



**ERASMUS+ KA2 PROJECT:
WELL@SCHOOL
ONLINE COURSE**

HANDBOOK

DEVELOPING MULTI-PROFESSIONAL HIGHER
EDUCATION FOR PROMOTING MENTAL HEALTH
AND WELL-BEING AT SCHOOLS



Co-funded by the
Erasmus+ Programme
of the European Union

IDEA OF PROJECT

The Well@School project builds new knowledge and practices for higher education to promote mental well-being. The aim of the project is to ensure that primary school teachers, health professionals, and curators have the skills required to promote mental health in school communities, using digital methods.

School professionals face challenges related to the mental well-being of school children in their daily work. New kinds of competencies are needed so that children and young people can receive support and help in finding ways to cope with various challenges affecting mental health.

Despite the various mental health promotion training and interventions, the number of children and young people with mental health challenges is high. In addition, various psychiatric disorders are a major factor in the lives of children and young people worldwide. School professionals need up-to-date information and a sufficient understanding of the needs and means of promoting mental health today.

Well@School project developed an open-access online course aimed at promoting mental health promotion competencies among primary school professionals. The project aims to address the mental health promotion needs in school communities by ensuring that school professionals have the necessary postgraduate higher education to develop their knowledge and skills to perform their jobs in this demanding context.

The main objective of the course is to develop key competencies in skills for promoting mental health in schoolchildren, as well as to promote digital competencies in communication, co-creation, teaching, and learning of school professionals. The learning platform has been developed for professionals working at schools, such as teachers, school health professionals, social workers, psychologists, and other professionals. The platform can also be used by other actors working with adolescents between the ages of 12 and 15. The teaching material and the knowledge gained by the completion of the course will improve the quality and relevance of higher education and help to align educators and curricula to current and emerging labour market needs.



The Well@School course is 5 ECTS, EQ level 6 and consists of five (5) parts, enabling independent learning without specific time or place restrictions. The first part provides basic knowledge of mental health and its determinants, risk factors, mental health literacy, and how to prevent stigma. The second part provides information on the most common mental health problems in school-age children, including ADHD, anxiety disorders, depressive disorders, eating disorders, behavioural addictions, and others. The third part focuses on interpersonal skills to support the mental health of children, including the importance of communication, how to resolve conflicts, and how to communicate to reduce the stigma associated with mental illness. The fourth part is designed to acquire skills and expand existing knowledge about creating an inclusive and supportive school community, including concrete tools, methods, and strategies that can be used in practice. The fifth and final part of the course provides knowledge about how digital methods can be used to promote mental health, including the applicability of digital methods and how to use them in practice.



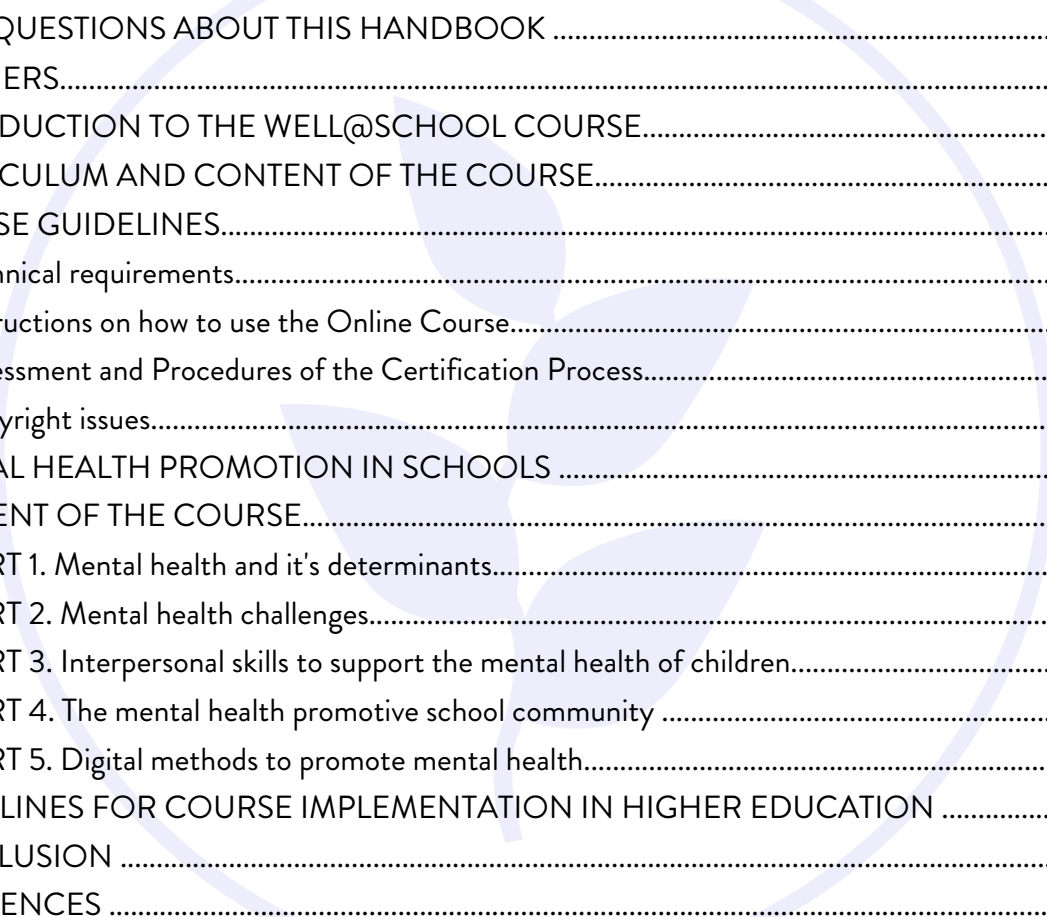
The online course was developed by an international group of researchers, HEI teachers, and professionals in the workplace who participated in the development process and used the online course. The course is evidence-based and was validated during the project with the support and cooperation between HEIs and working life. This approach of developing an online course and validating it with professionals in working life also contributed to a common understanding of the competencies needed to co-produce digital skills and methods both in HEI as well as in primary schools. This created an opportunity to learn from each other and share expertise beyond HEI, working life and across borders.



The planning of the course began by creating a syllabus. The project group worked together to get the syllabus to meet the needs of the professionals working in schools. Its content is based on the focus group interviews conducted in the spring of 2021, where specialists discussed the promotion of mental health in schools with teachers, healthcare students, health professionals and school counsellors.

In conclusion, the Well@School project provides an innovative, evidence-based, and practical approach to addressing the mental health promotion needs in school communities. It offers a comprehensive and flexible course that enables professionals working at schools to develop key competencies in skills for promoting mental health in schoolchildren and digital competencies in communication, co-creation, teaching, and learning. The project group worked together to create a syllabus that matches the needs of professionals working at schools, ensuring that the course is relevant and practical. Overall, the Well@School project represents a valuable contribution to promoting mental health in school communities and offers a model for other institutions to follow.

TABLE OF CONTENTS



5 KEY QUESTIONS ABOUT THIS HANDBOOK	6
PARTNERS.....	8
INTRODUCTION TO THE WELL@SCHOOL COURSE.....	10
CURRICULUM AND CONTENT OF THE COURSE.....	11
COURSE GUIDELINES.....	13
Technical requirements.....	13
Instructions on how to use the Online Course.....	14
Assessment and Procedures of the Certification Process.....	16
Copyright issues.....	16
MENTAL HEALTH PROMOTION IN SCHOOLS	17
CONTENT OF THE COURSE.....	21
PART 1. Mental health and it's determinants.....	22
PART 2. Mental health challenges.....	24
PART 3. Interpersonal skills to support the mental health of children.....	26
PART 4. The mental health promotive school community	28
PART 5. Digital methods to promote mental health.....	30
GUIDELINES FOR COURSE IMPLEMENTATION IN HIGHER EDUCATION	32
CONCLUSION	33
REFERENCES	34

5 KEY QUESTIONS ABOUT THIS HANDBOOK

Here are the answers to five key questions that guided the development of the publication. They will help you to understand the purpose of this publication and the ideas it presents.



WHY?

Mental health depends on a multitude of factors. However, many studies confirm that school years have a lifetime impact and that it is important for the school community to be actively involved in making decisions that support mental health. The project aims to create a learning platform that can be used by current and future professionals who want to strengthen their competencies in the field of mental health. To facilitate the process, we have developed this handbook which explains the learning programme's main ideas, principles and requirements.

This Handbook is designed for all primary and secondary school teachers, health professionals and anyone who is involved in school life. We are confident that the learning material will be meaningful for higher education institutions that prepare teachers and health professionals.



WHO?



HOW?

The guidelines in this Handbook provide specific instructions on how to technically prepare for joining the learning platform. Find out what the steps to register are and when you will receive your completion certificate. All relevant information on technical requirements can be found in pages (13-14). The guidelines also contain QR codes which, when activated, will give you quick access to all the information you need.

The training programme consists of 5 modules. It is a self-learning programme that provides theoretical material, assessment tasks, and questions designed for reflection and evaluation of knowledge. Although the whole programme can be completed very quickly, we sincerely recommend not rushing. Allow at least one week for each module, and remember to ponder and reflect, and if possible, share your knowledge with your peers.



WHEN?



WHAT?

This Handbook covers:

- the presentation of the Well@School course,
- technical support and information on how to connect to the course, and the learning process,
- the theoretical rationale for the project,
- delivery of learning modules with QR codes.

PARTNERS

TURKU AMK
TURKU UNIVERSITY OF
APPLIED SCIENCES



TURKU UNIVERSITY OF APPLIED SCIENCES

We are a community of over 10 000 experts, creating solutions for a better tomorrow. The Faculty of Health and Well-being educates future professionals to work in the field of health care and social services. Our graduates are practice-oriented professionals with top competencies.

Our research group in Mental Health Promotion consists of several experts top of their field. In the core of the research group is promotion of the mental health in the different sectors, with the help of a first-class study and development and innovation work.

UNIVERSITY OF WEST ATTICA

The University of West Attica (UNIWA) was founded in March 2018 resulting from the merging process of the former Technological Educational Institute of Athens and the Piraeus University of Applied Sciences. At UNIWA, there are twenty-seven Departments operating under the academic umbrella of six Schools, covering a wide range of scientific fields.

The Department of Public and Community Health has a long-standing experience in the scientific fields of health promotion, public health and environmental health. It offers two undergraduate study programs, one in Public Health and the other in Community Health which lead to the first cycle degree. Additionally, it offers four postgraduate studies for granting Master's Degree (one in collaboration with the University of Athens), and PhD study opportunities. The Department's lab of Hygiene and Epidemiology has significant research activity, and it is involved in national and international projects.



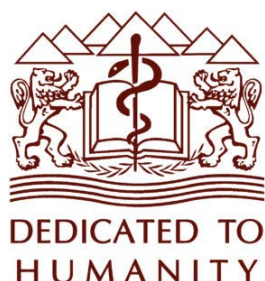
UNIVERSITY OF NOVO MESTO FACULTY OF HEALTH SCIENCES



University of Novo mesto Faculty of Health Sciences is an independent higher education institution, with priority to educate graduates who will successfully and efficiently meet the needs of patients in different stages of life and with different health problems, as well as properly advise about strengthening, maintaining and regaining health.

The Faculty provides students a friendly and modern educational environment and develops its integration on the regional and international level. Our research group in Well@School project consists of experts from different fields, that will contribute to successfulness of the project.

MEDICAL UNIVERSITY OF PLOVDIV



Medical University of Plovdiv is a state university accredited by the National Evaluation and Accreditation Agency. Founded in 1945, Medical University of Plovdiv has trained over 30 000 local and foreign students from 43 countries in Europe, Asia, America and Africa. Today most of the alumni are respected competent physicians and dentists or eminent healthcare professionals and scientists. They remain connected professionally and emotionally to their colleagues and teachers. Their Alma Mater and the city of Plovdiv occupy an important place in their lives and they reveal this commitment on every occasion possible.

Medical University of Plovdiv is a member of the European University Association, as well as more than 20 other European and international academic and medical organizations and associations. It has more than 30 active memorandums of understanding with different European universities, institutes and other institutions of higher education worldwide and has won several important national awards.

VILNIUS UNIVERSITY

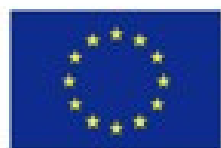
Since its establishment in the 16th century, Vilnius University, as integral part of European science and culture has embodied the concept of a classical university and the unity of studies and research.

Vilnius University is an active participant in international scientific and academic activities and boasts many prominent scientists, professors and graduates. Scientific development and the expanding relations with global research centres have contributed to the variety of research and studies at Vilnius University.

With the support of social partners, the university educates globally-minded specialists who successfully integrate in the modern European community.



**Vilnius
University**



Erasmus+

INTRODUCTION TO THE WELL@SCHOOL COURSE



Well@School is an open-access online course promoting competencies related to mental health promotion in primary schools. It aims to address mental health promotion needs in school communities, by ensuring school professionals have the necessary postgraduate higher education to develop their knowledge and skills to perform their jobs in this demanding context.



The main objective of an online course is to develop key competencies in skills for promoting mental health in school children as well as promote digital competencies in communication, co-creation, teaching and learning of school professionals.



The learning platform has been developed for professionals working in schools such as teachers, school health professionals, social workers, psychologists, and other professionals. The platform can also be used by other actors working with adolescents between the ages of 12 and 15. In addition, other academics, teachers, professionals, and HEIs outside the consortium can benefit from the developed material adapting and by adopting them in their institutions.

The teaching material and the knowledge gained by completion, will improve the quality and relevance of higher education and help attune educators and curricula to current and emerging labour market needs. The participants will have the opportunity to develop key competencies in mental health and well-being promotion, multi-professional work, and the use of digital tools, which will help them in their personal development, employability, future career, and life in general.

CURRICULUM AND CONTENT OF THE COURSE

The Well@School course is 5 ECTS, EQ level 6. The course consists of five (5) parts. The course enables independent learning without specific time or place restrictions.

All five parts of the course slightly differ not only by topic but also in external appearance and pedagogical approach. The differences are intentional, as each approach is tailored to present different course content, while partners across Europe have been able to show their unique contribution to the unit.

PART 1.

Mental health and its determinants

The first part will provide you with basic knowledge about mental health and its determinants, risk factors at the individual, social, economic, and environmental levels, and mental health literacy. You will also gain insight into what stigma means and how to prevent it.

Mental health challenges

In this part, you will find information on the most common mental health problems in school age children, including ADHD, anxiety disorders, depressive disorders, eating disorders, behavioural addictions, and others. The need for early identification and detection of at-risk individuals and the symptoms of MH disorders, participation in this part will enable you to identify them and find out what preventive tools and support services can be used.

PART 2.

PART 3.

Interpersonal skills to support the mental health of children

Part three will inform you about the importance of communication in mental health promotion and enable you to understand what factors influence the success of communication with children. Through interactive tasks and demonstrations of various situations in the form of video material, you will also learn how to resolve conflicts and how to communicate to reduce the stigma associated with mental illness.

The mental health promotive school community

PART 4.

This part is designed to acquire skills and expand your existing knowledge about creating an inclusive and supportive school community. It will give you a better understanding of the importance of mental health promotion, provide you with concrete tools, methods, and strategies that can be used in practise, and also give you insight into why multi-professional collaboration and participation are necessary for long-term improvement.

PART 5.

Digital methods to promote mental health

As the use of digital equipment in childhood has increased dramatically in recent years, this section will provide you with information on how digital methods can be used to promote mental health. Upon completion of this part, you will have a better understanding of the applicability of digital methods and be able to use them in practice.

COURSE GUIDELINES

1. Technical requirements

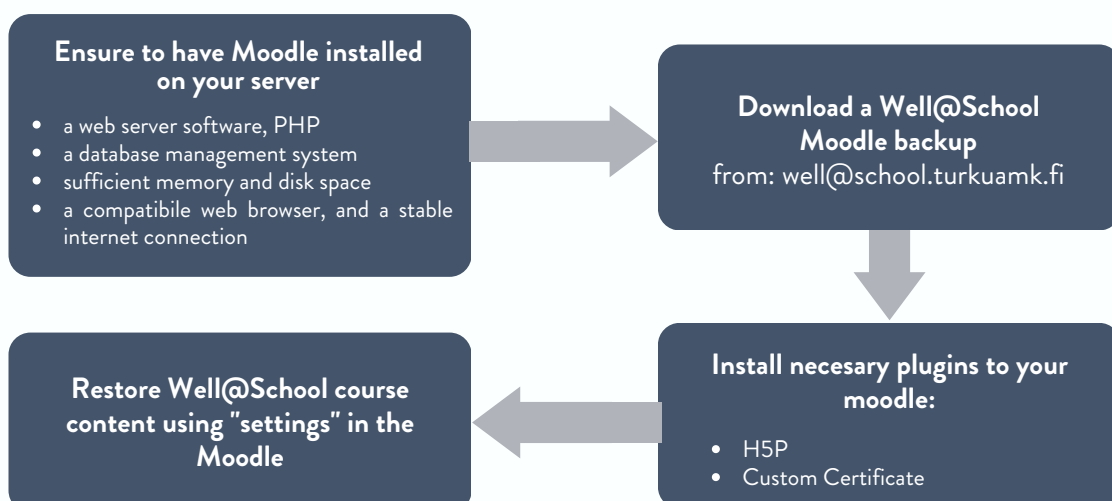
The Well@School course has been implemented as a Moodle-course. Moodle is an open-source learning management system (LMS) that allows educators to create and deliver online courses. It offers a variety of features, such as content creation, assignment management, progress tracking, and communication tools for both teachers and students. Moodle is highly customisable and mobile-friendly, making it a popular choice for e-learning.

In addition to using the original version Well@School online course, you can download the Well@School-course as a backup into your own Moodle. The backup can be modified into your own, noncommercial purposes, following the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

To use the course, you must have your own Moodle installation. To run a Moodle course, you will need a web server software, PHP, a database management system, sufficient memory and disk space, a compatible web browser, a stable internet connection and a user account with administrative privileges in Moodle.

In addition to the study material, the course consists of different types of Moodle assignments, as well as assignments using the H5P plugin. H5P is a plugin for existing publishing systems that enables the system to create interactive content like Interactive Videos, Presentations, Games, Quizzes, and more. H5P allows you to create rich interactive content easily and quickly on a web page. H5P is available as a paid service or can be downloaded free of charge to your own Moodle installation.

To use H5P content on your own Moodle course, you must have the H5P plugin installed and enabled on your Moodle. In addition, you will need the Custom Certificate plugin to create a course certificate after completing all Well@School tasks.



2. Instructions: how to use the Online Course

How to Register

Well@School develops competencies for mental health promotion in primary schools. To register for the course use the QR code OR visit [Well@School online course](#) OR use your own restricted version (please, see technical requirements in course guidelines).



By registering for the course, you can complete the different sections regardless of time and place. You may also complete the course without registration; however, in this case, you cannot save and return to the tasks later.

Read the content

It is recommended that you start the course by reading the course guidelines and background. Then go to Part 1, read the learning material and complete the tasks. You can choose to work only on the mandatory tasks or additionally on the optional tasks, depending on your interest. After you have completed the compulsory tests of Part 1, you can move on to Part 2. Continue as recommended until you have completed Part 5 and all mandatory tasks.

If you want to easily follow the progression of your learning tasks, you can use the Learning Task Completion tool on the next page.



WELL@SCHOOL

Task completion tool

Part	Content	✓
Part 1.	Mental health and its determinants	
Mandatory task	Exam	<input type="checkbox"/>
Optional task	Task	<input type="checkbox"/>
Part 2.	Mental health challenges	
Mandatory task	Self-reflection task 1.	<input type="checkbox"/>
Mandatory task	Self-reflection task 2.	<input type="checkbox"/>
Part 3.	Interpersonal skills to support the mental health of children	
Mandatory task	Exam	<input type="checkbox"/>
Optional task	Tasks 1-13	<input type="checkbox"/>
Part 4.	The mental health promotive school community	
Mandatory task	Exam	<input type="checkbox"/>
Optional task	Tasks 1-5	<input type="checkbox"/>
Part 5.	Digital Methods to promote mental health	
Mandatory task	Exam	<input type="checkbox"/>
Mandatory task	Reflective essay	<input type="checkbox"/>

Notes



3. Assessment and Procedures of the Certification Process

When you have registered for the course, the tasks are saved in the course database. After successfully completing all mandatory tasks, you can print out your “Certificate” of completion of the Well@School (5 ECTS) course.

4. Copyright issues

You can use the Well@School materials for further non-commercial purposes, such as teaching material. The Well@School course materials are licenced under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence](#).



For more information about the project, research groups, and online platform, visit our website:

<https://wellatschool.turkuamk.fi/>





MENTAL HEALTH PROMOTION IN SCHOOLS

Theoretical background

Health promotion

HEALTH PROMOTION is one of the most commonly used and discussed concepts of contemporary health. It marks a new strategy for better health which was ratified at the beginning of the 1980s [1, p. 291].

The concept of “health promotion” has been defined for the first time in 1923 by S. Winslow as “an organized public effort for training an individual in the problems of public health and development of the public system, ensuring standard of life adequate for maintenance and

improvement of health” [2, p. 292].

“PROMOTION” means “an activity for support, assistance, stimulation, maintenance and help for the growth or development of something”.

HEALTH is reviewed not only as a lack of illness or disability but also as a positive concept, outlining the psychic, social and spiritual well-being of the individual and his personal and social resources, in addition to his physical welfare [1, p. 291].

Prevalence of mental disorders

The prevalence of mental disorders among children and adolescents is an increasing global problem. World Health Organisation (WHO) estimated that up to 20% of children and adolescents suffer from problems of psychological or behavioural development worldwide and one in eight suffers from a mental disorder. Interventions promoting positive mental health may provide young people with the necessary life skills to prevent mental health disorders [3, 4]. The WHO defines mental health promotion as actions to create living conditions and environments that support mental health and allow people to adopt and maintain healthy lifestyles.

These include actions to optimise people's chances of experiencing better mental health. The WHO noted that fundamental to the promotion of mental health are actions that facilitate an environment that respects and protects basic civil, political, socioeconomic, and cultural rights. Without the security and freedom provided by these rights, arguably difficult to maintain high levels of mental health. The WHO argued that mental health policies should include mental health promotion and not be limited to the health sector, but also involve education, labour, justice, transport, environment, housing, and welfare [4].

Poor mental health in childhood and adolescence is associated with health and social problems such as school failure, delinquency, and substance misuse, and this increases the risk of adverse outcomes in adulthood [3, 4].

»Up to 20% of children and adolescents suffer from problems of psychological or behavioural development worldwide.«

Schools

Schools are one of the most important communities where young people can promote mental health [5, 6]. The literature suggests that mental health promotion programmes in schools produce long-term benefits for young people, especially if these programmes are conducted as part of school activities and adopt a wider approach, namely, those that promote generic psychosocial competence and life skills rather than focussing on specific behavioural problems. Schools are pervasive environments in young people's lives and can positively affect their mental health, mitigating some negative impacts

of other social factors. However, for some, schools can present as considerable sources of stress, worry, and unhappiness [3], which can hinder academic achievement.

Therefore, in focussing on promotion, it is important to consider the educational context as a natural environment in which it is possible to build rights of representation, security, and personal freedom in young people, while recognising any limitations this may have [7, 8].

School-related stress has been associated with self-reported illnesses and symptoms, as well as with anxiety, depression, and poor well-being [9].

Data also show also that a supportive school climate has a positive effect on the outcomes of adolescent and mental health. Low levels of support from teachers and classmates have been associated with worse mental health, an early start of alcohol use, daily smoking, and weekly use of cannabis [8]. Exposure to high-performing schools reduces stress rates among low-income minority adolescents in the USA due to better academic performance and peer influence [10].

Peer groups play an essential role during adolescence. Acting as role models and standards for social comparison, peers have a major influence on young people's MH [11]. Perceived uses of peer substances and, particularly, use of peer substances at school and class levels has been significantly associated with individual substance use [12].

Furthermore, recognition of the need to have sustainable multisector partnerships in mental health promotion offers little guidance about whom the partnerships should involve or the specific roles of stakeholders. However, it would seem appropriate to engage the wider community and include families, as well as young people and their teachers.





CONTENT OF THE COURSE

PART 1.

MENTAL HEALTH AND ITS DETERMINANTS

CONTENT:

Determinants of MH and well-being on child and adolescent

- Positive MH
- Mental ill-health
- Mental well-being
- Cultural perspectives

Mental health literacy (MHL)

- Ability to recognise disorders, attitudes towards MH related issues
- Knowledge of MH issues

Stigma

- Attributes of stigma on child and adolescent

Protective and risk factors of MH

- Normal challenging situation and crises, social inclusion/ exclusion)
- Resilience
- Early sexual behaviour

Physical, psychological and social development

- A child with normal needs
- Child's developmental stages

Objectives and competencies:



The main objective is to develop a general understanding of the concept of MH and its determinants.

The learning unit mainly contributes to the development of the following general and specific competences:

- competencies in basic concepts of MH among children and adolescents,
- knowledge of determinants of MH and well-being and how they contribute to MH promotion,
- knowledge of the protective and risk factors for MH,
- knowledge of the individual vulnerability and resilience of the person.

Intended learning outcomes for participants:

- know basic concepts of MH,
- know the determinants of MH and well-being and how they contribute to MH promotion,
- know individual protective and risk factors about MH,
- understand the importance of early detection and MH promotion in schools,
- understand the concept of stigma and how it affects individuals and society, and
- understand the concept of MHL and its effect on individual prosperity.

Recommended learning process:



PART 2.

MENTAL HEALTH CHALLENGES

CONTENT:

Most common severe MH disorders in school-aged children

- Depression
- Anxiety, obsessive compulsive disorder
- Eating disorders
- Self-destructive behaviour, suicidal risk
- Addictions (substance abuse, gaming addictions)

Other vulnerable groups

- Learning disorders/ conduct (behaviour) disorders
- Neuropsychiatric problems (eg. ADHD, ADD, etc)
- Forms of bullying
- Exploited children
- Absences

Early detection of high-risk groups at schools

- Secondary prevention- screening and early detection
- Tertiary prevention
- Supportive MH services

Objectives and competencies:



The main objective is to differentiate severe MH disorders from other MH challenges.

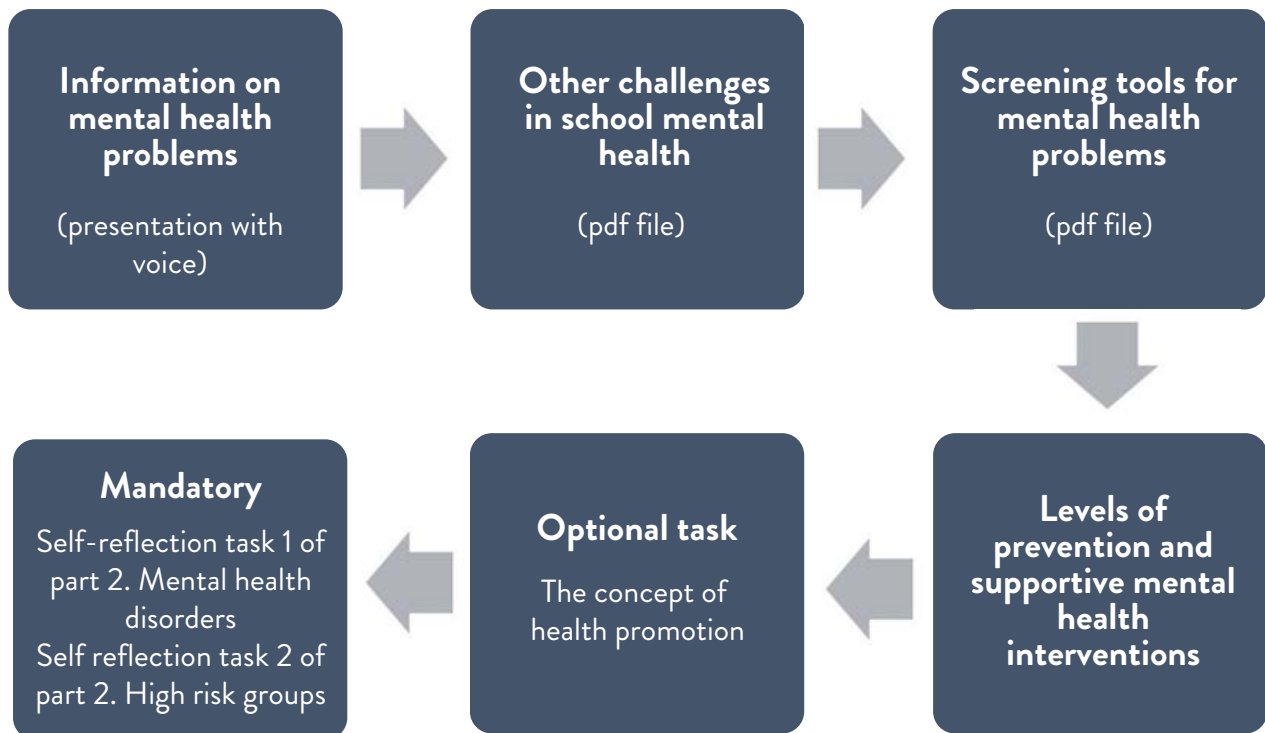
The learning unit mainly contributes to the development of the following general and specific competences:

- knowledge of most common MH problems among school-age children,
- knowledge of severe MH problems, general MH challenges, substance abuse, learning difficulties, conduct disorders,
- detection of particularly vulnerable persons in a school environment,
- be aware of the tools used for early detection,
- knowledge of early detection and symptoms identification,
- recognition of early warning signs of MH challenges.

Intended learning outcomes for participants:

- know the most common MH problems in school-aged children,
- understand differences between severe MH problems, general MH challenges, substance abuse, learning difficulties, and conduct disorders,
- know early warning signs of MH challenges, and
- recognize particularly vulnerable persons in a school environment.

Recommended learning process:



PART 3.

INTERPERSONAL SKILLS IN SUPPORTING MENTAL HEALTH OF CHILDREN

CONTENT:

Key elements of quality interpersonal and encountering skills in promotion of MH

- Active listening
- Adaptation to the individual
- Relevant questions, coordinated verbal and non-verbal communication
- Influence of emotions on communication
- Key barriers and facilitators (empathy, mindfulness, assertive approaches...)

Communication with children

- Verbal and non-verbal professional communication with children and families
- Managing complex situations

Motivational interview

- Brief intervention for challenging situation in school environment
- Communication with family in conflict resolution

Digital communication

- Specifics of digital communication used by children

Objectives and competencies:



The main objective is to develop interpersonal skills that support MH of children in a school environment.

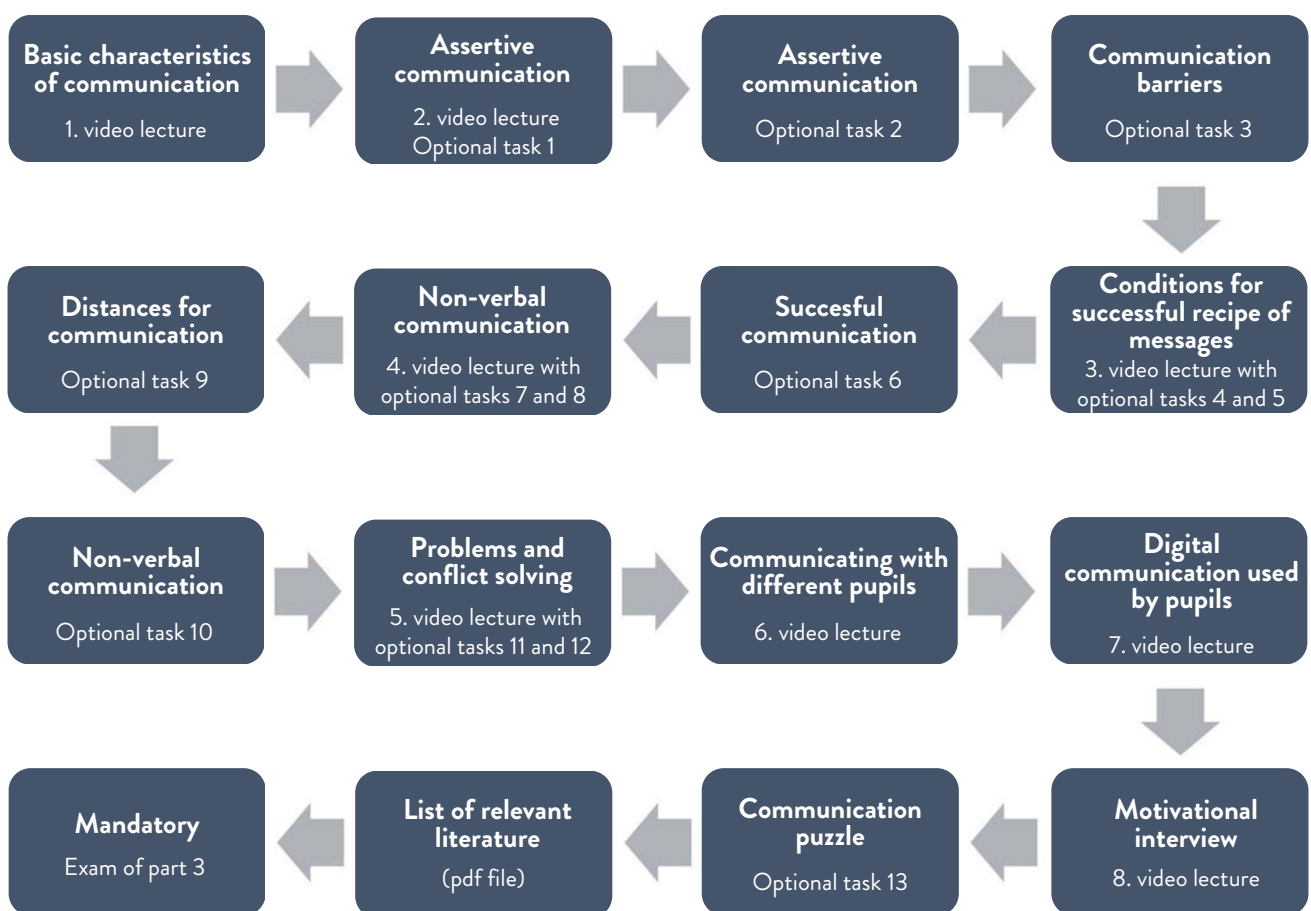
The learning unit mainly contributes to the development of the following general and specific competences:

- the development of verbal and non-verbal communication skills and competencies to promote MH,
- the ability to adapt good communication skills with individuals (primary school children and their parents) considering relevant physical, social, cultural, psychological, spiritual, and social factors,
- the ability to talk about MH concerns and reduce the stigma associated with mental illness,
- the ability to resolve disorders and manage conflict,
- the ability to work effectively and communicate cooperatively,
- competences in motivational interviewing regarding MH promotion, focusing on the work community, children and their families,
- understanding the basic skills of the working community and a working community that supports MH.

Intended learning outcomes for participants:

- understand the importance of communication in promoting MH,
- understand the interactive performance of factors that influence the success of communication,
- apply verbal and non-verbal communication skills, considering individual characteristics, when communicating with children and their parents, and as part of a team,
- know and communicate about MH concerns,
- know how to resolve conflicts and apply this in conflict situations,
- know how to communicate to reduce the stigma associated with mental illness.

Recommended learning process:



PART 4.

THE MENTAL HEALTH PROMOTIVE SCHOOL COMMUNITY

CONTENT:

The role and importance of multiprofessional skills to promote MH

- Children met needs
- Parental support and training
- School staff needs and mental well-being
- External community needs
- Responsibilities and duties of school staff
- Work supervision

Importance of multiprofessional collaboration

- Competences for multi-professional co-operation
- Service network and stakeholder

Tools and methods for MH promotion in school community

MH promotive school environment

Strategies to tackle stigma

Family involvement in service network for mental promotion

Inclusion in schools

Targeted global (EU) prevention programs

- Implementing theory into practice

Objectives and competencies:

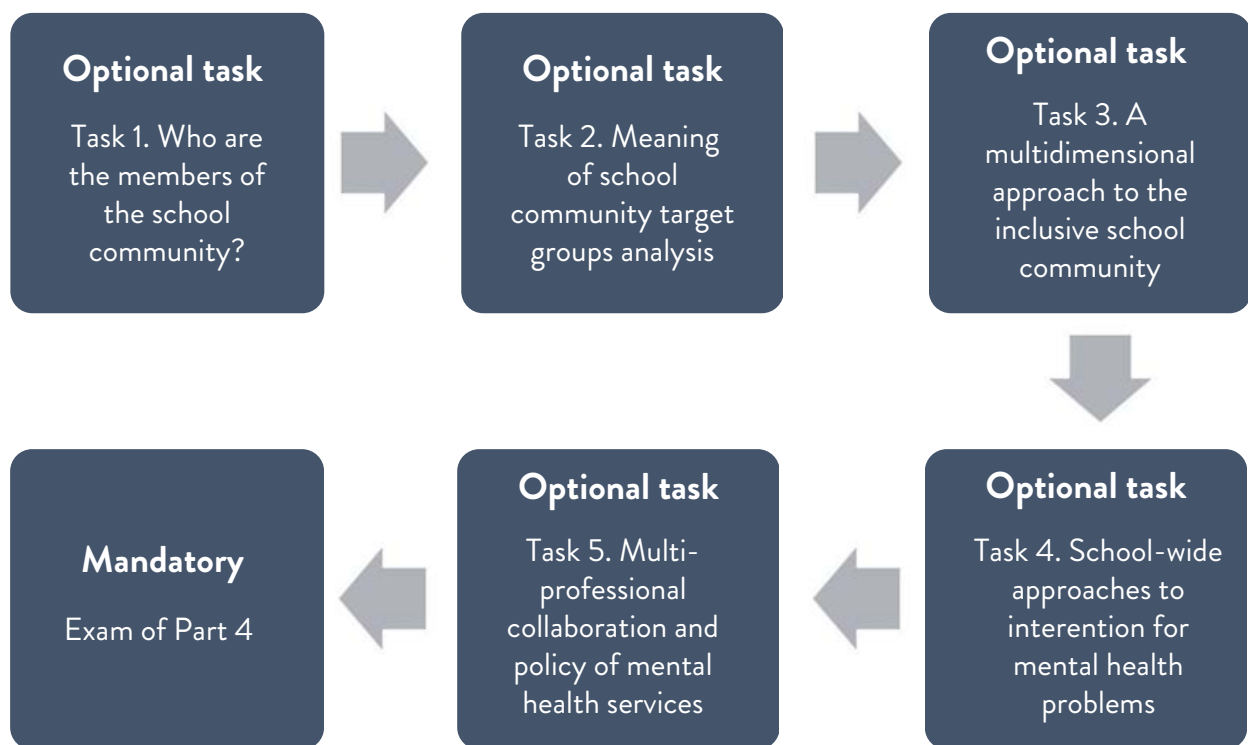


The main objective is to develop the general and specific competencies to create inclusive and MH-promoting school community.

Intended learning outcomes for participants:

- know the principles of MH promotion of children and adolescents in a school environment,
- understand the importance of inclusion of children in a school environment,
- understands the importance of MH promotive school community,
- understands the need for MHL in school curricula,
- develop skills that promote the inclusion of children and adolescents in the school community,
- apply tools and methods for MH promotion in the school community,
- know the approaches to prevent stigmatisation, and stereotyping in the school community, and
- critically evaluates its own contribution to the MH promotion school community and the environment.

Recommended learning process:



PART 5.

DIGITAL METHODS TO PROMOTE MENTAL HEALTH

CONTENT:

Essential digital methods in MH promotion

- Digital questionnaires
- CHAT-services
- Digital simulations for developing communication skills and solve critical situations for professionals
- Digital learning material eg. videos, games
- Online as an information resource

Other digital applications

- Distance consultation
- Digital meetings

Objectives and competencies:



The main objective is to gain an understanding of Essential digital methods of MH promotion in a school environment.

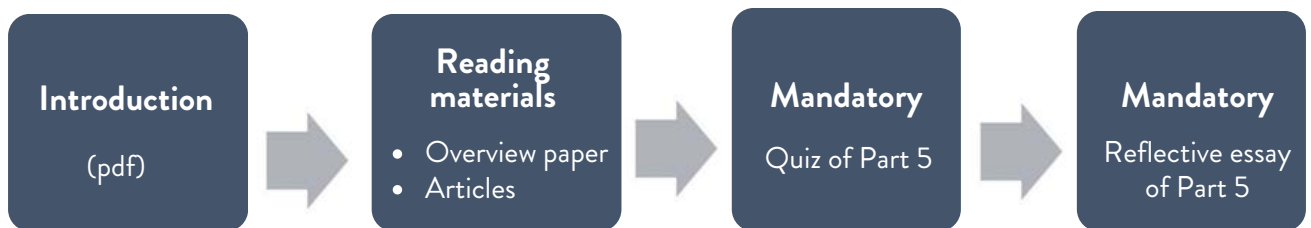
The learning unit mainly contributes to the development of the following general and specific competences:

- the awareness of specifics of digital communication used by children,
- knowledge and understanding of the usability of digital methods for MH promotion,
- ability to evaluate ethical and usable digital methods for the promotion of MH in the child and adolescent in the school environment,
- the ability to implement digital methods for MH promotion in school practise.

Intended learning outcomes for participants:

- know the most common tools for digital communication used by children,
- know the importance of using relevant digital methods to promote MH,
- recognise the importance of using relevant digital methods for health promotion,
- develop skills for assessing, implementing and evaluating digital methods for MH promotion,
- implement digital methods for MH promotion in school daily practises and parts of school curricula,
- apply relevant digital methods for MH promotion,
- know possibilities and challenges related to using digital MH promotion methods,
- evaluate ethical, usable digital methods for MH promotion,
- know how to use relevant digital methods for MH promotion practice,
- evaluates ethical, usable digital methods for MH promotion and the implementation of methods in school communities, everyday practice and curricula.

Recommended learning process:



GUIDELINES FOR COURSE IMPLEMENTATION IN HIGHER EDUCATION

The course could be implemented in different forms:

The course can be integrated as a compulsory part of a student's study programme.

1.

The course can be offered to students as a free elective course, which becomes part of the study programme if the student chooses it.

2.

3.

The course can be freely chosen by students to develop their knowledge and competencies in the field of mental health promotion.

4.

Parts of the course can be used according to individual, further reading, and learning sources of specific areas.

CONCLUSION

Mental health problems among children represent a crucial health burden with various implications not only for them but for their families and societies, as well. Mental health promotion interventions strive to enable people to improve their mental health through positive living conditions and environments. These interventions should be implemented in various community settings, including schools.

Primary schools provide an ideal environment for good practices on positive mental health and well-being. School-based mental health promotion programs can help children to increase their academic performance and attendance, as health and education are interrelated, to cope with emotional and behavioural problems, to develop resilience and enhance social skills. Furthermore, early detection and intervention can eliminate possible risk factors, mitigate all symptoms, and improve the prognosis of the disease.

Therefore, school professionals (teaching staff, health and social care professionals and any staff working in or with schools) should be well prepared to address mental health challenges. However, it is supported that school professionals lack knowledge and feel unprepared to promote mental health in the school environment.

The Well@School Project aims to address this need and new competencies that are needed to enhance and protect children's physical and mental well-being. The Well@School Project has developed a framework, which includes the most up-to-date, and the best knowledge and practices related to the promotion of mental health in primary schools. Additionally, an open-access online course was developed to educate school professionals on the promotion of mental health in primary schools using digital methods. The Well@School online course can be integrated into higher education (i.e. undergraduate and postgraduate study programmes) for future school teaching staff and health professionals.

Moreover, in the new digital era, web-based interventions can effectively promote mental health and well-being in a multidimensional process. The evolution of technology should and can offer opportunities for effective mental health interventions. Within this context, the online course includes learning material with the main objective of the awareness of digital methods of mental health promotion in a school setting.

Finally, it should be underlined that multidisciplinary collaboration and family involvement are essential in order to provide effective support and promotion of mental health in the school communities. This collaboration can also help combat the stigma of mental health problems, and enhances the quality of relationships among teachers, parents, pupils and health professionals.

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