

Teachers' Experience of Career and Mental Health Training

Phase II: Connecting Career Development and Mental Health for Youth in Schools

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with

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Session Agenda

1. Opening Discussion Question
2. Context & Concepts
3. How we link Career Development & Mental Health in Practice
4. Training Modules
5. CCDMHY Study: Phase II - Methods & Preliminary Results
6. Implications & Next Steps
7. Questions & Discussion

Beginning with our own Experiences...

What are your experiences regarding the connection between career & mental health?

What are your concerns about connecting career development & mental health?

Context: Some Foundational Ideas

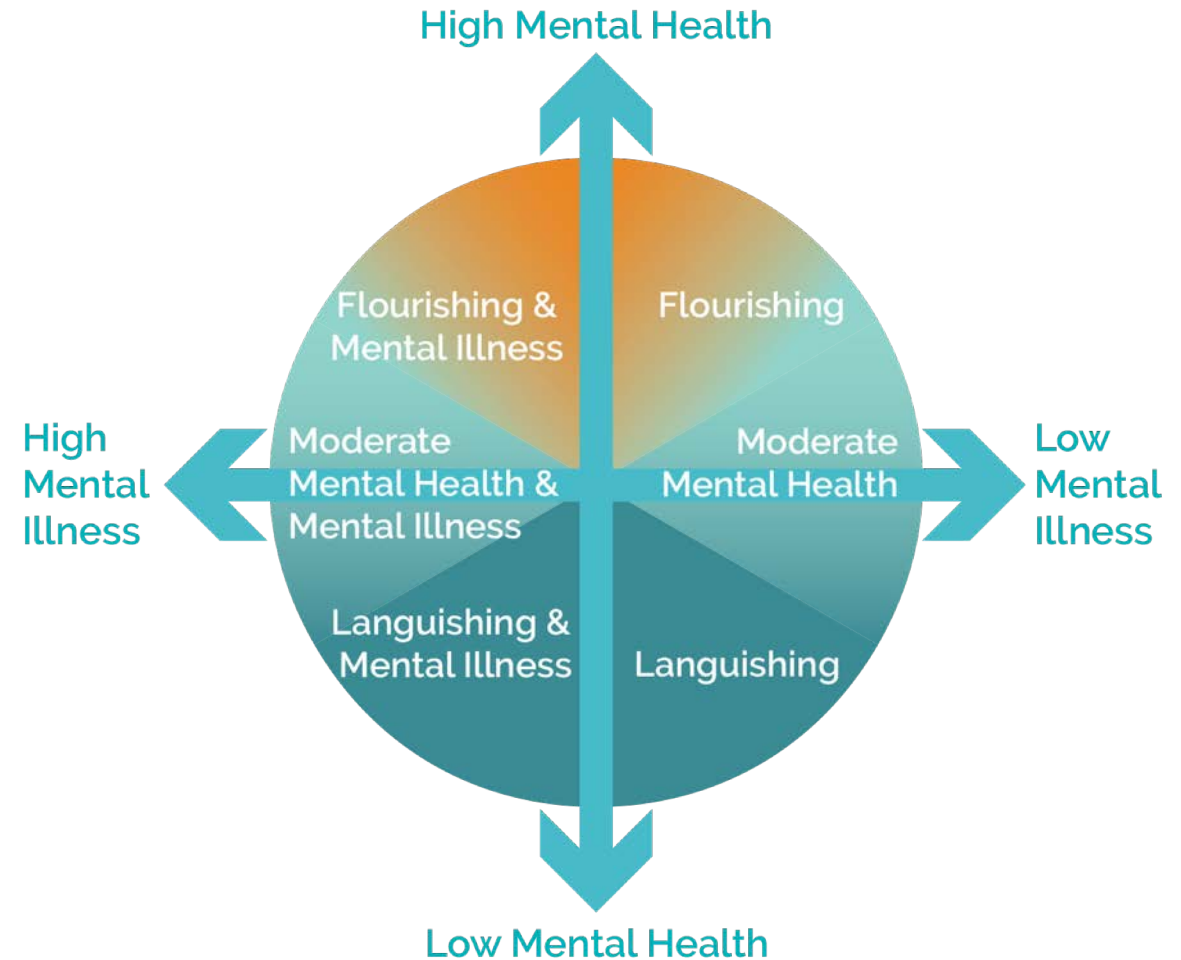
- Student growth and development is largely a function of relationships.
- Much of student planning and actions are a function of their perceptual filters (Krumboltz & Levin, 2004) as well as lived experiences & external environments (Lent et al., 1994).
- We can best help students within the framework of positive professional relationships and communication, to broaden their worldviews and self-perceptions and, in some cases, address unequal opportunity structures.
- By using simple skills within a modern framework of understanding, EVERY teacher can have a positive impact on career and, therefore, mental health.

Concepts: Defining Mental Health

Mental health is a state of well-being in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to their community (WHO, 2020).

Keyes' (2005) Two Continua Model

- Mental health co-exists with but is distinct from with mental illness
- Flourishing



Concepts: Life Effects Model (Redekopp & Huston, 2020)

Teachers are especially well situated to impact:

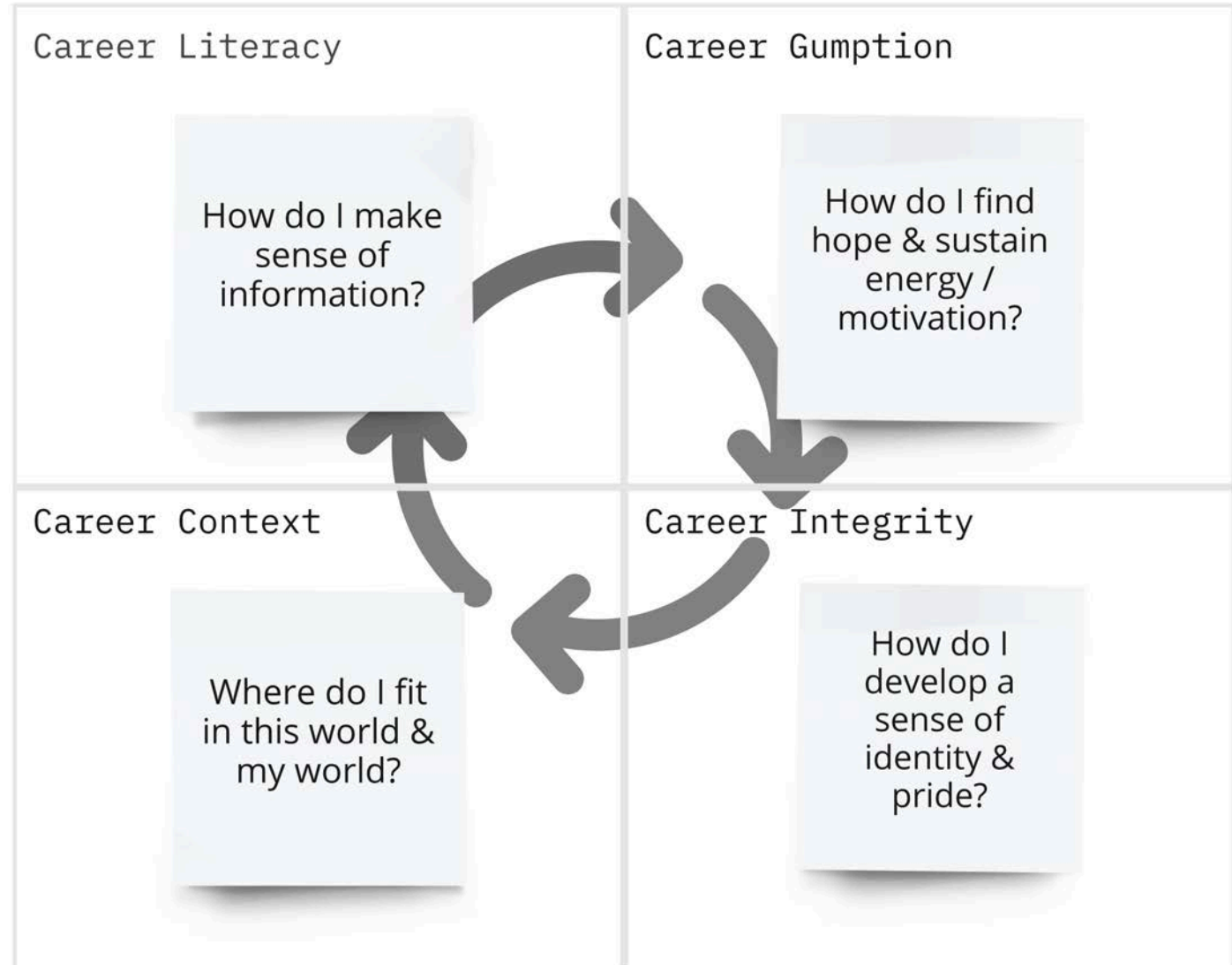
- Ability Effects
- Self-perception Effects



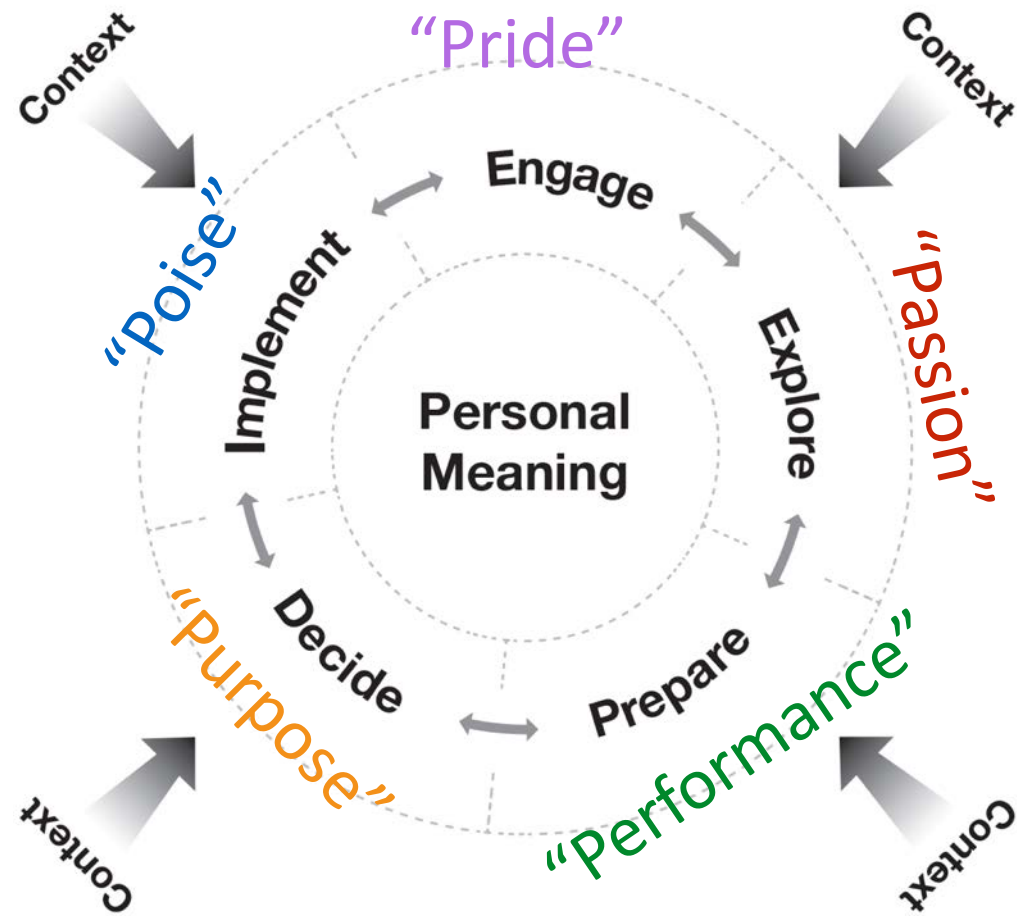
Context: Four Career Challenges Facing Youth

(Magnusson & Redekopp, 2011)

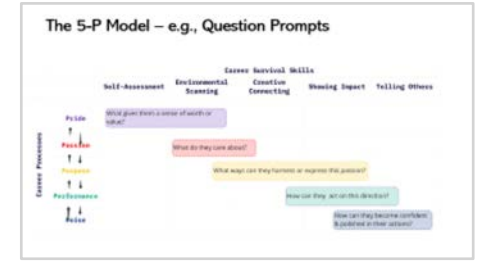
- Literacy
- Gumption
- Context
- Integrity



Concept: The Five Processes of Career Development (5-P Model) (Magnusson, 1991; 2020)

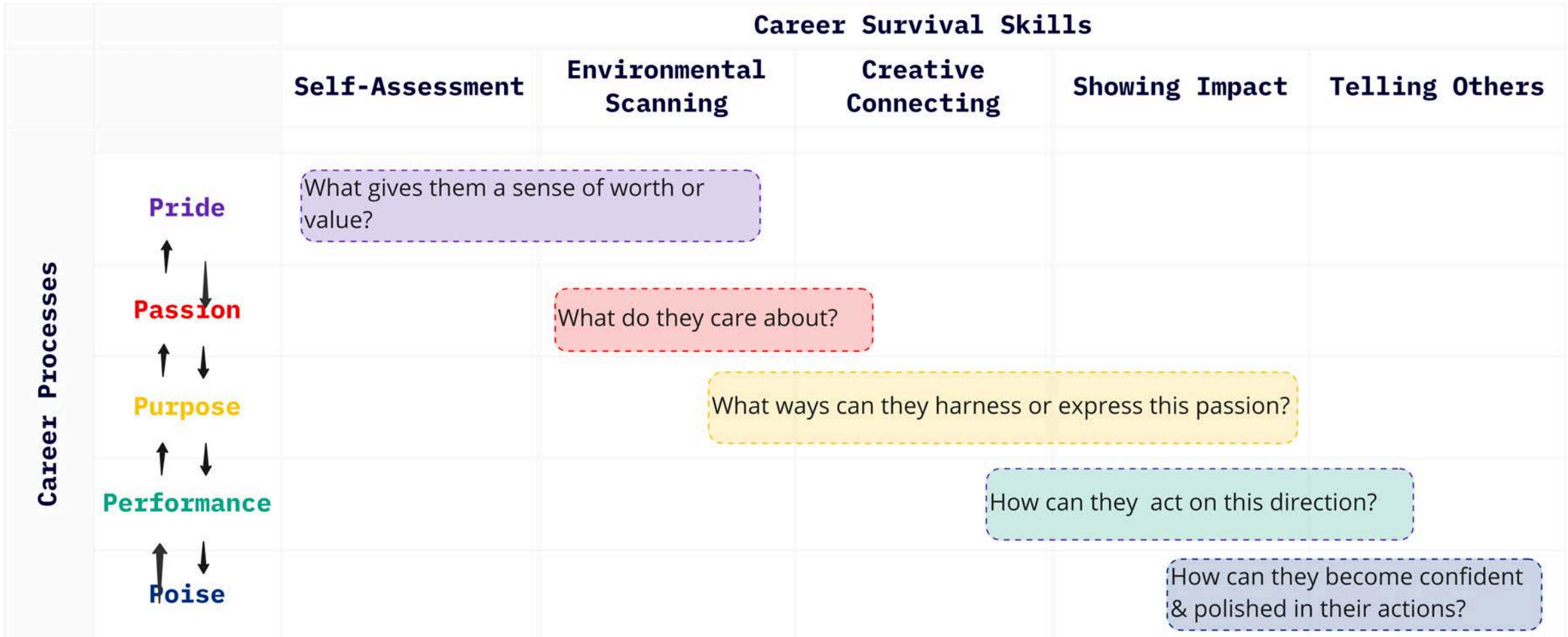


The 5-P Model – e.g., A Way of Having Conversations



		Career Survival Skills				
		Self-Assessment	Environmental Scanning	Creative Connecting	Showing Impact	Telling Others
Career Processes	Pride	Look for and acknowledge expressions of emotion - especially enthusiasm & excitement				
	Passion		Listen for why the student is proud of the stories and experiences they share			
	Purpose			Help the student harness their passion into a purpose		
	Performance				Get the student to take one more action	
	Poise					Help the student understand how they developed the confidence required to accomplish something.

The 5-P Model – e.g., Question Prompts



The 5-P Model – Connections to Mental Health



CCDMHY Study: Phase II

Phase I: Collaborative Research Design Processes with Key Stakeholders

Phase II: Teacher Training

Phase III: Research on mental health & career development outcomes for students

CCDMHY Training Program

Module 1: Overview

Familiarize with course objectives, time frame, and expectations.

1 hour

Module 2: Career Development Fundamentals

Review of modern career development. Deconstruct what career means, and how to apply a contemporary lens to modern career development.

3-4 hours

Module 3: Everyday Career Development

Infusing career development into everyday interactions with students

3 hours

Module 4: Mental Health & Career Development Connections

An introduction to how career development contributes to mental health - specially, how enhancing career development positively impacts wellbeing in youth.

3-4 hours

Module 5: Skills & Strategies

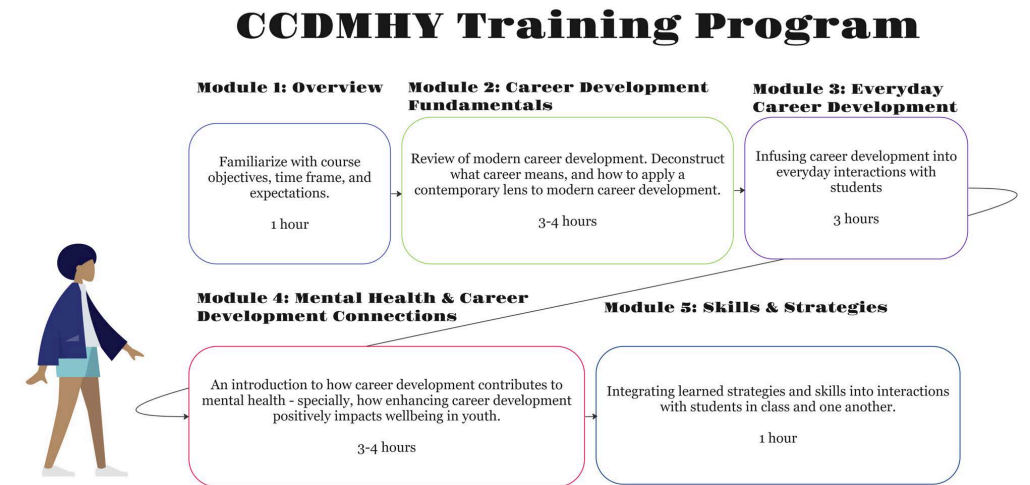
Integrating learned strategies and skills into interactions with students in class and one another.

1 hour



Overview of Methods

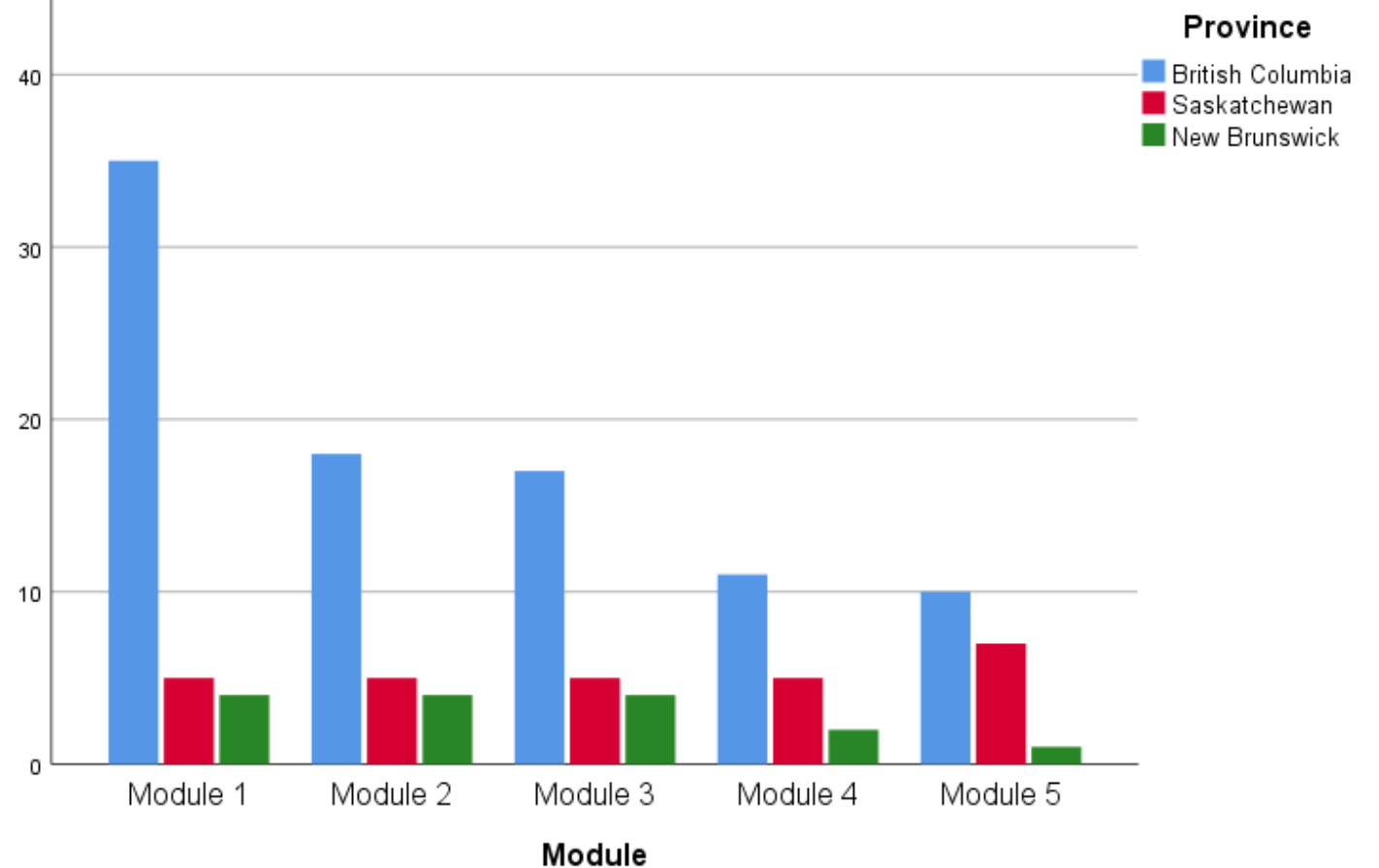
- Self-directed study on 5 online modules (~13 hours)
- Completed post-pre self-report survey after each module



Sample

- Recruited participants from school districts in 3 provinces
- High school classroom teachers
- February – July, 2022
- Significant attrition due to COVID & teacher burnout

Teacher Participation in CDMHY Modules by Province



Analysis

- Pre-post survey responses analysed with Wilcoxon Signed Rank test

Preliminary Findings

Teacher Experiences of CCDMHY Training

Module 2: Career Development Fundamentals ($n = 27$)

	Median & Range				Results <i>*p</i> < .001	Effect Size (<i>r</i>)
	Pre	Range	Post	Range		
I appreciate the complexity of career development and the world of work.	3	2-4	5	3-5	$z = -4.78^*$	-0.92
I can identify common career myths	3	1-4	5	3-5	$z = -4.74^*$	-0.91
I can describe the negative impact of common career development myths	3	2-4	4	3-5	$z = -4.67^*$	-0.89
I can define career and career development.	3	2-4	5	2-5	$z = -4.56^*$	-0.87
I can describe the key career messages for teaching practice	3	2-5	5	3-5	$z = -4.47^*$	-0.86
I can describe the 4 central challenges youth face in career development.	3	1-4	4	3-5	$z = -4.64^*$	-0.89
I can describe the broad trends in the world of work and how to help youth think about them.	3	1-4	4	2-5	$z = -4.75^*$	-0.91

Module 2 – Teacher Comments

* "My understanding of career counseling was more linear than I previously thought. In my career counseling, I focus on the principles brought forth in the module, but in a way to empower my students in their workplace. Module two allowed me to gather knowledge, to empower the student to find a workplace that is correct for them moving forward, and to build self-efficacy and career literacy before they jump into their next steps of life."

Module 2 – Teacher Comments

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Module 3: Everyday Career Development ($n = 26$)

	Median & Range				Results * = $p < .001$	Effect Size (r)
	Pre	Range	Post	Range		
I appreciate the powerful role that effective CD relationships play in fostering CD	4	3-5	5	4-5	$z = -4.54^*$	-0.89
I can explain the role teacher play in career development	4	2-4	5	4-5	$z = -4.76^*$	-0.93
I can help students recognize and develop skills that will foster adaptability and life-long career development.	4	2-4	5	4-5	$z = -4.72^*$	-0.92
I can apply the 5 Process model of Career Development to guide student career interactions	3	1-4	4.5	4-5	$z = -4.54^*$	-0.89
I can conduct effective career conversations with students	4	2-5	5	4-5	$z = -4.54^*$	-0.89

Module 3: Teacher Comments

* I enjoy genuine conversations. Many career conversations occur in my classroom on frequent basis. I sit like I monitor and foster the proper guides for students, but have a hard time giving them a "nudge". By focusing on the 5-Pr and encouraging some "nudging", I can further these conversations with students to pursue a more focused action.

Module 3: Teacher Comments

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Module 4: Mental Health & CD Connections ($n = 18$)

	Medians & Ranges				Results * = $p < .001$	Effect Size (r)
	Pre	Range	Post	Range		
I have a clear understanding of the dual continua model.	3	1-4	5	3-5	$z = -3.83^*$	-0.90
I can identify 5 sets of effects of CD.	2.5	1-3	4	3-5	$z = -3.83^*$	-0.90
I have a clear understanding of the mental health outcomes accrued from career development effects.	3	1-4	4	3-5	$z = -3.59^*$	-0.84
I have a clear understanding of stress as a result of perceptions about one's capacity to cope with demands.	4	2-4	4.5	3-5	$z = -3.66^*$	-0.86
I understand / can use a transactional perspective	3	1-4	4	3-5	$z = -3.83^*$	-0.90
I can identify how Career Development interventions reduce stress while increasing coping skills.	3	1-4	5	2-5	$z = -3.51^*$	-0.84

Module 4: Teacher Comments

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Module 5: Skills & Strategies ($n = 18$)

	Median & Range				Results * = $p < .001$	Effect Size (r)
	Pre	Range	Post	Range		
I can describe the helping skills and the importance of using them intentionally to help connect CD and MH.	3	1-4	4.5	4-5	$z = -3.94^*$	-0.92
I can use interpersonal helping skills to normalize student career-related demands.	3	1-4	4	4-5	$z = 3.90^*$	-0.91
I can use interpersonal helping skills to provide clear ideas about role, competence, and resource boundaries.	3	2-4	4	4-5	$z = -4.00^*$	-0.94
I can use the helping skills to make connections between MH and CD.	3	2-4	4	3-5	$z = -3.94^*$	-0.93
I can use the helping skills to provide information as MH resources and make appropriate referrals.	3	2-4	4	3-5	$z = -3.60^*$	-0.84
I can use activities and assignments to help students connect their CD and MH.	3	1-5	4.5	3-5	$z = -3.59^*$	-0.84

Module 5: Teacher Comment

- *“We did the best we could at this difficult time. Moving forward, I will have to create some set sentences and practice them to create authenticity.”*

Implications & Next Steps

- Appear to be two types of teacher participants
- Teachers perceive the training as beneficial for their ability to connect career development & mental health.
- **Next Step** – investigate student mental health outcomes associated with CCDMHY-prepared teachers' implementation of career education

Closing Discussion Question:

How do you see yourself using career development to influence well-being and mental health in the work you do?

Do you have any questions for us?

For more detailed information about the modules, see: ccdmhy.ca/resources

Thank You!

