

SECTION 1: WHAT'S NEW?

- **Measuring the Effects of Education on Health and Civic Engagement, Report from OECD**
This education system report has several connections to school health, including presentations such as:
 - [Introduction: Understanding the Social Outcomes of Learning](#)
 - [What is Education's Impact on Civic and Social Engagement?](#)
 - [Defining a framework of indicators to measure the social outcomes of learning](#)
 - [What Are the Effects of Education on Health?](#)
 - [Health behaviours: the competence approach](#)
 - [Download the entire publication](#)
- **New CCL Recognition Program.** *Sharing the Flame* will highlight some of Canada's most effective practices in five thematic areas: Aboriginal learning, adult learning, early childhood learning, health-related learning, and work and learning. Selected programs will be recognized at a CCL awards ceremony in Ottawa on June 12, 2007, and showcased at a conference on June 13, 2007. CCL is currently seeking nominations for *Sharing the Flame: Recognizing Excellence in Learning*. Submit nominations by **Monday, April 2, 2007**. For more information please see: http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeExchange/20070222Sharing_the_flame.htm
- The federal Minister of Sports approved a proposal in December 2006 to [renew ParticipACTION](#) and will contribute up to \$1.4 million in 2006-2007 through Sport Canada, allowing ParticipACTION to develop a business plan, hire staff and create public outreach tools. In 2007-2008, the Government of Canada will provide \$3.6 million through Sport Canada and the Public Health Agency of Canada to assist ParticipACTION in implementing its business plan and its national strategy to promote physical activity and sport participation.

Reports from the Early Childhood Knowledge Centre of the Canadian Council on Learning

- State of Learning in Canada: No Time for Complacency Chapter on early childhood learning, Jan. 26, 2007 [Full chapter](#) [Chapter summary](#)
- [ECLKC Bulletin](#) on school transition 2006
- Lessons in Learning: [Let the Children Play: Nature's Answer to Early Learning](#), Nov. 8, 2006 [PDF version](#) [Detailed version](#)

RESEARCH, REPORTS & SCHOOL HEALTH KNOWLEDGE

- **Systemic Review on School-based Nutrition Programs** A systematic review by the CDC [Guide to Community Preventive Services \(Community Guide\)](#) assessed the effectiveness of selected population-based interventions addressing nutrition. School-based nutrition programs were included and the review found inconclusive evidence of impact.
- **Population effect of increased access to emergency contraceptive pills: a systematic review.** *Obstet Gynecol.* 2007 Jan;109(1):181-8. Reviewed 23 studies which included randomized trials, cohort studies, and evaluations of community interventions. The quality of these studies varied. In all but one study, increased access to emergency contraceptive pills was associated with greater use. However, no study found an effect on pregnancy or abortion rates. Further research is needed to explain this finding and to define the best ways to use emergency contraception.
- **Looking for More: A Review of Social and Contextual Factors Affecting Young People's Sexual Health** (2006)
This report examines how policy, institutional, cultural and other factors influence sexual health of youth. It also reviews programs that address these factors and their impact. The report includes fifteen recommendations for the World Health Organization, which commissioned the report. **Organization:** Australian Research Centre in Sex, Health and Society **Contact:** arcshs@latrobe.edu.au
- **The Problems with Pertussis** Recent outbreaks of pertussis--whooping cough--and rising numbers of cases in adolescents highlight that protection doesn't last after infant immunization.
- **Systematic Review about Online Learning** Tracey Burns (Organisation for Economic Co-operation and Development) and Charles Ungerleider (University of British Columbia) created a *State of the Field* report to the Council of Ministers of Education Canada and Industry Canada to provide answers to these questions. The Systematic Review consists of an in-depth narrative review and meta-analysis to inform implementation and policy decisions relating to the use of ICTs in the classroom.
- **Aggressive girls - overview paper** Summarizes recent research on girls who exhibit aggressive and violent behaviours. Defines relevant terms, outlines factors which may contribute to girls' aggression and violence, and presents ideas for preventing these behaviours. Includes a list of resources. [National Clearinghouse on Family Violence \(NCFV\)](#)
- **Adolescent relationship violence: increasing understanding to enhance intervention** A booklet discussing healthy and unhealthy teen relationships. It contains information on recognizing teen dating violence, why it is difficult to leave an abusive relationship, and recommends intervention strategies.

WHAT'S NEW (CONTINUED)

- [A review of early childhood learning and development in child care, kindergarten and family support programs](#)

FPT Ministers Sport, Physical Activity, and Recreation - February 22, 2007

Meeting Highlights-

- Ministers approved a hosting rotation for the third cycle for the Canada Games
- Ministers received a presentation from the Canadian Fitness and Lifestyle Research Institute
- Ministers remained concerned that children are not as active as they should be.
- To help address this challenge a draft framework for developing bilateral agreements on physical activity and healthy eating was tabled for discussion.
- Ministers approved new federal, provincial and territorial priorities for collaborative action that will guide their efforts in advancing the goals of the Canadian Sport Policy until 2012.
- Ministers agreed to focus their collaborative efforts toward enhancing sport capacity. They also agreed to implement the Canadian Sport for Life models in their respective jurisdictions, strengthen the contribution of the Canada Games to athlete development, and, carry out a plan for assessing progress towards achieving the goals of the Canadian Sport Policy.
- Provincial and territorial ministers agreed that sport, recreation and physical activity infrastructure continues to be their top priority in support of healthy, active lifestyles and sport participation. The federal minister reiterated the government of Canada's commitment to working in cooperation with provinces and territories in developing a comprehensive plan for infrastructure in general.

RESOURCES

- The Center for Science in the Public Interest released a report, Sweet Deals, which helps to dispel a number of myths about the need to sell junk food in schools and also provides contact information for more than 60 companies that offer healthy fundraising options, from candles, books, clothes, jewelry, gift cards, holiday ornaments, picture frames, plants, fruit baskets, soap, and personal care products to scrip, scratch cards, and cell phone recycling to fundraisers that promote physical activity, such as bowl-a-thons, 5Ks, car washes, and sporting events.
www.cspinet.org/schoolfundraising.pdf
- The Sudbury & District Public Health unit partnered with researchers from Laurentian University and the University of Toronto to get a better look at the low-wage earners in their own community and the project is profiled in "[A Needs Assessment of Sudbury's Working Poor Population.](#)" Related Resources
- [Work-related Reports from the Canadian Policy Research Network](#)
- [Tackling Health Inequities through Public Health Practice: A Handbook for Action](#)
- [Models in healthy eating at school – Manitoba Nutrition Forum profiles success stories. Winnipeg, Manitoba – February 12, 2007](#)) Changing the food and nutrition environment in Manitoba schools is not necessarily an easy task. Students, parents, teachers, administrators and the public all have opinions on what food choices ought to be available in canteens, cafeterias, and vending machines, as well as through fundraising and classroom activities - and they don't always agree. However, everyone does support the idea of making it easier for children to eat healthier at school. The [Manitoba School Nutrition Handbook](#), developed for the Province of Manitoba with the assistance of Dietitians of Canada and released in October 2006, was designed to do just that - provide guidance for schools to create sound nutrition policies and guidelines.
- Pan-Canadian Core Competencies for Public Health. Governments and PH organizations have been working on developing the core competencies for professionals. See reports below: [The online survey on the Pan-Canadian Core Competencies for Public Health](#)
 - [Tell us what you think](#)
 - [Background](#)
 - [What are Core Competencies for Public Health?](#)
 - [Using a Competency-Based Approach to Human Resource Planning](#)
 - [How you can become involved](#)
 - [Skills Enhancement for Public Health](#)
 - [List of 44 Core Competencies](#)
 - [Further Reading and Links](#)
 - [Glossary](#)
 - [Backgrounder](#)
- [Canadian Guidelines on Sexually Transmitted Infections](#)
This set of guidelines includes a section on parent education that is applicable to adolescents
- [Article and Resources on Healthy Workplaces](#) from the Canadian Health Network. This article describes the ingredients of a healthy workplace, how you can be helpful to your co-workers, a self-assessment tool and other practical tips.

FEATURE ARTICLE

Mental Health and Schools

Quick Facts on Children and Mental Health:

- The number of Canadian children and youth affected by mental illness at any given point in time is 15% or 1.2 million. The most common problem in children and youth is anxiety (6.5%) and the least common problem is substance abuse (0.8%). The percentage of young adults aged 15 – 24 with a mental illness or substance abuse problem is 18%.¹
- The Canadian Mental Health Association reports that one in five teenagers have experienced a major mental disorder. Statistics Canada puts the total number of 12-19 year olds in Canada at risk for developing depression at a staggering 3.2 million.
- The 2002 Report on Mental Illnesses in Canada, produced by the Canadian Alliance on Mental Illness and Mental Health, Health Canada and Statistics Canada, stated that, "the high rates of hospitalization in young adults aged between 15 and 24 years attest to the impact of mental illnesses on young people." The report showed over 10% of hospitalizations in this age group were for a mental illness.

According to the Offord Centre for Child Studies "today, one out of every five children in North America shows signs of an emotional or behavioural problem. Many of these children have more than one problem, including poor school performance, learning disabilities, increased school dropout rates, substance abuse and aggressive behaviour. The consequences of these problems can last a lifetime. They exact an enormous emotional toll on the individual, the family and society, and the economic cost of providing social services, special education, clinical treatments and legal services can be considerable. Sadly, many of these children go untreated. For every six children with a mental health problem, only one will come to the attention of a mental health professional. Those who do are often diagnosed quite late, when the disorder is entrenched and the opportunity for prevention or early intervention has been lost."

Schools and Mental Health: What's their role?

There is ample evidence that physical and mental health concerns must be addressed if schools are to function satisfactorily and students are to succeed at school. The school should be a place of belonging that helps children to develop and maintain their emotional and psychological well-being. Children start school at varying stages of cognitive, social and emotional readiness. Educators, in cooperation with parents, health professionals and the community can play a significant role in teaching the knowledge and skills necessary for good mental health, in providing a safe, supportive environment with healthy role models and in connecting to services and programs in the community. School is also an area where we can most effectively identify children and youth who may have (or may be at risk for) mental health difficulties.

According to a recent systematic review related to barriers and facilitators of the health of young people "mental health is increasingly being recognized as fundamental to concepts of health and there is a general shift away from viewing 'mental health' as 'mental illness', to thinking about mental health as also encapsulating the notion of 'positive mental health' or 'mental well-being'. Good mental health does not only involve the absence of mental illness but can be seen as a resource for reaching ones' full potential.² The same review reiterates that "factors which lead young people to take multiple health risks are likely to be intertwined with general risk factors for mental health and/or barriers to positive mental health and well-being."

In another recent systematic review done for the Health Evidence Network of the World Health Organization, "a review of programmes that promoted mental health in schools (including preventing violence and aggression) show these programmes to

¹ Kirby, M. & Keon, W. (2004). Report 1, Mental health, mental illness and addiction: Overview of policies and programs in Canada (Chapter 5). Interim report of the Standing Senate Committee on Social Affairs, Science and Technology

² Shepherd J et al. *Barriers to, and facilitators of, the health of young people: a systematic review of evidence on young people's views and on interventions in mental health, physical activity and healthy eating - Vol. 2: complete report*. London, Evidence for Policy and Practice Information and Co-ordinating Centre, 2002 (http://eppi.ioe.ac.uk/EPPIWebContent/hp/reports/composite_report01/Vol%202_Web.pdf, accessed 23 December 2005).

be some of the most effective ones in promoting health. Of these programmes, the ones that were most effective were of long duration and high intensity, and involved the whole school.”³

A recent study using data from the Gatehouse Project (see below) provides further support for prevention strategies in schools that move beyond health education to promoting positive social environments. See [Promoting Social Inclusion in Schools: A Group-Randomized Trial of Effects on Student Health Risk Behavior and Well-Being](#).

Recommended Links and Resources:

This section provides selected links to a variety of organizations and resources related to promoting mental health through schools.

The [Role of the School in Promoting Mental Health](#) produced by the Canadian Association for School Health and its related [checklist](#) provide an excellent summary and a tool to support assessment and planning efforts. (http://www.safehealthyschools.org/mental_health/mental_health.htm).

The [Gatehouse Project](http://www.rch.org.au/gatehouseproject/) (<http://www.rch.org.au/gatehouseproject/>) is an Australian-based research project aimed at promoting the emotional well-being of young people in schools. Its approach includes: links health and education; sits within existing health and education policy frameworks; builds on the work schools are already doing; provides a strong, accessible framework and process which can meet the needs of individual school communities; and has measurable outcomes. It has documented the impact of the school environment on the health and well-being of young people, and the scope of schools to provide a setting that meets the emotional needs of young people. The Project has contributed to a repositioning of health promotion from a welfare concern to a whole school concern. The links between student perceptions of school and health outcomes has demonstrated the interconnectedness of welfare, curriculum and school organizational structures. The public health significance of this work has been widely recognized, and is being continued through the [Adolescent Health and Social Environments Program](http://www.rch.org.au/ahsep) (<http://www.rch.org.au/ahsep>). For more information and resources related to this project including [strategies used](#) at the classroom, whole school and school-community partnership levels see http://rch.org.au/gatehouseproject/project/strategies/index.cfm?doc_id=401.

[MindMatters](http://cms.curriculum.edu.au/mindmatters/) (<http://cms.curriculum.edu.au/mindmatters/>) is a mental health promotion program for secondary schools in Australia that uses a whole school approach to mental health promotion and suicide prevention. The program aims to enhance the development of school environments where young people feel safe, valued, engaged and purposeful. The program includes: a [resource](#) for schools; a national professional development and training [calendar](#); a dedicated and growing website and an [evaluation](#) process as well as a series of assessment tools available at http://cms.curriculum.edu.au/mindmatters/resources/tick_tools.htm.

The MindMatters suite of initiatives has expanded to include: [Community Matters](#) (DVD and handbook), which explores themes of diversity and Indigenous perspectives; [Staff Matters](#), which provides information and development ideas for staff on their own health and wellbeing in the educational workplace. This material complements MindMatters; Youth Empowerment Process, which are training sessions designed to support students in leading a school's wellbeing agenda; [Families Matter](#), which helps parents initiate wellbeing forums for the parent school community; supporting students with high support needs in the area of mental health (formerly known as [MindMatters Plus](#)).

The [Center for Mental Health in Schools](http://smhp.psych.ucla.edu/) (<http://smhp.psych.ucla.edu/>) based at UCLA is an excellent source for background information, research and evidence-based practices related to mental health in schools. Its [About Mental Health in Schools Introductory Packet](#) provides an overview of what the term "Mental Health in Schools" means and includes a subset of the Center's resources and documents. Click here to [download the entire packet](#). Their [Annotated Lists of Empirically Supported/Evidence Based Interventions for School-aged Children and Adolescents Information Sheet](#) provides a list of lists of empirically supported/evidence based interventions for school aged children and adolescents. Concise explanations of what each list covers, how it was developed, what it contains, and how to access it are included. The [Gateway to a World of Resources for Enhancing MH in Schools](#) is a links map that provides quick access to relevant resources on the internet. [Resource Aid Packet on Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs](#) includes a set of surveys for 6 program areas and related system needs that constitute a comprehensive, multifaceted, and integrated approach to address barriers and thus enable learning. The areas are (1) classroom-focused enabling, (2) crisis assistance and prevention,

³ Sarah Stewart-Brown, [What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health promoting schools approach?](#) March, 2006 available online at: <http://www.euro.who.int/HEN>

(3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers).

The (ON) Provincial Centre of Excellence for Child and Youth Mental Health (www.onthepoint.ca) has completed the first comprehensive systematic review of school-based interventions to reduce stigma relating to mental health difficulties in children and youth. The Centre is developing tools and resources from the review to stimulate research, inform program development and initiate policy discussions. In addition, the Centre's knowledge exchange activities of interest include systematic reviews annotated bibliography related to children and mental health. The Centre provides an opportunity for youth (18 years of age and under) to get involved in mental health awareness activities through its Dare to Dream initiative (www.daretodreamprogram.ca).

The Canadian Psychological Association (www.cpa.ca), in conjunction with the Canadian Association of School Psychologists, developed a Canadian version of Head Start (a program that promotes school readiness by enhancing the social and cognitive development of children) called CANSTART®. CANSTART is a very successful and well-accessed program that includes the publication of a series of brief, non-technical, research-based booklets to help teachers meet the academic, social, and emotional needs of 4- to 6-year-old children at risk for early school failure. The CPA also posts a series of fact sheets for the public on a variety of cognitive and emotional problems and disorders, many of which are relevant to children's mental health. Further, it posts all briefs made to government on a variety of psychological issues and topics – the most recent one on Autism Spectrum Disorders.

The Canadian Psychiatric Research Foundation (www.cprf.ca) produces the best-selling When Something's Wrong - Ideas for Teachers, a quick reference guide of useful classroom strategies to help elementary and secondary school teachers and administrators understand and assist students with mood, behaviour or thinking problems. A related reference for parents is also available. Both are available in English and French.

The Canadian Mental Health Association (www.cmha.ca): Information about Children and Youth http://www.ontario.cmha.ca/content/about_mental_illness/children_and_youth.asp includes a series of relevant links including: Mental Health and High School is a CMHA National website and handbook for high school students, their parents and educators, to help them understand and cope with a mental illness or other mental health problems. My Life – It's Cool to Talk About campaign from CMHA focuses on youth mental health and is designed to encourage teenagers to talk about their mental health concerns and issues before serious problems arise. The website contains information for educators, parents and students.

The Psychology Foundation of Canada has a series of parent education programs including: Kids Have Stress Too!

Voices for Children (voicesforchildren.ca) promotes the well-being of children and youth in Ontario by disseminating information to influence policy, practice and awareness. Relevant reports cited there include: The Critical Role of School Culture in Student Success (David DeWit PhD et al, Centre for Addiction and Mental Health, December 2003) and Resilience - giving children the skills to bounce back.

High School: On the Frontline of Mental Health a feature article on the Canadian Health Network about ways to identify and support students who have a mental illness or mental health problems.

Talking about Mental Illness from the Centre for Addiction and Mental Health includes teacher and community guides for developing an awareness program for youth.

Mind Your Mind is an award winning Canadian site for youth by youth, committed to reducing the stigma often associated with reaching out for help.

Youth Net/Youth Net/Réseau Ado (YN/RA) Ottawa is a bilingual regional mental health promotion and intervention program run by youth, for youth. Réseau Ado/Youth Net (RA/YN) Ottawa est un programme de promotion et d'intervention bilingue en santé mentale qui est géré pour les jeunes et par les jeunes.

Aboriginal Youth Network is a Canada wide network connecting all Aboriginal youth. Its health centre and list of resources may be helpful.

Taking Care: Child and Youth Mental Health was produced by the Knowledge Network and funded by the BC government as part of their Child and Youth Mental Health Plan. It is an educational and multimedia resource that sheds light on the issue of child and youth mental health and offers practical tools to understand the challenges and access support. It addresses depression, anxiety and psychosis. Autism: The Road Back is an online, interactive documentary also produced by the Knowledge Network. Topics include: diagnosis, treatment, funding, school transition and much more.

Psychosis Sucks (<http://www.psychosissucks.ca/epi/>) is an initiative of a BC based Early Psychosis Intervention program that provides the best assistance available to young people who have recently developed psychosis as well as providing education to a wide variety of people, including other mental health professionals, schools, community agencies and the general public.

Out of the Shadows at Last (The Kirby Report; www.parl.gc.ca/39/1/ParlBus/commbus/senate/com-e/SOCI-E/rep-e/rep02may06-e.htm)

The Promising Practices Network (PPN) is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity. Programs such as: Counselors Care (CARE); Seattle Social Development Project and Social Decision Making / Problem Solving are school based programs of relevance.

Young Minds (UK; <http://www.youngminds.org.uk/>) is the national charity committed to improving the mental health of all babies, children and young people. Their work includes: Parents' Information Service; Publications and the YoungMinds Magazine; training and support through their Consultancy and Training Service for practitioners in all agencies who work with children; influencing decision makers to improve services for young people. Their info centre includes background information on a full range of mental health issues from positively promoting mental health to working with young people who self-harm.

Substance Abuse and Mental Health Services Administration (www.samhsa.gov) offers a variety of resources and links to relevant programs such as: Safe Schools/Healthy Students - A Comprehensive Approach to Youth Violence Prevention: a (U.S.) Federal grant-making program designed to prevent violence and substance abuse among our Nation's youth, schools, and communities. Grantees are implementing comprehensive programs that address all of the following six elements: a safe school environment; alcohol and other drugs and violence prevention and early intervention programs; school and community mental health preventive and treatment intervention services; early childhood psychosocial and emotional development services; supporting and connecting schools and communities and safe school policies. Other items of relevance: Make Time to Listen, Take Time to Talk 15+ is designed to provide practical guidance to parents and caregivers about "how to" create time to listen and take time to talk with their children. The SAMHSA's National Mental Health Information Center at <http://mentalhealth.samhsa.gov> has a series of easy to read fact sheets of relevance.

Search Institute's 40 Developmental Assets (www.search-institute.org) framework focuses on building strengths in young people and meeting the needs of the whole child or adolescent in the process of promoting learning and school success. Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviors such as drug use, unsafe sex, and violence.

3RD ANNUAL SCHOOL HEALTH CONFERENCE

THE SCHOOL'S ROLE IN PROMOTING POSITIVE SOCIAL DEVELOPMENT & MENTAL HEALTH IN COOPERATION WITH HEALTH AUTHORITIES, YOUTH AGENCIES & POLICE SERVICES

Research on anti-social and risky behaviours is increasingly showing that delinquency, bullying, harmful substance abuse, and sexual risk-taking all stem from the disconnection between young people, schools and the community. Research shows that social problems are directly linked to dropping out of school, alienation within families, and the difficulties young people experience in identifying adults that are trustworthy guides and advocates.

School-based and school-linked programs and services are evolving to respond to these clusters of negative behaviours and include:

- Anti-bullying programs that take a social development approach
- Sexual health education programs that include youth development strategies
- Mental health programs that improve the social climate of the school
- Substance abuse prevention that builds life skills
- Crime prevention programs that include police service development of preventive and restorative justice approaches

EFFECTIVE PROGRAMS REQUIRE INTER-AGENCY COOPERATION TO BE EFFECTIVE & SUSTAINABLE

The third annual Canadian School Health conference will focus on how local agencies and professionals from a variety of sectors can work together on proven strategies.

Conference keynotes will share information about the latest developments. Conference workshops will provide hands-on, practice-based information and experience, including:

- **Together We Light the Way**, a social development program developed in Durham Ontario and evaluated in sites across Canada
- **The Gatehouse Program** that was developed and evaluated in Australia and Canada
- The research behind the **Canadian Sexual Health Education Guidelines**
- Canadian adaptations of international better practices guidelines in substance abuse prevention
- The new **RCMP Youth Officer Program**

SCHOOL HEALTH CONFERENCE

JUNE 8-10, 2007 | VANCOUVER, BC
VANCOUVER CONVENTION & EXHIBITION CENTRE

FOR MORE INFO CONTACT:

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