



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.
Please consult the web for updates that may occur during the year.

Description: Promoting Mental Health

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SPE	1005	79417	2, 2008	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070113

STAFFING

Examiner: Stephen Hughes
Moderator: Linda De George-Walker

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

RATIONALE

Modern schools are becoming increasingly complex social environments as the forces of change impact on families, economics, technology, culture, roles of government and workplace reform. Influences such as globalisation, information technology development, increased social and cultural diversity, shifting patterns of wealth and disadvantage, and the ongoing explosion of knowledge are leading to unprecedented levels of social and emotional stress across the social spectrum. Young people are being challenged to live with complexity, uncertainty and diversity more so in current times than ever before. Most young people cope well and adjust to the demands of contemporary life with support from families, friends, schools and other social networks. An increasing number however, are showing signs of distress. Mental health problems, adjustment difficulties and mental illness are reported at very high rates in Australian society and globally. The World Health Organisation has predicted that a mental illness, depression, will be the second greatest 'burden of disease' on planet earth by 2020. Schools play a crucial role in promoting health and wellbeing in their communities, and increasingly society is turning to education as a major influence on the mental health outcomes for future generations of Australians.

SYNOPSIS

This course is designed to assist pre-service educators develop an awareness of the nature of risk and protective factors that can have an impact on a young person's social-emotional wellbeing and mental health. Students will participate in a range of learning contexts to develop knowledge of the warning signs of possible mental health problems and/or illness, the curriculum and pedagogical

innovations that promote wellbeing in their students and school communities, and respond to students in distress or showing signs of social-emotional distress. A health promotion model will be introduced and students will explore practical and innovative ways to promote health-enhancing cultures in their classrooms and school communities. Students will explore strategies to deal with alienation, meaninglessness, powerlessness, social estrangement and normlessness that when experienced by some students can lead to serious risk of developing mental health problems and / or illness. The value of initiatives that enhance academic outcomes through social-emotional learning in the classroom will feature as a way to motivate schools to generate and implement policies dealing with social and emotional wellbeing.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. identify protective and risk factors associated with social and emotional wellbeing across a range of contexts (Assignment 2)
2. critically discuss the value and application of a health promoting schools model in addressing social and emotional wellbeing issues (Assignment 1 and 2)
3. discuss the role of the teacher in the promotion of social and emotional wellbeing (Assignment 1 and 2)
4. identify and describe factors that lead to student alienation, and explore response strategies across a range of contexts (Assignment 2)
5. identify the characteristics of at-risk students and apply a response framework (Assignment 1)
6. demonstrate an understanding of the role of social and emotional learning in the promotion of social and emotional wellbeing and improved academic outcomes (Assignment 2)
7. demonstrate knowledge, understanding and application of course content using appropriate personal, professional and academic literacies, including effective use of ICT to support learning (Assignment 1 and 2)
8. Demonstrate application of information literacy skills including critical and reflective thinking (Assignment 1 and 2).
9. Demonstrate application of language and literacy skills, including spelling, grammar, punctuation and bibliographic referencing (Assignment 1 and 2).

TOPICS

	Description	Weighting (%)
1.	Rationale for taking action on Social & Emotional Wellbeing and Learning in schools. Topics include: Health promoting schools framework.	10.00
2.	A variety of contexts impact on individual and collective Social & Emotional Wellbeing and learning. Topics include: Population Health Information, Developmental Processes, Family Context, Socio-cultural and Socio-economic influences, Individual characteristics and resilience	20.00
3.	Risk and protective factors exist for individuals and communities. Topics include: Mental Illness, Bullying, Loss & Grief, Alcohol, Tobacco and other Drugs, Stress	20.00

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| 4. | A response framework can be used to engage young people in a help seeking process. Topics include: Case studies in responding to young people in distress, Analysis of risk & protective factors, Application of a response framework. (Indigenous perspectives are important in this topic especially) | 20.00 |
| 5. | Social & Emotional Learning can promote resilience in school communities. Topics include: Social & Emotional Learning, Pedagogy to promote SEL, ICT and Mental Health Promotion (Indigenous perspectives are significant in this module) | 20.00 |
| 6. | A whole of school approach is best in promoting SEW & SEL. Topics include: The tripartite model of whole of school responses to SEW & SEL promotion. Teacher self care is a key ingredient in whole of school initiatives. | 10.00 |

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information

<http://www.usq.edu.au/library/> The gateway to education resources is here...

<http://www.usq.edu.au/library/faculties/education/default.htm>

Australian Health Ministers 2003, *National mental health plan 2003-2008*, Australian Government, Canberra.

Australian Health Ministers 2004, *Cultural respect framework for Aboriginal and Torres Strait Islander health 2004-2009*, Department of Health, South Australia.

Commonwealth Department of Health and Aged Care, DAHC, Canberra 2000, 'Mind matters: a mental health promotion resource for secondary schools' (Available: <http://cms.curriculum.edu.au/mindmatters/index>).

Commonwealth Department of Health and Aged Care, DHAC, Canberra 2000, 'In mind matters: a mental health promotion resource for secondary schools' (Available: <http://cms.curriculum.edu.au/mindmatters/index.htm>).

Commonwealth of Australia (n.d.) *A national framework for health promoting schools (2002-2003)*, Canberra.

McGrath, H & Noble, T 2003, *Bounce back: teacher's handbook*, Pearson Education Australia, Frenchs Forest.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	60.00
Lectures	10.00
Private Study	35.00
Tutorials	20.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	35.00	35.00	12 Sep 2008
ASSIGNMENT 2	65.00	65.00	20 Oct 2008

IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:**

It is the students' responsibility to attend and participate appropriately in all activities scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:**

To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- Penalties for late submission of required work:**

If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to 10 working days at which time a mark of zero can be recorded. No assignments will be accepted after model answers have been posted.
- Requirements for student to be awarded a passing grade in the course:**

To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- Method used to combine assessment results to attain final grade:**

The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- Examination information:**

There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:**

There will be no Deferred or Supplementary examinations in this course.
- University Regulations:**

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL

<http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.