

Connecting Career Development and Mental Health for Youth in Schools

Project Overview and Invitation

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Agenda

1. Welcome
2. An Overview of the CCDMHYS Project
3. Why focus on mental health for youth?
4. What is the connection between career development and mental health?
5. The general CCDMHYS strategy
6. What participating in the project would look like for you
7. Research Ethics concerns: How you would be protected
8. Discussion and questions



2. CCDMHY Project Overview: Purpose

To explore the connection between effective career development and positive mental health outcomes for youth in schools.

To develop, evaluate and refine career development interventions and attitudes for educators that are most likely to have a positive influence on youth mental health.



Questions Guiding the Research:

1. How do conceptions and practices of career development as a mental health intervention change for education professionals (e.g., teachers of career curriculum, guidance counsellors, work experience coordinators, etc.) who receive training in career development and mental health?
2. What are the impacts on adolescent perceptions of well-being/mental health when they take required career education courses from teachers who have received training in career development and mental health?



The Research Team

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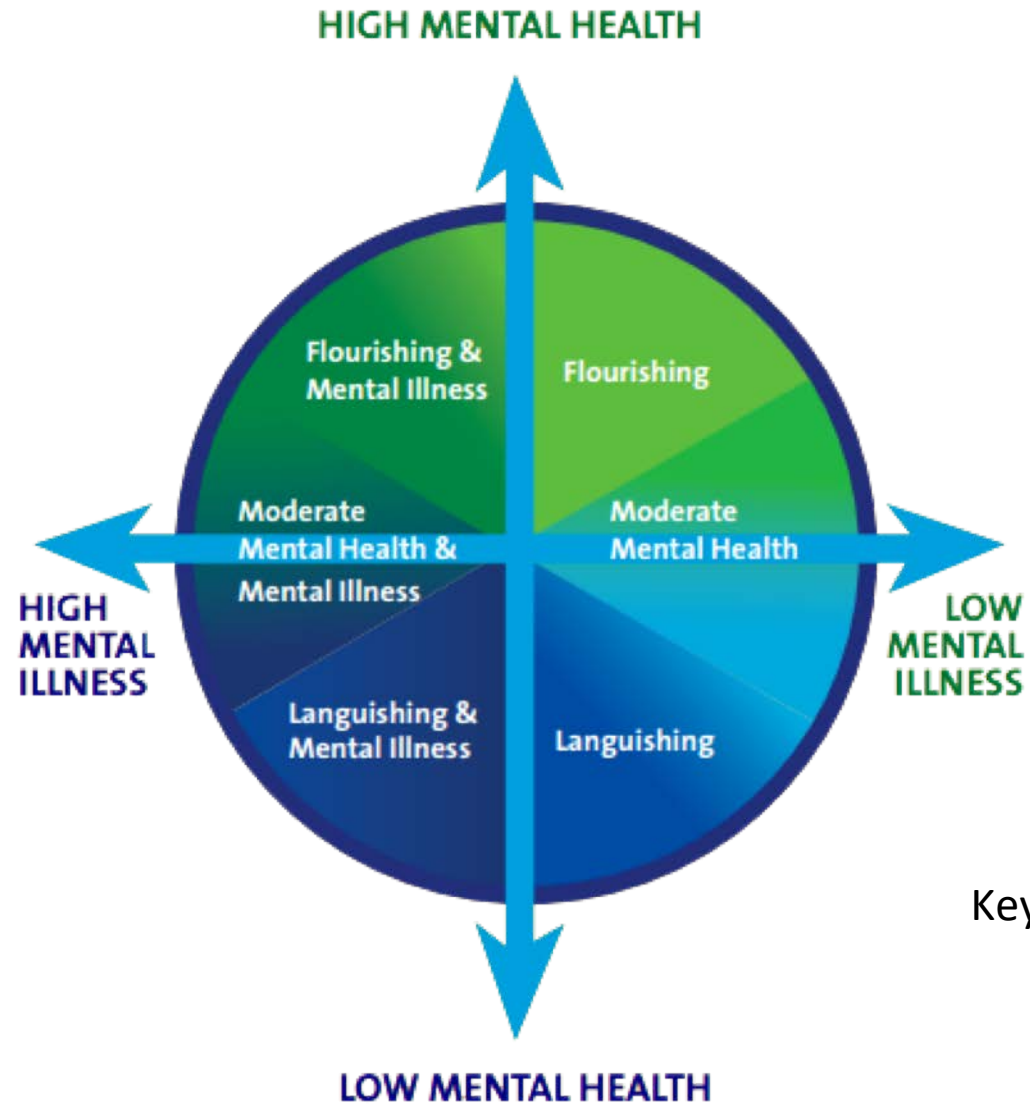


3. Why Focus on Mental Health for Youth?

- 70% of adult mental health problems originate in adolescence
- 1/3 of high school students experience anxiety or depression
- Depression is leading cause of adolescent illness, and suicide is the 3rd leading cause of death
 - Vulnerable youth have even higher rates of mental illness and suicide
- Impact of COVID: significant elevation in adolescent anxiety and depression



What if We Thought of Mental Health Differently?



Keyes, 2014



How can we best influence youth mental health?

- WHO (2018): “Mental health **promotion** and **prevention** are key to helping adolescents thrive”
- Mental Health Commission of Canada (2016): need to employ targeted mental health promotion programs that are community and **school-based**.



4. Why Career Development?

- Career preparation at any time in high school predicts both adjustment and psychological well-being after high school
- Teachers - whether they realize it or not - are powerful career influencers



Research Evidence: Career Development Interventions Have a Positive Impact on:

Confidence

Hope

Self-efficacy

Self-determination

Purpose

Sense of connection

**These are also common determinants
of mental health!**



5. The CCDMHYS Strategy: Participants

1. Educators who are providing career services or interventions in schools (primarily in grades 8 through 12)
 1. Teachers scheduled to teach career curriculum
 2. School counsellors
 3. Others who provide career-related services (work experience coordinators, etc.)
2. Students in career classes taught by educator participants



The CCDMHYS Strategy: Method

1. Provide a professional development workshop on Connecting Career Development and Mental Health to educators.
2. Explore how the workshop impacts how the participants think about career development and mental health.
3. Track what elements of the workshop found their way into the actual practice of the participants.
4. Measure the impact of these elements on the sense of well-being and mental health of students in career-related classes that were taught by educators who had participated in the workshops.
5. Compare the results of students taught by teachers who had taken the training with a control group of students in the same course but taught by teachers who did not take the training.
6. Use the data to revise and improve the training, and repeat if possible with new participants.



6. What would participation involve?

Educators in the study group would ...

- Sign a participation consent form
- Participate in 4 required on-line learning modules (3-4 hours each)
 - Fundamentals of Career Development
 - Everyday Career Development: The Teacher as Career Influencer
 - Career Development and Mental Health Connections
 - Skills and Strategies for Connecting Career Development and Mental Health
 - Optional Module: Documenting and Communicating Impact
- Complete an on-line Self-Assessment questionnaire at the end of each module (5 minutes each)



Participation Expectations: Teachers in the Study Group

- After completing the 4 required training modules, teach the career-related course you were assigned to teach
- Provide time at the beginning of the career course for a neutral third party to come into your classroom for students to sign participation consent forms and to complete the Student Mental Health Survey: Pre-test (about 30 minutes)
- Provide time at the end of the career course for a neutral third party to come into your classroom for students to sign participation consent forms and to complete the Student Mental Health Survey: Post-test (about 30 minutes)
- Complete Implementation Checklist at end of the course (about 10 minutes)
- Optional: Participate in a Zoom focus group of teachers after the course (1 hour)



Participation Expectations: Teachers in the Control Group

- Would **not participate** in the training workshops, but would teach the career course that you have been assigned
- Provide time at the beginning of the career course for a neutral third party to come into your classroom for students to sign participation consent forms and to complete the Student Mental Health Survey: Pre-test (about 30 minutes)
- Provide time at the end of the career course for a neutral third party to come into your classroom for students to sign participation consent forms and to complete the Student Mental Health Survey: Post-test (about 30 minutes)



Participation Expectations: Neutral Third Parties

- Near the beginning of the semester/term:
 - Arrange times with teachers in the study and/or control groups to visit their career courses without the teacher present.
 - Administer and collect student consent forms (with script provided; about 10 minutes) and provide students with a parent information package
 - Administer the Student Mental Health Survey (pre-test; about 30 minutes)
- Near the end of the semester/term:
 - Arrange times with teachers in the study and/or control groups to visit their career courses without the teacher present
 - Administer the Student Mental Health Survey (post-test; about 30 minutes)
- If paper and pencil forms are used, collect, seal and return student forms to research team



Participation Expectations: Other Educators

- Complete Implementation Checklist at end of the term (about 10 minutes)
 - Timing to occur around the same time as the teachers are completing their courses



Participation Expectations: Students

- Sign a participation consent form, and take an information package explaining the study home to their parents
- Complete the **Student Mental Health Survey** on-line* at the beginning of the career course (about 20 minutes to complete):
 - Warwick-Edinburgh Mental Well-being Scale (14 items; 5 minutes)
 - General Self-Efficacy Scale (10 items; 3 to 5 minutes)
 - Career Adapt-Abilities Scale (24 items; 10 minutes)
- Complete the SMHS again at the end of the career course
- Optional: Participate in a Zoom focus group of student participants (1 hour) after the course



Pause: Questions or comments?



7. Research ethics considerations

Participants will:

- Be assured of anonymity and confidentiality
- Access the workshop through Canvas, SFU's learning management system
 - Course material will be saved for not more than one year, or 6 months after you have completed all modules;
 - A spreadsheet containing participant names, modules completed and date of completion will be maintained by the research team. This data will not be shared with schools or school districts
- Complete the consent form, module surveys and checklists using the Survey Monkey survey tool. All data will be anonymized. Note that Survey Monkey data is held in Canada, but because the company is based in the US, it may be subject under extreme circumstances to the Patriot Act*.
- Be assured that all data will be accessible only to the research team, and will be kept on a password-protected secure server at SFU. Only aggregate data will be used.



What Happens to the Results?

- We plan to share our findings in a number of ways, such as:
 - Symposiums, incorporation into training materials, posting on the CCDMHYS website, preparing research briefs for ministries and school districts, scholarly publications and conferences, developing infographic materials, etc.
 - Findings will also be made available to participants on request



How might I benefit?

- All participating educators will get a certificate of completion
- Your school or school district may provide release time for participation, or support participation through other scheduling arrangements
- The biggest benefit will be free access to a professional development workshop, that in turn may enhance your knowledge, skills and attitudes about career development, mental health, and the connections between them
- You will be contributing to our understanding of how to support mental health for youth through modern and effective career development interventions.



What are my options?

- Participation is entirely voluntary;
- You could participate in the study group (and receive training), in the control group (and not receive training but collect data from your students), or not participate at all
- If you decide to participate, you are also free to withdraw at any time, and have your data removed if you withdraw before the end of data collection
- If you decide not to participate, or to withdraw later, it will have no impact on your relationship with your school or district.



What are the risks?

- We do not anticipate any risks or discomforts beyond what you experience in your daily life.



Invitation to Join a Community of Practice

- Site is external to the research
- Members from all 3 participating provinces
- Share ideas, resources and experiences with project colleagues
- Keep up to date on what your colleagues are doing
- Sustain best practices in career development and mental health



Pause: Questions or comments?



Next Steps

- If you are interested in participating:
 - Read the Recruitment Letter;
 - Read and sign the Detailed Consent form for the study group OR the Consent Form for the control group
 - Links to the documents and forms may be found* at <http://www.url.here> or you may contact the research team at **



Thank you!

