concept Mapping Workshop  
Dr. Lynn Dare, Western University

2018  Creating Positive Spaces for LGBTQLA+ Newcomers - Manager Series 2  
Ontario Council of Agencies Serving Immigrants (OCASI)
2018  
*Creating Positive Spaces for LGBTQIA+ Newcomers - Manager Series 1*
Ontario Council of Agencies Serving Immigrants (OCASI)

2017  
*When Hate is in the Headlines: Navigating Courageous Classroom Conversations*
The Ontario Ministry of Education Equity Secretariat and Facing History and Ourselves

2017  
*Fostering Trans-Inclusive Environments*
The 519

2017  
*Qualitative Data Analysis Workshop*
Dr. Deiner Exner-Cortens, University of Calgary

2017  
*Indigenous and Still Here*
Dr. Erica Neeganagwedgin, Western University

2017  
*Theory Reading Group (Michel Foucault)*
Dr. Marianne Larsen, Western University

2016  
*Immigrant Mothers Teaching About Latina/o(o) LGBT/Queer Youth Issues in Schools*
Dr. Rigoberto Marquez, Columbia University

2015  
*Indigenous Pedagogies: Linking Aboriginal Family and Community Knowledge Traditions to Classroom Learning*
Dr. Jan Hare, The University of British Columbia

2015  
*Queer, Trans and Two-Spirit Workshop*
EGALE Canada

2015  
*International Service Learning: Engaging Host Communities*
Dr. Marianne Larsen, Western University

2013  
*Rethinking Global Education for an Indigenist Anti-Colonial Perspective*
Dr. George Sefa Dei, The University of Toronto

2012  
*Cool Secularism? Reframing “Progressive” Sexuality Education – International Comparisons*
Dr. Mary Lou Rasmussen, Monash University

**Teaching Support Centre, Western University**

2018  
Teaching with Technology

2018  
Experiential (Community Engaged) Learning

2016  
Dealing with Difficult Students

2015  
A Crash Course in Introductory Inferential Statistics

2015  
Publish and Flourish: Become a Prolific Scholar

2015  
After the TA Role: A Panel Discussion

2014  
Using Social Media Effectively in the University Classroom

2014  
Getting Feedback on Your Teaching

2013  
Effective Grading and Rubric Design

Lapointe 23
2013  Effective Feedback
2013  Effective Feedback Part 2
2013  Facilitating Discussions in the Intercultural Classroom
2013  Learning Styles Across Cultures
2013  Writing a Teaching Philosophy Statement
2013  Putting Together a Teaching Dossier
2013  Establishing Your Presence in the Classroom

GRADUATE COURSES
Ph.D.
- Queer Epistemologies and Methodologies in Educational Research
- Indigeneity and (De)Colonizing Research (Audit)
- Qualitative Research in Education
- Ph.D. Seminar
- Power, Politics, and Policy in Education: Historical and Contemporary Perspectives
- Narrative Inquiry: Teachers, Stories and Critical Pedagogy (Audit)
- Safe Schools: Emerging Research, Policy and Practice for School Systems

M.Ed.
- An Introduction to Curriculum
- Equity and Social Justice in Education
- Gender Theories in Education: Implications for Policy, Pedagogy, and Practice
- Masculinity and Schooling: Images Constructed, Voices Interrupted
- Issues in Second Language Teaching and Learning
- Diverse Traditions: Approaches to Educational Research

PROFESSIONAL MEMBERSHIPS AND SERVICE

American Educational Research Association (AERA) (2013-present)
- Reviewer: 2017 Annual Meeting – proposal (9)
- Reviewer: 2016 Annual Meeting - proposal (1)/panel session (1)
- Reviewer: 2015 Annual Meeting - proposal (6)/panel session (1)
- Reviewer: 2014 Annual Meeting - proposal (3)

Canadian Society for the Study of Education (CSSE) (2010–present)
- Canadian Association for the Study of Women in Education (CASWE)
- Queer Studies in Education and Culture (QSEC)
  o Reviewer: 2019 – proposal (3)
- Canadian Committee of Graduate Students in Education (CCGSE)
  o 2014 - 2015 - Student Representative for Western University
  o Reviewer: 2015 - CCGSE Mentorship Award
  o Reviewer: 2014 – proposal (4)
  o Reviewer: 2013 – proposal (5)
  o Reviewer: 2012 – proposal (3)
Canadian Journal of Community Mental Health
  • Reviewer: 2017-present

Canadian Journal of Education
  • Reviewer: 2017-present

Educational Review
  • Reviewer: 2018-present

Educational Studies
  • Reviewer: 2015-present

Health Education and Behavior
  • Reviewer: 2016-present

International Congress of Qualitative Inquiry (ICQI) (2014-present)
  • CCQI - Coalition for Critical Qualitative Inquiry
    ◦ Session Chair

Journal of Bisexuality
  • Reviewer: 2016-present

Journal of Community Psychology
  • Reviewer: 2020-present

Journal of Homosexuality
  • Reviewer: 2017-present

Journal of LGBT Youth
  • Editorial Board: 2013-present

Ontario College of Teachers (OCT)
  • 2009-present

Teaching and Teacher Education
  • Reviewer: 2018-present

  • Reviewer: 2014 – 2017

Queer Studies and Education Series published by Palgrave Macmillan
  • International Advisory Board: 2018-present
Appendix D: CSMH Organizational Chart
Appendix E: Affiliated Members
Centre for School Mental Health Membership

Faculty Members Affiliated with CSMH in the last 5 years:

Claire Crooks
Centre Director, Principal Investigator with grants at CSMH, *Core Member for Centre Governance

Susan Rodger
Principal Investigator with grants at CSMH, *Core Member for Centre Governance

Alicia Lapointe
Research Scientist at CSMH, *Core Member for Centre Governance

Peter Jaffe
CSMH Management Board Member *(retiring, replacement TBD)*

Jacqui Specht
CSMH Management Board Member

Perry Klein
CSMH Management Board Member

Vicki Schwean
CSMH Management Board Member *(retired, replacement TBD)*

Karen Bax
Director at Affiliated Centre (Mary J. Wright) involved with CSMH grant funded activities

Colin King
Director at Affiliated Centre (Child and Youth Development Clinic) involved with CSMH grant funded activities

Lynda Hutchinson
Involved with CSMH projects

Andrew Johnson
Involved with CSMH projects

Academic Research Associates:

Deiner Exner-Cortens, Assistant Professor, University of Calgary
Sharon Hoover, Director, Centre for School Mental Health, University of Maryland
Debra Pepler, Professor, York University

Community Research Partners in the last 5 years:

- Canadian Women's Foundation
- Carthy Foundation
- Centre for Addiction and Mental Health
- Centre for Sexuality *(formerly Calgary Sexual Health Centre)*
- Children's Aid Society
- Craigwood Youth Services
- EdCan Network
- Hawn Foundation
- John Howard Society
- London District Catholic School Board
- Mosaic
- Muslim Resource Centre for Social Support and Integration
- New Canadians Centre of Excellence
- PHE Canada
- School Mental Health Ontario
- Thames Valley District School Board
Trainees & Graduate Student Associates:

Over the last 5 years, 45 graduate students and 2 post docs have been affiliated with the Centre.

Alexandra Smit
Alicia Lapointe
Alyssa Mueller
Amanda Kerry
Amira Noyes
Anjali Ruparelia
Arely Rodriguez Alcocer
Bernadette Yeo
Bradley Daly
Bridget Houston
Caely Dunlop
Cassandra Trevisani
Chloe Hamza
Christina Amico
Courtney Cadieux
Devon Trower
Eli Cwinn
Elizabeth Thornley
Elsa Trovarello
Emila Pacholec
Emily Barry
Euan Fraser Tait
Heather Hargraves
Jessica Sommers
Jessy Pandori-Chuckal
Katarina Guillen
Kelsey Huson
Kelsey MacDonald
Lina Saadeddin
Maisha Syeda
Maria Ibanez
Maria Jelic
Marie-Michelle Boulanger
Melanie-Ann Atkins
Melissa Coyne-Foresi
Melissa Read
Michelle Philippe
Natalia Kubishyn
Nicole Off
Nicole Schilling
Rachelle Graham
Rachelle Bird
Robyn Masters
Ruth Rodney
Sarah Moroz
Sue Kim
Tessa Alexander
Appendix F: CSMH Overview
The Centre for School Mental Health (CSMH) at Western University addresses the need for improved school-based promotion and prevention and intervention services for children who may be at risk for, or who present with, mental health challenges. Our team of researchers, educators, students and administrators is focused on the mental health, well-being and relationship development of children from Kindergarten to grade 12.

We use outcomes and lessons from nationally funded research projects to deliver evidence-based programs and training for educators in schools and communities. The mental health of educators is another key focus as we work to address the need for specialized resources and an accessible professional network that builds support for educators’ mental health resilience strategies.

Why do we exist? Because when children learn how to develop healthy relationships it benefits their mental well-being and builds long term skills that help them avoid violence and substance abuse.

The Centre seeks to promote an expanded concept of School Mental Health in which the term “Expanded School Mental Health” describes what we believe are the core elements of effective school mental health initiatives. These programs are developed through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization between schools and community agencies. The goal is to create a system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth. The vision of effective school mental health is one where multidisciplinary professionals within school-community partnerships can offer evidence-based services ranging from prevention to intervention, effectively removing barriers to learning and ultimately promoting well-being.

Our Programs/Projects:

- The Fourth R: Uniting Our Nations
- MindUP™
- mental health Literacy Course for B.Ed students
- Let’s Talk in the Classroom
- The Screen Challenge: Youth, Social Media and Safety
- TEACH MENTAL HEALTH
- MINDUP™
- Strong
- THE FOURTH R

Learn more: csmh.uwo.ca/research
Appendix G: 2015-2020 Strategic Plan

Western Centre for School Mental Health

@fourthrnews
fourthrnews
csmh.uwo.ca

2015-2020 Strategic Plan
Five Key Questions

used to build the Centre for School Mental Health Strategic Plan:

Mission & Vision
What is our mission and vision for the next five years?

Strategic Stakeholder Outcomes
To achieve our mission and vision, what outcomes must we achieve for the stakeholders we serve?

Operational Excellence
To achieve these outcomes, what processes and practices must we excel at?

Organizational Capacity
In order for us to excel in these areas, what capacity do we need specifically linked to culture, people, technology and infrastructure?

Sustainability
To build and then sustain this capacity, what resources do we need and how will we utilize them effectively?

Guiding Principle for Creating our Strategic Plan

Our strategic plan must be developed from the needs and expectations of our stakeholders:

YOUTH • EDUCATORS • COMMUNITY • POLICY MAKERS
Our Mission
To address the need for improved school-based services for youth from kindergarten to grade 12 who may be at risk for, or who present with, mental health challenges.

Our Vision
A system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth - evidence-based services expanded through school-community partnerships.

In all we do, we value
Collaboration • Resilience • Dedication • Innovation • Expertise
Our strategy map will help us visualize our strategic objectives and make decisions to work in a coordinated, collaborative and proactive way over the next five years.

The Centre for School Mental Health Strategy Map for 2015-2020 tells our Strategic Story, moving from the bottom of the map to the top.
**CENTRE FOR SCHOOL MENTAL HEALTH (CSMH) STRATEGY MAP: 2015-2020**

**OUR MISSION**
To address the need for improved school-based services for youth from Kindergarten to Grade 12 who may be at risk for, or who present with, mental health challenges.

**OUR SHARED VISION**
A system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth – evidence-based services expanded through school-community partnerships.

---

### STRATEGIC STAKEHOLDER OUTCOMES:

<table>
<thead>
<tr>
<th>YOUTH Mental Wellness</th>
<th>EDUCATORS Prepared &amp; Supported</th>
<th>COMMUNITY Empowered</th>
<th>POLICY-MAKERS Engaged &amp; Responsive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth develop healthy relationships to benefit their mental well-being</td>
<td>Teachers are engaged in youth mental health research</td>
<td>Collaborative partnerships are formed to achieve common objectives and a cohesive system of care</td>
<td>Government is connected to youth mental health research and is financially committed to supporting high quality outcomes with wide-spread impact</td>
</tr>
<tr>
<td>Youth use mindfulness practices to enhance their ability to manage emotions</td>
<td>Teachers access knowledge, resources, and administrative support to enhance their own mental wellness</td>
<td>Schools and Community Partners integrate youth mental health programming that is sufficiently resourced, adaptive and accessible</td>
<td>Policies and mandates are developed with appropriate consultation and inclusion of youth mental health expertise</td>
</tr>
<tr>
<td>Youth build long term skills that help them avoid violence and substance abuse</td>
<td>Teachers effectively deliver evidence-based curriculum to foster youth mental health in the classroom</td>
<td>Impact measures are tracked and made available for program champions to further promote awareness and generate ongoing funding support</td>
<td>Multi-pronged youth mental health program implementation support across various sectors is a priority</td>
</tr>
<tr>
<td>Youth embrace their diversity and feel positively connected to the greater community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**OPERATIONAL EXCELLENCE**
Strategies of Excellence for achieving the strategic stakeholder outcomes

- We remain apprised of existing and emerging youth mental health challenges
- We develop innovative evidence-based resources that are accessible to youth educators with specific needs
- We deliver valuable and customized training opportunities with implementation support
- We provide a network for educators to access resources, share best practices, and remove barriers for improving youth mental health
- We cultivate multi-disciplinary partnerships with schools, community organizations, shared interest groups, and government
- We offer funders stringent research practices that deliver robust outcomes on budget and on time with real world implications
- We provide government with trusted expertise and actionable information to drive positive change

---

**CAPACITY: CULTURE, PEOPLE, TECHNOLOGY AND INFRASTRUCTURE**

- Create and follow well-formed, comprehensive research plans
- Align research protocol with modern technologies and social norms
- Survey front-line youth workers
- Monitor media alerts and government calls to action
- Embed learning outcomes from research into curriculum
- Make resources easily available online
- Develop curriculum adaptations for diverse population segments
- Create options to fit various education system requirements
- Tailor training for all levels of educators, school administrators, and youth influencers
- Utilize Master Trainers to expand reach across the country and beyond
- Focus on knowledge translation strategies with equal emphasis as knowledge creation
- Employ dedicated staff to be available for information exchange
- Communicate regularly with mailing list members and social media subscribers
- Show a leadership presence at school mental health conferences and events
- Seek opportunities for school administration discussions
- Remain open to exploring partnerships with all organizations intersecting youth mental health
- Combine resources to enrich outcomes and maximize impact
- Function collaboratively during planning and implementation phases to foster inclusive program development and cohesive implementation across sectors
- Disseminate research outputs exhibiting research productivity and impact measures in both technical and lay terms
- Leverage proven research results and long-standing relationships with funders to maintain engagement and ongoing commitment
- Operate with rigorous accounting practices, proactive forecasting and transparent processes
- Respond with timely, authentic, and non-biased input on policy development
- Uphold reputation of evidence-based decision making and ethical integrity
- Develop and integrate extraordinary researchers for future research endeavors in school mental health

---

**ALIGNED AND SUSTAINABLE CENTRE**

- We work in a learning culture that encourages agility, innovation and transformational leadership
- We are aligned with a Faculty that offers flexibility and support as needed to respond to environmental changes and perform according to funder expectations
- We strive to expand research excellence as a team of highly integrated specialists with a strong sense of shared responsibility and purpose
- We have skilled and competent professionals working in relevant roles, focused on the right priorities

---

**OUR GUIDING VALUES**

- Collaboration
- Resilience
- Dedication
- Innovation
- Expertise
Implementing Our Strategic Plan

The Strategy Map establishes the selection criteria for new annual and multi-year projects. It also guides ongoing decision-making as operational challenges and environmental changes occur. Annual project plans will include action items that are aligned with the strategic elements of the Strategy Map. The success of each project will be measured according to how well the outcomes meet the needs of our stakeholders. We fully expect stakeholder needs to change over the next five years due to external influences like; modernization of technology in and out of the classroom, new curriculum standards imposed by changing government priorities, reallocation of teacher resources, increasing diversity of populations, and the viability of community services. As such, the Centre for School Mental Health will be vigilant with reviewing the Strategy Map each year to make adjustments that are both relevant to the external environment and that are achievable with internal operational capabilities.

Although modifications to the Strategy Map are expected as explained above, we do not anticipate the Centre Model (see next page) to change. The four pillars of the model: Research and Evaluation, Knowledge Mobilization, Evidence-based Practice, and Training represent the core fundamentals that deliver change and value. These are all within the scope of expertise at the Centre for School Mental Health.
As one of the few School Mental Health entities, we know the challenges are great and that we must be ambitious in our approach. This is our model for delivering impact and positive change:

**Research and Evaluation**
- Understanding risk and protective factors
- Rigorous mixed methods research to better understand challenges and opportunities in school mental health across the spectrum
- Evaluation of evidence-informed programming

**Knowledge Mobilization**
- Promoting, disseminating, and supporting research-based practices in real world settings
- Cross-collaboration with relevant, reputable and leading organizations
- Diverse strategies; publications, online and print media, plain language briefs and live opportunities

**Evidence-Based Practice**
- Social and emotional learning programs that are evidence-based and adapted to specific cultural and community needs
- Internationally available products that are relevant and in demand
- Partnerships with school boards meeting their most difficult needs

**Training**
- High quality training for graduate students through involvement with innovative and high impact research projects
- Unique training opportunities for students and staff at all levels of career development, including business administration and professional conduct
Appendix H: CSMH Newsletters
About Our Centre

Within school settings, there is both the opportunity and obligation to promote mental health for all children. The vision of effective School Mental Health (SMH) is one where a multidisciplinary group of professionals can offer services ranging from prevention to intervention, effectively removing barriers to learning and promoting mental wellbeing. Unfortunately, the reality of SMH has not yet caught up to the promise. Evidence-based practices are not implemented routinely, a comprehensive approach is lacking in most jurisdictions, and data-informed decision-making is virtually non-existent. The Centre for School Mental Health at Western University addresses those gaps between research, practice and policy. The centre seeks to promote an expanded concept of SMH through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization.

Associated Faculty Staff

Shannon Stewart, Ph.D.
Associate Professor

Vicki Schween, Ph.D.
Faculty of Education Dean

Karen Bax, Ph.D.
Adjunct Professor

Peter Jaffe, Ph.D.
Director, CREVAWC

Susan Rodger, Ph.D.
Associate Professor

Alan Leschied, Ph.D.
Professor

Shannon L. Sibbald, Ph.D.
Assistant Professor

Wendy Ellis, Ph.D.
Associate Professor

Don Saklofske, Ph.D.
Chair, Personality & Measurement

Lynda Hutchinson, Ph.D.
Assistant Professor

Meet Our Team

Claire Crooks,
Ph.D., C.Pysch,
Director

Susan Dale,
Project Coordinator

Laura Orton,
Research Associate

Natalia Lapshina, Ph.D.
Research Associate

Michael Cywink
Student Mentor & Program Liaison,
Fourth R Uniting Our Nations

Michelle Del Vasto
Administrative Assistant

Carrie Waters
Administrative Assistant
Marika Morris: Postdoctoral research with Inuit youth

Marika is currently completing interesting participatory postdoctoral research with Inuit youth on violence prevention through social media. The project is funded by the Canadian Institutes for Health Research (CIHR). Although housed at Western’s Faculty of Education, the research is taking place in Ottawa in partnership with Pauktuutit Inuit Women of Canada. The purpose of the action research is to find out what Inuit youth think and advise about violence prevention, document their social media use, so Pauktuutit can develop an evidence-based social media outreach strategy to Inuit youth on violence prevention. Representatives from Mamisarvik Healing Centre, Embrace Life Council, Ottawa Inuit Children’s Centre and students from Nunavut Sivuniksavut helped to shape the project. A violence prevention focus group was held for Inuit aged 18-25 which both conducted research and provided culturally-appropriate violence prevention education led by Mamisarvik. An online survey gathered information from 75 Inuit aged 18-25 about their Facebook use. Inuit youth named the project Makiliirit, which means “Rise Up” in Inuktitut. The project has a Facebook page (facebook.com/makiliirit) and Twitter handle (twitter.com/Makiliirit).

Marika earned her Ph.D. in Canadian Studies at Carleton University. Before doing her Ph.D., Marika was Research Coordinator at the Canadian Research Institute for the Advancement of Women (CRIAW), where she worked with Indigenous, immigrant, racial and cultural minority communities on research to meet their communities’ needs. She was also a researcher with the federal government and worked as a researcher for Members of Parliament. As her postdoc is ending, Marika is starting a research, communications and training consulting firm. Check out her academic website at carleton-ca.academia.edu/MarikaMorris.

If you are hurting, scared, lost, lonely, whatever it may be, your feelings matter. You matter.
- Inuit youth violence prevention focus group participant

Inuk elder and Mamisarvik Healing Centre Counsellor Reepa Evic-Carleton delivering the violence prevention portion of the focus group
Measuring What Matters: 
A New Way of Thinking About Skills

For too long we have valued some skills over others. The evidence is now unequivocal: young people need a broad set of foundational skills to succeed. People for Education – working with experts from across Canada – is leading a multi-year initiative to create a new way of thinking about skills, to find consensus on a new set of goals for education, and to develop a method of measuring schools’ progress toward those goals. Western’s Centre for School Mental Health’s associated faculty Dr. Alan Leschied and Dr. Susan Rodger are closely involved with the initiative.

The goal of Measuring What Matters is to create a set of measures that are publicly understandable, educationally useful and reflect the broad skills students will need in the workforce and to take their place as engaged citizens.

Positive Mental Health... 
by and for Graduate Students

Melanie-Anne Atkins, a graduate student with the Centre for School Mental Health, is a Ph.D. candidate in Applied Psychology at the Faculty of Education, investigating cooperative ways to decrease the stigma of mental illness in schools. During her time as a doctoral student, Melanie-Anne was the Faculty of Education’s first Lead TA, where she developed and presented on-site and online workshops for teaching assistants and other graduate students interested in teaching. One of these online workshops was redeveloped into a graduate mental health literacy e-learning module for Western’s School of Graduate and Postdoctoral Studies.

The Fourth R: Healthy Relationships, Safe Choices, Connected Youth

We are proud to announce that The Fourth R is joining Western Centre for School Mental Health. The Fourth R is a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours. We develop and evaluate programs, resources, and training materials for educators and other front-line professionals who work with youth. In particular, we work with schools, parents, and community organizations to promote the neglected “R” (for Relationships) and help build this Fourth R in school climates.
Healthy Relationships Plus National Implementation Study

The Healthy Relationship Plus Program (HRPP) applies the same core principles of skill building and awareness as the Fourth R classroom-based programs, but in a non-classroom setting. This project targets the prevention of violence through the promotion of positive, healthy relationships. The HRPP is a small groups program (6-25 youth) and has been enhanced to include a strengthened focus on mental health and suicide prevention, and drug and alcohol use. This program is intended for youth between the ages of 12 and 18.

In the spring of 2014, the Fourth R was awarded a grant through Health Canada’s Drug Strategy Community Initiatives Fund to implement, evaluate, and scale-up the HRPP across Canada over three years. Through this grant, the Fourth R was able to provide HRPP training, implementation manuals, and ongoing support to program facilitators at no cost to schools or community agencies. During the 2014-2015 school year more than 1200 youth from Ontario, Saskatchewan, Alberta, and the Northwest Territories participated in the HRPP. We are continuing implementation of the HRPP during the 2015-2016 school year with over 55 groups participating so far. Research questions include a focus on implementation science, but also a realist evaluation. That is how group, facilitator and youth characteristics influence the effectiveness of the program. For information on the HRPP, please contact Susan Dale, Program Development and Implementation Coordinator, at 519-661-2111 ext. 82774 or at sdale25@uwo.ca.

The Fourth R: Promoting Readiness, Fit and Delivery System Capacity to Maximize Reach and Impact in Five Provinces and Territories

The Fourth R is an evidence-based program developed to promote healthy relationship skills and target risk behaviours through encouraging safe decisions about substance use, sexual relationships, bullying, and violence. Phase II of our Public Health Agency of Canada (PHAC) funded project included a major scale up of the Fourth R program. In terms of reach, more than 1,300 educators, 1,800 pre-service teachers and 21,735 youth participated in Fourth R programs in 7 provinces and territories. We developed several new programs, including the Healthy Relationships Plus Program (HRPP), a mental health promotion-enhanced small groups program. Our programs were also adapted and expanded to meet a variety of different contexts including particular Aboriginal groups, geographic settings, linguistic groups (French and English), different school systems (e.g., public versus Catholic), and different delivery contexts. Our evaluations included a cluster randomized controlled trial (RCT) of our grade 8 program in Saskatchewan, a multi-method cross-sectional evaluation of our First Nations, Métis, and Inuit (FNMI) programming, and a longitudinal evaluation of our FNMI programming.
Phase III started in May 2015 and focuses on the continued expansion in reach of our multi-faceted programming. There is an emphasis on creating the conditions for sustainability by addressing scale up factors and readiness and fit in the Northwest Territories, Alberta, Saskatchewan, Ontario, and Nova Scotia. Our research objectives include evaluating the successes and barriers to scale up in different delivery system contexts and developing an assessment for schools and divisions to provide suggestions to build organizational capacity.

**Single Ceiling**
**Children’s Mental Health Simplified**

Single Ceiling is an innovative cross-sectoral initiative that represents a new approach to children’s mental health and well-being. The goal of Single Ceiling is to improve care for children and their families by demonstrating an alternative community collaborative model of mental health delivery, all under one roof. Assessment is the cornerstone of appropriate intervention planning and decision-making and the Single Ceiling provides simplified, community-based mental health assessment using the InterRAI Child and Youth Mental Health (ChYMH) to better inform the promotion, prevention, and intervention needs of children and families. Partners collaborating on this new initiative include the Faculty of Education at Western University, the local public school board, community agencies, and children and families living in a high-risk community. This demonstration site is committed to comprehensive assessment and research to move research into action and will serve as a model for community advocacy as well as systemic and structural reform in children’s mental health.

This phase of Single Ceiling will include children 4 to 12 years of age (and their parents) who attend Lord Nelson Public School or live in the Argyle community. Participating families will be asked to complete a short questionnaire, an Interview using the InterRAI ChYMH, and a standardized questionnaire asking about their child’s behavior and feelings (BASC-3). This phase will be completed between Fall 2015 and Summer 2016. The initial assessment phase of Single Ceiling was generously supported by The London Foundation-Community Vitality Grant. For more information, contact info@singleceiling.ca.

**Uniting Our Nations**

Uniting Our Nations includes a range of programs developed in partnership with the Thames Valley District School Board. Uniting Our Nations programs focus on healthy relationships and are developed within a culturally relevant context.

Although the programs range from one-day conferences to year-long weekly sessions there are underlying commonalities. Common themes include a focus on healthy relationship development, the provision of culturally-relevant experiences, and an emphasis on mentoring. The inclusion of culturally-relevant experiences has been identified as a best practice in programming. Mentoring has also been identified as an effective and important mechanism for supporting Aboriginal youth. The common elements help to ensure the programs are complementary and reinforce each other, but are not redundant for youth who participate in multiple programs. Currently the Centre for School Mental Health delivers Uniting Our Nations Program in Thames Valley DSB Schools.
2014—2015 Publications by Faculty and Students

The Centre for School Mental Health team publish in a wide range of area related to child and youth development, aggression, school psychology, teacher mental health literacy, and school mental health. Our faculty and post-doctoral fellows have published refereed journal articles, reports, and books and chapters. Our graduate students have also published research snapshots to bring our research and evaluation to a wider audience.


2014-2015 Publications Continued:


Mental Health Education in Canada (2014). Dr. Susan Rodger, Dr. Kathy Hibbert, Dr. Alan Leschied, Laurel Pickel, Adam Koenig, Magdalena Stepien, Jessica Woods, Melanie-Anne Atkins, and Matthew Vandermeer

Western Foster Parent Project (2015). Dr. Alan Leschied, Dr. Susan Rodger, Dr. Jason Brown, Melanie-Anne Atkins, Laurel Pickel, Nandise Bilawski, and Laura Bonnell

Coming Soon... check our website for Research Snapshots... brief summaries of our published research
Promoting Mental Health & Preventing Bullying: Tools That Work

Western Centre for School Mental Health is honoured to co-host Canada’s premier conference on bullying prevention and promoting safe and healthy relationships for children in youth with Drs. Pepler and Craig from PREVNet. PREVNet—Promoting Relationships & Eliminating Violence Network—is Canada’s authority on research and resources for bullying prevention, with a network of 122 leading Canadian research scientists and 62 national youth-serving organizations. The 8th annual conference takes place on Friday, November 13th at Toronto’s Westin Prince Hotel. The one-day conference is designed for educators, social workers, counselors, law enforcement officers, volunteers, parents and others interested in preventing bullying. Five workshops will be health concurrently, with an overview of the topic and current evidence-based practice during the morning, followed by small group exercises to build skills. The workshops include:

- Classroom management to address bullying
- Healthy Relationships Plus Program for Youth
- Strategies for promoting positive mental health with Aboriginal youth and communities
- Promoting positive mental health through social-emotional learning
- Effective strategies for youth engagement

"My experience as a graduate student with PREVNet has been a unique and incredible experience. I have been fortunate to work with experts in knowledge mobilization and on both national and provincial projects that showcase PREVNet’s ability to connect and partner with multiple organizations across Canada. PREVNet continues to demonstrate its creative ability as a network to focus on important youth issues and outreach, and as a member I have had the wonderful opportunity to be actively involved with numerous projects including the Canadian Red Cross, the RCMP, Family Channel/Disney, among others. I cannot wait for what the future holds!"

Jasprit (Jessy) Pandori, M.Ed., Ph.D Candidate

Upcoming Events

March 20-23, 2016
Banff International Conferences on Behavioural Science—Banff XLVII: School Mental Health: Challenges and Emerging Opportunities

April 11-14, 2016
World interRAI Conference
The Centre for School Mental Health at Western University addresses the need for improved school-based promotion, prevention and intervention services for children who may be at risk for, or who present with, mental health challenges. Our team of researchers, educators, students and administrators is focused on the mental health, well-being and relationship development of children from kindergarten to grade 12. We use outcomes and lessons from nationally funded research projects to deliver evidence-based programs and training for educators in schools and communities.

Why do we exist? Because when children learn how to develop healthy relationships it benefits their mental wellbeing and builds long term skills that help them avoid violence and substance abuse.

The Centre seeks to promote an expanded concept of School Mental Health (SMH) through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization. The vision of effective SMH is one where a multidisciplinary group of professionals can offer evidence-based services ranging from prevention to intervention, effectively removing barriers to learning and ultimately promoting wellbeing.
Melissa Coyne-Foresi awarded the W.A. Townshend Gold Medal in Education

The W.A. Townshend Gold Medal in Education is in honour of the Late Bishop Townshend of London, Ontario, and is awarded at each convocation to an MA student who has achieved the highest academic standing in his/her program of study.

Melissa’s research was supervised by Dr. Claire Crooks and is titled, A Mixed Methods Exploration of Benefits for Youth Mentors in an Indigenous High School Peer Mentoring Program. A summary of Melissa’s findings are available at: http://ir.lib.uwo.ca/etd/4710/

Melissa will continue towards her goal of becoming a school psychologist as she begins her PhD studies under the supervision of Dr. Elizabeth Nowicki this fall.

Nicole Off presents research she conducted as an undergraduate student with Dr. Wendy Ellis.

Nicole Off, Master’s Candidate under the supervision of Dr. Claire Crooks presents research she conducted as an undergraduate student with Dr. Wendy Ellis. Her presentation, entitled, Communication Technology Use and Perceptions in Romantic Relationships: The Role of Attachment won the award for best student poster at the 2017 Canadian Conference on Promoting Healthy Relationships for Youth: Breaking Down the Silos in Addressing Mental Health & Violence.

The conference was for policy makers, researchers, youth advocates, educators, mental health, youth justice and social service professionals involved in the prevention of relationship violence and promotion of youth well-being in families, schools and communities.
The Mental Health Literacy Course for BE.d students at Western University is the first mandatory mental health literacy course in Canada for teacher candidates. The course was first released in September 2016 and is currently in its second iteration. Throughout the 10-week course, teacher candidates navigate various important topics including caring for students, self-care, behavioural and emotional concerns in the classroom, stigma, supporting diversity and promoting inclusion, among others. Through evidence-based school health promotion and research, this course is designed to assist teacher candidates in understanding the development of children, mental health, family dynamics, impact on student learning and well-being and other critical factors including developing and maintaining self-confidence in accessing resources and taking action to support their students. The course further aims to promote equal access to care and is intended to raise teacher awareness of signs that a student may be in need of support through early intervention and prevention. By utilizing evidence-based research including the teacher mental health national curriculum (Kutcher et al., 2013), the aligned and integrated model (AIM: School Mental Health Assist) and a comprehensive curriculum framework (Weston et al., 2008), Dr. Susan Rodger and her team hope to promote the inclusion of mental health literacy in initial teacher education to support teacher candidates with mental health understanding and advocacy not only for their students, families and their schools, but also for themselves.

Dr. Susan Rodger - Principal Investigator

Putting research into practice – For over ten years, The Fourth R has been examined as a skills-focused, relationship based approach to preventing youth violence and risk behaviours. New insight is now available highlighting not only the benefits to teenage relationships and cycles of violence, but also significant practical savings to our society.

Early research with The Fourth R involving 1,700 grade 9 students in 20 schools found that students who did not participate in The Fourth R programming had a rate of relationship violence 2.5 times greater than the students who did participate. They also had much higher rates of violent delinquency, especially among students who had experienced child maltreatment. These findings provided an opportunity to look at potential economic benefits of The Fourth R.

In May 2017, we released a study documenting the cost savings to society associated with The Fourth R impacts. These costs spanned numerous areas including health care, social services, the workforce and the justice system. Our analysis shows that an effective violence prevention program that is part of a school’s curriculum is beneficial not only for teens, but can also save taxpayers millions. Practical results come from The Fourth R research-based program where substantial savings are realized from breaking the cycle of violence in teenagers which may stem from maltreatment at home as children. “Research shows that if prevention programs such as The Fourth R can deter just one 14-year-old high-risk juvenile from a life of crime, up to $5 million can be saved in costs to society,” says lead author Dr. Claire Crooks.

The cost to implement The Fourth R varies depending on the school’s location, but overall this report shows that the program’s costs per student are small compared to the savings to society in violence avoidance. For example, in one large Ontario school board, program costs were down to $5 per student. In areas with smaller class sizes and larger geographic distances as seen in the Northwest Territories for instance, implementing the program is more expensive, but still only $15-$33 per student. There is still a highly positive return given the savings based on the avoided costs related to dating and peer violence was calculated as $2,101 per student.

For more details, access the full report on our Centre website: www.csmh.uwo.ca
The Fourth R continues to be a priority area of programming and research for our Centre. For more than ten years, The Fourth R has been available nation-wide as an evidence-based program developed to promote healthy relationship skills and to target risk behaviours through encouraging safe decisions about substance abuse, sexual relationships, bullying, and violence. Over the years, various program implementation phases have promoted a major scale up of The Fourth R program and has afforded evidence to inform new adaptations to meet the needs of various geographic and cultural communities. In particular, this past year has seen greater international expansion increasing program presence in the US following the availability of US adapted and Spanish versions of program materials. Our team remains committed to following the feedback and needs of educators working within different contexts including particular Indigenous groups, geographic settings, linguistic groups (English, French and Spanish), and different school settings.

NEW PROGRAM MATERIALS AVAILABLE:

- Grade 7, 8 and 9 French Catholic Alberta and Northwest Territories Catholic Bishop Approved

EDUCATORS! - Learn more about the Health and Physical Education Curriculum available for Grades 7, 8 and 9 and other materials from The Fourth R online at: www.youthrelationships.org

ADMINISTRATORS! - The Fourth R Master Trainers are available to bring The Fourth R training experience to your teachers. For more information go to: www.youthrelationships.org

The MindUP for Young Children project is implementing and evaluating a mindfulness-informed, evidence-based social and emotional learning intervention within a trauma-informed framework.

During the 2016-2017 school year, the program was implemented in 15 kindergarten classrooms in the London District Catholic School Board. In addition, the project is being enhanced for a community-based setting through partnership with the Merrymount Family Support and Crisis Centre and the Mary J. Wright Centre for Research and Education.

To implement MindUP, teachers and early childhood educators lead 15 lessons that include things like: How Our Brains Work, Mindful Listening, Perspective Taking, Choosing Optimism, and Expressing Gratitude.

At the community site, there is a group for children who have been exposed to domestic violence. There is also a parallel group for parents to help them learn the same skills as their children and be able to promote good self-regulation at home. The goal is for children and parents to transfer the skills learned to their everyday lives and for educators to be responsive and meet the needs of children even if challenged with external stressors and adversity.

The Trauma-Informed Framework provides training for educators and facilitators to understand the impacts of trauma and adversity on children, and how MindUP activities can help counter some of these negative effects.

In the 2017-2018 school year the project will include an expanded number of classrooms and the addition of comparison schools. This project is funded by the Public Health Agency of Canada. For more information about this project and to review preliminary results, go to: http://www.csmh.uwo.ca/research/mindup.html

When children engage in an activity they enjoy, their amygdala relaxes, cortisol levels decrease, and positive neurotransmitters are able to replenish; allowing the brain to return to a state optimal for learning.
The Healthy Relationships Plus Program applies the same core principles of skill building and awareness as The Fourth R classroom-based programs, but it is delivered in small groups of 6-25 youth. The program targets the prevention of violence through promotion of positive, healthy relationships and is well suited to community-based youth groups between the ages of 12 and 18. Program content and strategies have been specifically selected for this age group to include a strengthened focus on mental health and suicide prevention, and drug and alcohol use. Program adaptations and enhancements have also been developed to meet the needs of specific youth groups. Dr. Claire Crooks and her team are beginning our third year working with youth and educators on a version specific for LGBTQ+ youth. Currently we are developing youth-led videos and making further enhancements to better support the needs of LGBTQ youth. New research is also informing a program adaptation for youth correctional facilities.

For more information about HRPP, go to www.youthrelationships.org.

For more information about Healthy Relationships Plus Program adaptations and research, see: http://www.csmh.uwo.ca/research/healthy-relationships.html

Uniting Our Nations includes a range of programs for Indigenous youth developed in partnership with Ontario’s Thames Valley District School Board. These programs have the same focus on healthy relationships as The Fourth R, but they are delivered within a culturally relevant context. The programs range from one-day conferences to year-long weekly sessions. Common themes include a focus on healthy relationship development, the provision of culturally-relevant experiences and an emphasis on mentoring. The Uniting Our Nations programs were developed in collaboration with Indigenous educators, students, counsellors, and community partners and we continue to explore new avenues to expand the reach and impact for existing resources and the need for more support tools.

The Uniting Our Nations - Literacy Test Preparation

A resource for teachers providing English lessons that use Indigenous materials to increase literacy skills which support the requirements of the Ontario Secondary School Literacy Test (OSSLT).

Available at www.youthrelationships.org

Mental Health First Aid First Nations

Dr. Claire Crooks and her colleagues recently completed a CIHR-funded national evaluation of the implementation and effectiveness of Mental Health First Aid First Nations. This initiative is a result of numerous partners coming together over a four-year period to develop a culturally relevant and safe version of the Mental Health First Aid course. The program development was led by the Mental Health Commission of Canada. The Mental Health First Aid (MHFA) Basic course was originally developed in Australia to build capacity for individuals to offer immediate intervention for mental health emergencies at a community level. MHFA Basic applies a population health approach to mental health promotion by training people to recognize and respond to mental health problems and crises in others.

Our culturally-relevant evaluation included 10 site visits to First Nations communities spanning the country, from British Columbia to Nova Scotia. Evaluation results show that a culturally safe mental health promotion program coupled with safe evaluation can serve a function of cultural renewal and resistance against colonization in First Nations communities. Participants reported positive gains in mental health knowledge, self-efficacy and skills, and a reduction in mental illness stigmatizing attitudes.

For more information about this project, including a plain language summary, go to: www.csmh.uwo.ca/research/mhfa-fn.html
As our Centre is primarily focused on the mental health of youth in the classroom, we also recognize the mental strain that translates to educators working with the youth. Dr. Rodger champions efforts to address educator burnout and works to create resources and strategies for both student and teacher resiliency.

**TeachResiliency** is an online resource designed for teachers, with teachers that Dr. Rodger has helped deliver to educators free-of-charge. Dealing with mental health in the classroom can feel isolating, frustrating and overwhelming so Teach Resiliency offers an opportunity to access searchable and relevant evidence-based resources and strategies to support mental health at school and work and connect with people in the know and gain practical tools to support your own journey in the classroom. TeachResiliency uses language that teachers use when describing behaviour and emotions to search for resources. Teachers often don’t have a diagnostic label for a child or youth, but they do know what they see in the classroom — so using search terms like “stress” or “fatigue” can be more helpful than the name of a disorder or illness. Dr. Rodger and colleagues Dr. Alan Leschied and Dr. Kathryn Hibbert have worked with a dedicated team of educators, school leaders and mental health professionals to turn research into evidence-informed resources that are now widely available. The resources are presented in a variety of formats to respond to the information and access needs of teachers from podcasts to videos and books to short articles, users of the site can filter the results by media type, age group, and audience and choose the resource that fits their needs in the moment. TeachResiliency continues to develop and will soon feature a community of practice component and blog, and the companion site for French language users will be available in late 2017. Supported by Physical Health and Education Canada, a national professional teacher association and working in partnership with CAMH, TeachResiliency.ca is designed to be innovative, relevant and responsive to the needs of today’s teachers as they support their own – and their students’ mental health and well-being.

Dr. Rodger presents an overview of the TeachResiliency online resource to educators from the Thames Valley District School Board and the London District Catholic School Board at the Faculty Research Partners Day at the Faculty of Education on October 20, 2017.

The **Let’s Talk in the Classroom** (LTIC) project is a collaborative initiative in partnership with Bell Let’s Talk, the Centre for Addiction and Mental Health (CAMH), Kid’s Help Phone, School Mental Health ASSIST, Queen’s University and Western University. The aim of the LTIC program is to better prepare Grade 7 and 8 teachers to effectively and confidently teach and talk to their students about mental health. More specifically the LTIC program is comprised of an interactive, online guide containing background information, resources and supports to prepare them to teach three lessons to their students. The three lessons are focused on destigmatizing mental health information, and teaching students how and where to find reliable mental health information and help for mental health concerns. Teachers will have the opportunity to work through the online modules engaging in the material through a variety of media formats, reflect on their learnings in an online journal, and share their learning experience with colleagues in the online community of practice, both before and after teaching the lessons. Interested Grade 7 and 8 teachers at participating school boards should reach out to the Mental Health Leads at their board for more information, or to participate in the project!
Researchers are encouraged to:

- ensure the research is relevant to the needs of the community
- demonstrate respect for community codes of practice and cultural protocols
- take a strengths-based approach

What did the researchers find?
Through their experience with the Uniting Our Nations youth program, the researchers identified eight success factors in seeking a balance between research requirements and community-based research partnerships:

- Recognizing and engaging complex authority structures. Evaluators must respect the codes and customs of FNMI people. Often authority for granting research approval does not sit with one individual in a community.
- Recognizing the importance of the Elder engagement process. Evaluators should become informed of the practices unique to each community.
- Emphasizing cultural competence in the partnership process. Evaluators must be able to communicate with an understanding of the FNMI worldview and be able to balance the competing research priorities.
- Working from the Tri-Council Policy Statement (2nded). This document outlines requirements for research with FNMI people, and prioritizes respectful relationships.
- Utilizing a strengths-based approach. Recognizing that many challenges for FNMI people have stemmed from colonialization, evaluations should emphasize positive mental health and well-being.
- Educating research assistants. All researchers on the project should be trained to work from a culturally sensitive framework.
- Planning for longer timeframes. Compatible with the FNMI worldview, consideration should be given to the pace and deadlines of the project.
- Developing appropriate measures. Effort should be placed in creating assessment measures that are reflective of the FNMI peoples and experiences.

How can you use this research?
Researchers must recognize FNMI codes and customs and honour community-based research partnerships as foundational in appropriately evaluating FNMI youth programming. At the same time, there is external pressure for building the evidence base about what works for whom, so navigation between rigor and community-based research partnerships requires an ongoing balance.

Original Research Article:

About the Authors:
Claire Crooks. Associate Professor, Faculty of Education, Western University.
Angela Snowshoe. Assistant Professor, Educational Psychology, University of Regina.
Candace Brunette-Debassige. Indigenous Services, Western University.

About this Summary:
This summary was written by Melissa Coyne-Foresi, MA Candidate at Western University.
When I reflect on the exciting and productive year that has just ended, I am struck by the importance of our many partnerships. Schools provide an incredible opportunity for promoting positive mental health and well-being. They are also the front lines for supporting children and youth who are struggling, but the job is bigger than any one stakeholder or organization can handle alone. Over the past year we have worked with international partners, particularly the Center for School Mental Health in the U.S. and more recently, the newer Carnegie Centre of Excellence for School Mental Health in Schools at Leeds Beckett University in the UK. Nationally, we have continued to support the scale-up of Fourth R from coast to coast. Provincially, Dr. Kathy Short and her School Mental Health ASSIST team provide comprehensive supports for frontline educators and mental health staff in schools across Ontario, and we have begun to work together to ensure that their innovative work is documented for a broader audience.

Locally, we continue to work closely with our two boards and have launched a research partnership with M.I. Understanding. All of these partnerships create leverage and impact, while providing incredible learning opportunities for all of us.

This edition of our newsletter is dedicated to our many inspirational partners who work so hard to support the well-being of all children and youth – together we are formidable!

Dr. Claire Crooks, Director and Principal Investigator
Dr. Deinera Exner-Cortens awarded Early Career Award

Dr. Deinera Exner-Cortens, affiliated researcher and school mental health professional for CSMH, Western was recently presented the PolicyWise Addiction and Mental Health Strategic Clinical Network Early Career Award Winner for her work in “Healthy relationships as a foundation for school-based mental health: Evaluation, implementation and sustainability.”

Western announces recipients of Leadership in Wellness Award of Recognition

The Centre for School Mental Health (CSMH), Western congratulates the success of Dr. Claire Crooks and Dr. Karen Bax following the recent announcement of the inaugural Western Leadership in Wellness Award of Recognition. Dr. Melanie-Anne Atkins of Western’s Wellness Education Centre presents Dr. Crooks and Bax with their awards.

Read the full article here: www.csmh.uwo.ca/news/2017/Crooks-and-Bax-receive-Wellness-award.html

Student Scholarships

David Wolfe Scholarship in Research on Violence Prevention

Amanda Kerry is currently in year three of her PhD studies in School & Applied Child Psychology at the Faculty of Education under the supervision of Dr. Claire Crooks. Prior to her PhD, Amanda studied and worked with individuals who perpetrated or experienced domestic violence. Amanda is now examining the feasibility and fit of an adapted universal, dating violence prevention program in youth justice settings.

2018 Recipient: Amanda Kerry

Awarded annually to a graduate student in the Faculty of Education based on academic achievement and research on violence prevention and student well-being in schools.

Ray Hughes Scholarship on Innovative Practices in Violence Prevention

Steven Budafalvi is a second year Bachelor of Education candidate at the Faculty of Education. Through previous work, B.Ed practicums, and current work, Steven is dedicated to creating safe, inclusive, and empowering classrooms which foster mutual respect among all. By doing so, these practices lay the groundwork whereby both students and Budafalvi can focus on what matters most - cultivating well-being and healthy relationships in the classroom.

2018 Recipient: Steven Budafalvi

Awarded annually to a pre-service teacher in the Faculty of Education who has demonstrated innovative practices in violence prevention curriculum or programming in schools.

For award and award recipient details: www.csmh.uwo.ca/about/awards.html
The Carnegie Centre of Excellence for Mental Health in Schools

Leeds Beckett University, United Kingdom

The Carnegie Centre of Excellence for Mental Health in Schools exists to strengthen the mental health of the next generation by supporting schools to make a positive change at all levels of the UK’s education system, thereby improving outcomes and life chances. This initiative, being led by Carnegie School of Education and Minds Ahead CIC, is focused on evidence-based solutions which address the needs of schools, pupils and parents/caregivers; the development of a professional community of school mental health experts; and leading innovation within the area. The Centre works with schools, organizations and professionals committed to ensuring that mental health difficulties do not limit success at school and beyond. Partnerships and collaborations are key in driving forward this agenda.

The Carnegie Centre of Excellence for Mental Health in Schools work focuses on:

- Professional development for everyone working in schools
- Collaboration with strategic partners
- Practitioners network
- Providing support and guidance for schools
- School Mental Health Quality Mark
- Research

Center for School Mental Health

University of Maryland School of Medicine, United States

The mission of the Center for School Mental Health (CSMH), Maryland is to strengthen policies and programs in school mental health to improve learning and promote success for America’s youth. From its inception in 1995, the Center’s leadership and interdisciplinary staff has promoted the importance of providing mental health services to children, adolescents, and families directly in schools and communities.

CSMH continues to advance evidence-based care in schools (from preschool to college; P-16) and collaborate at local, state, national, and international levels to advance research, training, policy, and practice in school mental health. CSMH is committed to promoting success for all students through a shared family -- school -- community agenda and co-facilitates the National Community of Practice on Collaborative School Behavioral Health.

Collaborating with a wide range of stakeholders...

- Youth and families
- Researchers
- Child serving agency staff
- Community partners
- Advocates, Administrators and policymakers
- Educators, health, and mental health providers

“Schools are an essential part of the system of mental health supports and services for youth, and probably the most critical venue for mental health promotion and early identification and intervention for mental health challenges.”

Sharon Hoover, PhD
Co-Director, Center for School Mental Health
School Mental Health ASSIST (SMH ASSIST) is a provincial implementation support team, working alongside the Ministry of Education, that is designed to help Ontario school boards promote student mental well-being, and to enhance support for students who struggle with mental health and addictions problems, through a focus on leadership, capacity-building, and implementation support.

SMH ASSIST is part of Ontario’s Comprehensive Mental Health and Addictions Strategy, and focuses on five strategic priorities that serve to enhance quality and coherence in school mental health practice across the province’s 72 school boards:

1. Building strong foundations through consolidation of organizational conditions at the district and school level.
2. Enhancing mental health awareness, literacy, and expertise amongst education stakeholders.
3. Supporting the uptake and use of evidence-based, implementation-sensitive mental health promotion and prevention programming.
4. Differentiating resources and supports to meet the unique needs of specific populations.
5. Collaborating across sectors to build a strong system of care for children, youth, and families.

SMH ASSIST Strategic Directions, 2017-2020, Taking Flight, introduces an additional strategic pillar, “mobilizing student voice and leadership” to further catalyze provincial efforts.

SMH ASSIST uses implementation science principles to ensure supports are:

- Responsive to the needs of Ontario school boards
- Evidence-based
- Implementation-sensitive
- Aligned with ministry initiatives, within education and across sectors
- Co-created with stakeholders
- Attentive to issues of scale up and sustainability
- Sensitive to student and family voice
- Relevant across regions, official languages and specific populations

“We are in a unique and important time with respect to school mental health in Ontario. For many years, even decades, groups and individuals have been quietly working on building foundations that have led us to this moment of opportunity and promise. Getting this right for current and future students will take all of us, working closely in collaboration. SMH ASSIST is delighted to be partnering with the Centre for School Mental Health to better optimize this hopeful moment.”

Kathy Short, Ph.D., C.Psych
Director, School Mental Health ASSIST
**STRONG Program**

The welcoming of large numbers of Syrian refugees over the past few years is a point of national pride for most Canadians. As most of us are aware, the majority of these families experienced significant trauma prior to coming to Canada. Thousands of children in these families are now in Canadian schools, and many continue to struggle with symptoms of distress and trauma. The Centre for School Mental Health, Western is partnering on a new initiative led by School Mental Health ASSIST to bring appropriate school-based services to these children and youth.

The STRONG program (Supporting Transition Resilience of Newcomer Groups) is a 10-week school-based intervention that was developed by experts from the Center for School Mental Health in Maryland and their colleagues at the Center for Childhood Resilience in Chicago. The program is being piloted this spring in four schools in the Peel District School Board and four in the Toronto Catholic District School Board. Dr. Claire Crooks and her team are undertaking an evaluation focusing on feasibility, implementation, and preliminary student impact. We are excited to be at the forefront of this important work with our wonderful partners!

“Collaboration is key to the successful implementation of mental health and addiction strategies for school boards across the province of Ontario. We are grateful for all of the partners who have come together to support the implementation of the feasibility pilot for STRONG. The work is complex, multi-layered and at times messy. When we have many sets of eyes on the work we have a better chance of getting it right.”

Maureen Mackay, Co-ordinator of Student Well-Being, Peel District School Board

“TCDSB is thrilled to have partnered with the STRONG team in the development and pilot of such an innovative school counselling model. STRONG responds to a crucial need in supporting student newcomer mental health, and will help ensure a good start for newcomer students in Ontario”

Patricia Marra-Stapleton, Mental Health Leader, Toronto Catholic District School Board
Developed in partnership with Thames Valley District School Board (TVDSB), The Fourth R Uniting Our Nations programs are designed specifically for elementary and secondary school Indigenous youth. The programs are delivered within culturally-relevant contexts to address healthy relationship building, with an emphasis on mentoring and peer mentoring.

**What’s New?** Dr. Claire Crooks, Mike Cywink (Student Mentor/Program Liaison) and Paul McKenzie recently presented at the 2018 Ontario Education Research Symposium in Toronto. Their workshop outlined the Uniting Our Nations programs with specific focus on program development, research methodology/findings, experiential learning for participants, and how the TVDSB-Fourth R partnership has supported the board’s strategic direction. Crooks and Cywink also delivered a similar presentation at the 2018 Banff International Conference on Behavioural Science in March.

Learn more about the Uniting Our Nations programs: [www.csmh.uwo.ca/research/uniting_our_nations.html](http://www.csmh.uwo.ca/research/uniting_our_nations.html)

CSMH is partnered with London District School Board (LDCSB) to integrate a mindfulness-informed, evidence-based social and emotional learning intervention in early years classrooms. The program seeks to improve academic performance, attendance and self-regulation in children. Dr. Claire Cooks, CSMH and Dr. Karen Bax, Managing Director of Mary J. Wright Research and Education Centre at Merrymount, are the lead researchers in evaluating the program in classrooms board-wide. There is also a community-based component of the project with a local organization, Merrymount Family Support and Crisis Centre.

What’s New? Following a successful 2016-17 pilot year, LDCSB has received $428,100 to expand the MindUP program, with CSMH evaluating the impacts. The new grant is supporting scaled-up research efforts, expansion of the programming into more classrooms, and kindergarten students that were involved in the first year will be followed to grade 3. The grant is part of a $1.3 million investment by Ontario to help people break the cycle of poverty, find good jobs, and end homelessness in Ontario.

Learn more about the MindUP for Young Children Project: [www.csmh.uwo.ca/research/mindup.html](http://www.csmh.uwo.ca/research/mindup.html)

M.I. Understanding is a communication tool created by Paula Jesty to increase awareness, understanding and early intervention around childhood mental health. Paula has created a range of educational materials to create a community of support for families struggling to support their child’s mental health. One of M.I.Understanding’s programs is P.I.P.E. (Parents in Partnership with Educators), an individualized communication intervention to prepare and support families who are navigating the Individualized Education Program (IEP) process with a child who has mental health challenges. Centre for School Mental Health graduate student Courtney Cadieux is working with Paula to develop a preliminary evaluation of the P.I.P.E. program. Courtney and her supervisor (Dr. Claire Crooks) obtained internal funding from the Faculty of Education at Western to conduct this work. Courtney will be interviewing parents who have already been through the P.I.P.E. program and following new families through the entire process. The results of the study will help Paula expand her program and fill a gap in the literature.

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“The Fourth R ‘Uniting Our Nations’ program has served as a true ‘game changer’ for igniting engagement, leadership and success opportunities for Indigenous youth in the Thames Valley District School Board. Indeed, this relationship has been integral to our larger strategic priorities in service to our Indigenous Students and Communities.”

Paul McKenzie, Superintendent of Student Achievement (FNMI), TVDSB

“**The universal approach used in the delivery of this program, along with increased sensitivity of teachers and ECE’s to the impact of trauma and stress on the lives of young children is a positive approach to addressing the needs of our most vulnerable students in the development self-regulation skills that will support their academic success and well-being.”**

Sandra Savage, Mental Health Lead & Social Work Supervisor, LDCSB

“We know that students do best when there is good collaboration between school and home, and the P.I.P.E program aims to support parents to navigate the IEP process in a collaborative way.”

Paula Jesty, Managing Director, M.I. Understanding
WHAT’S NEW AT CSMH?

Be Extraordinary. The Campaign for Western

April 2018: Breaking the Uncomfortable Silence

Centre for School Mental Health Director, Claire Crooks was included in Western University’s domestic violence awareness campaign as one of the champions working on violence prevention strategies with youth. Learning positive relationship development skills at a younger age can provide benefits later in life and as Crooks says in the campaign, “having healthy relationship education is important at every stage and age of development. This emerged from what we call ‘social competence’ and recognizing when children develop social and emotional competencies, they are set up for success in every area of life - in school in the workplace and in relationships.”

Read the full story: www.extraordinary.westernu.ca/endviolence/claire-crooks.html

Same Website. New Look.

Now easier to find the resources you need

We have made it much easier to find The Fourth R resources you need based on country, province/state, language (English, French, Spanish), grade level and curriculum (Public, Catholic, Indigenous) along with the supporting research and materials right at your finger tips.

Explore our updated website to see what's available or contact the Centre for School Mental Health directly:

Website: www.youthrelationships.org
Telephone: 519-854-5154
Email: thefourthr@uwo.ca

The Screen Challenge: Youth, Social Media and Safety

NEW 60 minute live presentation for parents to help address current issues associated with youth engaged in social media. Presentation can be customized to include any of these related topics:

- Cyber Bullying
- Sexting
- Self Esteem
- Sleep
- Addiction
- Mental Health

In addition, general safety tips related to technology use and staying safe online are provided to help parents and/or educators start conversations with youth around social media use as well as signs to look for that indicate there might be a problem.

This engaging presentation includes up-to-date statistics and current popular social media apps.

We all have the same goal in mind – the health, well-being and safety of our children. Connect with your local school and/or community youth groups to arrange a live presentation in your area.

For more information visit: www.csmh.uwo.ca/research/the-screen-challenge.html
STAY CONNECTED:
www.csmh.uwo.ca • www.youthrelationships.org
Graduate Students and Interns at the Centre for School Mental Health

Front Row, L-R: Elizabeth Thornley, Marie-Michelle Boulanger
Back Row, L-R: Alexandra Smith, Melissa Read, Bradley Daly, Bridget Houston, Maria Ibanez, Cassandra Trevisani
Not pictured: Jessica Sommers, Courtney Cadieux, Elsa Trovarello, Amanda Kerry, Caely Dunlop, Arely Rodriguez Alcocer

OUR GRADUATE STUDENTS & PSYCHOLOGY INTERNS...
are engaged in a number of enriching learning opportunities at the Centre including, but not limited to: research project experience, mentoring, and field experience in various parts of the country where they collect data and interact with youth. In addition, students are invited to apply throughout the year to participate in conferences such as the annual Banff International Conferences for Behavioural Science. Each of these experiences further the important work of the Centre for School Mental Health as well as the students’ own academic studies at the Master or PhD level.

My work at the Centre for School Mental Health has made a significant difference in my abilities as an applied researcher. Not only have I been granted the opportunity to collaborate with several mental health-related initiatives at the community and government levels, these experiences have culminated into a wealth of knowledge and skills that have driven my personal and career growth. Under the guidance of Dr. Claire Crooks, I have recently published an article on preventing problematic substance use through positive youth development.

- Courtney Cadieux, Year Two MA Candidate
Peter Fragiskatos, MP for London North Centre announced on Wednesday, February 13 that Claire Crooks and her team have received $5 million in funding from the Public Health Agency of Canada. The announcement was made on behalf of the Honourable Ginette Petitpas Taylor, Minister of Health.

The project, a healthy relationships approach to violence prevention and mental health promotion with vulnerable youth will work over the next five years to address gaps in the area of violence prevention and mental health promotion programming for under-served populations. The project will develop, implement, and evaluate programming for high-risk youth, LGBT2Q+ youth, Indigenous youth, and newcomer youth.

Programming will be adapted from the Healthy Relationships Plus (HRP) Program, an evidence-informed small-group program that promotes skills and protective factors required to prevent gender-based violence.

The focus of the funding is on teen dating violence prevention; however, the positive youth development approach taken by the HRP promotes positive relationship behaviours and prevents problematic substance use. Dr. Crooks comments, “Our programming has been shown to reduce teen dating violence, but its impact is much broader. Our positive youth development approach gives youth the skills they need to develop healthy relationships, improve their mental health, and minimize problematic substance use.”

The funding will allow for scale-up and evaluation of program training in Ontario, Alberta, and Northwest Territories to serve under-served populations by implementing the tailored original HRP to meet the needs of these various in-need groups. Several mixed methods research components will contribute to building the field by addressing important gaps in current knowledge. National collaborators outside of province- and territory-specific areas will offer training, resources, and knowledge mobilization activities to other service providers and educators from coast-to-coast-to-coast.

The project is set to engage more than 2600 youth (in the evidence-informed programming), and provide training and resources to 540 facilitators and 875 pre-service educators.

To learn more about this project, visit: csmh.uwo.ca/research/PHAC-TDV-vulnerable-youth.html
Our team is excited to be starting a new partnership with the Thunder Bay District Health Unit (TBDHU). TBDHU is spearheading a multi-year scale up project to bring the Fourth R to schools throughout the Thunder Bay district. They are working with Indigenous, community, and educational partners to make adaptations to the program to make it culturally relevant for their communities. They are partnering with the Centre for Rural and Northern Health Research at Lakehead University to document lessons learned. In January some of our team travelled to Thunder Bay to participate in their first stakeholders meeting and learn more about how we can support this exciting project.

Andrew Johnson, PhD is an Associate Professor within the School of Health Studies at Western University. Most recently, Andrew joined the Centre for School Mental Health as an affiliated academic researcher and school mental health professional. One of Andrew’s primary research interests is in the area of lived experience of individuals with concussion. This general interest has resulted in a diverse portfolio of research projects, including policy analysis within Ontario school boards, concussion treatment pathways in school-age children (at both the elementary and secondary school level), standardized methods for planning and pacing in return-to-work programming, and identification of barriers to reporting concussions among both adolescents and professional athletes. He has published in a number of domains related to concussion, having authored or co-authored more than two dozen articles related to the cognitive or psychosocial challenges experienced by individuals with neurological impairment, and another dozen or so articles directly related to brain injury and concussion.

Want to learn more about Andrew’s research? Visit his biography page (uwo.ca/fhs/shs/about/faculty/johnson_a.html) or contact him by email at ajohnson@uwo.ca.

To learn more about our affiliated academic researchers and school mental health professionals, visit: csmh.uwo.ca/about/researchers-smh-professionals.html
PROJECT UPDATES

Teach Mental Health

Mental illness most often begins in adolescence; yet the people who work with teenagers on a daily basis are often unprepared to recognize and understand mental illness. Teacher education programs rarely address mental health literacy, resulting in teacher candidates who are at a disadvantage when they enter the workforce. TeachMentalHealth.Org was developed to address this need based on the results of a National Scoping Exercise and input from more than 30 educational institutions and organizations across Canada.

Through a partnership with Faculties of Education from St. Francis Xavier University, Western University and University of British Columbia, TeenMentalHealth.Org has built a comprehensive mental health literacy learner resource for pre-service and practicing teachers.

Dr. Susan Rodger, Principal Investigator has worked closely with Teach Mental Health in support of the design, implementation and evaluation of the modular online curriculum. Dr. Rodger currently leads a team of researchers to improve the way we develop mental health literacy in teacher candidates through enhancing our course curriculum with online Teach Mental Health resources. This research helps us better understand how we can support teachers do what they do best, fostering healthy learners.

Are you a Canadian pre-service or practicing teacher looking for support your mental health literacy? Let this FREE course guide you through developing and expanding your knowledge. To register, visit: pdce.educ.ubc.ca/teach-mental-health/.

To learn more about Teach Mental Health, visit: csmh.uwo.ca/research/teach-mental-health.html.

The Screen Challenge: Youth, Social Media and Safety

We all have the same goal in mind – the health, well-being and safety of our children.

The Screen Challenge: Youth, Social Media and Safety is a 60 minute live presentation for parents (and interested educators) to help address current issues and conversation starters associated with youth engaged in social media. Customizable to each audience, the following related topics are available for discussion: cyberbullying, sexting, self-esteem, sleep, addiction, and mental health. It’s time to take action on understanding how to have appropriate and encouraging conversations with youth about positive behaviours in the digital world. This engaging presentation includes up-to-date statistics, current popular social media apps, and new and upcoming trends.

“Adults don’t need to argue. They need to listen, to pose scenarios, offer information without exaggeration, and try to guide – rather than yank - teenagers to safe choices.” - Globe and Mail

Parent and school groups - the future is here... get educated!

NOW BOOKING PRESENTATIONS.
To book a presentation, visit csmh.uwo.ca/research/the-screen-challenge.html

Erin Mills Connects in Mississauga hosts a presentation for their local community schools.
Supporting Transition Resilience of Newcomer Groups (STRONG)

The STRONG program is a 10-week school-based intervention that was developed by experts from the National Center for School Mental Health in Maryland. The program was recently successfully piloted from April to June 2018 in five schools within two school boards in Ontario. As a whole, the pilot had many successes and was well-received. The program met an important need that was identified by schools prior to the program and there was a strong appreciation for this toolkit for newcomer students. The program is described as a good fit for the needs of the new students and there was a deep impact from youth connecting together, development of new skills, higher positive self-concept, and better overall functioning.

To read more about the findings from the pilot study, visit: csmh.uwo.ca/research/strong.html. We are currently starting an expanded field test with revised manuals. Stay tuned!

Preventing Problematic Substance Use Through Positive Youth Development

Supporting Canadian school stakeholders to build on programs that work for positive youth development and prevention of problematic substance use

The purpose of this project, in collaboration with Public Health Agency of Canada is to engage Canadian administrators, educators, and support staff in the use of upstream risk and protective factors that relate to early and frequent use of cannabis, broader problematic substance use, and other adverse social and health outcomes, such as violence and risky sexual behaviours.

Aimed at youth between 11 and 18 years of age, the school-based prevention efforts specifically include shaping students’ attitudes, social skills, and self-management skills, each of which are foundational for healthy development.

Members of the National Steering Committee for this project formed key messages together that educators and administrators should consider when preventing problematic substance use and encouraging positive youth development among youth. These upstream factors include strategies in the school and classroom for promoting well-being, ensuring a welcoming environment, and using effective programming.

Project leads Claire Crooks, Alicia Lapointe, and Courtney Cadieux hosted a number of consultations in Northwest Territories, London, Toronto, and Ottawa where participants from the education and public health sectors analyzed and discussed the developed Knowledge Translation (KT) products pertaining to the key messages. These groups were brought together for the opportunity to provide a diverse set of structured comments and feedback for the deliverables as well as recommend dissemination opportunities for the KT products.

KT products developed include: research briefs, newsletters, an infographic, and whiteboard videos. The project is currently in the review process and the KT products will be disseminated starting this spring.

To learn more about this project, visit: csmh.uwo.ca/research/positive-youth-development.html
Response to Ontario Government’s Proposed Health and Physical Education Curriculum changes

The Fourth R does not believe that it is in the best interest of the well-being of Ontario students to revert back to the 1998 sexual health curriculum. This outdated curriculum does not explore many issues faced by students today nor does it equip our youth with the knowledge and skills to develop healthy relationships and explore the many concepts connected with mental health. Although we always welcome the opportunity to contribute to curriculum consultations and think it is a good idea to improve on existing curriculum, we do not think it should be done when it compromises our students’ learning and development. We urge the Ontario Government to keep the current Health curriculum (including the Human Development and Sexual Health content) in place until after the proposed review is completed.

2017-18 FNMI Student Leadership Council Artwork unveiled

Indigenous students from the Thames Valley District School Board are invited each school year to apply for the FNMI Student Leadership Council - a culturally relevant leadership and personal growth opportunity for students as they work together on projects that build cultural awareness across TVDSB. The council represents nine TVDSB schools including: Central Elgin, Parkside, Beal, Laurier, Glendale, Banting, Montcalm, Clarke Road, and Saunders. The council wraps each year up with a culminating group project; last year, students chose to create a polyptych painting - an artist creation of nine individual paintings (representing each school) that comes together to create one larger image.

“As an artist I wanted to express myself in a way that incorporates my culture and heritage. We are connecting with our culture and in doing so, we are finding out who we are as well as getting to know each other. Something like this was very important because it helped us grow as individuals, helped us connect with our culture, raise awareness for FNMI youth, and allowed us to express who we are. I wanted to know more about who I am and this art project helped me do that” - Student, FNMI SLC 17/18

“What is the Fourth R?” Whiteboard Video

The Fourth R began in 2001 and was developed by a consortium of researchers, educators, and psychologists in London, Ontario, Canada. This whiteboard video shows our journey over the past two decades - the growth, the promises, and the associated research outcomes. We are currently in the process of translating the video to create French and Spanish versions!

Watch now! Visit: youtube.com/watch?v=2Njs2BtBVlo
Recent & Upcoming Events

Annual Conference on Advancing School Mental Health
Hosted by the National Center for School Mental Health, Maryland in Las Vegas, Nevada
October 11-13, 2018

Hosted by the National Center for School Mental Health and the National Community of Practice on Collaborative School Behavioral Health, this annual conference offered participants a number of opportunities to advance their knowledge and skills related to school mental health practice, research, training, and policy. With an emphasis on a shared school-family-community agenda, speakers presented high-quality and evidence-based mental health promotion, prevention, and intervention strategies to deliver to students and families. Approximately 1,200 people attended the conference including clinicians, educators, administrators, youth and family members, researchers, primary care providers, advocates, and other youth-serving professionals.

To learn more about our presentations at the Annual Conference on Advancing School Mental Health, visit: csmh.uwo.ca/resources/presentations/2018-ncsmh-annual-conference.html

Banff International Conferences on Behavioural Sciences: Equipping Schools and Communities to Support Student Mental Health
March 17-20, 2019

The 2019 Annual Banff International Conferences on Behavioural Science will be held March 17-20, 2019 at the Banff Centre in Banff, Alberta. The conference provides a forum where researchers, practitioners and policy makers can interact to discuss contemporary practice and research. This year, the conference will highlight both the challenges and opportunities of school mental health, with an emphasis on identifying implications for mental health professionals, educators, administrators, and researchers. A number of workshops and plenary keynotes will be led by leaders from across Canada and the US.

Are you planning, implementing, or evaluating mental health services for students in elementary and secondary schools or a community partner who supports this work? If so, learn more about the Banff International Conferences on Behavioural Science, by visiting: banffbehavsci.ubc.ca/.
UPCOMING EVENTS

Banff International Conferences on Behavioural Science - Mindfulness for Families, Schools and Communities: From Promotion to Intervention. Poster presentations by Dr. Claire Crooks, Dr. Karen Bax, Dr. Eli Cwinn, Dr. Maisha Syeda & Sue Kim. March 15-18, 2020 • Banff, Alberta.


Pan-Canadian Summit on K-12 Well-Being: Actionable strategies to improve staff well-being in Canada’s schools and school districts. Speaker: Dr. Susan Rodger. May 11-13, 2020 • Edmonton, Alberta.

Trauma and Violence Intervention Research: Promoting safety and well-being across the lifespan. Pre-Conference Workshops & Conference Breakout Sessions by Dr. Claire Crooks, Dr. Karen Bax, Dr. Alicia Lapointe and Andrea Delaney June 9-11, 2020 • London, Ontario.

WHAT’S INSIDE?

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WE’VE EXPANDED!
MEET OUR NEW TEAM MEMBERS

With a new year and growing projects, we’ve welcomed a number of new staff to our team.

Annaliese Loeppky
Annaliese Loeppky is the Project Coordinator for the LGBT2Q+ youth programs under the RISE-R project. She graduated from Ryerson University with a Bachelors of Arts in Arts and Contemporary studies. Annaliese started at CSMH in December 2019.

Eli Cwinn
Eli Cwinn is a Post-Doctoral Associate working on the MindUP and RISE-R projects. Eli is also an Acceptance and Commitment Therapy (ACT) and Compassion-Focused Therapy trainer and practitioner. He is developing and researching the first Compassion-Focused Therapy (CFT) protocol for children and teens.

Gina Kayssi
Gina Kayssi previously led the implementation of public education initiatives on gender-based violence and supported the integration of newcomer children into schools and communities at MRCSSI. At CSMH, Gina currently is the Project Coordinator of STRONG, leading the research and evaluation of the newcomer mental health intervention.

Haesoo (Sue) Kim
Sue Kim is the MindUP Project Manager. She is supporting the implementation and evaluation of MindUP within the London District Catholic School Board. She is interested in exploring the program’s impact on children’s social-emotional functioning and teacher well-being.

Jennifer Fawcett
Jennifer Fawcett is an Administrative Assistant, supporting the various project teams within the Centre. Jen holds a B.A. in Psychology from Western University and has worked at Western for 17 years. Outside the office, you can find Jen volunteering her time with animal rescue organizations.

Karmie Dhillon
Karmie Dhillon is the Project Manager for the RISE-R project. She joins the CSMH team with over ten years of experience in project management and teaching. Karmie is passionate about grassroots community research. Her research interests are positioned at the intersections of ethnography and phenomenology.

Kelsey Adams
Kelsey Adams is the Community Partnerships Coordinator for the RISE-R project. Kelsey completed her Masters in Women’s Studies at Western University, and previously spent six years working in the gender-based violence sector as a youth educator.

Maisha Syeda
Maisha Syeda is a Post-Doctoral Associate at CSMH. Her research focuses on the areas of newcomer youth mental health and resilience. She is also interested in developing anti-oppressive and culturally safe practice frameworks to support intervention programming with vulnerable youth populations.

Meghan Fournie
Meghan Fournie is the Research Project Coordinator for the RISE-R Project. Meghan completed her Masters in Health Information Science at Western with a focus on implementation research. She joined the team in January 2019 and has worked in research at Western for over 10 years.

Morena Hernandez
Morena Hernandez is the Innovation and Scale Up Lab Coordinator. Prior to joining the team, Morena granted children’s dreams at The Sunshine Foundation of Canada. She holds a BHSc from Western University and an MD from Universidad Evangélica de El Salvador.
**PROJECT UPDATES**

### RISE-R: Resilience and Inclusion through Strengthening and Enhancing Relationships

RISE-R is in its second year of a five-year project. The focus of the project is to develop, implement, and evaluate evidence-informed mental health promotion and violence prevention programming for youth in different contexts. Specifically, we are co-developing programming to meet the needs of newcomer, LGBT2Q+, Indigenous, and other vulnerable youth. Much of our focus over the past year has been on cultivating local partnerships and national collaboration. Since February 2019, the project has seen a large growth in community partners. To date, this represents over 30 organizations across Canada.

Community Building: Over the last year, three partners’ days (February/June 2019 and February 2020) welcomed 15 different organizations from the province of Ontario. This was further represented by 29 unique individuals. In addition, Thunder Bay, a collaborator, has trained over 105 individuals in the delivery of “Healthy Relationship Program Plus.”

Community meetings, site visits, partner days and consultation meetings have included: Newcomer agencies, LGBT2Q+ advocates, child protection and youth justice experts, as well as public health workers and school board employees. Collectively, sharing unique community narratives related to “Healthy Relationship Programming” (HRP-E). Community narratives are really important to our research model.

In sum, the project continues to provide guidance and resources related to the adaptation of HRP for Newcomers, Indigenous and LGBT2Q+ populations. Together we are stronger!

*For more information on this project, visit our [RISE-R project page](#).*

### MindUP for Young Children

The MindUP for Young Children project is currently in its fourth year of implementation and evaluation of the mindfulness-informed, social and emotional learning (SEL) program within the London District Catholic School Board (LDCSB). The project is co-led by Dr. Claire Crooks and Dr. Karen Bax. Through 15 teacher-led lessons which integrate neuroscience, mindful awareness, and positive psychology, MindUP targets five core SEL competencies (i.e., self-awareness, self-management, social awareness, relationships skills, and responsible decision-making).

Results from the 2017-2018 school year revealed that students who received MindUP exhibited significant decreases in behavioural problems and executive functioning deficits, and significant increase in adaptive skills. Educators also noticed positive changes in their teaching style, attitudes, and well-being as a result of implementing MindUP.

During the 2019-2020 school year, we are focusing on Grade 3 students, measure SEL and academic skills, and have added self-report measures. We are supporting MindUP implementation in LDCSB schools by providing training, resources, and support for teachers. To ensure sustainability of MindUP beyond the research partnership, we have trained nine LDCSB MindUP District Trainers to facilitate future training within the school board.

*For more information on this project, visit our [MindUP project page](#).*
This project aimed to increase Canadian school stakeholders' interest and engagement to adapt and extend effective interventions that are aimed at youth between 11-18 years of age. These interventions addressed upstream risk and protective factors related to early and frequent use of cannabis, broader problematic substance use, as well as other adverse social and health outcomes like violence and risky sexual behaviours.

The Centre for School Mental Health at Western University and the Public Health Agency of Canada (PHAC) partnered to develop a series of resources for school communities to promote positive youth development (PYD) through school-based initiatives. Following an extensive literature review and consultations from diverse stakeholders, three key themes emerged to guide the development of these resources: (1) promoting well-being, (2) creating welcoming environments, and (3) effective programming.

*For a full list of resources, available in English and French, visit our [CSMH project page](#) or the [Government of Canada website](#).*

In recent years, we have seen increases in the prevalence of students struggling with mental health disorders and distress in classrooms. Classroom teachers often remain unsupported in their attempts to support students’ mental health and contribute to their wellness.

Teach Resiliency provides tools, resources, and information that help teachers to support their students’ mental health, establish wellness in their classrooms, as well as maintain well-being among themselves.

In 2019, PHE partnered with the Centre for School Mental Health (CSMH) to continue the development and evolution of Teach Resiliency under the direction of Dr. Maisha Syeda. Teach Resiliency originally launched in 2017 in partnership between PHE Canada, Centre for Addiction and Mental Health (CAMH) and Dr. Susan Rodger at the Faculty of Education, Western University.

CSMH is currently evaluating the acceptability, utility, and the benefits of Teach Resiliency as reported by pre-service teachers, classroom teachers and related professionals working in schools. The findings from this evaluation will guide recommendations in ways Teach Resiliency can be further developed to make it more accessible and useful for teachers.

*For more information on this project, visit our [Teach Resiliency project page](#).*
Stress and burnout is on the rise in Canadian K-12 educators. Are educators being supported?

Developed by EdCan Network in collaboration with Dr. Susan Rodger and additional researchers, colleagues and graduate students, the Well at Work initiative calls on education leaders to commit to a healthy and encouraging workplace. Every educator, no matter the position, has the responsibility to create supportive school cultures where staff look after, not only their own well-being, but the well-being of colleagues as well. The goal of this Well at Work initiative is to give education systems the tools needed to improve working conditions for everybody.

As a result, Dr. Rodger and colleagues developed a fact sheet, two videos and a podcast to contribute to:

- building awareness and shared understanding around the need to invest in staff mental health and well-being in ways that challenge mindsets and assumptions
- amplifying educators’ stories and lived experiences of what well-being means and what it looks like at work
- supporting school districts and provinces who are seeking solutions and making well-being a priority

For a full list of resources, visit our Well at Work by the EdCan Network project page.

The Screen Challenge: Youth, Social Media and Safety

60-minute face-to-face presentation for parents K-12  
Addresses current issues associated with youth on social media  
Customizable presentation based on desired topics

Visit our Screen Challenge: Youth, Social Media and Safety project page for more information and to book a presentation.
The Fourth R training modules and website resources are now available in French!

With the growing demand for The Fourth R in French, The Fourth R team has developed a French webpage including whiteboard videos, lesson plan previews, training modules, skills videos for facilitating, newsletters, research snapshots and reports.

In addition, we have also translated our trainings into French. Our online training modules are recommended as an excellent refresher for teachers/facilitators to refer to after having participated in a face to-face-training. Our training participants indicate that they prefer in-person training whenever possible, particularly when discussing “relationships. However, when in-person training is not possible, then online modules also provide an alternative to receiving the training.

Visit The Fourth R website to purchase these up-to-date documents.

CASE STUDY: Uniting Our Nations - A Culture-Focused Mentoring Approach

MENTOR is a U.S.-based organization working to fuel the quality and quantity of mentoring relationships for young people and to close the mentoring gap for the youth who grow up without critical support.

In their 2019 case study titled Social and Emotional Development in Early Adolescence: Tapping Into the Power of Relationships and Mentoring, The Fourth R Uniting Our Nations program is featured as one of four promising mentor models for middle school-aged students.

Visit the MENTOR website for the full article.

UPDATED - Grade 7, 8 & 9 Health Physical Education curriculum documents now available!

The Fourth R resources for Grades 7 and 8 have been completely revised and now meet the new 2019 expectations as laid out by the Ontario Ministry of Education. Canada-wide, these documents have also been updated and match province-specific education guidelines. Grade 9 updates in Ontario and across Canada have been made to include updated information related to Canada’s Food Guide, cannabis and vaping and STBBIs.

Visit The Fourth R website to purchase these up-to-date documents.

Training modules and website resources are now available in French!
STAY CONNECTED:

www.csmh.uwo.ca • www.youthrelationships.org
Appendix I: Research Snapshots
Two years of school-based, culturally relevant mentoring promotes positive mental health for FNMI youth

What is this research about?

First Nations, Metis and Inuit (FNMI) youth experience disproportionately high rates of negative health outcomes, including poor psychological wellbeing. Recent research has identified culturally specific protective factors that promote resilience and buffer against adverse outcomes for these youth. Cultural connectedness, or the extent to which an individual feels connected to their culture, and a strong, positive cultural identity are increasingly recognized as key components of effective programming for FNMI adolescents. Mentoring programs have also emerged as a promising strategy, offering a venue for fostering strong, positive relationships, in a culturally supportive context.

“Overall, this exploratory study demonstrated that culturally relevant mentoring for FNMI youth of sufficient duration has the potential to increase well-being, as indexed by positive mental health and cultural identity, and demonstrated that these effects may be related to intrapersonal and interpersonal growth, as well as learning about healthy relationships and culture…”

The purpose of this study was to evaluate the impact of the Uniting Our Nations mentoring program on the wellbeing of FNMI youth. Specifically, this study examined whether two years of mentoring, as compared to one year, or no mentoring participation, was associated with benefits for participants.

What did the researchers do?

Researchers followed 105 FNMI students in grades 7 and 8 from a large school board in southwestern Ontario over a two year period between 2011-2013. The researchers used a mixed methods design to evaluate the program, collecting data from surveys and interviews with youth participants.

Survey data were collected at three “waves” during the study (2011, 2012, 2013), where youth completed annual self-report questionnaires.
Mentoring participation was also assessed at each wave. Students in the sample fell into three categories based on mentoring status: two years of mentoring ($n=17$), one year of mentoring ($n=19$) or did not participate in mentoring ($n=63$).

Researchers also interviewed all youth who were involved in mentoring during the first year of the study ($n=28$) to obtain descriptive feedback about their experiences with the program.

What did the researchers find?

Findings indicated that youth who participated in two years of the mentoring program reported significantly better mental health, and greater positive cultural identity, as compared to youth who participated in one or no years. In addition, preliminary findings suggested that participation in two years of mentoring was associated with higher credit accumulation. Analysis of gender differences in program effects suggested that two years of program participation had a specific positive impact for girls.

Youth who participated in two years of the mentoring program described many positive impacts they experienced as a result of program participation. Researchers identified three overarching themes in the gains highlighted in youth interviews:

- **Intrapersonal** - The program enhanced youth’s self-confidence, affirmed their cultural backgrounds, and helped them embrace their individuality.

- **Interpersonal** - The mentoring framework created opportunities for youth to build a network of support in their school community. Youth developed and strengthened meaningful peer relationships, and formed close bonds with program facilitators.

- **Cultural learning** - The program provided opportunities for students to learn about their culture, and connect cultural teachings with their life experiences both in and out of school.

- **Healthy relationships learning** - The knowledge and skills youth learned in the program were applicable to real-life situations. Students were able to identify ways to use positive communication and healthy relationship strategies from the program in their daily lives.

How can you use this research?

The results of this study suggest that participation in school-based, culturally relevant mentoring increased wellbeing among FNMI youth. Findings highlight the need for programming to be of sufficient duration and focus on building strong relationships, to maximize benefits for participants. These findings add to a growing research base that supports the importance of strengths-based, culturally relevant programming as an effective strategy for mitigating risk, and promoting positive outcomes for this population.

Original Research Article:

For a complete description of the research and findings, please see the full research article:


About the Authors:

Claire Crooks, Associate Professor, Faculty of Education, Western University. Deinera Exner-Cortens, Assistant Professor, Faculty of Social Work, University of Calgary. Sarah Burm, PhD Candidate, Western University, Alicia Lapointe, PhD Candidate and Instructor, Western University, Debbie Chiodo, Program Consultant- Provincial System Support Program, Centre for Addiction and Mental Health (CAMH) and Research Associate, Centre for School Mental Health, Western University.

Keywords: Aboriginal youth, Mental health, Wellbeing, Cultural connectedness, Cultural identity, Culturally relevant programming, Healthy relationships

About this Summary: This summary was written by Caely Dunlop, Ph.D. Candidate at Western University. For further information about Western’s Centre for School Mental Health, visit [www.edu.uwo.ca/csmh](http://www.edu.uwo.ca/csmh).

This research snapshot is also available on the OERE website.
What is this research about?

Social time with friends or peers plays an important role in development and behaviour. Having positive social experiences with peers can protect teens from risky behaviours like drug or alcohol use. Subsequently, negative peer socialization experiences like peer pressure may increase risk-taking behaviour. Some peer groups may control and/or pressure their members to engage in risky behaviours in order to fit in (e.g. substance use, vandalism, skipping school). The researchers explored what personal factors can help youth avoid risky behaviours if these behaviours are expected of them by their peers.

“By helping teens to construct personal identities, which act as another strong frame of reference other than peer group norms for guiding actions and behaviors, teens may be less likely to engage in behaviors that may conflict with their beliefs and values regarding who they are or that potentially interfere with personal life goals.”

During adolescence, youth explore different versions of themselves and eventually commit to a sense of self or identity. Teenagers who have developed a personal, autonomous identity outside of their peer group have been found to be more resistant to peer pressure, particularly if the pressured behaviours conflict with their personal goals.

What you need to know:

This study explored whether youths’ level of identity exploration and commitment to identity would moderate the relationship between peer pressure and control and risk behaviours. Over 1,000 students completed self-report measures of identity exploration, identity commitment, risky behaviours, and experiences of peer-group pressure and control. Identity commitment was a buffer against substance use and identity exploration was a buffer against deviant behaviours. Increased identity exploration and commitment can lead to increased autonomy and sense of responsibility. These factors promote personal independence and decrease the influence of external pressuring forces when making decisions.

Those who are considered “identity diffused” (e.g., they have yet to identify and commit to values or beliefs that speak to them personally) have been found to bend easier to the wills of a control-oriented peer group and engage in more substance use. The purpose of this study was to explore whether one’s level of identity exploration and identity commitment would moderate the relationship between peer pressure, peer control, and risk behaviours.
What did the researchers do?

A total of 1,070 high school students (49% female) were recruited from two high schools in a mid-sized Canadian city. They ranged in age from 14-17 (average 15 years old) and were predominately White (80.1%). Participants completed a self-report questionnaire package that explored their level of identity exploration and commitment, perceived peer group pressure and control, and frequency of substance-use and risky/delinquent behaviours. Analyses examined the moderating effects of identity commitment and exploration and the predictive factors of peer-group control and pressure on risky behaviours.

What did the researchers find?

Results indicated that identity commitment was a buffer against substance use and risky behaviours. Among pressuring peer groups, high identity commitment led to less substance use while high identity exploration led to fewer risky behaviours. Among controlling peer groups, high identity commitment led to less engagement in risky behaviours. High levels of both identity exploration and commitment were associated with the least substance use, while low levels of both identity exploration and commitment were associated with lower deviancy. Increased peer pressure and youths’ ages further positively predicted substance use. Boys experienced more peer pressure and had higher deviancy scores than did girls. Girls demonstrated higher degrees of identity exploration than boys.

How can you use this research?

Increasing our understanding of how identity exploration and commitment can impact a teen’s likelihood of succumbing to negative peer pressures can lead to more effective and tailored interventions focused on decreasing these risky behaviours. These interventions can be provided within educational and family environments.

Doing so may present beneficial long-term results in deterring youth from establishing delinquent and/or substance-abuse habits. Fostering the exploration of what feels important to a teenager is key to helping them develop their own unique sense of who they are, what they believe in, and how they should act in their world. In doing so, adolescents can grow as autonomous individuals outside of the potentially domineering norms enforced by some peer groups and learn how best to resist negative pressures.

Original Research Article:

For a complete description of the research and findings, please see the full research article:


About the Authors:

Tara Dumas, Assistant Professor, Psychology, Huron College, Western University. Wendy Ellis, Associate Professor, Department of Psychology, Kings University College, Western University. David A. Wolfe, Professor and Research Scholar at the Centre for Research and Education on Violence Against Women and Children, Faculty of Education, Western University.

Keywords: Identity Development; Identity exploration; Risk behaviour; Peer groups; Peer pressure

About this Summary: This summary was written by Lyndsay Masters, MA Candidate at Western University. For further information about Western’s Centre for School Mental Health, visit www.edu.uwo.ca/csmh.
Research Snapshot

A mindfulness-informed social-emotional learning program in kindergarten classrooms

What is this research about?

Self-regulation involves managing our attention, feelings, thoughts and behaviours. When our self-regulation is impaired it can result in poor developmental and educational outcomes. Evidence-based social emotional learning (SEL) programs have been associated with improved self-regulation relating to social, emotional and academic outcomes for children and youth.

The Hawn Foundation developed one of the first programs to incorporate SEL with mindful awareness. The MindUP™ program was developed on the premise that SEL components (emotion regulation) would be better supported through mindful awareness (e.g., deep breathing). The teacher-delivered, 15 lesson program focuses on teaching children about the brain, learning concepts such as gratitude and optimism, and practicing perspective taking, empathy and mindful awareness.

The current study examined young children’s behaviours following the implementation of MindUP™. This study investigated whether children’s behaviours (e.g., aggression, anxiety) changed following MindUP™. The study also explored the importance of children’s severity of behaviours (i.e., clinical vs. non-clinical levels of behaviours) and its role in how children’s behaviours change following MindUP™.

What did the researchers do?

MindUP™ was delivered to 285 children in 15-junior/senior kindergarten classrooms across eight high needs schools in a Southwestern Ontario school board. This study’s sample included 159 young children of which had consent to be involved in the research. Educators completed an assessment scale for each child in their classroom before and after MindUP™ was implemented, measuring children’s internalizing behaviours (e.g., anxiety, depression), externalizing behaviours (e.g., aggression and hyperactivity), and resiliency (e.g., recovering from setbacks). This study took place during the pilot year of a 5-year project where the major focus was on feasibility of the MindUP™ program within a catholic school board context. Due to not having a control group (does not receive program), this study was unable to attribute its findings to MindUP™.

What you need to know:

This study explored changes in kindergarten children’s behaviours following a mindfulness-informed social emotional learning program, MindUP™. Children showed improvements in resiliency and behaviours such as anxiety and depression following MindUP™, but no changes in aggression and hyperactivity. More research is needed to understand these mixed preliminary findings and investigate whether these changes are linked to the MindUP™ program.
What did the researchers find?

Kindergarten children demonstrated significant improvements in resiliency and internalizing behaviours. There was no significant change in children’s externalizing behaviours overall, despite boys displaying externalizing behaviours more often than girls.

When examining the sample it was found that 39% of the children displayed clinical/more severe levels of internalizing and/or externalizing behaviours. The children who displayed clinical/more severe levels of internalizing behaviours before MindUP™, displayed greater improvement in resiliency than their peers following MindUP™.

How can you use this research?

This study shows promising outcomes with children showing significantly improved resiliency and internalizing behaviours following the MindUP™ program. This study also suggests a potential need for more development and support surrounding self-regulation and social-emotional learning for children in high needs schools during their early years. The mixed findings from this study suggest that more rigorous evaluation, including a control group, is needed to further understand the discrepancy between improvements in internalizing and externalizing behaviours as well as to potentially connect these positive outcomes with the MindUP™ program.

Original Research Article:

For a complete description of the research and findings, please see the full research article:


About the Authors:

Nicole Off, MA Candidate, Faculty of Education, Western University. Joint advisors: Claire Crooks, Associate Professor, Faculty of Education, Western University and Karen Bax, Director of the Mary J. Wright Research and Education Centre at Merrymount

Keywords: Early Childhood, Mental Health, Social Emotional Development, School Interventions

About this Summary: This summary was written by Nicole Off, MA Candidate at Western University. For further information about Western’s Centre for School Mental Health, visit www.csmh.uwo.ca
Research Snapshot

Mental health literacy curriculum in teacher preparation programs: Helping teacher candidates meet the mental health needs of students

What is this research about?

Mental health directly impacts the outcomes of children and youth. Schools have long been recognized as an integral part in providing mental health related education and support to students. Teachers are in a unique position to act as positive influences with their students. In order for teachers to respond to the rising demands from students and boards, more training is necessary at a teacher preparation level. Curriculum focused on mental health literacy needs to be nationally implemented in teacher preparation programs.

What did the researchers do?

Researchers conducted an environmental scan of teacher preparation programs in Canada to gain an overview of the mental health-related courses offered to teacher candidates. The scan rated courses on four criteria to determine the degree to which each course addressed issues of mental health literacy:

• The topic
• The course description
• A focus on forming helping relationships with student
• Relevance of course title to mental health literacy

What did the researchers find?

The scan revealed that teacher preparation programs provide an extremely limited number of options for pre-service teachers to learn about mental health literacy. Of the courses reviewed, 217 of them met at least one criterion and only two overall were able to meet all four. The interviews and focus groups revealed that all stakeholders believed teacher candidates are not being adequately prepared to meet the mental health issues impacting their prospective students, classrooms, and schools. The report proposed the development and implementation of a mental health literacy curriculum in teacher preparation programs across Canada.

What you need to know:

The concerns of education stakeholders about teachers’ mental health literacy mirror the lack of opportunities provided in their training. There is a need for a formal mental health literacy curriculum in teacher preparation programs. In addition, current teacher candidates must explore different avenues to prepare for the mental health needs they will face in their classrooms.

Researchers also spoke to 50 teachers, students, and administrators to gather their perspectives on mental health in education.

What you need to know:

The concerns of education stakeholders about teachers’ mental health literacy mirror the lack of opportunities provided in their training. There is a need for a formal mental health literacy curriculum in teacher preparation programs. In addition, current teacher candidates must explore different avenues to prepare for the mental health needs they will face in their classrooms.
How can you use this research?

As a current pre-service teacher, the developments of a mental health literacy curriculum will not directly impact your training. After graduation, mental health certificates such as those offered through Wilfred Laurier University will be available to you. Professional development may be provided through your school board. There are many ways of engaging in mental health initiatives during your training to prepare for work after graduation.

At the faculty:

Your faculty may offer a professional development day focused specifically on mental health literacy. If you have a particular area of interest, reach out to your program coordinator and suggest workshops that you feel would be useful. If you have the qualifications, you could design and lead a workshop yourself.

You could also partner with faculty clubs, such as a student-led Gay-Straight-Alliance (GSA), to discuss mental health issues that impact particular student populations. Or, approach your student council to organise and sponsor a guest speaker from a local mental health organization to come in and lead a lecture.

Further, consider enlisting the help of a faculty member to support you in the design of a course that covers topics such as teacher roles in mental health and education, and child and youth mental health.

During practicum:

With the support of your Associate Teacher (AT), challenge yourself to incorporate mental health topics in your lessons. There are many resources available to teachers that can aid you in this. Approach your school’s mental health lead and ask about ways of getting involved at the school.

If you have the opportunity to attend a professional development day with your AT, ask if a mental health literacy option is provided, and voice your interest in attending it. Even if your AT is not attending, you might be able to attend with another teacher from your school.

Original Research Article:

For a complete description of the research and findings, please see the full research article:


About the Authors:

Susan Roger, Professor, Faculty of Education, Western University. Kathy Hibbert, Professor, Faculty of Education, Western University. Alan Leschied, Professor, Faculty of Education, Western University. Laurel Pickel, Western University. Magdalena Stepien, Doctoral Candidate, Faculty of Education, Western University. Melanie-Anne Atkins, Doctoral Candidate, Faculty of Education, Western University. Adam Koenig, Western University. Jessica Woods, Western University. Matthew Vandermeer, Western University.

Keywords: Mental health; Education; Curriculum

About this Summary: This summary was written by Jenny Kassen, MA Candidate at Western University. For further information about Western’s Centre for School Mental Health, visit www.edu.uwo.ca/csmh.
The Fourth R’s *HRP for LGBT2Q+ Youth* helps bolster positive mental wellness and encourage skill development among queer, trans, and gender diverse youth. It was adapted from the *Healthy Relationships Plus Program (HRPP)* - an evidence-informed, small group universal prevention program for youth that promotes positive mental health and well-being, and prevents risky behaviours. The *HRP for LGBT2Q+ Youth* was developed in consultation with academics, educators, and youth, and consists of 17 sessions, each lasting 45 minutes.

### Research Snapshot

**GSA members’ experiences with a structured program to promote well-being**

#### What is this research about?

This study describes youth’s experiences with a mental health promotion program, the *Healthy Relationships Program for Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q+) Youth*. This program complements standard Gender and Sexuality Alliances (GSA) programming, and may also be delivered in community youth groups. Since LGBT2Q+ youth often experience hetero/cissexism and other forms of oppression in school and beyond, the program validates and affirms their identities, expressions, and experiences. It provides structured opportunities for LGBT2Q+ youth to discuss and process minority stressors, and develop essential coping strategies that promote well-being and help manage toxic relationships.

### HRP for LGBT2Q+ Youth Sessions

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Session Topic</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>I Have a Voice: Introduction to the Program</td>
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<tr>
<td>Session 2</td>
<td>Mine to Name: Identities/Ways of Being</td>
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<tr>
<td>Session 2</td>
<td>Recognize and Respect: Values and Boundaries</td>
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<td>Session 4</td>
<td>My Journey: Coming Out</td>
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<td>Session 5</td>
<td>My Mind Matters: Mental Health and Well-Being</td>
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<td>Session 6</td>
<td>In The Know: Impacts of Substance Use and Abuse</td>
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<td>Session 7</td>
<td>I Belong: Communities and Connections</td>
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<td>Session 8</td>
<td>My Super-Power: Coping with Challenges</td>
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<tr>
<td>Session 9</td>
<td>We All Have a Say: Rights / Responsibilities / Consent</td>
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<tr>
<td>Session 10</td>
<td>My Voice, Your Voice: Active Listening and Communication</td>
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<td>Session 11</td>
<td>Right and True: Communication Styles</td>
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<td>Session 12</td>
<td>Words and Actions: Communicating Through Conflict</td>
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<td>Session 13</td>
<td>Ships: Healthy and Unhealthy Relationships</td>
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<td>Session 14</td>
<td>(Re)Building Ties: Addressing Relationship Violence</td>
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<td>Session 15</td>
<td>My Safety: Exits and Safety Plans</td>
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<td>Session 16</td>
<td>Allies: Being There for Others</td>
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<tr>
<td>Session 17</td>
<td>The Concluding Circle: Share and Celebrate</td>
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</table>
What did the researchers do?

Approximately 65 youth from seven urban and one rural school located across two public secular school districts participated in the program over the course of the 2016-2017 academic year. Of the 65 program participants, 15 students from six urban secondary schools participated in focus groups in June 2017 to provide feedback on the HRP for LGBT2Q+ Youth. Focus groups took place during regularly-scheduled GSA meetings and lasted approximately 45 minutes. Sample questions included: What sessions, topics, or activities did you like the most? Why did you enjoy them? What sessions, topics, or activities did you like the least? Why did you dislike them?

What did the researchers find?

By participating in the HRP for LGBT2Q+ Youth, GSA members had a vital outlet to discuss sexual and gender diversity in-depth; reflect on and take pride take in their identities/ways of being and expressions; share and learn from their peers; and build supportive networks with those who experience similar minority stress.

"…I liked session two, the mine to name one, because I like having, like, a space where I could describe my own identity, and it would be valid and people wouldn’t be like, ‘that’s not real.’"

"…I liked the coming out…session…everyone kind of shared some…stories or their plans for coming out…Because, like, I haven’t officially, like, kind of to like friend groups, but not really to parents. And I was kind of listening to stories saying, ‘oh, this is something I could do, or I could wait.’ Like, kind of getting ideas for that…And I really liked that…everyone just kind of talked like, a plan, yeah, plans or stories…both negative and positive. And then I was kind of like, ‘oh, I understand that. I get that or, like, that’s a good thing to know…I liked hearing…everyone else’s experiences and I’m like, ‘I might use that.’"

"I mean some of [the sessions] got heated ‘cause we’d get talking about our family and then the rage would appear…But we did…get to talk about like, ‘oh, how should I handle my peers doing this?’ ‘How should I handle my family doing this?’ How should I handle my partner doing this?’“

How can you use this research?

Study results reveal that the HRP for LGBT2Q+ Youth was well-received by participants, further substantiating the acceptability of delivering mental health promotion programs in GSAs. Since the program was designed to complement standard GSA programming, club members should be consulted to determine their interest in participating in a formalized program. Our research indicates that youth would ideally participate in the HRP for LGBT2Q+ Youth during half of their regularly-scheduled group meetings. This way, club members could still lead student-directed discussions, and spearhead educational and activist initiatives, if they desired to.

Original Research Article:

For a complete description of the research and findings, please see the full research article:


About the Authors:

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Keywords: coping strategies; GSA; healthy relationships; LGBT2Q youth; mental health; program

About this Summary: This summary was written by Alicia Lapointe, PhD, Equity and Inclusive Education. She is a Research Associate at the Centre for School Mental Health, Western University. For further information about Western’s Centre for School Mental Health, visit www.csmh.uwo.ca

This research snapshot is also available on the OERE website.
Innovation and Scale Up Lab
Developing a Process for New Projects

**Mission:**
The Innovation and Scale Up Lab's mission is to examine and advance evidence-based and implementation-sensitive approaches within school mental health and mobilize both research and practice evidence to enhance quality, consistency, scalability, and sustainability in Ontario schools.

**Vision:**
The ISU Lab will be a hub for research and innovation in scalable and sustainable practices for school mental health by identifying and sharing common implementation enablers and tools that can inform work in Ontario and other jurisdictions.

**To move this agenda forward, through the ISU Lab, we:**

- **Seek** out promising research and practice examples
- **Select** proposed innovations that meet a clear and specific need identified by stakeholders
- **Study** innovations to ensure that promising approaches are evidence-based and implementation-sensitive within the context of Ontario
- **Share** lessons from promising approaches and engage in related knowledge mobilization and dissemination

**ISU Lab Projects, to date:**

**Tier One, Universal Mental Health Promotion**
- Everyday Mental Health (ETFO, OECTA, OSSTF, AEFO)
- Bell Let’s Talk in the Classroom (LTIC)
- Skills4Life Career Studies SEL (S4L/H2V)

**Tier Two, Prevention and Early Intervention**
- Brief Intervention for School Clinicians (BRISC)
- Supporting Transition Resilience of Newcomer Groups (STRONG/FORT)
- Feeling calm, Increasing motivation, Repairing thoughts, Solving problems, Trying the opposite (FIRST)