

# Promoting Healthy Relationships in the School Setting: The newly-revised JCSH Positive Mental Health Toolkit

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## JCSH: Advancing Student Well-being and Achievement

- 12 Provinces and Territories
- Support from PHAC
- Mission: collaboration across Health and Education sectors



## JCSH vision



- Children and youth thriving in school communities committed to optimal learning, health, and well-being



## Comprehensive School Health

When actions in all 4 components are harmonized, students are supported to realize their full potential as learners, and as healthy, productive members of society.



## JCSH and Positive Mental Health

- 2010: In consultation with school health stakeholders from across Canada, JCSH published *Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives*
  - Basis of PMH Indicator Framework and Toolkit
- 2012: PMH Toolkit is launched
  - Developed with, and extensively piloted by, educators and experts in the field from across the country



## JCSH and Positive Mental Health

- [Positive Mental Health Toolkit \(2017\)](#)
  - Available in English and French
  - Free online resource
  - Improved resources, section on staff wellness, features on diversity throughout

Welcome to the Pan-Canadian Joint Consortium for School Health Positive Mental Health Toolkit (2nd Edition)



# Positive Mental Health Toolkit 2017

A Series of Modules

- [Module One: Introduction to Positive Mental Health](#)
- [Module Two: School Connectedness](#)
- [Module Three: Resiliency in School Environments](#)
- [Module Four: School Team Relationships](#)
- [Module Five: Assessing Comprehensive School Health](#)



## Module 1: Introduction to Positive Mental Health

The emergence of positive mental health has increased emphasis on the study of psychological constructs that contribute to optimal functioning within the school environment. A wide range of concepts has been linked with positive mental health perspectives and practices, including those indicated in the figure below.

[Click here to download a description of each construct](#)



# Module 2: School Connectedness

Promoting School Connectedness

Schools can make intentional efforts to introduce factors to enhance school connectedness for students, such as:

1. Adult Care and Support
2. Positive Peer Relationships
3. Positive Beliefs and Feelings about School
4. Positive School Environments

Click here to download a description of these factors

Students feel connected to schools where there is a focus on *building relationships, encouraging positive peer support, and providing opportunities across a spectrum of interests for students to be engaged and to feel that they have strengths to offer to others in meaningful ways.*

View Simon, Grade 12 Student, on School Connectedness



# Module 3: Resiliency in School Environments

Click on each section for a description of the SEL Competencies

Introduction to Social Emotional Learning  
Dr. Kimberly Schonert-Reich

Circle of Courage

Similar to Self-Determination Theory (SDT), the Circle of Courage as delineated by Brendtro et al., (2005) asserts that all individuals share common needs that require the use and development of strengths. In other words, fulfilling key need areas provides opportunities for expressing and exercising personal strengths. These need areas include:

- ✓ **Belonging** (Similar to Relatedness): Opportunities to establish trusting connections
- ✓ **Mastery** (Similar to Competency): Opportunities to solve problems and meet goals
- ✓ **Independence** (Similar to Autonomy Support): Opportunities to build self control and responsibility
- ✓ **Generosity**: Opportunities to show respect and concern for others

Generosity places emphasis on being other-centered and playing a role in addressing the psychological or mental fitness needs of others.

*Think about a time when you were involved in meeting the mental fitness needs of others. How were you engaged in being generous to others? What impact did it have on you personally?*



# Module 4: School Team Relationships

**Digging Deeper**

The following links can help expand upon the themes addressed in this module:

- ▶ [CMHA Positive Mental Health and Well-being](#)
- ▶ [Promoting Positive Mental Health in the Workplace](#)
- ▶ [Guide to Improve Mental Fitness and Resilience in the Workplace](#)

**Downloadable Documents in this Module**

Page 6	PMH Activity 1: Being at Your Best
Page 7	PMH Activity 2: Identifying PMH Practices
Page 8	PMH Activity 3: Assessing Positive Mental Health Practices
Page 9	PMH Activity 4: Practicing Generosity
Page 10	PMH Checklist 1: Relatedness Practices
Page 10	PMH Checklist 2: Competency Practices
Page 10	PMH Checklist 3: Autonomy Support Practices
Page 11	PMH Activity 5: Positive Emotions
Page 12	PMH Activity 6: Receiving and Expressing Gratitude

**References**

This link will provide you with the references cited in this module, and additional resources for further study.

[Module References](#)

# Module 5: Assessing Comprehensive School Health

*Links to PMH Indicator Framework Survey*

Click here to access Part 1: Social and Physical Environments

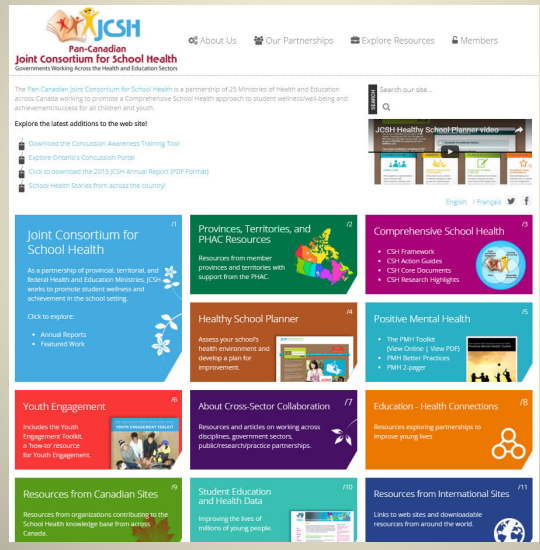
Click here to access Part 2: Teaching and Learning

Click here to access Part 3: Partnerships and Services

Click here to access Part 4: Healthy School Policy

Download a PDF of the PMH Indicator Framework Survey

# Questions and Discussion



For more information, please visit our website: [www.jcsh-cces.ca](http://www.jcsh-cces.ca)

