

Canadian Educators Conference on Mental Health

OTTAWA | APRIL 2016



2016
Conference Program

www.cecmh.ca



Dr. Ian Manion

Dr. Manion is a clinical psychologist and scientist-practitioner who has worked with children, youth and families for over 30 years. He is a clinical professor in the School of Psychology at the University of Ottawa. He is the Executive Director for the Ontario Centre of Excellence for Child and Youth Mental Health. He serves as the Inaugural Co-Chair of the National Infant, Child and Youth Mental Health Consortium and the Principal Lead for the National School-Based Mental Health and Substance Use Consortium.

Dr. Manion is actively involved in research on parent/child interactions, mental health promotion, youth depression and suicide. He is a committed advocate for child and youth mental health sitting on local, provincial, national and international boards and committees. Dr. Manion is co-founder of Youth Net/ Réseau Ado, a bilingual community-based mental health promotion program with satellites across Canada as well as in Europe. This program strives to understand the mental health issues facing young men and women, and to better address these issues with sensitivity to gender, age, culture, and geography.



Dr. Amy Cheung

Dr. Amy Cheung is an Associate Professor in the Department of Psychiatry, University of Toronto and is on staff at the Mood and Anxiety Disorders Program at Sunnybrook Health Sciences Centre. Dr. Cheung is an adolescent psychiatrist and works clinically with youth with mood and anxiety disorders.

Dr. Cheung conducts research in the management of mood disorders in adolescents and young adults by primary care providers, and the transition between high school and post-secondary education for youth with mental illness.

Dr. Cheung holds the Bell Canada Chair in Adolescent mood and anxiety disorders.

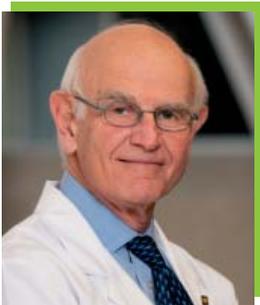


Dr. Kwame McKenzie

Dr. Kwame McKenzie is CEO of the Wellesley Institute. He is an international expert on the social causes of mental illness, suicide and the development of effective, equitable health systems.

As a physician, psychiatrist, researcher and policy advisor, Dr. McKenzie has worked to identify the causes of mental illness and in cross-cultural health for over two decades. He is an active, funded researcher of social, community, clinical and policy issues and has nearly 200 academic publications including four books.

In addition to joining the Wellesley Institute as CEO in March, 2014, Dr. McKenzie is Medical Director responsible for Dual Diagnosis, Child Youth and Family and Geriatric services and Director Health Equity at CAMH. Dr. Kwame is a full Professor and the Co-Director of the Division of Equity Gender and Population in the Department of Psychiatry, University of Toronto. Dr. McKenzie is President of the Canadian Mental Health Association, Toronto, and sits on the Board of the United Way Toronto.



Dr. Charles Tator C.M., M.D., Ph.D, F.R.C.S.

Dr. Charles Tator is a brain surgeon who founded ThinkFirst Canada in 1992, and was President until 2007. In 2012, Dr. Tator joined the Board of Parachute, after its amalgamation with ThinkFirst. He is a Professor of Neurosurgery at the Toronto Western Hospital and University of Toronto, where he has held two research chairs. He is also a neuroscientist with a brain and spinal cord regeneration laboratory, and has a PhD in neuropathology. He has published many articles on injury prevention with a focus on prevention of brain injuries and spinal cord injuries.

In 2008, the University of Toronto Press published his edited book "Catastrophic Injuries in Sports and Recreation, Causes and Prevention-a Canadian Study." In 2009, he reported in the Canadian Journal of Neurological Sciences that spinal cord injuries in hockey have declined as a result of injury prevention programs. In 2000, he received the Order of Canada, and in 2009 he was inducted into the Canadian Medical Hall of Fame. In 2010, he received Lifetime Achievement Awards from the Canadian Neurosurgical Society and the Canadian Paraplegic Association. In 2011, he received the Lifetime Achievement Award of the American Spinal Injury Association for contributions to the field of research and patient management in spinal cord injury, and in 2012, he received the USA Hockey Excellence in Safety Award for his work in preventing brain and spinal cord injuries in hockey. Recently, Dr. Tator was awarded a Medal of Honour by the Canada's Research-Based Pharmaceutical Companies Rx&D Health Research Foundation (HRF) for his work in the field of brain and spinal cord injuries.



Westin Ottawa Hotel April 7-8

“ Knowledge is best shared and this is what this conference is about, sharing the innovation, best practices and tools from across the country so that educators can apply what they have learned for the benefits of all students. This exchange undoubtedly contributes to a smart and caring nation. ”

— Her Excellency, Mrs. Sharon Johnston

“ The teachers in our country are among the most valuable assets we have, they are the people who will contribute to change for generations to come. When it comes to change, we need to continue to make progress in terms of how we as a society view mental illness, the stigma is omnipresent, remains deeply entrenched and prevents people from getting the help they deserve. The Educators Conference is an excellent opportunity for teachers to come together and acquire the tools they will need to create this change with the youth of today and the leaders of tomorrow. ”

— Patrick J. Cashman
Lundbeck Canada Inc.

OUR INVITATION

The Mood Disorders Society of Canada is pleased to invite your organization to participate in the 2nd annual CANADIAN EDUCATORS CONFERENCE ON MENTAL HEALTH. This conference is being held in Ottawa, Ontario – April 7-8, 2016 – watch our website www.cecmh.ca for more information and updates.

We are bringing together 300+ educators and school board leaders to discuss mental health issues, learn about the latest research and best practices, and distribute tools, techniques and action plans to implement in their daily work with students!

We look forward to you joining us in Ottawa for this leading-edge conference!

WHY YOU SHOULD PARTICIPATE

- Market your products and services to 300+ educators representing school boards from across Canada
- Network with educators and school staff from across Canada
- This program is tailored for front-line staff, educators, school administration, guidance counsellors, directors of education and superintendents
- Support the important work of those who provide services to our students
- Support the provision of information, education and best practices about mental health to educators – as well as equipping them with the latest tools, techniques and action plans
- Today's students are tomorrow's work force - help ensure they receive the latest mental health tools and resources to remain healthy!
- Build relationships in a NEW and unique forum



Thursday, April 7

7:30 am – 8:15 am **BREAKFAST and REGISTRATION**

8:15 am – 9:00 am **OPENING CEREMONIES** Phil Upshall | **Welcome and Introductions**

9:00 am – 10:00 am **OPENING PLENARY**

10:00 am – 10:10 am **SPECIAL ANNOUNCEMENT**

10:10 am – 10:30 am **NUTRITION BREAK**

10:30 am – 11:30 am **Subject Area #1 ANXIETY**
Testimonial: *Hearing from the community we serve*
Expert Voice: Dr. Ian Manion
TBD

11:40 am – 12:40 pm **CONCURRENT ANXIETY WORKSHOPS | 1A – 1E**

1A Creating Mentally Healthy and Safe Workplaces
Karen Jackson – Excellence Canada
Meg Petkoff – Wentworth Catholic District School Board

Mental Health is a huge risk to your people, and your organization. While numerous wellness programs, initiatives and interventions will undoubtedly make a difference to your employee's health and wellbeing, you can no longer afford to ignore the impact of workplace factors on the mental health of your employees and mental health issues on your organizations performance. Mental health problems and illnesses account for nearly 30% of short- and long-term disability claims in Canada, and more than 80% of Canadian employers rate mental health issues as one of the top 3 drivers of employee long and short term disability claims.

This session will focus on mental health in the workplace and discuss what you can do to create a culture built on an understanding of mental health that provides appropriate support and produces better outcomes. You will also learn how this approach leads to greater engagement for all employees and improved organizational performance.

The workshop will include:

- Overview of Excellence Canada's Mental Health at Work program and how it supports adoption of Canada's National Standard for Psychological Health and Safety in the Workplace
- Hamilton Wentworth Catholic District School Boards journey to creating a psychologically healthy and safe workplace; lessons learned, practical tools, challenges and solutions to sustaining progress
- Introduction to psychosocial risk factors in the workplace that impact employee health and well-being - how assess and prioritize actions for improvement

Thursday, April 7 | continued

11:40 am – 12:40 pm

1B Mental Health and the Inviting School

Patricia Codner and Dr. Bendan Browne – Halton Catholic District School Board

The Halton Catholic District School Board Mental Health Strategy embraces an inviting approach to system leadership and the creation of mentally healthy schools. “Invitational Leadership” and “Inviting Schools” contribute to the intentional establishment of schools in which students want to be and want to learn. Mental wellness and positive mental health as system priorities align with the inviting approach to educational leadership and continue to contribute to the HCDSB Mental Health Strategy’s goals and priorities.

In the book “Leading for Educational Lives: Inviting and Sustaining Imaginative Acts of Hope in a Connected World” HCDSB Superintendent of Special Education Dr. Brendan Browne and co-authors Dr. John Novak and Dr. Denise Armstrong, explore invitational school leadership and the creation of mentally healthy school cultures and environments. The HCDSB clinical and support team continue to work from an invitational perspective in their approach to the HCDSB Mental Health Strategy.

This presentation will explore invitational leadership as foundational to the creation of mentally healthy schools in the HCDSB through the lens of the board’s clinical leaders: Patricia Codner, Chief Social Worker, and Oliver Foese, Chief psychologist, as well as Brendan Browne, Superintendent of Education. The presentation will focus on theoretical foundations, shared beliefs, and practical strategies for school leadership that contributes to mentally healthy schools. The development of our Mental Health Strategy, how the concepts of Inviting Schools support our strategy, and how the ethical framework of Leading for Educational Lives supports this vision will also be presented and discussed. We expect this session will appeal to clinical practitioners and leaders in school boards, school, and system leaders.

1C Building Cultures of Resiliency and Positive Mental Health in Our Schools – What Works

Dr. Donaleen Hawes and Michelle Neville – Catholic District School Board of Eastern Ontario

The Catholic District School Board of Eastern Ontario (CDSBEO) is committed to building the resiliency and fostering the positive mental health for all of our students. There is a direct correlation between personal resiliency and positive mental health, as well as academic achievement, which will be demonstrated.

Over the past four years, our school board has worked with Dr. Wayne Hammond’s Resiliency Strength-Based Approach. CDSBEO has created a Resiliency and Positive Mental Health Framework based on four key components: Creating cultures of Caring Relationships, Encouraging Meaningful Engagement of students, Establishing realistic and achievable Expectations, and Promoting the selection of Healthy Choices amongst students.

Both elementary and secondary schools in our board are working with this framework to promote a culture shift from one of concerns and problems, to one of hope and support. Our schools appreciate that it is not enough to host an event or organize a single assembly focused on building resiliency and positive mental health, but rather that these concepts must be embedded into the very culture of the school environment for real change to occur.

A panel including an elementary and a secondary Principal in our school board will share some of their experiences in promoting this culture shift within their schools. They will share examples of Resiliency Action Plans and activities they have implemented in the schools to reshape this mindset for both staff and students. An overview of the successes and challenges with creating such a shift in thinking will be examined, and ideas that can be implemented in other schools and classrooms will be explored and shared. The Power of Systems “Leading from the Middle” and the impact of schools networking to create Leadership and Innovation that has amazing results for students and their Mental Health will be demonstrated through the presentation.

1D A Focus On Social-Emotional Learning: Promoting Health and Wellbeing in Schools

Dr. Jessica Whitley, Dr. Suzanne Gooderham and Michael Fairbrother – University of Ottawa

Many students in Canadian schools are struggling to succeed academically and socially because of ongoing and significant mental health issues (Vaillancourt & Boylan, 2013). According to the Canadian Coalition for Children and Youth Mental Health, the mental health of students is the “number one issue facing schools today” (Brown, 2011, p. 1). Although estimates vary widely, the percentage of children and youth experiencing mental health difficulties, including anxiety, depression, or attention-deficit/hyperactivity disorder (ADHD) is suggested to be between 15% and 30% and is predicted to increase by 50% by 2020 (Arboleda-Flórez, 2005; Leith, 2007; Roberts, Stuart, & Lam, 2008; Waddell & Shepherd, 2002).

While a range of approaches have been developed within school boards to support students with mental health issues, concerns have been raised about the transient and siloed nature of many interventions (Adelman & Taylor, 2007), as well as a deficit, crisis-focused outlook. In contrast, a mental health promotion approach suggests that students can develop a number of skills and competencies, namely those related to social-emotional learning (SEL), which can reduce their chance of developing mental health difficulties. An emphasis on developing SEL skills represents a positive, proactive approach that can be universally applied to all students, and can be offered by teachers with a range of expertise and experience.

The current workshop will focus on the implementation of SEL approaches in diverse, inclusive schools. We will draw upon (1) Current research in the area of SEL and mental health; (2) A national review of SEL curricula, programs, and frameworks, and (3) SEL as it is currently being studied in the teacher education program at the University of Ottawa. While a focus on research provides a backbone and platform for the workshop, the content will centre upon on the practical implementation of SEL approaches by educators and school administrators in a Canadian context.



Thursday, April 7 | continued

11:40 am – 12:40 pm

1E The ABC's of Mental Health

Bethann Levinson – Hincks Dellcrest Centre

Parents and Teachers and Professionals often have questions about the behaviour of children. They may worry about whether a behaviour is appropriate for a particular age or developmental stage, or a sign that something is not right. They may wonder why it is occurring and how best to respond. The ABCs of Mental Health provides a course of action for individuals to follow for worrisome behaviours and potential mental health problems.

Every day, teachers and parents see worrisome behaviours in children and seek resource materials to help them understand the behaviours and learn effective approaches for managing them in the classroom and at home. This involves building awareness of what is considered to be normal childhood development and what behaviour is cause for concern. The goal is to promote good mental health in young children and provide opportunities to intervene early.

Topics Covered:

1. What behaviour is age-appropriate and what is cause for concern
2. What are some of the factors that may influence behaviours
3. Strategies to support your child and foster mental health

The structure of our resource will help ensure the development of parallel strategies between home and school. Thus more consistent and appropriate responses to children's behaviour thereby fostering collaboration and a transformation in the way we do our work. Desired outcomes include increased knowledge with parents, teachers, students, improved attitudes and practices in dealing with troublesome behaviours and finally provide tools and tips for promoting good mental health and increased school success.

12:40 pm – 1:30 pm

LUNCH in EXHIBITS

1:30 pm – 2:30 pm

Subject Area #2

SUICIDE

Testimonial:

Hearing from the community we serve

Expert Voice :

Dr. Amy Cheung – Sunnybrook Hospital

Suicide in Youth

Suicide is the second leading cause of death of young Canadians. This talk will highlight the risk factors for suicide in youth and what educators what they can do to assist student at risk for suicide in the educational setting.

2:40 pm – 3:40 pm

CONCURRENT SUICIDE WORKSHOPS | 2A – 2D

2A Social Emotional Learning in the Classroom: A Practical Approach

Kristen Bignell and Anne Chiarelli – Ottawa Catholic School Board

Recent evidence suggests that focusing on Social Emotional Learning (SEL) in our classrooms is essential to promote self-regulation and an overall sense of well-being in the classroom environment and contributes to higher academic achievement. In this presentation, we will give an overview of SEL, investigate effective classroom practices that promote SEL, and provide an opportunity to observe and practice these strategies in a small group setting.

2B Feed All Four

Cherly Roff, Dave Lyons and Heather Truscott – Trillium Lakelands District School Board

Priority has been made provincially to promote the wellness of students in schools and TLDSB has responded by developing 'Feed all Four'. 'Feed all Four' incorporates the First Nations Medicine Wheel and Maslow's Hierarchy of Needs and connects our physical, mental, emotional and spiritual health to ensure optimum achievement and overall well-being. School staff are trained to better understand the research behind why this is critical, and then how they can incorporate 'Feed all Four' both personally and into their classrooms to create a culture of wellness in schools. For example, a teacher could use a component of Feed all Four as a strategy for students to assess and self regulate during mathematics block and as a way for students to critically consider and self check their state of well-being. 'Feed all Four' has been foundational to our climate survey, our board improvement plan, and has influenced the way school staff think about teaching and learning in schools.

Thursday, April 7 | continued

2:40 pm – 3:40 pm

2C Brainsense: A New Language To Prevent and Change Mental Health

Cathy Lumsden – The Adlerian Counselling and Consulting Group; Brainsense

Educators have been identified as a crucial population in early detection, prevention and intervention for mental health issues. When educators feel confident and aware they are better able to connect these students with mental health problems to professionals and appropriate services. Brainsense is a language and a solution to discussing, de-stigmatizing and supporting children and youth. It is like the “google” of mental health.

In this workshop attendees will learn:

1. The 3 E’s for prevention, identification and awareness - Explore, Expand and Encourage
2. Assessment tools which assist in early identification and warning signs of mental health problems
3. How to talk to all students about mental health, especially related to how the mind controls our thoughts, our emotions and behaviors
4. Possible strategies to link this new language, Brainsense, into your curriculum
5. Why training peers of students with mental health issues is crucial

Given that I’m a clinician, this research is subjective, however informative.

Methods: Every client was provided with two tools to assess their level of anxiety, stress and/or depression. From these tools, clients were able to understand why they feel this way, their negative beliefs and coping styles, and that the issues they are experiencing can be shifted. More importantly, they learned a new language to describe their mental health issues, reducing the stigma and their fears associated.

Results: Clients with mental health problems scored higher on the questionnaires than clients with family issues. Clients with anxiety often described themselves as perfectionistic.

Conclusions: Brainsense is new method to identify, prevent and encourage students to seek the assistance they need.

A control group is needed to determine any statistical significance.

2D Addressing Substance Misuse Among Male Post-Secondary Students: Encouraging Dialogue, Participation and Action

Dr. Terry Krupa, Dr. Heather Stuart – Queen’s University, Laura Henderson, Dr. Shu-Ping Chen – University of Calgary and Dr. Sherry Stewart – Dalhousie University

Introduction: Canadian statistics suggest that a high percentage of male university students engage in hazardous or harmful consumption of alcohol and this misuse has been linked to mental health issues and social problems on campus. Socially constructed ideals of masculinity have been associated with substance misuse and with social forces that constrain dialogue about these issues. Background: As part of a larger study, a Summit model approach was used across three Canadian universities to develop student leadership and promote meaningful dialogue about male substance misuse on campus.

Method: Substance use issues are highly culturally related. By applying the Summit Model, student leaders were supported to: be active participants in identifying their own campus culture: consider ways that they could contribute to change and to implement change activities; and plan for sustainability.

Results: Lessons learned in the implementation of the Summit model include: processes for recruiting male student leaders; the importance of branding; sustaining commitment; organization and structure; evolving narratives of substance misuse and mental health; and balancing student autonomy with expected outcomes.

Conclusion: The Summit model holds much promise as an approach to increase dialogue about substance misuse among males on Canadian campuses and to create movement for campus cultural change. As with any participatory approach the model requires ongoing learning and refinement of plans, and trust in the process combined with sustained support.

3:40 pm – 4:30 pm

NETWORKING RECEPTION in EXHIBITS



Friday, April 8

7:30 am – 8:20 am

BREAKFAST and REGISTRATION

8:20 am – 8:30 am

WELCOME

Dave Gallson – Mood Disorders Society of Canada

8:30 am – 9:30 am

Subject Area #3

MENTAL HEALTH IN OUR DIVERSE COMMUNITIES

Testimonial:

Hearing from the community we serve

Expert Voice:

Dr. Kwame McKenzie

TBD

9:40 am – 10:40 am

CONCURRENT MENTAL HEALTH WORKSHOPS | 3A – 3E

3A Resiliency in Children

Gwendy Lapp – Every Kid in Our Communities

Patricia Lamarche – Healthy Families Coalition of Eastern Ontario

The topic of this workshop is to provide caregivers (parents and teachers) with strategies and examples to further develop resiliency in children. As children gain resiliency skills, they are able to cope with negative and positive emotions which are important for long-term happiness, wellbeing, and success in life.

The strategies and examples presented in this workshop derive from the Triple P – Positive Parenting Program®. It is a parenting and family support strategy based on evidence from ongoing scientific research that shows Triple P works for most families in a variety of cultures, countries and family situations.

Triple P provides caregivers (parents and teachers) the skills to develop confident, healthy children and teenagers, and to build stronger family and social relationships. It also helps caregivers manage misbehaviour and prevent problems from occurring in the first place.

The implementation of these evidence-based strategies will enhance the caregiver's ability to encourage children to develop:

- social and communication skills;
- emotional self-regulation;
- independence;
- problem solving skills.

Further development of these skills promotes family harmony, reduces parent-child conflict, fosters successful peer relationships, and prepares children for successful experiences at school.

Strategies provided by the Triple P – Positive Parenting Program® support caregivers (parents and teachers) to encourage the development of resiliency skills in children which will provide them with the best chance for happiness and success in the future.

3B A Substance Use Wellness Tool for the Post-Secondary Context

Dr. Terry Krupa, Dr. Heather Stuart – Queen's University, Laura Henderson, Dr. Shu-Ping Chen – University of Calgary and Dr. Sherry Stewart – Dalhousie University

Introduction: In post-secondary settings substance misuse and associated mental health problems are prevalent. Increasing student awareness of substance misuse and potential consequences depends on developing a way of thinking and talking about this issue that resonates with young people. *Background:* As part of a larger study, a Substance Use Wellness Tool was developed; its purpose is to: 1) tailor conversations about substance use to be sensitive to the student role within the context of the campus culture and 2) promote awareness of substance use patterns and their relationship to health and well-being. *Methods:* Focus groups with university students and parents of students were conducted. The analysis focused on describing specific thoughts, feelings, opinions, activities, experiences and language related to substance use in the context of the campus culture. The resulting substance use continuum was subjected to validity testing, with very good results. This continuum was developed as an awareness and health promotion tool. It is currently being systematically disseminated across 3 Canadian university campuses. *Results:* The Substance Use Wellness Tool engages students in reflecting on a spectrum of substance use concerns. It includes a functional analysis matrix of 10 domains. *Conclusion:* This Substance Use Wellness Tool may contribute to early intervention to reduce substance misuse and promote mental health of young people on Canadian campuses. It has the potential to raise awareness of the link between substance use and mental health to support the well-being of young people in postsecondary settings.

Friday, April 8 | continued

9:40 am – 10:40 am

3C Mind full or Mindful?

Chantal Serré Gidding and Diana Valentini – St. Paul High School

St. Paul High School has just over 800 students in grades 7–12. Our community is comprised of students from mixed socio-economic (and cultural) backgrounds. Mirroring issues in the greater community of an increasing demand for greater mental health awareness and student resources, our students and teachers talked about how they could continue to incorporate mental health strategies into the school day. Our focus was trying to find ways to learn more about bettering our social and emotional beings. Our initiative to bring about greater social-emotional learning involves: Wellness Wednesdays, in-class mindfulness activities, and STAR Zone Kits for classrooms. Wellness Wednesdays offer students a quiet reprieve during the lunch hour where they are invited to clear their minds, be still, and set intentions for the rest of the day.

In another initiative, we chose to pilot in-class mindfulness activities three mornings a week. These mornings typically begin with a 10-minute body awareness exercise and a stilling-the-mind practice. Lastly, we introduced STAR (Stop! Take A Breath and Relax!) Zone Kits, filled with fidgets and tip cards, to help students refocus and self-regulate while remaining in the classroom.

Our initiatives are ongoing and we are constantly seeking feedback from our students. Thus far, students have reported feeling calmer, more focused and more self-aware. Teachers are showing great interest in bringing these ideas into their classrooms. We are hearing from our community that incorporating opportunities for mindfulness into the school day fosters healthier and more productive students.

3D Helping Students with the Highest Needs to Become Connected, Committed and Contributing Learners

Dr. Donaleen Hawes and Paula Perrault – Catholic District School Board of Eastern Ontario

Our highest needs students within the school are often the ones who teach us the most. It is in working with these students that flexibility, compassion and empathy are reinforced, and we, at times, are required to reflect on what we are doing as a school system to ensure that every student in our school and board is being empowered to make a difference and change their lives.

All students in our board from grades 3-12 complete a Resiliency and Mental Health Survey annually. This allows the board, and each school, to gain insight into the students' perceived strengths and needs. This data is then utilized to determine school Action Plans that build on the students' collective and individual strengths. For four years school teams have been focusing on the concept of building resiliency and we have reinforced the connection between resiliency, positive mental health and academic achievement.

Our school board has developed our own framework reinforcing the importance of a strength-based approach creating school cultures and strategies that promote the need for students to feel Connected, Inspired, Enabled and Empowered. This framework has not only supported administrators and staff to create strength-based cultures within their schools, but has also enabled them to work with our highest needs students with a renewed mindset; a mindset that no longer focuses on detriments and concerns, but rather hope and strength. Among our highest needs students are Crown Wards who often struggle academically and have a higher drop-out rate provincially. The presentation will share one school's experience and strategies that have made a tremendous impact on our Crown Wards and high risk students' engagement, wellness and achievement.

The school team (Principal, VP, teacher, student, partners) will discuss how they used the Resiliency data gathered by the Student Resiliency Surveys, along with the data from the screening tools, (HEADS-ED, CTripleE) to measure the impact of their success. Concrete examples of strategies that were put into place at this school to further engage the students in their learning and in their life will be explored. The successes and also challenges experienced in implementing these strategies will be discussed, and the data collected within this group will be examined.

Working with community partners and collaborative teacher teams have enabled these vulnerable and high-risk students to become, "Connected, Committed and Contributing" learners. The Board and School will tell a powerful story of how we can make an enormous difference in the mental health and wellbeing for our most vulnerable students.

Friday, April 8 | continued

9:40 am – 10:40 am

3E Eating Disorders: Preventing, Noticing, Intervening

Wendy Preskow and Dr. Heather Wheeler – National Initiative for Eating Disorders - NIED
Dr. Shari Mayman and Dr. Katherine Henderson – Anchor Psychological Services Inc.

The National Initiative for Eating Disorders (NIED) is a not-for-profit coalition of families with children suffering from Eating Disorders and healthcare professionals who are dedicated to preventing, treating, and educating others about Eating Disorders.

NIED's goals are to increase awareness and knowledge of Eating Disorders as treatable, biological, brain-based mental health illnesses.

In this workshop, Dr. Wheeler will provide an overview of Eating Disorders, including signs, symptoms, and contributing factors. She hopes to break down some of the myths about Eating Disorders with her evidence-based review. She will also review research and practice in Health Promotion and Eating Disorder prevention efforts that you can use to think about making change in your schools. Resources and ideas for when it is suspected that a student has an Eating Disorder will also be provided. This will be an interactive workshop that allows for an ample question and answer period and a sharing of ideas for how to create a supportive classroom and school environment for those struggling with eating and body issues.

11:00 am – 12:00 pm

NUTRITION BREAK

Subject Area #4

Educator Voice:

Expert Voice:

CONCUSSION

Hearing from the community we serve

Dr. Charles Tator

Educators Need to be Involved in the Prevention, Recognition and Management of Concussion

Concussions are a significant public health issue in Canada because we have a high incidence of concussion, and not everyone gets better. Thus, there are many sufferers from the long term consequences of concussions. Concussions occur in many ways including sports and recreation, especially in young people, and in falls, especially in the elderly, and in motor vehicle mishaps and the work environment in all age groups. There are many ways to prevent concussion, but the prevention strategies are very activity-specific.

It is now recognized that concussion is a spectrum of disorders with acute concussion at one end, and brain degeneration from multiple concussions at the other. The spectrum also includes the potentially fatal second impact syndrome, and postconcussion syndrome with frequent and disabling anxiety and depression. All educators will encounter people with concussion, and all educators must play a role in the prevention, recognition and management of concussion.

1:00 pm – 2:00 pm

CONCURRENT CONCUSSION WORKSHOPS | 4A – 4D

4A The Masters of Education in Leadership with a Focus on Mental Health Education at St.FX: Experiences and Impacts

Dr. Chris Gilham – St. Francis Xavier University, Bruce Joshua – Conseil Scolaire Acadien Provincial, Julia Martino – IWK Health Centre, Adeline Hewey – North Nova Education Centre and Suzanne Lynch

Approximately one in five people will experience a mental disorder during adolescence (Adelman, 2006; Costello, Mustillo, Keeler, et al., 2004) and, if left unrecognized and untreated, this can lead to considerable negative outcomes in physical and mental health, academic and vocational achievement, interpersonal relationships and other important life domains (Kessler, Foster, Saunders, et al., 1995). Suicide is the #2 cause of death among adolescents. In spite of great need, many youth requiring mental health care do not receive it (Prince, Patel, Saxena, et al., 2007). Educators report that, even though they consider mental health to be very important to their students' well-being, many do not feel they have the knowledge to support them (School-Based Mental Health and Substance Abuse Consortium, 2013). This lack of knowledge and necessary care, along with the existence of stigma, serve to exacerbate a negative situation for those with mental disorders (Kutcher, 2011; Kutcher & Wei, 2014).

Health literacy is a key social determinant of health and is, as noted in a report by the World Health Organization (WHO) (2013), "a stronger predictor of an individual's health status than income, employment status, education and racial or ethnic group" (p. 7). Predicated on the belief that individuals will not achieve their fullest potential unless they take control of their health through knowledge, skills, attitudes and actions to maintain or improve the quality of their own lives, health literacy is now recognized as necessary to improve health outcomes for populations as well as individuals (WHO, 2013).

In response to the above, in 2013 Saint Francis Xavier University launched a specific Masters in Education in Leadership with a focus on Mental Health Education, with the purpose of increasing the mental health literacy and the ability of candidates to enhance their classroom practices, school settings and systems. This M Ed aims towards increasing the understanding of and support for the mental health needs of all students in order to foster educational engagement and school success.

Friday, April 8 | continued

1:00 pm – 2:00 pm

4B Headstrong: An Evidence Based Youth Anti-Stigma Initiative

Bob Heeney – Mental Health Commission of Canada

Mike Pietrus – MHCC Opening Minds, Mental Health First Aid

Stigma is the result of negative and prejudicial attitudes and behaviours that are expressed by people to those living with a mental health problem or a mental illness. It is destructive and leaves a mark of shame. It is the single largest barrier to help seeking and youth experience stigma more than any other age group in the country.

Headstrong is the Mental Health Commission of Canada's national youth anti-Stigma initiative.

Dr. Heather Stuart from Queen's University evaluated over 20 school based anti-stigma projects across the country and concluded that Durham TAMI's summit model of contact based education, demonstrated the most positive change in attitudes and behaviours associated with those living with mental illness. The Headstrong Summit model and follow up school based activities was rolled out in 2014 to more than 19 regions across the country that included more than 500 schools 5000 students with a potential reach of more than 200,000 youth. Evaluation results of HEADSTRONG summits conclude that fidelity to the model reduces stereotypes and identifies factors to further reduce social distancing.

Headstrong designed 4 toolkits: Your Speaker's Story, Sharing Your Personal Story, Planning a Youth Anti Stigma Summit and School Based Activities. All toolkits and webinars are available on the Headstrong website: www.mhcheadstrong.ca and make the program easily replicable.

This workshop will demonstrate to school staff, board support staff, community stakeholders, youth and people who have lived with a mental illness how they can easily adopt HEADSTRONG. They will learn how HEADSTRONG continues to grow in Canada because it compliments any school curriculum already addressing mental health. It is also inclusive to many organizations and the workshop will show the strength that comes from partnerships as well as the gains that can be made by demonstrating fidelity to the project. Headstrong summits are not a "one off" workshop, but rather the beginning of an awareness process that can take root in every school.

4C Being Mindful About Mindfulness: A System Wide Approach

Dr. Sharon Pyke – Heidi Horn-Olivito

Dr. Christine Purcell – Greater Essex County District School Board

Mindfulness was being taught to students within our system using different means and understandings of how to practice. This ground swelling had Heidi and Christine meeting with other interested staff on the science behind mindfulness. It became apparent that our board needed to have a system plan to stress the three tenets: Mindfulness is not to be associated with any religious beliefs; Mindfulness is brain based; and, staff need to have an active practice of mindfulness prior to teaching it to students.

Our system plan includes professional development for our principals and vice-principals, professional development for staff teams who are interested, building our own curriculum and resource bank, strengthening our network of staff to share mindful practices, and conducting research on the effects of consistent practice with staff and students.

Staff were invited to participate in our research before and after a six week course from Mindful Schools introducing the participants to the practice and science behind mindfulness. Our preliminary results of our staff research is encouraging: staff perceived stress levels showed significant decrease in addition to changes in their executive functioning. We will be able to provide full and robust results at the time of the conference with quantitative and qualitative results. Additionally, we hope to share our results of our planned student research.



Friday, April 8 | continued

1:00 pm – 2:00 pm

4D Safeguarding Mental Health of Educators in Canada

Nitika Rewari – Mental Health, Mental Health Commission of Canada
Cindy Taylor – Carleton University

Mental Health is defined by World Health Organization as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Ignoring mental health in the workplace may lead to increased absenteeism and presenteeism rates, disability claims, grievances and injuries, and turnover rates.

Workplace must play a key role in promoting mental health and preventing mental injury of their employees across all sectors and industries. This is especially true in the education sector where teachers are not only dealing with their own mental health problems and work stresses but also of their students. Approximately 1 in 5 children suffer from a mental health issue, which can negatively affect their success at school. A staggering 93.3% of teachers feel that their training did not sufficiently prepare them to deal with these mental health issues of their students. Additionally, factors such as workload management, uncertain work environments, etc. can lead to high rates of work stress and burnout in the education sector. 13% of teachers report being stressed “all the time” in comparison to 7% of the general public. In 2010, over 60% of teachers identified work as their main source of stress. Additionally, 42% of all disability claims in the education sector stem from mental health disorders, of which 52% constituted as depression. Nearly half of all teachers leave their job within the first five years, many feeling that they were not given the right tools they needed to succeed on the job in general.

Canada needs a comprehensive education program that can aid teachers in identifying mental health issues in children and youth, as well as a program that can help teachers with their own mental health burdens in order to alleviate stress, increase overall job satisfaction and decrease burnout rates.

The National Standard of Canada for Psychological Health and Safety in the Workplace is a set of tools for employers that can help promote mental health and prevent mental injury of employees. Mental Health Commission of Canada’s three year national study has now reached its mid-point. This study, started in February 2014, follows more than 40 organizations across the country (various industries/sectors/sizes) to understand how they are implementing the National Standard.

The proposed workshop will allow participants to learn about early findings of the project and also hear from Carleton University, a project participant, about their journey so far in the education sector.

The workshop will also highlight key training programs such as Mental Health First Aid and The Working Mind to share the evidence on their effectiveness to reduce stigma around mental illness and enhance resilience/knowledge of employees around the issue, and explore how schools/universities can leverage these to help their teachers/educators.

2:15 pm – 3:00 pm

OPEN MIC

WHAT DID YOU HEAR?

- *As an educator, what kind of challenges have you experienced in your schools?*
- *What are your challenges going forward?*
- *What did you learn?*
- *Has this helped?*

3:00 pm – 3:10 pm

CLOSING REMARKS

Bill Gartland – Director of Education
Phil Upshall – Mood Disorders Society of Canada

3:10 pm

SAFE TRAVELS HOME !

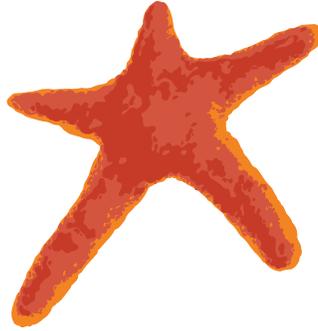


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By using the following booking codes, you have the opportunity to save on regular ticket fares (*does not include discount promotional fares or seat sales*).

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“ With 70% of mental health problems having their onset during childhood or adolescence, the Canadian Educators Conference on Mental Health is focused on the latest resources, programs and tools to help educators improve the support available in their communities. Every participant will bring home with them insight into new programs and resources, so I encourage all educators to attend the conference and take advantage of this valuable opportunity. ”

— Mary Deacon, Chair, Bell Mental Health Initiative

QUESTIONS

Please contact:

Susan Mason
Innovative Conferences & Communications
P.O. Box 319, 59 Millmanor Place
Delaware, ON N0L 1E0
Email: susanm@innovcc.ca



“ Educators are uniquely placed to make a difference by educating yourselves on the tools and resources available to promote mental wellness. It’s my hope this conference will not only change the way you think about mental problems and illnesses – but also inspire you to help us accelerate the change in Canada’s mental health landscape. ”

— Louise Bradley, President and CEO of the
Mental Health Commission of Canada

“ This conference is about getting leaders in education from across Canada into one room to talk about mental health and ensuring that we are all leaving with resources that will have an instant impact on the lives of the students we serve. ”

— Bill Gartland, Director of Education

“ Every day, teachers experience the impact of anxiety, depression, self-harm and other mental illness in the lives and learning of children and youth. Teachers want to be part of the important national conversation about child and youth mental health. As a society, we must work together to raise awareness, provide timely supports, and reduce and ultimately eliminate harmful stigma. This conference provides an opportunity for sharing ideas aimed at assisting teachers and students in the classroom. ”

— Dianne Woloschuk
Canadian Teachers’ Federation President

Registration Fees Include:

- breakfasts, lunches and nutrition breaks – as noted in agenda
- a delegate bag
- all printed materials

Registration Fees:

- Early registration | \$ 295.00 – on/before March 10, 2016
- Regular registration | \$ 395.00 – on/after March 11, 2016

Special Notes:

- delegate name and provided address will be shared with organizers and exhibitors
- business casual dress is required
- our conference is fragrance free
- unless previously sold out, the cut-off date for receiving registrations is APRIL 1, 2016.
- due to the lead time required to order printed delegate bags, delegates who register after MARCH 4, 2016 will not be guaranteed an official Conference 2016 delegate bag. In this situation, a plain bag will be made available.

Cancellation / Substitution Policy:

- cancellations will be refunded less 20% administration fee with notice of cancellation being received at Innovative Conferences and Communications, no later than MARCH 4, 2016. No refunds will be issued after this date.
- substitutions may be made but notice must be received at Innovative Conferences and Communications, no later than MARCH 18, 2016.
- Canadian Educators Conference on Mental Health 2016 reserves the right to make appropriate program changes as deemed necessary and/or cancel events due to circumstances beyond its control. In the event of cancellation of the conference, only registration fees will be refunded.

Privacy Statement:

Registration information is collected to process registrations and payments for educational events, correspond with registered delegates and to publish delegate lists for event participants. If you do not wish to have your registration information used for these purposes please indicate this on the registration form.

Consent to Use of Photographic Images:

Registration and attendance in Canadian Educators Conference on Mental Health 2016 provides permission for personal photographs to be published on their website, affiliated websites, social media posts, in printed publications including newsletters and brochures, with no identifying information to be provided. If you do not wish to have your photograph used for these purposes, please indicate this on the registration form.

Confirmation of Receipt of Registration:

Registrants will be able to print their confirmation and receipt upon completion of registration online for the Canadian Educators Conference on Mental Health 2016. If you have mailed or faxed in your registration, and have not received an emailed confirmation of registration within 3 weeks, please contact – susanm@innovcc.ca



Please print and complete this form and send it to Canadian Educators Conference on Mental Health using one of the following options:

Email: susanm@innovcc.ca

Mail: CECMH 2016
c/o Innovative Conferences & Communications
PO Box 319, 59 Millmanor Place, Delaware, ON, N0L 1E0

Fax: 519-652-5015

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CONFERENCE RATES

EARLY - faxed, postmarked or received on-line on or before March 10, 2016

REGULAR - faxed, postmarked or received on-line on or after March 11, 2016

	EARLY RATE	REGULAR RATE
FULL CONFERENCE: THURSDAY April 7 and FRIDAY April 8	\$ 295.00	\$ 395.00

WORKSHOP CHOICES
Please choose only one workshop from each category.

THURSDAY APRIL 7	FRIDAY APRIL 8
Anxiety	Mental Health
<input type="checkbox"/> 1A <input type="checkbox"/> 1D	<input type="checkbox"/> 3A <input type="checkbox"/> 3D
<input type="checkbox"/> 1B <input type="checkbox"/> 1E	<input type="checkbox"/> 3B <input type="checkbox"/> 3E
<input type="checkbox"/> 1C	<input type="checkbox"/> 3C
Suicide	Concussion
<input type="checkbox"/> 2A <input type="checkbox"/> 2C	<input type="checkbox"/> 4A <input type="checkbox"/> 4C
<input type="checkbox"/> 2B <input type="checkbox"/> 2D	<input type="checkbox"/> 4B <input type="checkbox"/> 4D

SUMMARY OF PAYMENT SUBMITTED

FULL CONFERENCE	
Registration Fee:	\$ _____
<i>includes Thursday and Friday Program</i>	
TOTAL AMOUNT SUBMITTED	
Canadian Funds	\$ _____

PAYMENT OPTIONS

Cheque - Please note the cheque is payable to the **Mood Disorders Society of Canada** (re: CECMH 2016 Conference)
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