SFU FACULTY OF EDUCATION

Connecting Career Development and Mental Health for Youth in Schools Partner Symposium

Day 3: December 3rd, 9:00 a.m. – 12:00 p.m. PST

Discussion Notes: Ethics Approval

Each group was invited to explore the procedures for ethics approvals and plans for completing and submitting the ethics review within their respective districts/regions. The discussion was guided by five questions: 1. What are your most pressing concerns about research ethics and this project? 2. What ethical issues / considerations related to the research project do you imagine matter most to your colleagues and students/families? 3. What steps do you think can be taken at your local community level and/or at the university level to help address these concerns? 4. What do you know about the ethical review process for research partnerships like ours in your school / jurisdiction? 5. Would someone from your school district be willing to volunteer to be an initial contact person for the research team? The following are some of the comments, observations and themes (denoted in **bold**) that emerged from the roundtable discussions.

Highlights from Roundtable Discussion (British Columbia, Saskatchewan & New Brunswick):

1. The CCDMHY research project is collaborative in nature thus the ethics approval process will be more complex and may require a longer timeline.
    1.1. We can offset the delay if we can **be comprehensive in terms of documentation**.
        1.1.1. Having contacts of relevant district's board of ethics approval would help facilitate the approval process.
        1.1.2. Obtain letter of support from each judication will help build confidence of the research structure
    1.2. The SFU Research Ethics Board will assess ethics proposals in accordance with **the level of risks participants may be subjected to** in each study. The timeline to obtain approval can range from a few weeks to a few months, depending on the nature of the study and the perceived threat(s) of the participants.
    1.3. **Identify common values** across different ethical review boards/designates within each jurisdiction.
2. Discussed the **importance of collaborative process in developing ethics proposal**.
    2.1. Proposals should be developed in partnership with each jurisdiction, including two Indigenous Tribal Councils in Saskatchewan.
    2.2. May have to **customize the proposal for each of the division** that is interested.
    2.3. There is a preference for **considering and addressing all ethical concerns in advance**.
        2.3.1. To fully anticipate potential ethical issues/considerations related to the research project, research team will need to **provide adequate information about methods of data collection, length of time the research data will be kept, and scope of the study.**
        2.3.2. Some jurisdictions would require informed consent (parents/legal guardians of student participants) and assent (from students themselves) as well as specific regulations around privacy and confidentiality of participants.

2.4. Some districts may have their own ethics policy statement that adhere to respective provincial policy, covering core principles in the Tri-Council Policy.

2.5. Some districts may have district council that are designated to review research ethics proposals, including any instruments that are going to be used as part of the research process.

3. Determine the course of action in cases where eligible participants choose not to participate.
   3.1. One idea is to not collect data from those students but still include them in the curriculum so they can benefit equally from the career interventions.

4. Where appropriate, consider providing additional support and resources for participants (e.g., have school counsellors available to help students if needed).

Discussion Notes: Training Considerations

Each group was invited to explore the career development and mental health training format, content, and time commitment for K-12 educators within their respective districts/regions. The discussion was guided by three questions: 1. Who do you expect will participate in training? 2. What topics will be relevant to your audiences? 3. How much time will each audience be able to devote to training? The following are some of the comments, observations and themes (denoted in **bold**) that emerged from the discussions.

Highlights from Region-Specific Discussion – British Columbia:
1. Three main target groups identified: a) **career coordinators/facilitators and guidance counsellors** who play a major part as career influencers; they typically have multiple functions within the schools (e.g., oversee the career development program, provide support to students on a variety of personal and school issues) and have significant impact on students; b) **classroom teachers** who spend the greatest amount of time engaging students and have the ability to make observable connection between career development and mental health; and c) **generic audience/administrators** who are in charge of the day-to-day running of schools/school districts.
   1.1. The training may serve an additional purpose in relation to identifying how different roles overlap, align, and connect.
2. Key topics that should be covered by the training may differ by audience. The group expressed **preference for tailoring training modules to different audiences**.
   2.1. A suggestion was made to **design a distinct module for administrators that summarize the initiative and key ideas to increase their engagement**.
   2.2. Include the students and educators as much as possible in communicating the principal goals and intentions of the project (e.g., enhance students' overall well-being) to increase their engagement and relevancy.
   2.3. Custom group training modules may vary in length.
3. Consider this as a developmental process to pilot the training with smaller subsets to make a better-informed decision in the second year of implementation on whether or not to scale up the training.

3.1. The idea of expanding the scope of research after the first pilot phase was discussed to incorporate two career focused groups: grade 8 and grade 10 students to provide a point of comparison and possibility collect longitudinal data.
4. Measurement/evidence gathering could be a useful topic if it helps teachers improve their practice.
   4.1. **Measuring student change and teacher change would be important**; if teachers change how they think/feel/behave, they will be in a better position to help students change how they think/feel/behave.
5. Strong interest in **finding mechanisms to maintain learning continuity and sustain impact beyond the research project**.

Highlights from Region-Specific Discussion – New Brunswick & Saskatchewan:
1. Similar comments to the above were expressed in this group such as the idea of administrators needing a slightly different training approach and less training time as a way to increase their engagement.
2. There should be separate curricula for students in middle school and high school, each with a different focus.
3. In terms of training, the group did not find it particularly meaningful to divide the audiences into groups. The preference is to **combine audiences together to increase communications between different areas and create synergy**. Having all roles involved in the same training may be useful in terms of breaking down silos and increase cross-talk.
   3.1. Training should have **less focus on why** career development is important **and more targeted on how to implement the connection between career development and mental health** (e.g., practical things educators can do differently).
   3.2. Have an experiential approach and focus on applying the concepts.
4. There is a need to **find a way to provide ongoing support** instead of a one-time training **to make a lasting impact** (e.g., provide additional content, create professional learning community across schools).
   4.1. Using a **train-the-trainer concept to identify leaders and experts who could help establish a stronger presence within the provinces and sustain the interventions beyond the research**.
      4.1.1. Identify audience/career experts within the school system who would like to be part of the delivery within their school districts in the second round of the implementation process.

Next Steps and Summary

1. The New Brunswick's and Saskatchewan's group discussion centered around culture of the whole school and an ecosystem change while BC's group discussion concentrated on specific interventions.
   1.1. The ecosystem approach could require training a wide range of roles; the intervention approach could be more targeted to the intervenors.
2. **Deliver training in modules** to increase flexibility.
3. There are three possible windows for training: Spring (April to June), Summer (July/August), and Fall (September). At this point, it seems **more feasible to offer training in either the**

Summer or the Fall Semester. The ideal timeline would be to start training in the summer and start the classroom implementation in September but will depend on the availability of each district/region.

    3.1. Regardless of COVID restrictions, **training will be delivered online**.

    3.2. The training is flexible and can be continuously revised to serves each district's particular audience.

    3.3. **Each region to determine most convenient time for training and implementation**.

4. Target to **complete/submit ethics proposal with all partners/regions by the end of March 2021**.

5. Each **partner will provide an annual report of the contributions** they made to this project (template to be provided by research team).

6. Going forward, each province will work closely with one researcher; periodic/monthly virtual meetings that are regional focused will be scheduled as an opportunity to explore progress made and discuss questions/concerns within each area.

    6.1. We may either host a semesterly symposium to reconvene as a bigger group or form a Project Advisory Council for each province (more details to come).

7. Find ways to maintain periodic connection with all audience/participants (e.g., students, teachers) throughout the research process to sustain engagement.

    7.1. Assist educators to see the connection they have to career development and mental health so they can do their work more intentionally (e.g., teach students to manage their lives holistically instead of focusing on one aspect alone).

8. **Find ways to support learning after training**.

9. Explore how each partner can **represent partnership on the CCDMHY website** **https://ccdmhy.ca/** as well as each partner's own site; the more ways we express the work in development, the broader the impact.