

Application for Five Year Centre Renewal

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Western
Centre for School
Mental Health



Message from the Director

When I reflect on the hard work and growth that has occurred over the last five years, I am grateful for the opportunity to lead a passionate and dedicated team that delivers formidable results year after year. We know that schools provide an incredible opportunity for promoting positive mental health and well-being. They are also the front lines for supporting children and youth who are struggling, but the job is bigger than any one stakeholder or organization can handle alone. Our significant partnerships and combined efforts to implement change have truly made a difference. We are proud to submit this report to highlight our accomplishments and to express that we are poised to continue working with our many inspirational partners in ways that are innovative and responsive to the emerging challenges around us. We have entered an unprecedented time of global uncertainty that will no doubt be felt by our youth for years to come. We look forward to putting in place new strategies to support the well-being of all children and youth in Canada.

Dr. Claire Crooks
Director, Centre for
School Mental Health

Contents

.....	
Director Information & Centre Team	01
.....	
Collaboration Benefits	02
.....	
Academic Impact	03
.....	
Knowledge Mobilization	04
.....	
Funding	05
.....	
Appendices	06
.....	

Director Information & Centre Team

Claire Crooks is a professor, clinical psychologist, and the director of the Centre for School Mental Health (CSMH). Her research is focused on adolescent relationship development; dating violence; Indigenous youth; mental health promotion; school-based programming; resiliency; cultural connectedness; measurement and methodology (**see Appendix A for Claire's CV**). In addition, CSMH has two other faculty who are active members with a voice in governance and who contribute to the portfolio of research grants held at the Centre; Susan Rodger (Associate Professor) and Alicia Lapointe (Research Scientist and Adjunct Professor)(**CVs for Susan and Alicia also included in Appendices B-C**).

Under the direction of Claire Crooks, the team has grown tremendously over the past five years to now include 16 staff and 10-15 graduate students (**see the CSMH Organizational Chart in Appendix D**). A team of this size allows for specialized roles focused on unique marginalized populations and this expertise is then leveraged across the entire team. Knowledge and best practices are shared among staff working on different research projects, which has demonstrated efficiencies that have saved both time and money. While it is a tremendous strength to have such a highly skilled and diverse team, we have been vigilant to maintain a culture of acceptance and collaboration to maximize the unified effort towards delivering innovation in youth mental health.

The current complement of personnel supporting the core research members allows for an impressive quantity and quality of deliverables. However, the size of the team does present challenges in balancing the robust amount of implementation-related daily work with time for high level strategic thinking that shapes the overall Centre direction. It would be beneficial to have additional active members to not only contribute to the research wealth of the Centre, but more importantly, to share the responsibility for input and collaboration towards governing CSMH. This activity requires different skills and experience that enables visionary thinking to be distilled down to actionable plans that align with a strategic direction. Firstly, it can be difficult to identify full time faculty with this unique ability and interest for pragmatic operations, teamwork, change leadership, collaborative decision-making, and financial finesse that intersect in ways that are intricate and time-consuming on a scope beyond any individual research project(s). Secondly, there is little incentive from the organization to take on this level of involvement at a research Centre. With the growing need to preserve time for individual priorities, people are often reluctant to give their time without compensation or career advancement. Nonetheless, in writing this report we realize it has been a while since we canvassed the faculty for potential new members, and we will do that shortly. Furthermore, CSMH would welcome more core members if additional faculty are hired by the Faculty of Education who have interests in children's mental health.

To date, the Centre has seen greater value from cross-collaboration with faculty who oversee other Centres; Karen Bax (Mary J. Wright Centre) and Colin King (Child and Youth Development Clinic). They understand the nuances of a Centre-wide approach as learned through their own experiences and can therefore offer points of intersection for sharing resources and solutions to problems. These supporting members of CSMH are increasingly important as the need to integrate resources has become a major priority for funders focused on mobilizing knowledge across multiple sectors. Similarly, our affiliated members including graduate students, academic researchers, and school mental health professionals are directly connected to the work we do and they consistently impress us with their level of engagement in our Centre (**see affiliated members listed in Appendix E**).

Collaboration Benefits

Over the last five years when considering membership and the types of research the Centre engages in (see **CSMH Overview in Appendix F**), lessons have been learned around capacity to conduct the work and dilution of strategy. With so many social imperatives and requests for intervention in populations across Canada and abroad, we must prioritize the Mission and Vision that we have established for the Centre for School Mental Health (see **2015-2020 CSMH Strategic Plan in Appendix G**).

We collaborate with a wide range of stakeholders invested in integrated approaches to reduce barriers to student learning, including school boards, child protection agencies, newcomer support agencies, Indigenous organizations, and juvenile justice settings. CSMH is committed to promoting success for all students through a shared family – school – community agenda.

Since inception, CSMH has evolved from a primarily school-based focus to an expanded concept of School Mental Health that describes what we believe are the core elements of effective school mental health initiatives. Our vision is still to create a system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth. The strategy map details how we work towards achieving this vision. As a core member of CSMH, a researcher can be part of this overarching strategy that is more expansive than any single researcher is expected to achieve on their own. Centre affiliated members have the shared connections to external partners and can leverage the existing reputation of CSMH and well established working relationships. The passion, dedication and collaborative spirit demonstrated by our team has attracted integral community partners. Funders also now recognize the strong team and solid administrative support behind researchers belonging to CSMH and consider the affiliation favorable for research partnerships.

We have reached a pivotal time of growth at the Centre with the number of population groups and Community Partners we have engaged in our research (see **Appendix E**). We have also just entered a time of unprecedented change during a global pandemic. Together, these things create reason to pause and revisit our strategic direction. This will be an important undertaking for the coming year. Over the past 5 years, initiatives have been developed through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization between schools and community agencies (see **Appendix G for our Centre Model included in the 2015-2020 Strategic Plan**).

One clear benefit for researchers affiliated with our centre, is access to a highly qualified team to support finance and HR functions. The applied nature of our work creates unique challenges for developing contracts with community partners and developing job descriptions for non-traditional roles (for example). Our professional staff are instrumental in addressing these challenges.

Another benefit to members is regular professional development opportunities. Faculty, staff, and students alike are invited to half- or full-day workshops on productivity, understanding your personal work style, and the role of agreements in a productive workplace (to name a few).

Furthermore, the work performed by CSMH is amplified through a robust communications strategy. For example, members' work is promoted through our newsletters, which have a broad reach across many types of stakeholders (see **Appendix H for samples of CSMH Newsletters**). Similarly, our two-page plain language Research Snapshots are circulated as part of the CSMH communication plan to a large mailing list. We develop these snapshots for anyone affiliated with our Centre (and even the larger field), which provides a benefit that might not be available to individual researchers. This builds a more cohesive picture of research in the field. These snapshots are described in more detail in the Knowledge Mobilization section of this report.

Looking ahead to the next five years, we look forward to finding ways to increase collaboration benefits, particularly as we increase the number of individuals involved with governance of the CSMH.

Academic Impact

Our members have impact at the national and international level, both through their individual contributions, and through our recognition as a Centre.

Publications:

All three core members of CSMH publish actively. Over the past 5 years, they have collectively produced 42 peer-reviewed articles and 18 chapters. The majority of these were co-authored with graduate students and other trainees to support their development in this domain. In 2018 we developed a structured editorial process whereby writing teams meet monthly and make presentations as they are supported through a step-by-step process from conception to publication. Furthermore, there has been significant media interest in some of our research, including a story published when our paper came out documenting the impact of our peer mentoring program for Indigenous youth, that was picked up by more than 50 news outlets.

Research Snapshots:

A key strategy for translating academic research for a wider audience to increase impact has been the implementation of our Research Snapshot series. These two-page plain language summaries of published research (both ours, and others' in the field) makes research more accessible to a wider audience. Many of our snapshots are available in both official languages. Many of them have also been posted on the Ontario Education Research Exchange site, and some of these have been accessed hundreds of times from there. As added value, graduate students write the snapshots, which provides an opportunity for them to improve their plain language writing skills and to learn about other research (see **Appendix I for sample Research Snapshots**). To date we have produced 28 research snapshots, 7 of which are also available in French.

Conference Presentations:

We have made 72 presentations at refereed conferences, 46 of which were paper presentations and 26 of which were posters. A number of student posters have been selected for awards at different conferences. In addition, we have presented 52 invited talks at conferences. For example, in November 2019, Claire Crooks provided the keynote address to over 2000 mental health professionals, community partners, policy makers, educators, and researchers in Austin, Texas at the US National Centre for School Mental Health Annual Conference.

Beyond individual contributions, we have other indications that the Centre itself is seen as a leader in the area of School Mental Health research. For example:

- The director has been contacted by researchers and practitioners in both Australia and the UK who were either considering forming a Centre for School Mental Health or who have recently launched one looking for advice and opportunities to collaborate.
- We are regularly contacted by international scholars who would like to spend some time at the Centre as part of a traveling fellowship.
- We are often contacted by program developers and other researchers for guidance about embedding mental health programming in schools.

Knowledge Mobilization

Knowledge mobilization is one of the four primary pillars of the CSMH Model (**shown in Appendix G**) and it continues to be a major focus for our team. Funding and hiring a full-time Communications Coordinator was a key driver in being able to make KM an ongoing priority. We regularly engage in KM for a wide range of audiences. Below are highlights of activities in this domain over the past 5 years.

- 260 trainings for service providers and educators in the evidence-based Fourth R and Healthy Relationships programs
- 35 trainings with pre-service educators
- 395 videos, whiteboard videos, and webinars
- 4 national and international conferences co-hosted

Social Media Strategy

CSMH operates accounts on 2 social media platforms, Twitter and Facebook. Content is regularly shared. Our goal is to provide a social media experience for followers to access current information regarding resources and projects at CSMH. We work to align our social media strategy with our annual priorities. In addition to actively promoting CSMH, our social content also shares ideas and stories from thought leaders in child and youth wellness and mental health.

Twitter - 889 followers currently and 1595 tweets posted to date

Facebook - 281 followers at present

We began our social media strategy in year 3 of being a Centre and we plan to continue enhancing this as a way to engage with multiple stakeholders.

Policy-related Work

Our core members have been asked to provide input and feedback on a number provincial and territorial policy initiatives, including development of guidelines for supporting LGBT2Q+ youth in the Northwest Territories, review of the new health curriculum for the Ontario Ministry of Education, co-development of the first Safe Schools Policy and legislation in the Northwest Territories, and feedback on a proposed federal set of guidelines for safety in sports.

One of our most exciting developments has been partnering with School Mental Health Ontario (SMHO) to develop the SMHO Innovation and Scale Up Lab (**see more information in Appendix J**). SMHO is an intermediary organization that is funded by the Ontario Ministry of Education to support mental health in all 72 publicly funded boards. They are recognized internationally for their innovative implementation framework model and for development of evidence-based, implementation-sensitive approaches to mental health. The ISU Lab is co-led by Dr. Kathy Short (Director of SMHO) and Dr. Claire Crooks (Director, CSMH). The goals of the lab are to 1) Seek out promising research and practice examples; 2) Select proposed innovations that meet a clear and specific need identified by stakeholders; 3) Study innovations to ensure that promising approaches are evidence-based and implementation sensitive within the context of Ontario; and 4) Share lessons from promising approaches and engage in related knowledge mobilization and dissemination. Another function of the lab is to provide rapid reviews to the Ministry of Education and other stakeholders to answer specific, timely questions.

Funding

Total: **\$11,280,194**

- **Preventing Illicit Drug Use and Rx Drug Abuse by Fostering Healthy Relationships: Implementation of the Fourth R Healthy Relationships Plus Program**
Sponsor: Health Canada, \$289,000
- **Canadian Prevention Science Cluster - Dedicated to reducing violence and abuse and promoting healthy relationships among youth (HRPP National Implementation Study)**
Sponsor: SSHRC, \$522,383
- **The Fourth R: Promoting readiness, fit and delivery system capacity to maximize reach and impact in five provinces and territories**
Sponsor: Public Health Agency of Canada, \$1,340,030
- **RISE-R: Resilience and Inclusion through Strengthening and Enhancing Relationships**
Sponsor: Public Health Agency of Canada, \$5,138,842
- **The Fourth R, Teen Healthy Relationships Program in the Northwest Territories**
Sponsor: Canadian Women's Foundation, \$80,000
- **Western Canada Implementation of Healthy Relationships Program**
Sponsor: Crooks Foundation, \$469,501
- **The Fourth R Implementation**
Sponsor: Carthy Foundation, \$5,000
- **The Fourth R Implementation**
Sponsor: Royal LePage, \$36,292
- **The Fourth R Implementation**
Sponsor: Youth Prevention Programming, \$21,886
- **Understanding the impact of adapting and implementing an evidence-based mental health promotion program: The Mental Health First Aid – First Nations Initiative**
Sponsor: CIHR \$171,427
- **First Nations, Metis & Inuit (FNMI) Mentoring**
Sponsor: Thames Valley District School Board, \$572,245
- **Mobilizing Stakeholders Around Programs for Positive Youth Development & Prevention of Problematic Substance Abuse**
Sponsor: Public Health Agency of Canada \$99,231
- **MindUp for Young Children**
Sponsor: Public Health Agency of Canada, \$1,373,924
- **Implementation & Evaluation of MindUp for Young Children**
Sponsor: London District Catholic School Board, \$280,665
- **MindUP at Mary J. Wright**
Sponsor: Internal CIHR-Seed Funding, \$21,246
- **Supporting Transition Resilience of Newcomer Groups (STRONG): A school-based intervention to promote wellbeing**
Sponsor: Public Health Agency of Canada, \$503,672
- **Supporting Transition Resilience of Newcomer Groups (STRONG)**
Sponsor: School Mental Health-ASSIST, \$71,574
- **Development and Implementation of the School Mental Health Innovation and Scale Up Lab**
Sponsor: School Mental Health Ontario, \$239,144
- **Parents in Partnership with Educators (PIPE)**
Sponsor: RW Internal Research Funding, \$4,786
- **Teach Resiliency the Online Resource Delivered to Educators**
Sponsor: PHE Canada, \$24,346
- **Collaborative Partnership with Bell Let's Talk, the Centre for Addiction and Mental Health (CAMH), Kid's Help Phone, School Mental Health-ASSIST, Queen's University and Western University**
Sponsor: Bell Let's Talk in the Classroom \$15,000

Appendices

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CURRENT POSITION

2019 (July 1) **Full Professor**, Faculty of Education, Western University, London, ON
2015 (July 1) **Associate Professor**, Faculty of Education, Western University, London, ON
2014 (July 1) **Assistant Professor**, Faculty of Education, Western University, London, ON

Responsibilities include: teaching in the pre-service program and teaching in the PhD in School Psychology program; supervising graduate students. **Research interests include** adolescent relationship development; dating violence; Indigenous youth; mental health promotion; school-based programming; resiliency; cultural connectedness; measurement and methodology.

Director, Centre for School Mental Health, Western University, London, ON

EDUCATION

2001- 2002	Degree and institution:	Postdoctoral Fellowship, University of Western Ontario/ Centre for Children and Families in the Justice System, London, ON Supervisors: Dr. David Wolfe, Dr. Peter Jaffe, Dr. Dan Ashbourne
1997- 2001	Degree and institution: Dissertation:	Ph.D., Clinical Psychology Queen's University, Kingston, ON, Canada Academic readiness at the time of school entry: A comparison of variable- oriented and person-oriented analysis Supervisor: Dr. Ray DeV. Peters
1995- 1997	Degree and institution: Thesis:	M.A., Clinical Psychology Queen's University, Kingston, ON Predicting positive outcomes in junior kindergarten children at risk for behaviour problems: Gender differences in the pathways to resilience Supervisor: Dr. Ray DeV. Peters
1991- 1995	Degree and institution: Thesis:	B.A. (Hons.), Psychology Princeton University, Princeton, NJ Coping styles among young adults: Family factors, birth order, and parenting. Supervisor: Dr. Dale Miller

Registered Psychologist, *Ontario College of Psychologists (Autonomous Practice 2002)*. Registered in all areas of Clinical Psychology and School Psychology; specific areas of Forensic Psychology; registered to work with children, adolescents, families and adults

HONOURS AND AWARDS

2020	Vanguard Award (along with P. Jaffe, D. Wolfe, and R. Hughes), World Discoveries
2019-2021	Faculty Scholar Award, Western University for contributions in research and teaching
2019	Outstanding Brentonian Award - honouring an Old Brentonian who has made outstanding contributions in his or her chosen profession, and/or to society
2017	Western University Leadership in Wellness Award of Recognition – recognizing faculty members who promote the mental health of their students in their daily work at Western
2013	Senior Research in Psychology Award, Centre for Addiction and Mental Health, Toronto, ON
2009	Canadian Council on Learning <i>Sharing the Flame Award</i> for excellence in Aboriginal education (for the Uniting Our Nations program)
2009	Achievement Award in recognition of an outstanding contribution to teaching Faculty of Health Sciences, the University of Western Ontario
2009	Meyer Elkin Award from the Association of Family and Conciliation Courts for the best article in the Family Court Review for 2008 (co-authors P. Jaffe, N. Bala, & J. Johnston)
2005	Women of Western Award for excellence in leadership and significant contributions The University of Western Ontario
2000-2001	University of Manitoba Residents Research Fellowship (\$2000)
1998-2000	Queen's Graduate Fellowship (\$16,000); Queen's Graduate Award (\$28,135)
2000	Park Davidson Award (Best student poster at Banff Behavioral Sciences Conference)
1999	Elinor Ames Award (Best student presentation in developmental section CPA)

PUBLICATIONS

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PROGRAM MANUALS, REPORTS AND KNOWLEDGE MOBILIZATION

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8. Townsley, D., **Crooks, C. V.**, Kerry, A., Dale, S., & Hughes, R. (2018). *Healthy Relationships Plus Program-Enhanced: A Fourth R small groups program to promote healthy relationships and positive mental health for vulnerable youth and youth in the justice system*. London, ON: Centre for School Mental Health.

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REFEREED CONFERENCE PRESENTATIONS

PAPERS

1. Cicchetti, C., Hoover, S., DeCarlo Santiago, C., **Crooks, C. V.**, Marr-Stapleton, P., & Torres, S. (2019, November). *Equipping School Personnel with Evidence-Informed Strategies to Support Refugee & Immigrant Students*. Presentation at the 2019 Annual Conference on Advancing School Mental Health, Austin, TX.
2. Short, K., **Crooks, C. V.**, Hoover, S., Marra-Stapleton, P., & MacKay, M. (2018, October). *Supporting Transition Resilience of Newcomer Groups (STRONG): An evidence-informed intervention to support refugee and immigrant students*. Presentation at the 23rd Annual School Mental Health Conference, Las Vegas, NV.

3. Lapointe, A., & Crooks, C. V. (2018, October). Development and three year pilot of an evidence-informed mental health promotion program for LGBT2Q+ youth. Presentation at the 23rd Annual School Mental Health Conference, Las Vegas, NV.
4. Lapointe, A., & Crooks, C. V. (2018, May). *The Healthy Relationships Program (HRP) for LGBT2Q+ Youth: GSA members' experiences with a structured program to promote wellbeing*. Paper presented at the IDENTITY: Canadian Perspectives on LGBTQI2S Inclusion conference, Toronto, ON.
5. Crooks, C. V., Cywink, M., & McKenzie, P. (2018, March). *Promoting positive mental health and cultural connectedness through strengths-based mentoring with Indigenous youth*. Ontario Education Research Symposium, Toronto, ON.
6. Lapshina, N., Crooks, C.V., Bax, K. (2017, August). *Changes in depression and anxiety among youth in a healthy relationships program*. 2017 American Psychological Association Convention, Division 41 — Psychology and Law, Washington, D.C.
7. Brunette, C., Crooks, C. V., & Ezekiel, R. (2017, July). *Measuring Indigenous student experiences in universities. Culturally appropriate methodologies and key findings*. 2017 World Indigenous Conference on Education. Toronto, ON.
8. Lapshina, N., Crooks, C.V., Bax, K. (2017, August). Changes in depression and anxiety among youth in a healthy relationships program. 2017 American Psychological Association Convention, Division 41 — Psychology and Law, Washington, D.C.
9. Alexander, T., Lapshina, N., Crooks, C.V. (2017, June). Understanding Help-Seeking Intentions amongst Canadian Adolescents. Canadian Psychological Association Annual Convention, Toronto, ON
10. Crooks, C. V., Lapp, A., van der Woerd, K., & Auger, M. (2017, May). *Development and pilot of a culturally relevant mental health promotion strategy in Indigenous contexts: Lessons from the Mental Health First Aid, First Nations initiative*. Paper presented at the Society for Prevention Science conference, Washington, DC.
11. Exner-Cortens, D., Wolfe, D., Chiodo, D., Hughes, R., & Crooks, C. V. (2016, November). *Evaluation of an out-of-class time program to promote youth healthy relationships*. Roundtable presented at the 144th American Public Health Association Annual Meeting and Exposition, Denver, CO.
12. Crooks, C. V., Exner-Cortens, D., Lapointe, A., & Lapishna, N. (2016, September). *Impacts of the Healthy Relationships Plus Program: Differential approaches and impacts for specific sub-groups of youth*. Conference session presented at the 21st Annual School Mental Health Conference, San Diego, CA.
13. Lapshina, N., Crooks, C. (2016, August). Adolescent depression before and after the Healthy Relationships Plus Program. 2016 American Psychological Association Convention, Division 53 — Society of Clinical Child and Adolescent Psychology, Denver, CO.
14. Alexander, T., Lapshina, N., Crooks, C.V. (2016, June). An Investigation into Bullying Prevention: The Predictive Factors and Moderating Effects of Prosocial Intervening. Canadian Psychological Association Annual Convention, Victoria, BC
15. Kerry, A., Crooks, C.V., & Orton, L. (2016, May). *Where the Rubber Meets the Road: Variation, Successes and Challenges with the Healthy Relationships Plus Program Implementation in Alberta*. Symposium Presentation at the Society for Prevention Research 24th Annual Meeting, San Francisco, CA.

16. Crooks, C. V. & Exner-Cortens, D. (2015, November). *Promoting well-being among First Nations students through culturally relevant mentoring programs*. Centre for School Mental Health 20th Annual Conference. New Orleans, LA.
17. Crooks, C., V. (2015, May). *Uniting our Nations: Strengths-based violence prevention with Aboriginal youth*. Society for Prevention Research. Washington, DC.
18. Crooks, C. V. & Hughes, R. (2015). Embedding mental health promotion in an evidence-based healthy relationships program. National Association of School Psychologists annual convention. Orlando, FL.
19. Exner-Cortens, D., Chiodo, D., & Crooks, C. V. (2014, November). *Program scale-up in Canada: Lessons learned from the national implementation of a healthy relationships program*. Paper presented at the 142nd American Public Health Association Annual Meeting and Exposition, New Orleans, LA.
20. Siebold, W., Crooks, C. V., Moore, K. et al (2014, November). A multisectoral approach to implementing statewide healthy relationships programming: Strengths, Challenges, and strategies for success from Alaska. Paper presented at the 142nd American Public Health Association Annual Meeting and Exposition, New Orleans, LA.
21. Crooks, C., V., Scott, K., Ellis, W., & Wolfe, D.A. (2012, April). *Impact of a universal school-based prevention program on violent delinquency: Distinctive benefits for youth with maltreatment histories*. Presented at the British Association for the Study and Prevention of Child Abuse and Neglect (BAPSCAN) biannual congress. Belfast, UK.
22. Wolfe, D.A., Crooks, C.V., Chiodo, D., Hughes, R., Ellis, W., & Jaffe, P. (2008, May). *Effectiveness of a school-based program to prevent violence and related risk behaviors among adolescents*. Society for Prevention Science, San Francisco.
23. Crooks, C. V. (2007, June). *The Fourth R: A school-based program to prevent dating violence and related risk behaviors*. Dating violence prevention symposium with J. Connolly, W. Josephson, and D. Cantor. Canadian Psychological Association conference, Ottawa, ON.
24. Wolfe, D.A., Crooks, C.V., Chiodo, D., Hughes, R., Ellis, W., & Jaffe, P. (2007, May). *Cluster randomized trial of a school based program to reduce multiple problem behaviors among adolescents*. Society for Prevention Science, Washington DC.
25. Francis, K.J., Kelly, T., Crooks, C.V., & Scott, K.L. (2005, June). *Intervention with fathers at risk for maltreating their children*. Canadian Psychological Association conference, Montreal, QC.
26. Crooks, C.V. (2004, November). *Understanding and addressing adolescent self-harm*. Ontario Secondary Schools Teachers Federation conference, "Stars at Risk", Toronto, ON.
27. Crooks, C.V. (2004, May). *Eliciting change in maltreating fathers: Goals and strategies*. Symposium on "Caring Dads Prevention Program for Fathers" at the Society for Prevention Research Annual Meeting, Quebec City, QC.
28. Crooks, C.V., Wolfe, D.W., & Jaffe, P.G. (2003, October). *A school-based program for prevention of adolescent violence and risk behaviors*. Symposium on "Innovations in Violence and Substance Abuse Prevention Programming for Youth" at the American Academy of Child and Adolescent Psychiatry Conference, Miami, FL.

29. Scott, K.L., Crooks, C.V., & Francis, K.J. *Critical directions for assessment and intervention with fathers who abuse or neglect their children.* (2003, August). IXth ISPCAN Regional European Conference on Child Abuse and Neglect. Warsaw, Poland.
30. Wolfe, D.A., Jaffe, P.G., & Crooks, C.V. (2003, July). *Research on dating aggression among teens: Implications for prevention.* International Family Violence Research Conference, Portsmouth, NH.
31. Crooks, C.V., & Jaffe, P.G. (2003, June). *Children exposed to domestic violence: Developing effective court and community interventions.* Towards a Cross-Cultural Analysis of Family Violence, Montreal, QC.
32. Wolfe, D.A., Crooks, C.V., & Jaffe, P.G. (2003, February). A school-based program to prevent adolescent dating violence and related risk behaviors. San Diego Conference on Child and Family Maltreatment, San Diego, CA.
33. Crooks, C.V., Wolfe, D.W., Hildyard, K., Francis, K. & Foy, A. (2002, August). *The Fourth R: Relationship-based school prevention of dating violence and other high risk behaviors.* Victimization of Child and Youth Conference, Portsmouth, NH.
34. Scott, K., Crooks, C.V., Francis, K. & Kelly, T. (2002, August). *Caring Dads: Program Description and Directions.* Victimization of Child and Youth Conference, Portsmouth, NH.
35. Crooks, C.V. & Peters, R. DeV. *Gender differences in pathways of resilience to aggression for high risk junior kindergarten children.* (1998, May). Child Development Conference in Waterloo, ON.

* Underline denotes presenting author(s)

POSTERS

1. Cadieux, C., Crooks, C. V., & King, C. (2019, March). *Parents' Experiences with an Individualized Intervention Designed to Strengthen the Family-School Partnership: The Parents in Partnership with Educators Program (PIPE).* Poster presented at the 51st Annual Banff International Conference on Behavioural Sciences. Banff, AB.
2. Daly, B., Crooks, C. V., Lapointe, A., & Moroz, Z. (2019, March). *Building Educator Capacity to Support LGBTQ+ Youth: A Case Study of Educators from the Northwest Territories.* Poster presented at the 51st Annual Banff International Conference on Behavioural Sciences. Banff, AB.
3. Dunlop, C., & Crooks, C.V. (March 2019). *Preliminary evaluation of the Healthy Relationships Plus Program with pregnant and parenting adolescent mothers.* Poster presented at the 51st Annual Banff International Conference on Behavioural Sciences. Banff, AB.
4. Kerry, A., Crooks, C. V., & Cadieux, C. (2019, March). *A Pilot Study of an Adapted Social-Emotional Learning Program for Justice-Involved Youth.* Poster presented at the 51st Annual Banff International Conference on Behavioural Sciences. Banff, AB.
5. Read, M., Bax, K., & Crooks, C. V. (2019, March). *Exploring the Relationships among Executive Functioning, Behaviour, and Adaptive Skills in Young Children.* Poster presented at the 51st Annual Banff International Conference on Behavioural Sciences. Banff, AB.

6. Smith, A., **Crooks, C. V.**, Hoover, S., Link, N., & Orenstein, S. (2019, March). *Using group concept mapping to explore considerations for developing and implementing trauma-informed interventions in schools with newcomer children and youth*. Poster presented at the 51st Annual Banff International Conference on Behavioural Sciences. Banff, AB.
7. Trower, D. M. & Hutchinson, L.R., & **Crooks, C. V.** (2018, August). Teachers' self-efficacy and children's self-regulation for learning within MindUP. Poster presented at the annual meeting of the American Psychological Association, San Francisco, USA.
8. Bax, K., Lapp, A., Spencer, T., Lapshina, N., Off, N., & **Crooks, C. V.** (2018, August). *Mindfulness-based social and emotional learning program within a trauma-informed framework: Educator and Child outcomes*. Poster presented at the American Psychological Association conference. San Francisco, CA.
9. Trower, D. M. & Hutchinson, L.R., & **Crooks, C. V.** (2018, April). Exploring children's self-regulation for learning within a mindfulness-based social and emotional learning program. Poster presented at the annual meeting of the American Educational Research Association, New York, NY
10. Lapshina, N., **Crooks, C. V.**, Bax, K. (2017, August). Changes in Depression and Anxiety among Youth in the Context of a Healthy Relationships Program. Poster presented at the APA Convention in Washington, DC.
11. Alexander, T., Lapshina, N., **Crooks, C.V.** (2017, June). Understanding Help-Seeking Intentions amongst Canadian Adolescents. Canadian Psychological Association Annual Convention, Toronto, ON.
12. Exner-Cortens, D., Wolfe, D., Morton, B., & **Crooks, C. V.** (2017, May). *But who does it work for? Impacts of executive function on healthy relationships program efficacy*. Poster presented at the Society for Prevention Science conference. Washington, DC.
13. Kerry, A. & **Crooks, C.V.** (2017, May). *Feasibility and fit of an evidence-based universal prevention program adapted for youth involved in the justice system*. Poster presented at the Society for Prevention Science conference. Washington, DC.
14. Bax, K., **Crooks, C. V.**, Trower, D., Off, N, Dunlop, C. & Hutchinson, L. (2017, May). *Exploring the intersection between social and emotional learning programs and a trauma-informed schools approach: A pilot of MindUP in high risk kindergarten contexts*. Poster presented at the Society for Prevention Science conference. Washington, DC.
15. Lapshina, N., **Crooks, C. V.** (2016, August). *Adolescent depression before and after the Healthy Relationships Plus Program*. Poster presented at the 2016 American Psychological Association Convention, Division 53 — Society of Clinical Child and Adolescent Psychology, Denver, CO.
16. Alexander, T., Lapshina, N., & **Crooks, C.V.** (2016, June). *An investigation into bullying prevention: The predictive factors and moderating effects of prosocial intervening*. Poster presented at the 2016 Canadian Psychological Association Convention, Victoria, BC.
17. Alexander, T., Lapshina, N., & **Crooks, C.V.** (2016, March). *Social support and moral engagement predict prosocial intervening in bystanders to bullying*. 48th Annual Banff International Conference on Behavioural Sciences. Banff, AB.

18. Dunlop, C., **Crooks, C. V.**, & Lapshina, N. (2016, March). *Bullying experiences among FNMI youth: Identifying effects on mental health and potential protective factors*. 48th Annual Banff International Conference on Behavioural Sciences. Banff, AB.
19. **Crooks, C. V.**, Jaffe, P. G., & Rodriguez, A. (2016, March). *Increasing knowledge and self-efficacy through a pre-service course on Safe Schools: The crucial role of decreasing moral disengagement*. 48th Annual Banff International Conference on Behavioural Sciences. Banff, AB.
20. Zhang, G., David, R., Jaffe, P. G., & **Crooks, C. V.** (March, 2016). *Adolescent bystander perceptions of sexual violence scenarios*. 48th Annual Banff International Conference on Behavioural Sciences. Banff, AB.
21. Snowshoe, A., **Crooks, C. V.**, Hinson, R. (2011). Exploring culture as a protective factor in Aboriginal adolescent mental health: Development and longitudinal validation of an enculturation measure. Indigenizing Psychology Symposium, Canadian Psychological Association Convention. Toronto, ON.
22. Wolfe, D.A., **Crooks, C. V.**, Chiodo, D., Hughes, R., Ellis, W., & Jaffe, P. (2007). *Cluster randomized trial of a school based program to reduce multiple problem behaviors among adolescents*. Society for Prevention Science, Washington DC.
23. Rawana, J., Ellis, W., **Crooks, C. V.**, & Wolfe, D. A. (2007, May). *The importance of promoting healthy relationships in risk behavior prediction: Peer aggression as a moderator of internalizing symptoms*. Society for Prevention Research conference, Washington, DC.
24. Rawana, J., **Crooks, C. V.**, Chiodo, D., Hughes, R., & Pereira, J. (2006, March). *Engaging Aboriginal youth in school-based violence prevention*. Banff International Conference for Behavioural Science, Banff, AB.
25. Onyura, B., & **Crooks, C. V.** (2005, May). *Evaluating and predicting high-risk sexual behaviour in male and female adolescents*. Canadian Psychological Association, Montreal, QC.
26. McIntyre-Smith, A., Lee, V., **Crooks, C.V.**, Wolfe, D.A., & Jaffe, P.G. (2003, July). *The effects of exposure to domestic violence on children: A meta-analysis and critique*. International Family Violence Research Conference, Portsmouth, NH.
27. **Crooks, C.V.** & Sztaba, T. (2002, April). *Self-harm in incarcerated adolescent girls*. Society for Research on Adolescence Biennial Meeting, New Orleans, LA.
28. **Crooks, C.V.** & Sztaba, T. (2002, April). *Self-harm in adolescent girls: Empirical evidence for a coping-based model*. Society for Research on Adolescence Biennial Meeting, New Orleans, LA.
29. **Crooks, C.V.** & Peters, R. DeV. (2001, April). *Predicting academic difficulties: Does a complex, multidimensional model outperform a unidimensional teacher rating scale?* Society for Research in Child Development conference, Minneapolis, MN.
30. **Crooks, C.V.** & Peters, R. DeV. (2001, April). *A multidimensional approach to academic readiness: Do variable-oriented analyses capture the essence of a holistic child approach?* Society for Research in Child Development conference, Minneapolis, MN.
31. **Crooks, C.V.** & Peters, R. DeV. (2000, March). *Profiles of multidimensional functioning in children living in "risky" neighbourhoods*. Banff Behavioural Sciences Conference, Banff, AB.
32. **Crooks, C.V.**, Gibbins, C., & Peters, R. DeV. (1999, May). *Social skills, problem solving, and cognitive competence: Protective factors against childhood aggression?* CPA conference, Halifax, NS.

33. Gibbins, C., Crooks, C.V., & Peters, R. DeV. (1999, May). *Factorial stability and validity of the Parent/Caregiver Involvement Scale for a high risk Canadian sample*. Canadian Psychological Association conference, Halifax, NS.
34. Crooks, C.V., & Peters, R. DeV. (1998, May). *Gender differences in pathways of resilience to aggression for high risk junior kindergarten children*. Child Development Conference, Waterloo, ON.

Teaching and Academic Supervision

- 2018-2019 **EDUC 9809 001**: Comprehensive Assessment I – 7 School Psychology Ph.D. students
- 2017-2018 **EDUC 9810 001**: Comprehensive Assessment II – 3 School Psychology Ph.D. students
EDUC 9810 002: Comprehensive Assessment II – 8 School Psychology Ph.D. students
- 2016-2017 **EDUC 5481**: Social and Emotional Learning – 35 students in Bachelor of Education program
EDUC 9809 001 and **002** (team teaching two sections) – Comprehensive Assessment I – 7 School Psychology Ph.D. students in each section
EDUC 9810: Comprehensive Assessment II – 7 School Psychology Ph.D. students
- 2015-2016 **EDUC 9553**: Cross Cultural Counselling – 15 Counselling MA students
EDUC 5481: Social and Emotional Learning – 21 students in Bachelor of Education program
- 2014-2015 **EDUC 9660** (Special Topics: Child and Adolescent Emotional, Behavioural, Social Assessment and Intervention) – 16 MA students
EDUC 9553: Cross Cultural Counselling – 20 MA students in Counselling program
- 2013-2015 Postdoctoral supervisor for Dr. Marika Morris. Project title: *Inuit Knowledge Translation: Community-controlled, culturally-sensitive research with Inuit youth on experiences of violence, health effects and coping mechanisms, engaging Inuit youth in developing a research-based health promotion campaign on issues of violence using social media*. Funded by CIHR.
- 2010- Adjunct Professor, Faculty of Education, University of Western Ontario, London, ON; Teach **EDUC 5434S (Safe Schools)** to 250 B.Ed. students (for each of 4 semesters).
- 2009-2010 Adjunct Professor, Faculty of Health Sciences, University of Western Ontario, London, ON; Taught **HS3092 (Special Topics in Adolescent Mental Health)** to approximately 70; supervised two undergraduates for full-year Independent Study projects
- 2008- Co-supervision of postdoctoral fellows (2) at Centre for Prevention Science.
- 2008 Faculty for the American Bar Association Commission on Domestic Violence;
Led sections on developmental impact of exposure to domestic violence, and co-facilitated 3-day custody institutes

- 2005- Faculty member for the U.S. National Council of Juvenile and Family Court Judges; Facilitate on a range of topics to judges and custody assessors; Co-facilitate 3-days Essential Judicial Skills training for cases involving family violence; Emphasis on applying a developmental perspective to understanding the impact of family violence on children
- 2002-2004 Adjunct Professor, Department of Psychology, University of Western Ontario; Taught: **PSYC 621 (Childhood Psychopathology)** to approximately 15 graduate students in the areas of developmental and clinical psychology;
PSYC 364 (Childhood Psychopathology) – 3 sections of approximately 30 students each;
PSYC 260 (Introduction to Clinical Psychology) – 2 sections of approximately 120 students each;
Supervised 5 undergraduate Honours thesis and an Independent Study project
- 1999-2000 Instructor, St. Lawrence Community College, Kingston, ON in Behaviour Science Technology Department. Taught Group Behavior Therapy; and Behavioural Counselling I.
- 1998-1999 Thesis Supervisor, Department of Psychology, Queen's University
Co-supervised two undergraduate theses
- 1995-2000 Teaching Assistant, Department of Psychology, Queen's University
Abnormal Psychology; Educational Psychology, Introductory Psychology

GRADUATE STUDENT SUPERVISION – FACULTY OF EDUCATION, WESTERN

Name	Degree	Role	Area	*Completion / Expected completion
Maria Ibanez	Ph.D.	Supervisor	Field testing and validation of a feasible program evaluation approach for community organizations	Fall 2024
Courtney Cadieux	Ph.D.	Supervisor	Development and validation of a functioning and connectedness measure for GSA's	Fall 2023
Amira Noyes	Ph.D.	Supervisor	Understanding newcomer resilience in the context of two school and community-based programs	Fall 2023
Natalia Kubishyn	Ph.D.	Supervisor	Development of a peer intervention to support newcomer children and youth	Fall 2023
Alex Smith	Ph.D.	Supervisor	Mental health promotion with newcomer youth	Fall 2022
Brad Daly	Ph.D.	Supervisor	Applying an intersectionality lens to teen dating violence	Fall 2022

Name	Degree	Role	Area	*Completion / Expected completion
Kelsey Huson	M.A.	Supervisor	Development of an HRP-Enhanced for Indigenous youth	Spring 2021
Rachelle Graham	M.A.	Supervisor	Implementation of the HRP-Enhanced across settings	Spring 2021
Bridget Houston	M.A.	Supervisor	Mental health promotion with transitional aged youth	Spring 2020
Maria Ibanez	M.A.	Supervisor	Exploring the validity of a single point measure to evaluate the effects of a healthy relationships program for vulnerable youth	Spring 2020
Caely Dunlop	Ph.D.	Supervisor	Healthy relationships programming with high-risk adolescent girls	Fall 2020
Amanda Kerry	Ph.D.	Supervisor	Pilot and adaptation of a social-emotional learning program in youth justice settings	2019*
Lilia (Arelly) Rodriguez	Ph.D.	Supervisor	Social-emotional competencies in pre-service teachers	2019*
Courtney Cadieux	M.A.	Supervisor	Strengthening the school-family Partnership: Parents' experiences with the Parents in Partnership with Educators program (PIPE)	2019*
Jessica Sommers	M.A.	Supervisor	Adolescents' perceptions and responses to peer mental health challenges and problematic behaviours following a social-emotional learning program	2019*
Elisa Trovarello	M.A.	Supervisor	Reflections of mentoring for Indigenous youth in the Fourth R	2019*
Cassandra Trevisani	M.A.	Co-supervisor (w/ L. Hutchinson)	Investigating the effects of parent dispositional mindfulness, parent-child conflict and stress on children's self-regulation	2019*
Melissa Read	M.A.	Co-supervisor (w/ with K. Bax)	Exploring the relationships among executive functioning, behaviour, and adaptive skills in young children	2019*
Devon Trower	M.A.	Co-supervisor (w/ L. Hutchinson)	Teacher variables influencing impacts of Self-regulation in young children	2018*

Name	Degree	Role	Area	*Completion / Expected completion
Nicole Off	M.A.	Co-supervisor (w/ K. Bax)	Exploring a mindfulness-informed social-emotional learning program in kindergarten classrooms: The moderating role of participant characteristics on behavioural outcomes	2018*
Melissa Coyne-Foresi	M.A.	Co-supervisor (w/ D. Chiodo)	A mixed methods evaluation of benefits for FNMI youth mentors in a high school mentoring program	2017*
Tessa Alexander	M.A.	Co-supervisor (w/ N. Lapshina)	Understanding and promoting help-seeking among adolescents	2017*
Kelsey Macdonald	M.A.	Supervisor	Relationships among dating violence, mental health, and mental well-being	2016*
Jenny Kassen	M.A.	Supervisor	The experience of mental health stigma among teachers	2016*
Matt Gillespie	M.A.	Supervisor	Developmental evaluation of a program to prevent online sexual aggression among adolescent boys	2016*
Lyndsay Masters	M.A.	Supervisor	Understanding bystander behaviour through identifying clusters of responding to bullying	2016*
Caely Dunlop	M.A.	Supervisor	Bullying experiences among First Nations youth: Identifying effects on mental health and potential protective factors	2016*
Angel Zhang	M.A.	Co-supervisor	Adolescent bystander perceptions of sexual violence scenarios	2015*
Jessica Sciaraffa	M.A.	Co-supervisor	The relationship between media violence and cyber dating abuse among adolescents	2015*

GRADUATE STUDENT COMMITTEES– FACULTY OF EDUCATION, WESTERN

Name	Degree	Role	Area	Completion* / Expected
Laura Olszowy	Ph.D.	Committee Member	The critical role of child protection in high-risk domestic violence cases: Understanding child safety planning and risk management	2020*

Mike Saxton	Ph.D.	Committee Member	Police response to victims and children living with domestic violence: Barriers to critical risk assessment and intervention	2020*
Natalie Currie-Patterson	Ph.D.	Committee Member	Supporting the transition of First Nation students to provincial secondary schools in Ontario	2019*
Debbie Chiodo	Ph.D.	Committee Member	A mixed-methods study of the implementation quality of an evidence-based healthy relationships program	2017*
Henshaw, Mark	M.A.	Committee Member	High school boys' experiences of a violence against women prevention program	2016*

GRADUATE STUDENT EXAMINER – FACULTY OF EDUCATION, WESTERN UNIVERSITY

Name	Degree	Role	Area	Year
Krancevich, Mariah	M.A.	Examiner	Common themes in military domestic homicides: Implications for prevention and intervention	2020
Cautillo, Nella	M.A.	Examiner	Examining stigma among preservice teachers following the completion of a mental health literacy course	2018
MacLellan, Angelina	M.A.	Examiner	Exploring mental health in justice involved youth: Relevance for policy and practice	2017
Hargraves, Heather	M.A.	Examiner	Therapeutic Induction of altered states of consciousness: Investigation of 1-20Hz neurofeedback	2017
Heron, Chelsea	M.A.	Examiner	Exploring the differences between domestic homicide and homicide-suicide: Implications for risk assessment and safety planning	2017
Sapardanis, Kayla	M.A.	Examiner	Domestic homicide in the youth population	2017
Olszowy, Laura	M.A.	Examiner	Factors associated with disclosure of domestic violence at the workplace	2016
O'Neill, Brianna	M.A.	Examiner	Domestic homicide and homicide-suicide in the older population	2016
Taryn Mototsune	M.A.	Examiner	Trends in teacher sexual misconduct from 2000 to 2013	2015

EXTERNAL COMMITTEES AND EXAMINATIONS

2020	External Examiner for PhD for Jaime Semchuk School Psychology, University of British Columbia Supervisor: William McKee
2020	External examiner for PhD for Jennifer Kitil Department of Human Development, Learning, and Culture, University of British Columbia Supervisor: Kim Schonert-Reichl
2019	External examiner on PhD oral for Ms. Sophia Durisko Department of Psychology, University of Guelph Supervisor: Margaret Lumley
2019	External examiner on PhD for Ms. Katherine Vink Department of Educational Psychology, University of Alberta Supervisor: Lia Daniels
2018	External Examiner on MA oral for Laura Johnson Department of Psychology, Western University Supervisor: Don Saklofske
2018	External Examiner on MA oral for Ola Mohamed Ali Department of Psychology, Western University Supervisor: Elizabeth Hayden
2017	External examiner on MA oral for Ms. Chloe Lau Department of Psychology, Western University Supervisor: Don Saklofske
2017	External examiner on PhD oral for Ms. Billie Joe Rogers Department of Psychology, Simon Fraser University Supervisor: Ron Roesch
2016	External examiner on MA oral for Ms. Caitlin Spencer Department of Psychology, Western University Supervisor: Don Saklofske
2016	External examiner on MA oral for Ms. Kendra DiBacco Faculty of Health Sciences, Western University Supervisor: Sheila Moodie
2015	External examiner on PhD oral for Mr. Kevin Shield Department of Medical Science, University of Toronto Supervisor: Jurgen Rehm

2015	External examiner on MA oral for Ms. Holly Baughman Western University, Department of Psychology Supervisor: Tony Vernon
2015	External examiner on MA oral for Ms. Victoria Johnson Western University, Department of Psychology Supervisor: Elizabeth Hayden
2014	External examiner on PhD oral for Ms Sam Yamada York University, Department of Psychology Supervisor: Debra Pepler
2013	External examiner on PhD oral for Ms. Lila McCormick Department of Psychology, University of Guelph Supervisor: Paula Barata
2013-2017	Committee member and examiner for Ruth Rodney University of Toronto, Faculty of Nursing Supervisor: Denise Gastaldo
2010-2015	Committee member and examiner for Angela Snowshoe Title: Cultural Connectedness and Positive Mental Health among First Nations youth. Western University, Department of Psychology Supervisor: Riley Hinson

PREVIOUS RESEARCH POSITIONS

2008- 2014 Associate Director, CAMH Centre for Prevention Science, London, Ontario
Responsibilities included: maintaining an independent research program, grant applications, data analysis, writing academic publications, supervision and mentoring of students and junior colleagues, program development and evaluation, writing manuals and reports, presenting at conferences and workshops, development and management of all Centre projects working with Aboriginal youth.

FUNDING

2019-2022	Supporting Transition Resilience of Newcomer Groups (STRONG): A school-based intervention to promote wellbeing. Role: Principal Investigator. Public Health Agency of Canada. Mental Health Promotion Innovation Fund. \$503,672.
2019-2020	Development and Implementation of the School Mental Health Ontario Innovation and Scale-Up Lab. Role: Principal Investigator. Hamilton-Wentworth District School Board (with funding from the Ontario Ministry of Education. \$239,145.
2018-2023	A healthy relationships approach to violence prevention and mental health promotion with vulnerable youth. Role: Principal Investigator. Public Health Agency of Canada. Preventing Gender-based Violence: The Health Perspective, Teen / Youth Dating Violence Prevention Program. \$5,138,842.

- 2019 Expanded field test of the STRONG program for newcomer children and youth. **Role: Principal Investigator.** Contract with School Mental Health Ontario. **\$56,874.**
- 2018-2021 Evaluation of MindUP for Young Children. **Role: Principal Investigator.** Contract with the London District Catholic School Board as part of a larger Trillium funded project I am a collaborator on. **\$280,600.**
- 2018-2019 Reaching the tipping point: Supporting Canadian school stakeholders to build on programs that work for positive youth development and prevention of problematic substance use. **Role: Principal Investigator.** Contract with the Public Health Agency of Canada. **\$99,231.**
- 2018 Feasibility of the STRONG program for refugee children and youth experiencing trauma symptoms. **Role: Principal Investigator.** Contract with School Mental Health ASSIST. **\$14,500.**
- 2018 Understanding the needs and experiences of parents who engage with a communication intervention for improving partnership with schools around children's mental health issues. **Role: Principal Investigator.** Faculty of Education Research Development Fund (internal). **\$5,000.** Co-Investigator: C. Cadieux.
- 2017-2022 MindUP for young children. **Role: Principal Investigator.** Public Health Agency of Canada. Supporting the Health of Victims of Domestic Violence and Child Abuse through Community Programs. **\$1,373,924.** Co-Investigator: K. Bax.
- 2015-2023 First Nations, Metis, and Inuit Services contract with Thames Valley District School Board to provide elementary and secondary school mentoring programs, cultural leadership day, and support the Student Leadership Council. **\$115,000 annually.**
- 2015-2018 The Fourth R: Promoting readiness, fit, and delivery system capacity to maximize reach and impact in five provinces and territories. **Role: Principal Investigator.** Public Health Agency of Canada Innovation Strategy: Phase III. **\$1,310,090.**
- 2014-2016 Indigenous Presence and Assessment Strategy. **Role: Principal Investigator.** Ontario Ministry of Training, Colleges, and Universities, Strategic Initiatives Fund. **\$57,072.**
- 2014-2017 Preventing illicit drug use by fostering healthy relationships: Implementation of the Fourth R Healthy Relationships Plus program. **Role: Principal Investigator.** Health Canada, Drug Strategy Community Initiatives Fund. **\$495,292.**
- 2013-2017 Understanding the impact of adapting and implementing an evidence-based mental health promotion program: The Mental Health First Aid-First Nations initiative. **Role: Principal Investigator.** Canadian Institutes for Health Research (CIHR) Population Health Intervention Research Operating Grant, **\$200,000.**
- 2013-2017 The Fourth R Northern Project. **Role: Principal Investigator.** Canadian Women's Foundation Healthy Teen Relationships Initiative. **\$160,000.**
- 2012-2013 Alberta Provincial Prevention Strategy Featuring the Fourth R: Strategies for healthy relationships. **Role: Principal Investigator.** Government of Alberta. **\$160,000.**
- 2012-2013 Mental Health First Aid Canada First Nations pilot course evaluation. **Role: Principal Investigator.** Mental Health Commission of Canada. **\$35,000.**

- 2012-2017 Walking the Prevention Circle: Re-Searching community mobilization for violence prevention. (Principal Investigator: D. Pepler). **Role: Co-Investigator**. Social Sciences and Humanities Research Centre (SSHRC), Network Grant. **\$2,500,000**.
- 2012 Bullying literacy module. (Principal Investigators: W. Craig and D. Pepler). **Role: Co-Applicant**. Ontario Centre of Excellence for Child and Youth Mental Health, **\$14,607**.
- 2011-2015 A societal approach to preventing violence and achieving healthy relationships (Principal Applicants: W. Craig and D. Pepler). **Role: Co-Investigator**. Networks of Centres of Excellence, Knowledge Mobilization Funding, **\$1,600,000**.
- 2010-2014 The Fourth R: Promoting youth well-being through healthy relationships. **Role: Principal Investigator**. Public Health Agency of Canada Innovation Strategy: Phase II, **\$2,486,029**.
- 2010-2011 Walking the Prevention Circle: Re-Searching community mobilization for violence prevention. (Principal Investigator: D. Pepler). **Role: Co-Investigator**. Social Sciences and Humanities Research Centre (SSHRC), Network Grant, Letter of Intent Funding, **\$25,000**.
- 2010 A multi-systemic approach to promoting youth well-being and reducing violence and victimization: Integrated plans for effective school and community interventions. **Role: Principal Investigator**. Public Health Agency of Canada Innovation Strategy: Phase I, **\$200,165**.
- 2009-2010 Adapting best practice violence prevention programs for Aboriginal youth: Knowledge Mobilization funding. **Role: Principal Investigator**. Population Health Fund, Health Canada, **\$237,000**.
- 2009-2011 Fourth R National Dissemination Project. (PIs: D. Wolfe, C. Crooks) **Role: Co-Principal Investigator**. Multi-year Teen Violence Prevention Grants Program (Renewed), Canadian Women's Foundation, **\$100,000**.
- 2008-2017 Canadian Prevention Science Cluster for Children and Youth. (Principal Investigator: D. Wolfe). **Role: Co-Investigator**. Social Sciences and Humanities Research Council (SSHRC) Knowledge Cluster Grant, **\$2,253,741**.
- 2007-2008 Building community capacity to support victimization issues among under-served Aboriginal students. **Role: Principal Investigator**. Ministry of the Attorney General Ontario Victim Services Secretariat, **\$55,576**.
- 2007-2008 Fourth R projects with Aboriginal youth. **Role: University Collaborator**; grant recipient: Thames Valley District School Board. Aboriginal Education Office of the Ministry of Education Initiative to Increase School Boards' Capacity to Implement the Policy Framework, Including Enhancing Partnerships, to Support Student Achievement, **\$55,000**.
- 2006-2008 Fourth R National Dissemination Project. (PIs: D. Wolfe, C. Crooks) **Role: Co-Principal Investigator**. Multi-year Teen Violence Prevention Grants Program, Canadian Women's Foundation, **\$140,000**.
- 2006-2007 PREVNet – Promoting Relationships and Eliminating Violence Network. (Co-Network Directors: W. Craig and D. Pepler). **Role: Research Partner**. Federal Networks of Centres of Excellence (NCE), **\$800,000**.

- 2005-2009 Adapting best practice violence prevention programs for Aboriginal youth. **Role: Principal Investigator.** Population Health Fund, Health Canada, **\$292,000.**
- 2005 Literature review on family violence and parenting arrangements after violence. (Principal Investigator: P. Jaffe) **Role: Co- Investigator.** Canadian Department of Justice, **\$23,500.**
- 2004-2009 Controlled longitudinal evaluation of a school-based program to prevent adolescent dating violence and related risk behaviours. (Nominated PI: D. Wolfe). **Role: Co-Principal Investigator.** Canadian Institutes of Health Research Randomized Controlled Trial, **\$2,156,000.**
- 2004-2010 Fourth R National Dissemination project. **Role: Collaborator.** Royal LePage Shelter Foundation, **\$1,000,000.**
- 2004-2008 A resource for implementing a paradigmatic approach to violence prevention. (Principal Investigators: P. Jaffe & C. Crooks) **Role: Co-Principal Investigator.** Ontario Trillium Foundation, **\$589,000.**
- 2003- Subtypes of fathers who maltreat their children. **Role: Principal Investigator.** University of Western Ontario Social Sciences Alumni Fund, **\$3,000.**
- 2002-2003 Increasing community collaboration and male coach involvement to support school anti-violence initiatives. (Recipient: London Family Court Clinic). **Role: University Collaborator,** National Crime Prevention Centre, **\$45,000.**
- 2001-2002 Building healthy, non-violent relationships among at-risk youth. (Recipient: London Family Court Clinic). **Role: University Collaborator,** National Crime Prevention Centre, **\$50,000.**
- 2000-2001 Self harm in adolescent girls. **Role: Principal Investigator.** University of Manitoba Residents Research Fellowship, **\$2,000.**

TRAINING

1. **Crooks, C. V.,** Dale, S., Adams, K. & Huson, K. Two-day training for Yellowhead Tribal Council Child and Family Services with social workers, Elders, youth, and educators to prepare them to implement healthy relationships programming. (July, 2020). Delivered online to participants in northern Alberta.
2. Hoover, S., **Crooks, C.V.,** Fortier, A., Saito Fleck, A. & Kayssi, G. Two-day training for school social workers, psychologists and school district mental health leads to prepare them to implement the STRONG intervention for newcomer students. (December, 2019). Toronto, ON.
3. **Crooks, C. V.** Two-day judicial workshop on advanced skills for domestic violence. Responsible for all parts related to impacts of violence on children, adult victims of violence, and considerations for parenting assessments. (October, 2018). Austin, TX.
4. **Crooks, C. V.** Three-day judicial workshop on adolescent dating violence for the National Council of Juvenile and Family Court Judges (November, 2017). Worked as part of a multidisciplinary team – responsible for modules on adolescent development, brain development, trauma, and resiliency. Phoenix, AZ.

5. Hughes, R., Dale, S. & Crooks, C. V. (2017, February). The Healthy Relationship Plus Program: A small groups approach to promoting healthy relationships and positive mental health among adolescents. Canadian Conference on Promoting Healthy Relationships for Youth: Breaking down the Silos in Addressing Mental Health and Violence. London, ON.
6. Cardinal, S., Crooks, C. V., Snowshoe, A., Pepler, D., & Cywink, M. (2016, November). Strategies for promoting healthy relationships with Aboriginal youth and communities. Workshop at PREVNet conference – Promoting mental health and preventing bullying: Tools that work. Toronto, ON.
7. Crooks, C. V. & Hughes, R. (2014, October). *The Fourth R: Promoting healthy relationships and mental wellbeing among youth*. Training for houseparents at Brentwood College School, Mill Bay, BC.
8. Crooks, C. V. & Hughes, R. (2013, November). *Implementing the Healthy Relationships Plus program in community settings*. Training for community organizations. Calgary, AB.
9. Crooks, C. V. (2013, November). *Judicial Institute on Adolescent Relationship Abuse*. Faculty for a day and a half training on adolescent relationship abuse. Responsible for sections on adolescent development, impacts of trauma, assessing adolescents, bullying, prevention and intervention. New York, NY.
10. Crooks, C. V. (2013, October). *Assessing risk in domestic violence*. Training for children's lawyers. Rochester, NY.
11. Crooks, C. V. & Jaffe, P. G. (2012, October and November). *Safe, inclusive and accepting schools: A whole school approach to sustainable change*. Four trainings for every school's Safe and Accepting School Team (including administrators, educators, parents, students, support staff, and community partners) in Thames Valley District School Board.
12. Crooks, C. V. (2012, October). *Enhancing Judicial Skills* three-day workshop for judges. Responsible for sections on understanding victim and perpetrator behavior, the impact of domestic violence on children, domestic violence in custody cases, and vicarious trauma among judges. Conducted in partnership between the National Council of Juvenile and Family Court Judges and the Family Violence Prevention Fund. Reno, NV.
13. Crooks, C. V. & Hughes, R. (2012, September). *Safe, inclusive, and accepting schools: From small steps to sustainable change*. Four half-day trainings for administrators and educators from all schools in Durham District School Board. Whitby, ON.
14. Crooks, C. V. (2012, July). *Judicial Institute on Adolescent Relationship Abuse*. Faculty for a three-day training on adolescent relationship abuse. Responsible for sections on adolescent development, impacts of trauma, assessing adolescents, bullying, prevention and intervention. Phoenix, AZ.
15. Crooks, C. V. (2011, April). *Friends of the Court: Domestic violence seminar for custody and parenting time evaluators*. Full day training for Friends of the Court. Lansing, MI.
16. Crooks, C. V. (2012, February). *Enhancing Judicial Skills* three-day workshop for judges. Responsible for sections on understanding victim and perpetrator behavior, the impact of domestic violence on children, domestic violence in custody cases, and vicarious trauma among judges. Conducted in partnership between the National Council of Juvenile and Family Court Judges and the Family Violence Prevention Fund. St. Petersburg, FL.

17. Crooks, C. V. (2010, October). *Enhancing Judicial Skills* three-day workshop for judges. Conducted in partnership between the National Council of Juvenile and Family Court Judges and the Family Violence Prevention Fund. St. Petersburg, FL.
18. Crooks, C.V. (2010, July). *The Fourth R: A relationship-based program to reduce dating violence and risk behaviors. Background and research.* Fourth R Master Training for the Family Violence Prevention Fund's Start Strong Initiative. Washington, DC.
19. Crooks, C. V., & Hurley, F. (2009, April). *Engaging and empowering Aboriginal youth: Principles and programs.* One-day training for the Ontario Northeast School Board. Timmins, ON.
20. Crooks, C. V. (2009, March). *Enhancing Judicial Skills* three-day workshop for judges. The National Council of Juvenile and Family Court Judges and the Family Violence Prevention Fund. San Francisco, CA.
21. Crooks, C. V. (2008, September). *The impact of domestic violence on children and parents.* Custody Institute for the ABA Commission on Domestic Violence, St. Louis, MO.
22. Crooks, C. V. (2008, March). *Making appropriate parenting arrangements in child custody disputes with allegations of domestic violence.* Custody Institute for the ABA Commission on Domestic Violence, San Diego, CA.
23. Crooks, C.V., and others (2006, November). *Domestic violence and decision-making: A training for Nevada judges; and, Vicarious trauma for judges in dealing with domestic violence cases.* Statewide training co-sponsored by the National Council of Juvenile and Family Court Judges, U.S. Department of Justice and Office on Violence Against Women, Reno, NV (1 day) and Las Vegas, NV (1 day).
24. Crooks, C.V. (2005, August). *Family violence and domestic violence: Implications for judges and magistrates.* Full-day training for judges and magistrates, Supreme Court of Ohio Judicial College. Columbus, OH.
25. Crooks, C.V. (2005, August). *Family violence and domestic violence: Implications for court-related professionals.* Full-day training for court-related professionals, Supreme Court of Ohio Judicial College. Columbus, OH.
26. Crooks, C.V. (2005, June). *Child custody assessments: An introduction for clinicians.* Training seminar for psychiatry residents, University of Western Ontario. London, ON.

WEBINARS AND PODCASTS

1. Crooks, C. V. (2020, April). Helping children cultivate resilience during stressful times. Webinar for Alumni Western. Over 700 registrants.
2. Crooks, C. V. (2017, October). Two-part webinar series on promoting mental health developed and conducted for Family and Community Support Services (Alberta). Includes: *Promoting mental health for children and youth – Part 1: Or... why we need to think about mental health the same way we think about swimming lessons and water safety;* and, *Promoting mental health for children and youth – Part 2: Or... how to promote mental health the same way we teach swimming and water safety.*
3. Crooks, C. V. (2017, September). *Mental Health First Aid First Nations: Program Outcomes.* Part of a 3-part webinar series. Available at: <https://www.youtube.com/watch?v=-FZTqxULn1E>

4. Crooks, C. V. (2017, September). *Understanding the impacts of violence on adolescent brain development*. 90-minute webinar developed and conducted for the National Council of Juvenile and Family Court Judges. Over 1600 registrants. Available at: <http://www.ncjfcj.org/working-adolescents-exposed-domestic-violence>
5. Crooks, C.V. (2017, May). Three-part webinar series on the findings from our Health Canada funded project on the Healthy Relationships Plus Program. Includes:
 - 1) *What is HRPP?* Available at: <https://vimeo.com/217165635>;
 - 2) *HRPP: Youth Outcomes*. Available at: <https://vimeo.com/217165590>; and,
 - 3) *HRPP: Implementation*. Available at: <https://vimeo.com/217165611>.
6. Crooks, C. V. (2014, February). *Uniting Our Nations: Strengths-based programs for FNMI youth*. Webinar as part of the CAMH Spirit to spirit: Sharing knowledge for mental health promotion and substance misuse prevention with First Nations, Inuit, and Métis Peoples series.
7. Crooks, C. V. (2009, November – December). *Engaging and empowering Aboriginal youth*. Five-week online series featuring five 60 minute webinars co-facilitated with other speakers. Over 250 participants registered nationally.

INVITED PRESENTATIONS

1. Crooks, C. V. (2019, November). *Adapting evidence-based practice for specific populations: The intersection between utilizing effective practices and ensuring fit and relevancy*. Keynote address at the US National Center for School Mental Health, 29th Annual Conference on Advancing School Mental Health. Austin, TX.
2. Crooks, C. V. (2019, June). *From feasibility to effectiveness: Building the evaluation of MindUP*. Invited talk for the Knowledge Hub: Maximizing Impact by Connecting Research and Practice in Trauma-Informed Health Promotion project funded by the Public Health Agency of Canada. London, ON.
3. Crooks, C. V. (2019, May). *Finding the middle ground between evidence-based practice and locally developed programming*. PREVNet's 10th annual conference: Promoting Healthy Relationships for Youth: Creating Spaces that Support Equity, Diversity, and Inclusion. Toronto, ON.
4. Crooks, C. V., Spencer, T. Savage, S, & Shokoohi, M. (2019, April). *MindUP with Kindergarten Children: Impacts on Behaviour, Executive Functioning, and Resiliency*. Faculty of Education Research Partnership Day: Theory-practice connections: Collaborations for classroom insights. London, ON
5. Crooks, C. V. (2019, April). *Relationships-based approaches to mental health promotion and violence prevention*. Keynote at King's University Annual Psychology Week. London, ON.
6. Crooks, C. V. (2019, March). *Relationships-based approaches to mental health promotion and violence prevention with diverse youth*. Keynote at the 51st Banff International Conference on Behavioural Sciences. Banff, AB.
7. Crooks, C. V. (2018, December). *Teen dating violence: What we need to understand*. Presentation as part of the PREVNet series on healthy relationship. Live recorded for additional use. Kingston, ON.

8. **Crooks, C. V.** (2018, November). *Preventing Problematic Substance Use through Positive Youth Development*. Invited presentation to the Pan-Canadian Joint Consortium on School Health. Ottawa, ON.
9. **Crooks, C. V.** (2018, November). *Preventing Cannabis Misuse through Positive Youth Development*. Lunch session presented at the Ontario Public Health Association conference. Toronto, ON.
10. **Crooks, C. V.** (2018, May). *Building effective partnerships with the schools*. Presentation as part of the Promoting Mental Health and Wellbeing through Strategic Involvement in the Education Setting workshop. International Initiative for Mental Health Leadership (IIMHL). Stockholm, Sweden.
11. **Crooks, C. V.** (2018, May). *Cross-sectoral collaboration: Bringing together health and education to promote healthy relationships among youth*. School Mental Health International Leadership Exchange Match. Gothenburg, Sweden.
12. **Crooks, C.V.** & Cywink, M. (2018, March). *Promoting wellbeing among Indigenous youth through strengths-based, culturally-relevant mentoring*. Workshop at the Banff 50th International Conference for Behavioural Sciences, Banff, AB.
13. **Crooks, C. V.** (2017, February). *Promoting mental wellbeing among First Nations youth through culturally-relevant programming*. Canadian Conference on Promoting Healthy Relationships for Youth: Breaking down the Silos in Addressing Mental Health and Violence. London, ON.
14. **Crooks, C. V.** & Exner-Cortens, D. (2016, October). *Promoting youth resiliency through healthy relationships*. Address at the RESOLVE Research Day, Indigenous Healing and Trauma: Intergenerational Solutions. Calgary, AB.
15. **Crooks, C. V.** & Dale, S. (2016, August). *The Healthy Relationships Plus Program: A small groups approach to promoting healthy relationships and positive mental health among adolescents*. Atlantic Summer Institute on Healthy and Safe Communities: Promoting Child and Youth Mental Health: Engaging All Generations. Charlottetown, PEI.
16. **Crooks, C. V.** (2016, March). *Promoting mental health among Aboriginal youth through culturally-relevant programming*. Keynote address at the 48th Annual Banff International Conference on Behavioural Sciences. Banff, AB.
17. **Crooks, C. V.** & Dale, S. (2016, March). *The Healthy Relationships Plus Program: Embedding mental health promotion in an evidence-based healthy relationships approach*. Workshop at the 48th Annual Banff International Conference on Behavioural Sciences. Banff, AB.
18. Pepler, D., Craig, W., & **Crooks, C. V.** (2016, November). *Promoting child and youth mental health: It's all about relationships*. Keynote at PREVNet conference – Promoting mental health and preventing bullying: Tools that work. Toronto, ON.
19. **Crooks, C. V.** (2014, October). *Creating a mental health friendly campus: Mobilizing faculty and staff to maximize student mental health*. National conferences, Canadian Accredited Independent Schools, Muskoka. ON.
20. **Crooks, C. V.** (2014, October). *Meeting the mental health needs of students: Challenges and opportunities for Canadian boarding schools*. Workshop with Boarding School Project members at National conference, Canadian Accredited Independent Schools, Muskoka. ON.

21. Crooks, C. V. (2014, April). *From bystander to upstander: Mobilizing children and adults to create safe school and online environments*. Ontario Healthy Schools Coalition National Conference, London, ON.
22. Crooks, C. V. (2014, March). *Promoting safe schools: Bridging the gaps between science and practice*. Invited colloquium at the Faculty of Education, Western University, London, ON.
23. Cardinal, S. & Crooks, C. V. (2014, March). *Strategies for promoting healthy relationships with Aboriginal youth and communities*. Workshop at the Banff International Conference for Behavioural Sciences, Banff, AB.
24. Crooks, C. V. (2014, February). *The Fourth R: Promoting youth well-being through healthy relationships*. Invited panelist at the CIHR Institute for Population and Public Health workshop on Population Health Intervention Research, Ottawa, ON.
25. Crooks, C. V. (2014, February). *Uniting Our Nations; Strengths-based programs for FNMI youth*. Webinar as part of the CAMH Spirit to spirit: Sharing knowledge for mental health promotion and substance misuse prevention with First Nations, Inuit, and Métis Peoples series.
26. Crooks, C. V. (2012, November). *From bystander to upstander: Mobilizing children and educators to create safe school environments*. Speaker at Annual General Meeting for the Centre for Research and Education on Violence Against Women and Children. London, ON.
27. Crooks, C. V. & Snowshoe, A. (2012, October). *The role of cultural connectedness in promoting mental health among Aboriginal youth*. Speaker at Western University's Department of Psychiatry Continuing Professional Development symposium on Culture and Mental Health. London, ON.
28. Crooks, C. V. (2012, September). *From bystander to upstander: Mobilizing children to create safe school environments*. Distinguished Lecture for University of Manitoba Faculty of Education Homecoming Event. Winnipeg, MB.
29. Cardinal, S. & Crooks, C. V. (2012, June). *Engaging Aboriginal youth and communities in violence prevention*. Workshop at PREVNet conference, Creating Healthy Relationships to Prevent Bullying: Get the Tools to Take Action. Toronto, ON.
30. Crooks, C. V. (2012, March). *Implementing and evaluating healthy relationships programming for Aboriginal youth: The Fourth R Uniting Our Nations program*. Invited lecture, Faculty of Health Science, Western University. London, ON.
31. Crooks, C. V. (2012, March). *Preventing bullying is everyone's responsibility*. Presentation at the Human Rights Watch International Film Festival on Human Rights prior to the screening of The Bully Project. Toronto, ON.
32. Crooks, C. V. (2012, February). *Healthy relationships are the foundation of healthy development*. Plenary address at the Canadian Women's Foundation National Institute on Healthy Teen Relationships. Toronto, ON.
33. Crooks, C. V., Lapp, Andrea, Abdie, P., & Hill, D. (2012, February). *Building on violence prevention best practices to engage Aboriginal youth: The Fourth R Uniting Our Nations programs*. Workshop presented at the Canadian Women's Foundation National Institute on Healthy Teen Relationships. Toronto, ON.

34. Crooks, C. V. & Elliot, L. (2011, December). *The Fourth R Uniting Our Nations programs for Aboriginal youth: Building engagement and healthy relationships in a culturally relevant framework*. Council of Ministers of Education, Canada ~ Educator's Forum on Aboriginal Education. Winnipeg, MB.
35. Crooks, C. V. & Snowshoe, A. (2011, December). *Engaging and empowering Aboriginal youth to promote academic success and overall well-being*. Council of Ministers of Education, Canada ~ Educator's Forum on Aboriginal Education. Winnipeg, MB.
36. Snowshoe, A. & Crooks, C. V. (2011, December). *Measuring cultural connectedness as a protective factor in Aboriginal adolescent mental health: The utility of an Aboriginal-specific measure of enculturation*. Council of Ministers of Education, Canada ~ Educator's Forum on Aboriginal Education. Winnipeg, MB.
37. Crooks, C. V. (November, 2011). *Understanding the impact of exposure to domestic violence and the cycle of violence*. Keynote at the Georgia Family Law Conference. Atlanta, Georgia.
38. Crooks, C. V. (November, 2011). *Intervening in delinquency cases involving exposure to domestic violence*. Workshop at the Georgia Family Law Conference. Atlanta, Georgia.
39. Crooks, C. V. (November, 2011). *Promoting healthy relationships with the Fourth R*. Address at the national launch of the Public Health Agency of Canada and PREVNet partnership. Ottawa, ON.
40. Crooks, C. V. (2011, April). *Engaging and empowering Aboriginal youth*. Keynote at Teaming Up for Empowered Youth. Safe Schools Conference. Calgary, AB.
41. Crooks, C. V. (2011, March). *The effects of domestic violence on children*. Workshop at the National Juvenile and Family Law Conference. Reno, NV.
42. Crooks, C. V. (2011, March). *Mothering after violence*. Workshop at the National Juvenile and Family Law Conference. Reno, NV.
43. Crooks, C. V. (2011, March). *The Fourth R: Promoting youth well-being through healthy relationships*. Presentation at the Measuring What Matters Forum, Public Health Agency of Canada, Ottawa, ON.
44. Crooks, C. V. (2011, January). *The science of preventing and interrupting the cycle of violence*. Keynote address at the Institute of Medicine, National Academies of Science. Washington, DC.
45. Crooks, C. V. (2010, November). *Vicarious trauma: The personal challenge of dispensing justice*. Training for the Office of the Administrative Court of Justice. Salt Lake City, UT.
46. Crooks, C. V. (2010, November). *Let's all end bullying: Developing a community response*. Keynote at TVDSB community forum in St. Thomas that was video cast to over 700 participants in three communities. St. Thomas, ON.
47. Crooks, C. V. & Satterfield, L. (2010, July). *Strategies for dependency cases involving domestic violence*. Court Improvement Program conference. Washington, DC.
48. Crooks, C. V. (2010, May). *When children reject a parent: Strategies for professionals*. Keynote speaker, multi-agency conference. Buffalo, NY.
49. Crooks, C. V. (2009, November). *Bullying and bystanders: From standing by to standing up*. National Bullying Awareness Week presentation at ChildReach. London, ON.
50. Crooks, C. V. (2009, October). *Engaging Aboriginal youth: Guiding principles*. Keynote address at Empowering Aboriginal Youth Conference. Vancouver, B.C.

51. Crooks, C. V. (2009, October). *Aboriginal involvement in their children's education*. Keynote at Southwestern regional Aboriginal parent engagement symposium. Lambeth, ON.
52. Crooks, C. V. (2009, September). *Engaging and empowering Aboriginal youth*. Keynote address and Empowering Aboriginal Youth Conference. Vancouver, B.C.
53. Crooks, C. V. (2009, September). *Differentiating domestic violence*. 2009 Annual Judicial Education Conference. Dallas, TX.
54. Carbon, S., Crooks, C. V., Frederick, L., Johnston, J., & Pence, E. (2009, May). *Differentiating uses of violence in families: Toward improving family court custody determinations*. Full day pre-conference institute at the Association of Family and Conciliation Courts national conference. New Orleans, LA.
55. Crooks, C. V., & Camillo, C. (2009, May). *Planning, resources, and strategies to engage Aboriginal youth*. Workshop at the Canadian Association of School Health national conference. Gatineau, QC.
56. Crooks, C. V. (2009, March). *The impact of domestic violence on children: A developmental perspective*. Family Violence Hurts Everyone conference. Chippewas on the Thames, ON.
57. Crooks, C. V. (2009, March 2009). *Understanding the effects of domestic violence on children*. National Conference on Juvenile Justice. Orlando, FL.
58. Crooks, C. V. (2009, February). *Bullying and bystanders: From standing by to standing up*. University of Western Ontario Toronto Alumni series. Toronto, ON.
59. Crooks, C. V. (2008, November). *Bullying and bystanders: From standing by to standing up*. University of Western Ontario Classroom Without Quizzes series. London, ON.
60. Crooks, C. V. & Chiodo, D. (2008, November). *Uniting Our Nations: Relationship-based programming for First Nations and Métis youth*. Enhancing Prevention Programming for and With Aboriginal Youth Conference. London, ON.
61. Crooks, C. V. (2008, November). *Comprehending the incomprehensible: The challenges of working with victims of violence*. Keynote address, Alaska Child Maltreatment Conference ~ Charting New Trails, Anchorage, AK.
62. Crooks, C. V. (2008, November). *Understanding the relevance of domestic violence in child custody cases: Applying a developmental perspective*. Workshop, Alaska Child Maltreatment Conference ~ Charting New Trails, Anchorage, AK.
63. Crooks, C. V. (2008, November). *Post-separation parenting plans in cases with allegations of domestic violence*. Workshop, Alaska Child Maltreatment Conference ~ Charting New Trails, Anchorage, AK.
64. Crooks, C. V. & Rosa, J. (2008, October). *Crafting appropriate parenting arrangements in child custody disputes with allegations of domestic violence*. Nebraska Courts Celebrating Change judicial conference, Omaha, NE.
65. Crooks, C. V. & Hughes, R. (2008, October). *The Fourth R: A school-based prevention program*. Colloquium sponsored by the Aboriginal Education research Centre, University of Saskatchewan, Saskatoon, SK.
66. Crooks, C. V. (2008, September). *Making appropriate parenting arrangements in child custody disputes with allegations of domestic violence*. Family Law for the Minnesota Judiciary ~ Managing Family Conflicts in Our Adversarial System conference. Minneapolis, MN.

67. Crooks, C.V. (2008, May). Strength-based violence prevention with Aboriginal youth in mainstream schools. Workshop at the PREVNet Conference, Creating a World without Bullying, Toronto, ON.
68. Crooks, C.V. (2008, March). *Comprehensive school-based prevention programming for adolescents: Moving from “does it work?” to “will it last?”* Psychology Department Colloquium at the University of Manitoba.
69. Crooks, C. V. (2008, March). *Effects of domestic violence in children and adolescents*. Workshop at the National Conference on Juvenile Justice, St. Louis, MO.
70. Crooks, C. V. (2007, April). *The Fourth R: A school-based program to prevent dating violence and related risk behaviors*. Canadian Psychiatric Research Foundation Open Mind Series, Toronto, ON.
71. Crooks, C.V. (2007, April). *Girls in Canada: A call to action*. Canadian Women's Foundation Women Play Big Symposium, Toronto, ON.
72. Jaffe, P. G., & Crooks, C. V. (2007, March). *Children exposed to domestic violence: Effects and prevention*. Oneida Health Centre professional training day, Lambeth, ON.
73. Crooks, C. V. (2007, March). *Engaging Aboriginal youth in school-based violence prevention activities*. Invited speaker at the Ontario Ministry of Education, Building Bridges to Success for First Nation, Metis and Inuit Students, London, ON.
74. Crooks, C.V (2006, November). *Girls in Canada: Challenges and opportunities with gender-directed programming*. Launch of the National Girls Fund Program, co-sponsored by the Canadian Women's Foundation and the Verity Club, Toronto, ON.
75. Crooks, C. V. (2006, September). *The Fourth R: Opportunities, lessons, and challenges*. Annual Grantee Meeting for Canadian Women's Foundation Girls Fund. Toronto, ON.
76. Crooks, C. V. (2006, September). *Managing stress, burn-out and vicarious trauma for prosecutors and paralegals*. Alaska Statewide Training for Prosecutors and Paralegals, Girdwood, AK.
77. Crooks, C. V. & Karan, A. (2006, July). *Domestic violence and child custody: Evaluating the impact and identifying options*. National Council of Juvenile and Family Court Judges Annual Conference, Milwaukee, WI.
78. Crooks, C. V. & Carbon, S. (2006, July). *Domestic violence and child custody: When Issues overlap*. National Council of Juvenile and Family Court Judges Annual Conference, Milwaukee, WI.
79. Jaffe, P. G., Crooks, C. V., & Bala, N. (2006, July). *Making appropriate parenting arrangements in child custody and access disputes with allegations of family violence*. Canadian National Family Law Program, Kananaskis, AB.
80. Crooks, C. V. (2006, May). *Engaging Aboriginal youth in school-based violence prevention: Implications for programming, research and community partnerships*. Workshop at the PREVNet Conference, Addressing Bullying Through Partnerships: Canadian and International Perspectives, Ottawa, ON.
81. Crooks, C. V. (2006, May). *The effects of domestic violence on children*. Spring Judicial Conference for State Court of Appeal Judges, Charleston, West Virginia.
82. Crooks, C. V. & Chiodo, D. (2006, May). Implications of domestic violence for parenting by victims and perpetrators. *The effects of domestic violence on children*. Spring Judicial Conference for State Court of Appeal Judges, Charleston, West Virginia.

83. Crooks, C. V. (2006, March). *Effect of domestic violence*. Workshop at the National Conference on Juvenile Justice, Denver, CO.
84. Scott, K. L. & Crooks, C. V. (2006, March). *Providing effective intervention to abusive fathers: Strategies and lessons from the Caring Dads program*. Workshop at the Banff International Conference for Behavioural Sciences, Banff, AB.
85. Jaffe, P. G. & Crooks, C. V. (2006, March). *Making appropriate parenting arrangements in child custody and access disputes with allegations of family violence*. Workshop at the Banff International Conference for Behavioural Sciences, Banff, AB.
86. Crooks, C.V. (2005, July). *Violence in the schools: Opportunities and challenges for Physical and Health Education specialists*. Advanced Qualification Seminar, UWO. London, ON.
87. Crooks, C.V., Topham, A. & Fernandez, R. (2005, June). *Children under 12 with sexual behavior problems in London and Middlesex: What do we know and where are we headed?* Presentation to senior administrators from numerous community agencies, Children's Aid Society. London, ON.
88. Crooks, C.V. (2005, April). *Children under 12 years with sexual behavior problems in London and Middlesex: Trends and professionals' perceptions*. Child-Parent Resource Institute. London, ON.
89. Crooks, C.V. & Olesen, N. (2005, April). *Considerations for supervised access in parenting plans following domestic violence*. California Statewide Dispute Resolution Institute. San Jose, CA.
90. Crooks, C.V. & Reid, M. (2004, October). *Engaging hostile parents*. Workshop at 'Preventing Child Maltreatment through Building Parental Capacity' conference. London, ON.
91. Jaffe, P.G. & Crooks, C.V. (2004, October). *An integrated community approach to parenting plans in domestic violence cases*. Workshop at 'Preventing Child Maltreatment through Building Parental Capacity' conference. London, ON.
92. Crooks, C.V. & Reid, M. (2004, October). *Engaging men in critically examining their parenting*. Workshop at the 'Intersections between Domestic Violence and Child Maltreatment: Making Women and Children Safer by Working with Abusive Fathers' conference. Toronto, ON.
93. Crooks, C.V. (2004, October). *Domestic violence and child custody decisions*. Invited member of an expert panel for a community presentation. London, ON.
94. Crooks, C.V. (2004, October). *Relationships and violence: The power of peers*. Keynote speaker at the "Safe School Leadership Conference for Youth" London, ON.
95. Crooks, C.V. (2004, June). *Violence in the schools: Opportunities and challenges for Physical and Health Education specialists*. Advanced Qualification Seminar, UWO. London, ON.

OTHER SCHOLARLY AND POLICY ACTIVITIES

Conference Co-Chair, *Promoting Healthy Relationships for Youth: Creating Spaces that Support Equity, Diversity, and Inclusion*. National conference co-hosted with PREVNet. Toronto, ON.

Conference Co-Chair, *School mental health: Equipping schools and communities to support student mental health*. Banff 51st International Conference for Behavioural Sciences. (Banff, March 2019).

Research Fellow, Named as one of 15 Research Fellows in the inaugural cohort of a leadership program at Western University (2018-2019).

Planning Committee, Appointed to permanent planning committee for the *Banff International Conference for Behavioural Sciences*.

Panel Member, *World Health Organization meeting on violence prevention* (Ottawa, ON, October 2017).

Roundtable Participant, *Invited participant to small roundtable of international experts on violence prevention with the Minister of Health* (Ottawa, ON, October 2017).

Roundtable Participant, *Invited participant to roundtable on opioid use with the Minister of Health* (London, ON, July 2017).

Conference Co-Chair, *Canadian Conference on Promoting Healthy Relationships for Youth: Breaking down the Silos in Addressing Mental Health and Violence*. (London, ON, February, 2017).

Member, Senate Advisory Committee to appoint AVP, Research, 2016-2017.

Member, Scientific Panel, Status of Women Canada (Appointed 2016).

Conference Co-Chair, *School mental health: Challenges and emerging opportunities*. Banff 48th International Conference for Behavioural Sciences. (Banff, March, 2016).

Research Partner – Institute for the Reduction of Youth Violence. Simon Fraser University. See www.sfu.ca/iryv.

National Institute of Justice – member of the Standing Scientific Committee, appointed for a three year term in 2014.

PREVNet – Research partner since 2008; member of Executive since 2012.

Advisory Panel – RBC Children's Mental Health Survey, 2012.

Invited Testimony to the House Committee on the Status of Women (federal government)- *Improving the economic prospects of girls in Canada*. Presented on behalf of the Canadian Women's Foundation. (March, 2012).

Task Force Member – Aboriginal Education Task Force, School of Health Sciences at the University of Western Ontario. 2009-2010.

Invited Testimony to the Select Committee on Mental Health and Addictions (provincial government) -- *Meeting the unique needs of Aboriginal youth: A case for strengths-based programming*. Presentation to Provincial Select Committee on Mental Health and Addictions. (St. Thomas, ON, June, 2009).

Editorial Board – *Violence Against Women*, Sage Publications. Appointed 2008.

Conference Planning committee – *A time for children, A time for change: 3rd International Conference on Children Exposed to Domestic Violence*. (London, May, 2007).

Conference Co-Chair, *Violence in the lives of children and families*. Banff 38th International Conference for Behavioural Sciences. (Banff, March, 2006)

Invited Testimony to the Standing Senate Committee on Human Rights (federal government)-- *Parenting plans after separation and divorce: Considering exposure to domestic violence within the context of the UN Convention on the Rights of the Child*. (Ottawa, ON, February, 2005).

Conference Planning committee – *Preventing Child Maltreatment through Building Parental Capacity Conference* (London, October 2004).

GRANT AND JOURNAL REVIEW

Grant Review

Alberta Centre for Child, Family, and Community Research (2015)
Alberta PolicyWise Valuing Mental Health: Next Steps grants – (2018)
Public Health Ontario – Locally Driven Collaborative Projects funding competition (2013-2014)
CIHR Doctoral B Peer Review Committee (2013-2014)
Canadian Women's Foundation (2004-ongoing)
Croatian Science Foundation (2019) - Cooperation Programme with Croatian Scientists in Diaspora
Research Cooperability competition
National Institute of Justice – grant competitions for teen dating violence and children exposed to domestic violence (2014- 2017)
Ontario Mental Health Foundation
Saskatchewan Health Research Foundation – Establishment Grant competition (2014)
Social Sciences and Humanities Research Council (SSHRC) 2007; 2015; 2018; 2019
University of Houston Grants to Enhance and Advance Research (GEAR) Program (2003-2004)

Journal Review (Ad Hoc Reviewer)

Advances in School Mental Health Promotion	Journal of Clinical and Consulting Psychology
Archives of Pediatric and Adolescent Medicine	Journal of Clinical Child and Adolescent Psychology
Aggressive Behavior	Journal of Community Psychology
American Journal of Evaluation	Journal of Interpersonal Violence
Applied Developmental Science	Journal of Family Psychology
BMJ Open	Journal of Family Violence
Canadian Journal of Behavioral Science	Journal of Primary Prevention
Child Abuse and Neglect	Journal of Public Health
Child Maltreatment	Journal of School Violence
Children and Society	Health Education Research
Children and Youth Services Review	Prevention Science
Clinical Psychology Review	Psychology of Violence
Clinical Psychology: Science and Practice	Psychological Trauma: Theory, Research, Practice and Policy
Canadian Review of Social Policy	School Mental Health
Evaluation and Program Planning	Trauma, Violence and Abuse
Exceptionality Education International	Violence and Victims
International Indigenous Policy Journal	Violence Against Women
International Journal of Child and Adolescent Resilience	Violence in Schools
Journal of the American Medical Association	
JAMA: Pediatrics	

CLINICAL EXPERIENCE

- 2018- **Clinical Supervisor, Psychology Internship:** Developed a minor rotation for the Western University Child and Youth Development Clinic (one day/week). Focus on program development, implementation, and evaluation; systems consultations; interventions with diverse populations. Also provided supervision on individual assessment and intervention cases. Provide clinical supervision to 2 PhD students in the final year of their training.
- 2017 **Clinical Supervisor,** Mary J Wright Centre for Research and Education, London, ON
Supervise School Psychology PhD students on a range of activities including assessment, intervention, and consultation in a community-based family crisis and support facility.
- 2002-2013 **External Consultant,** London Family Court Clinic, London, ON
Conduct Section 30 Custody and Access Assessments, youth in conflict with the law assessments, victim impact assessments
Supervised PhD student in Clinical Psychology for youth in conflict with the law assessments
Mentor colleagues who are learning to conduct custody and access assessments through co-assessments
- 2002-2004 **Program co-developer and group facilitator,** Caring Dads Program, Changing Ways, London, ON
Program for fathers who have maltreated or are at risk to maltreat their children
- 2001-2004 **Group facilitator,** In the Middle, London, ON
Facilitate psycho-educational group for children whose parent are divorcing
- 2001-2002 **Postdoctoral Fellow,** Centre for Children and Families in the Justice System
Conducted Custody and Access and Parenting Capacity (Section 54) assessments
- 2000-2001 **Clinical Psychology Intern,** Winnipeg Health Sciences Centre, Winnipeg, MB
- 1998-1999 **Clinical Psychology Practicum Student,** Family Court Clinic, Kingston General Hospital, Department of Psychiatry, Kingston, ON
- 1998 **Clinical Supervisor,** Wediko Children's Services, Hillsboro, NH
Residential treatment setting for severely emotional and behaviorally disturbed children
- 1997-1998 **Clinical Psychology Practicum Student,** Child and Youth Wellness Centre of Leeds-Grenville, Gananoque and Brockville, ON
- 1996-1997 **Clinical Psychology Practicum Student,** Kingston Psychiatric Hospital and Kingston General Hospital, Department of Child and Family Psychiatry, Kingston, ON
- 1995 **Direct Care Staff,** Wediko Children's Services, Hillsboro, NH
Residential treatment setting for severely emotional and behaviorally disturbed children

MEDIA

Frequent guest on radio and television regarding violence prevention, bullying, adolescent risk behaviors, child abuse, trauma, and domestic violence. Interviews have appeared in local, provincial, and national news outlets. Participated in formal on camera media training with Fleishman Hillard PR (Toronto, November 2011).

FACULTY AND UNIVERSITY SERVICE

2019 – 2020	Decanal Search Committee, Faculty of Education
2016 - 2017	Committee to Select Vice President, Research (University appointment)
2016 – 2018	Annual Performance Evaluation Committee
2016 – 2017	Appointments Committee
2015 – 2019	School Psychology Committee, Faculty of Education, Western University
2014 – 2019	Member of Research Ethics Board, Western University
2014 – ongoing	Director, Centre for School Mental Health

VOLUNTEER COMMITTEE AND BOARD OF DIRECTORS EXPERIENCE

2011-2016	Director , Canadian Women's Foundation Board
2004-2015	Advisory Board Member -- Canadian Women's Foundation -- Girls Fund Research Program
2006-2009	Member , Child Abuse Prevention Council of London-Middlesex
2002-2006	Board of Directors , Cottage Dreams Recovery, Inc. (a non-profit organization that provides cancer survivors with the use of a cottage for a week-long getaway)
2002-2003	Executive Committee , London Regional Psychological Association; Chair of Programming Committee (organized professional development opportunities)
1998-2000	Board of Directors , St. Lawrence Youth Association, Kingston, ON

April 17, 2020

CURRICULUM VITAE

1. **NAME:** SUSAN C. RODGER, PhD., C.Psych.

RANK: Associate Professor

DATE TENURED: 2008

2. **EDUCATION:**

Degree	University	Department	Year
Bachelor of Arts	Wilfrid Laurier University	Art & Philosophy	1979
Master of Arts	University of Western Ontario	Psychology	1997
Doctor of Philosophy	University of Western Ontario	Psychology	2001

3. **EMPLOYMENT HISTORY:**

Date	Rank and Position	Department	Institution
2012-13	Associate Dean Research	Education	UWO
2011-12	Acting Associate Dean, Graduate Programs	Education	UWO
2008-present	Associate Professor	Education	UWO
2002-2008	Assistant Professor	Education	UWO
2003-2005	Psychologist	Thames Valley District School Board	
1997-2002	Director	Student Leadership and Mentoring Program UWO	

4. **HONORS AND AWARDS:**

Graduate Excellence in Teaching Award, Western University

9550A-Ethics and Human Development 2019 FALL

9544A– Theories of Counselling Psychology 2019 FALL

9543B Systematic Practice 2019 Winter

9544A Theories of Counselling Psychology 2018 Fall

9547B Counselling Interventions and Community Mental Health 2017 Winter

9549– Internship in Counselling 2017

9543B– Systemic Practice 2017 Winter

9544A– Theories of Counselling Psychology 2016 Fall

9549 – Internship in Counselling 2016 Winter

9547B– Counselling interventions and Community Mental Health 2016 Winter

9543 B– Systematic Practice 2016 Winter

9544A – Theories of Counselling Psychology 2015 Fall

9547B- Counselling Interventions 2015 Winter

9543B– Systematic Practice 2015 Winter

2017- Leadership in Wellness Award. The Leadership in Wellness Award of Recognition recognizes Western faculty members who promote the mental health of their students in their daily work at Western. <https://www.uwo.ca/health/wec/leadership/award.html>

Community Awards:

Janet McEwan Award for the Advancement of the Mission and Vision of the St. Leonard's Society London and Region 2012

Recipient of "Sharing the Flame: Recognizing Excellence in Learning" award in the Adult Education category for the Bridges Project. Award was presented at the Canadian Council for Learning National Conference, Ottawa, ON June 12-13, 2007

In 2007 an award was created in my name, the Dr. Susan Rodger Student Leadership Award. This award recognizes outstanding contributions made to the Leadership and Mentorship Program (LAMP) at The University of Western Ontario. The award recognizes innovation, length of service, dedication to students and the development of future student leaders.

5. TEACHING

a) undergraduate courses taught

2001-2005 Educational Psychology EP 70 - This course will focus on principles and research of psychology that have direct applicability for teachers in the classroom. The course will cover topics ranging over child development, motivation, behavioural and cognitive theories of learning, self-concept, underachievement, assessment, cooperative learning, problem solving, and creativity. Particular emphasis will be given to theory and strategies for classroom management.

2005-2007 Counselling Adolescents - Recent secondary school curriculum changes place increasing responsibility on teachers for the social well-being of their students. This course will assist classroom teachers in furthering their understanding of adolescent development and psychology, school violence, depression, family dynamics, self-esteem, coping strategies, and how these issues may influence student learning. Special emphasis will be placed on counselling strategies classroom teachers can use with adolescents.

2012-2014, 2016-2017 Special Topics: Mental Health Literacy in Education - The challenges faced by many children and youth and the role of education in supporting student well-being places teachers on the front lines of mental health. This course will assist classroom teachers in furthering their understanding of adolescent development and mental health, school violence, depression, family dynamics, self-esteem, and access to care and how these issues may influence student learning. Special emphasis will be placed on raising teachers' awareness of signs that students may be in need of support, focused strategies to assist students in the classroom and appropriate professional community resources. online/blended

2016-2019 5018 Q: Mental Health Literacy- Supporting Social-Emotional Development - Designed to assist classroom teachers in understanding development, mental health, depression, family dynamics, self-esteem, and access to care, and the effect of these issues on student learning. Intended to raise teachers' awareness of signs that students may be in need of support.

Teacher ratings: (scale is 1-7, with 7 the highest)

Course	Section	#students	#responses	Year	Overall effectiveness	
E70A	005	77	61	2001	6	
	006	78	76	2002	6	
	007	64	50	2002	6	
E58/1059	002	30	24	2005	6.5	
	003	30	25	2007	6	
	003	43	29	2008	6	
5005	024	31	27	2010	6	
5499*	008	33	14	2013	5	online
5018Q*^	001	275	92	2016-17	6	online
		310	114	2018-19	Effectiveness as a university teacher: Somewhat agree (5):13 Agree(6): 44 Strongly Agree (7): 50	

*completely online

^Please note that the reporting format changed and ratings were provided as frequencies within rating, as compared to mean scores

b) graduate courses taught

2019 Ethics and Professional Practice 9550 - For counselling interns, who have completed the major part of their course work, to study cases, examine current problems and apply theory. Prerequisite: completion of core courses or equivalent. Full course; two terms. Offered: Every Fall & Winter Term

2002-present Theories of Counselling 9544 (except 2009 and 2017 due to sabbatical leave) - This course examines contemporary issues and major theoretical approaches in counselling using case conceptualization, a human development framework and an evidence informed approach. Primary emphasis will be given to person-centred, psychodynamic, and cognitive-behavioural counselling. Other topics include post-modern, feminist, and multicultural counselling theories, and the effectiveness of counselling and psychotherapy. Half-course; 3 lecture hours, 1 tutorial hour.

2003-2006 Diversity in Counselling 553 - This course will examine counselling issues for clients who are oppressed in this society due to gender, ethnicity, sexual orientation, class, or disability. Both theory and counselling strategies will be discussed in relation to specific problem areas for these clients. The course will be taught from a feminist/social action perspective and will provide a beginning

overview of some of the issues related to diversity in clients. Class sessions will be divided into an experiential group component and a didactic component.

2004-2006 Assessment in Counselling 542 – Basic principles and statistical procedures underlying assessment and evaluation in counselling. Topics include: theoretical concepts of measurement, tests of aptitude, personality, attitude and achievement, intelligence, suicide risk assessment, and ethical issues related to assessment.

2011, 2012, 2014-2017 Counselling Interventions and Community Mental Health 9543 - An examination of counselling interventions and strategies for individuals with an emphasis on diversity, consultation and community mental health using a research-to-practice framework. Topics include trauma, case conceptualization, and evidence-based intervention strategies. Half course (48 hours); one term. Offered: Every Winter Term. Prerequisites: ED9544- Theories of Counselling, ED9545- Practicum in Counselling and ED9546- Research Design in Counselling

2011, 2012, 2014-2017 Family, Group and Systemic Counselling 9547 - The systemic context within which counselling interventions are offered is critical. This course focus on the context of community, family, couples and concurrent multiple systems that are explored within an evidence-based tradition of intervention. Half-course; one term. Prerequisite(s): Practicum in Counselling Psychology ED9545

2007-2010 Trauma Counselling 9555 - The goal of this course is to examine current literature and review the main concepts of psychological trauma and recovery, and to develop a foundation for the continued development of knowledge and skills based on the integration of theory, research evidence, expert practice and approaches, and critical thinking.

2002 Group Therapy 543b - Theory and practice in group procedures related to remedial, preventive, and developmental aspects of counselling in school and related contexts. Group counselling and group instructional methods are examined. Principles of behaviour in groups are highlighted. Half course; one term. Offered: Every winter term.

Teacher ratings: please note that I have received Excellence in Graduate Teaching Awards at the Faculty of Education for every Graduate course taught since 2015. Missing teacher ratings are an artifact of my inability to locate the documents. The scale for this measure is 1-5.

Course	#students	Year	Overall Effectiveness
543b	12	2002	4.2
	10	2003	3.7
542b	13	2004	4.6
	9	2005	4.6

	16	2006	4.5
553a	11	2003	4.2
	15	2006	4.5
555b	13	2007	4.7
		2009	
		2010	5
9544	12	2010	4.3
		2011	4.9
		2012-2016	
9544	15	2018	5
	14	2019	4.5
9543		2010	5
	15	2011	4.7
		2012 -2017	
		2019	5
9547	15	2011	4.8
		2012- 2017	
		2019	

c) graduate supervision

1. Master's theses

Completed

Amico, C. (2020) Providing Education on Trauma and Violence Informed Care to Pre-Service Teachers

Phillippe, M. (2020) Trauma and Violence Informed Care: Evaluating the Impact on Teacher Candidate Attitudes and Intended Responses Toward Problem Behaviour of Students Affected by Trauma

Truffyn, E. (2020) Direct and Indirect Non-Suicidal Self-Injury Expression: An Investigation into the Nature of NSSI and Childhood Maltreatment

Canzonieri, A. (2018) Post-Traumatic Growth and Pregnancy: Exploring the Experiences of Survivors of Child Sexual Abuse

Hill, S. (2018) Barriers and Facilitators to Positive Mental Health on a University Campus

Cautillo, N. (2018) Examining Stigma Among Preservice Teachers Following the Completion of a Mental Health Literacy Course

Hatcher, A. (2018) Measuring Mental Health Literacy in Education

Danilewitz (2017) Quality of Life and Sources of Stress in Teachers: A Canadian Perspective

Pyne, S. (2017) Emotional Intelligence & Mental Health in the Classroom: Experiences of Canadian Teachers

Hancock, K. (2016) An examination of emotional intelligence as a potential mediator in educator stress and burnout

Hsiang, R. (2016) Teachers' Mental Health: The Relevance of Emotional Intelligence on Burnout and Quality of Life

Linseman, S. (2016) Teacher Mental Health: Help-Seeking and Workplace Psychological Safety

- Stordy, C. (2016) Accessibility and Self-disclosure of the Journey Through Mental Health: Youth Sharing Their Lived Experience.
- Guigino, L. (2015) An Exploration of How Female University Professors Negotiate Personal and Professional Roles
- Marko, K. (2015) An Examination of Teachers' and Education Professionals' Mental Health and Wellness
- Masters, E. (2015) Talking to Parents about Child Mental health: Barriers and Enhancers to Effective Parent-Teacher Communication
- Saverimuthu, D. (2015) Resilience Factors in School Youth: Looking Through Gender and Cultural Lenses
- Byrne, S. (2014) Children's Voices in a School Based mental Health Needs Assessment
- Coulter, L. (2014) Early Adolescents' Experiences of Mental Health: A Mixed-Methods Investigation
- Koenig, A. (2014). Compassion Fatigue and Burnout Among Teachers
- Larion, K. (2014) Technology-Based Mental Health Support Strategies for Youth.
- Lau, J. (2014) An Examination of the Influence of Poverty on Students' Perceptions of School Safety, Bullying Behaviour, and School Programming: A Case Study.
- Pipe, L. (2014) Mental Health and Safety in Schools: An Analysis of Children's Perceptions and Experiences
- Vandermeer, M. (2014) Secondary Traumatic Stress and Alexithymia in High Risk Professions
- Woods, J. (2014).Evaluating Mental Health Education for Educators: Identifying and Supporting Students with Mental Health Problems.
- Waters, L. (2013) The Transition to Motherhood: Women's Experience as Survivors of Childhood Sexual Abuse
- Bellhouse, L. (2013) The Hopes and Fears of Survivors of Childhood Sexual Abuse as they Transition to Motherhood
- Taylor, S. (2013) Assessing Mental Health Risks for Offenders
- Horsford, S. (2012)Emotional Needs of First Responders (committee)
- Pickel, L (2012) The Aftermath of Intergenerational Trauma: Substance Abuse Risk and Resiliency
- Janes, K. (2012) Hearing Women's Voices: Understanding Women's Stories of Violence from the Perspective of Strength
- Epp, F.(2011) Experienced Clinicians: Trauma Recovery and the Healer
- Lewis, J. (2011) Media Influences on Older Women's Body Dissatisfaction
- Boland, C. (2011) Mothering in the Context of Violence
- Wilkins, J. (2010) Help-Seeking and Women Survivors of Violence
- King-Brown, E. (2010) Trauma Symptoms and Coping Responses in Women Survivors of Violence.
- Ford, T. (2009)Connecting Through Art: A Relational-Cultural Approach to Intimate Partner Violence

- Machado, R. (2009) The Relationship of Self-Efficacy and Trauma with Academic Participation for Women Who Have Experienced Intimate Partner Violence
- Yansen, L. (2009) An Investigation of the Effects of Trauma on Parenting
- Andersen, J. (2008) Woman abuse, mental health, and parenting efficacy beliefs.
- Harry, R. (2008) Photonovella: Learning through their voices.
- Ross, S. (2008) Social support of female survivors of abuse.
- Palmer, A. (2007) Mindfulness, stress and coping styles among university students.
- Carter, A. (2007) The learning needs of survivors of woman abuse.
- Campbell, J. (2006) Behaviour and math skills in children with concussion
- Ross, O. (2006) Helping preservice teachers help children.
- Fernandez, T. (2005) An outcome evaluation of the Safeteen girls' program.
- Thukral, T. (2004) Peer support programs and outcomes for adolescents.
- Gampel, M. (2004) Women, violence and education.
- Pantel, S. (2003) Preservice teacher efficacy, effectiveness and anxiety.

In Progress

- Annie Yang, MA Counselling Psychology. Thesis submission scheduled for April 30, 2020
- Maria Jelic, MA Counseling Psychology, Year One. Proposal presentation scheduled for May, 2020.
- Bernadette Yeo, MA Counseling Psychology, Year One. Proposal presentation scheduled for May, 2020.

2. doctoral theses, with titles and descriptions

Completed

- Richelle Bird, PhD, School and Applied Psychology. (2020). Standing on the Forefront of School Mental Health: Building upon capacity in pre-service Educators Through Mental Health Literacy and Trauma-and-Violence-Informed-Care
- Masters, E. R (2019). Promoting Mentally Healthy Classrooms: Evaluation of Online Mental Health Literacy Instruction in Pre-Service Teacher Education
- Pandori-Chuckal (2020.) Mental Health Literacy and Initial Teacher Education: A Program Evaluation
- Atkins, M.A. (2016) Stigma and Mental Illness at a Faculty of Education

In Progress

- J. Klassen (co-supervised with W.Martino). Working (In)visible binaries: Trans youths' experiences of accessing mental health supports in Ontario secondary schools. (Currently collecting data).

6. PUBLICATIONS:

- a) Summary:
 Books: 1
 Chapters in Books: 9
 Articles in Peer-Reviewed Journals: 34
 Articles in non-Peer-Reviewed Journals and Conference Proceedings: 12
 Abstracts, Presentations at Professional Meetings: 47
 Other (Invited Addresses and Professional Development Workshops): 29
 Other (Invited Addresses to the Media): 13

- b) Details:

Books

Brown, J., Rodger, S., Fraehlich, C., & Champagne, M. School experiences of Aboriginal youth in the inner city. Ottawa, ON: Canadian Council on Learning. 2009.

Chapters in Books and Symposia

Cristall, F., Hibbert, K and Rodger, S. Student and teacher resilience in rural communities. In M. Corbett and G. Gereluk, (Eds.), *Rural Teacher Education: Connecting Land and People* (pp. 155-170). Singapore: Springer Nature. 2020.

Rodger, S. Health, Wellbeing and Welfare in Youth in Canada. In R. Heydon & K. Tilleczek (Eds.), *Bloomsbury Education and Childhood Studies*. London, UK: Bloomsbury. 2019.

Rodger, S., Hibbert, K., Leschied, A.W., Atkins, M.A.*, Masters, E.R.* and Pandori-Chuckal, J.* Mental health literacy is a fundamental part of teacher preparation: A Canadian perspective. In A.W. Leschied, D. Saklofske & G. Flett, (Eds.), *The Handbook of School-Based Mental Health Promotion: An Evidence Informed Framework for Implementation* (pp. 127-143). Switzerland: Springer. 2018.

Weston, K., Ott, M.* and Rodger, S. Yet one more expectation for teachers. In A.W. Leschied, D. Saklofske & G. Flett, (Eds.), *The Handbook of School-Based Mental Health Promotion: An Evidence Informed Framework for Implementation* (pp. 105-126). Switzerland: Springer. 2018.

Hibbert, K., Rodger, S., Bates, P., Hellerman, K., Ott, M.* and Rodger, M. What would it take to bring back joy into the lives of teachers and students? In S. Cherkowski & K. Walker, (Eds.), *Perspectives on Flourishing in Schools* (pp. 37-52). New York: Lexington. 2018.

Rodger, S., & Atkins, M.* (2020). You've got support. In D. Ellis, & D. Dawson (Eds.), *Becoming a Master Student, 7th Edition*. Nelson Education/Cengage Learning

Rodger, S. Mental health is part of healthy living. In J. Barrett & C. Scaini, (Eds.), *Teaching Physical Education in Canada* (99. 85-98). Champaign IL: Human Kinetics Publishing. 2018.

Rodger, S., Hibbert, K. and Gilpin, M. Preservice Teacher Education for Mental Health in the Rural Community. In K. Michael & J.P. Jameson (Eds.), *Handbook for Rural School Mental Health* (pp. 63-79). Switzerland: Springer. 2017.

Rodger, S. and Leschied, A. The Impact of Victimization in Cases of Historical Child Sexual Abuse and Intimate Partner Violence: Implications for Practice. In A.N. Hutcherson (Ed.), *Psychology of Victimization* (pp. 181-191). Hauppauge, NY: Nova Science Publishers, Inc. 2011.

*graduate students

Papers in Peer-Reviewed Journals

Rodger, S., and Tremblay, P. The effects of a peer mentoring program on academic success among first year university students. *Canadian Journal of Higher Education* 33, 1-18, 2003.

Johnson, A. M., Rodger, S. C., Harris, J. A., Edmunds, L. A., and Wakabayashi, P. Predictors of alcohol consumption in university residences. *Journal of Alcohol and Drug Education*, 49, 9-18, 2005.

Rodger, S., and Johnson, A. The impact of residence design on freshman outcomes: Dormitories versus suite-style accommodations. *Canadian Journal of Higher Education*, 35, 83-99, 2005.

Buxton, A.R.M.*, Rodger, S., Cummings, A. L., and Leschied, A.L. The change process in clients with high needs. *Canadian Journal of Counselling*, 40, 32 – 47, 2006.

MacGregor, T. E.*, Rodger, S., Cummings, A. L., and Leschied, A. L. The needs of foster parents: A qualitative study regarding issues of motivation, support and retention. *Qualitative Social Work*, 5, 351-368, 2006.

Rodger, S., Cummings, A., and Leschied, A. Who is caring for our most vulnerable children? The motivation to foster in child welfare. *Child Abuse & Neglect: An International Journal*, 30, 1129-1142, 2006.

Dowling, K. B.*, Rodger, S. and Cummings, A. L. Exploring attitudes of future educators about sexual minority youth. *Alberta Journal of Educational Research*, 53, 401-413, 2007.

Rodger, S., Murray, H. G., and Cummings, A. L. Teacher clarity and student anxiety: An aptitude-treatment interaction experiment. *Teaching in Higher Education*, 12, 91-104, 2007.

Rodger, S., Murray, H. G., and Cummings, A. L. Gender differences in cooperative learning with university students. *Alberta Journal of Educational Research*, 53, 157-173, 2007.

Brown, J., Rodger, S., George, N.*, St. Arnault, D.*, and Sintzel, J.* Rewards of parenting a child with Fetal Alcohol Spectrum Disorder. *The Open Family Studies Journal*, 1, 23- 30, 2008.

Leschied, A., Chiodo, D., Nowicki, E. and Rodger, S. Childhood predictors of adult criminality: A meta-analysis drawn from the prospective longitudinal literature. *Canadian Journal of Criminology and Criminal Justice*, 50, 435-468, 2008.

Nash, J.J.*, Leschied, A., Rodger, S. and Cummings, A. The experience of fostering neglected children: Examining the impact on foster parent satisfaction and retention in child welfare. *Journal of Child and Youth Care Work*, 22, 185-197, 2008.

Palmer, A.* and Rodger, S. Mindfulness, stress and coping among university students. *Canadian Journal of Counselling*, 43, 198-212, 2009.

Brown, J. and Rodger, S. Children with disabilities: Problems faced by foster parents. *Children and Youth Services Review*, 31, 40-46, 2009.

Flynn, S*., Brown, J., Rodger, S., and Johnson, A. Non-financial barriers to adult education: A qualitative study. *Alberta Journal of Educational Research*, 57, 43-58, 2011.

Fleet, J., Moore, D. and Rodger, S. Academic decision making among adult learners: Personal and institutional factors. *Canadian Journal of University Continuing Education*, 27, 2013. DOI:10.21225/D52W2F

Schwean, V. and Rodger, S. Children first: It's time to change! Mental health promotion, prevention, and treatment informed by public health, and resiliency approaches. *Canadian Journal of School Psychology*, 28, 136-166, 2013.

Zalmanowitz, S.*, Leschied, A., Rodger, S, and Corbett, B. The association of readiness to change and motivational interviewing with treatment outcomes in males involved in domestic violence group therapy. *Journal of Interpersonal Violence*, 28, 965-974, 2013.

Berman, H., Mason, R., Hall, J., Rodger, S, et al. Laboring into mother in the context of past trauma: The transition to motherhood. *Qualitative Health Research*, 24, 1253- 1264, 2014.

Rodger, S., et al*. Shaping A Mental Health Curriculum for Canada's Schools: Rationale and a Brief Overview. *Physical and Health Education Journal* 80, 28-29, 2014.

Smith, J.*, Rodger, S., Brown, J., Pickel, L.* DenDunnen, W.* and Leschied, A. Comparing the experiences and withdrawal considerations of treatment and regular foster care parents: The Canadian Perspective. *International Journal of Child, Youth & Family Studies*. 6, 93-110, 2015.

Atkins, M.A. * and Rodger, S. R. Preservice Teacher Education for Mental Health and Inclusion in Schools. *Exceptional Education International*, 26, 93-118, 2016.

Meek, F.*, Specht, J. and Rodger, S. A mental health training format for adult education teachers. *Canadian Journal of School Psychology*, 1-19, 2016. DOI: 10.1177/0829573516645099

Levine Brown, E., Phillippo, K., Rodger, S. & Weston, K. (2017). Editorial. *Advances in School Mental Health Promotion, Special Issue, "Preparing the teaching workforce for school mental health promotion*.10 (1), 1-4.

Milani, A.*, Leschied, A.W., and Rodger, S. (2017). "Beyond Cultural Sensitivity": Service Providers' Perspectives on Muslim Women Experiences of Intimate Partner Violence. *Journal of Muslim Mental Health*, 12, 49-75, 2017.

Ott, M.*, Hibbert, K., Rodger, S., and Leschied, A. A Well Place to Be: The Intersection of Canadian School-Based Mental Health Policy with Student and Teacher Resiliency. *Canadian Journal of Education/Revue Canadienne De l'éducation*, 40, 1-30, 2017.

Koenig, A.*, Rodger, S., and Specht, J. Learning to Prevent Burning and Fatigue: Teacher Burnout and Compassion Fatigue - A Pilot Study. *Canadian Journal of School Psychology*, 33, 259-278, 2017.

Rodger, S., Hibbert, K. and Leschied, L. Teach Resiliency: A resource for teacher and student wellness. *Education Canada* 57, 30-33, 2017.

Rodger, S., Bourdage, R.*, Hancock, K.*, Hsiang, R.*, Masters, R.*, and Leschied, A. Supporting Students: A GRADE Analysis of the Research on Student Wellness and Classroom Mental Health Support. *Canadian Journal of School Psychology*, 34, 133-171, 2017.

Rempel, E.*, Donelle, L., Hall, J. and Rodger, S. Intimate partner violence: a review of online interventions, *Informatics for Health and Social Care*, 44, 204-214, 2018.

Rodger, S., Leschied, P., and Masters, R.* TeachResiliency.ca: A New Resource for Teachers. *Runner, A Journal of the Health and Physical Education Council of the Alberta Teachers' Association*, 49, 59-62, 2018.

Levine Brown. E., Phillippo, K., Weston, K., and Rodger, S. United States and Canada Pre-Service Teacher Certification Standards for Student Mental Health: A Comparative Case Study. *Teaching and Teacher Education*, 80, 71-82, 2019.

*graduate students

Articles in non-Peer-Reviewed Journals and Conference Proceedings

Leschied, A. W., Rodger, S., and Cummings, A. L. The challenge of fostering. An investigation of factors related to the recruitment and retention of foster families. Report to the CAS London-Middlesex and Ontario Southwest Region. 2004.

Leschied, A. W., Chiodo, D., Crooks, C. Nowicki, E., Rodger, S., and Goodall, G. Understanding pathways in the justice system: Relating to youth who proceed to the adult correctional system: A meta analysis. Interim Report to the National Crime Prevention Council. 2005.

Rodger, S.C., Leschied, A.W., and Cummings, A.L. Adult education students: Preliminary report. Interim Report to the Thames Valley District School Board and the Canadian Association of Adult and Continuing Education. 2005.

Leschied, A. W., Chiodo, C. Nowicki, E., Rodger, S. Better to build a child than fix an adult: A Report to the Canadian National Crime Prevention Council on the predictors of risk for youth who proceed to the adult justice system and the programs that work to reduce that likelihood. 2006.

Specht, J. and Rodger, S. Transitioning Youth with Disabilities. Report to the Ministries of Community and Social Services and Children and Youth. 2007.

Rodger, S., Brown, J., and Johnson, A. Understanding the non-financial barriers to adult education. Report to Human Resources and Social Development Canada, Strategic Policy and Research Branch. 2008.

Rodger, S., Hibbert, K., and Leschied, A. Mental Health Education Canada: Curricula Literature Review. Funded by Physical Health Education Canada. 2013.

Available at:

<https://phecanada.ca/sites/default/files/content/docs/resources/curriculumliteraturereview.pdf>

Rodger, S., Hibbert, K., and Leschied, A. Mental Health Education Canada: Teacher Education Literature Review. Funded by Physical Health Education Canada. 2013. Available at:

<https://phecanada.ca/sites/default/files/content/docs/resources/teachereducationliteraturereview.pdf>

Rodger, S. The Bridges Project Manual. 2013. Available at:

<https://counselling.foundation/download/building-bridges-womens-links-program-manual-2/>

Rodger, S., Hibbert, K. and Leschied, A. Mental Health Education Canada: An Analysis of Teacher Education and Provincial/Territorial Curricula. Funded by Physical Health Education Canada. 2014. Available at:

<https://phecanada.ca/sites/default/files/content/docs/resources/mentalhealtheducationincanada.pdf>

Leschied, A., Rodger, S., and Brown, J. Rescuing a Critical Resource: Foster Care Recruitment, Retention and Satisfaction in the Canadian Child Welfare Context. Child Welfare League of Canada. 2014.

Atkins, M. A.*, Ferguson, B., Leschied, A., Rodger, S., Tucker, B. and Hibbert, K. Review of Ontario Policies and Curricula: Physical and Mental Health. In Measuring What Matters, People for Education. Toronto. 2015.

<https://peopleforeducation.ca/wp-content/uploads/2017/08/Measuring-What-Matters-From-theory-to-practice.pdf>

Abstracts, Presentations to Professional Meetings

Bird*, R., and Rodger, S. Standing on the Front-line of School Mental Health: Building on Capacity in Teachers Through Mental Health Literacy and Trauma-and-Violence- Informed-Care (poster). International Child Psychopathology Conference. 2019.

MacDougall, A., Rodger, S., Wathen, N., Janzen LeBer, M., Mutiso, V. and Sule, R. Global Mental Health INcubator for Disruptive Solutions: Innovation for Equitable Action. Canadian Conference on Global Health. 2017.

Rodger, S. and Carr, W. TeachMentalHealth.org: A Mental Health Literacy Curriculum for Pre-Service Teachers. 14th International Conference on Youth Mental Health, International Association for Youth Mental Health. Dublin, Ireland. 2017.

Rodger, S.C., Kutcher, S., Gilham, C., Carr, W., Wei, Y. and Masters, E. R. TeachMentalHealth: Report from Pilot Studies of a National Curriculum for Pre-Service Learning in Mental Health Literacy. Canadian Society for the Study of Education. 2017.

Rodger, S. TeachResiliency.ca: With and For Teachers. PHE National Conference. 2017.

Rodger, S., Masters, E. R.*, Tripp, T and Lucic, A. Mental Health Literacy by Design: a Website With and For Teachers to Support Mental Health at Work and School 21st Annual Conference on Advancing School Mental Health. 2016.

Rodger, S., Weston, K., Hibbert, K. and Masters, E. R.* 21st Century Teachers: From frameworks to practice for mental health through collaborative ways of thinking, learning and working. 21st Century Curriculum Symposium. 2016.

Hibbert, K., Leschied, A., Rodger, S., Bourdage, R.*, Masters, E.R.*, Ott, M.*, Bird, R.*, Pyne, S.*, Tripp, T. and Lucic, A. Developing and sharing online resources, tools and strategies with and for teachers to promote mental health and build resilience for students and teachers. Summit on Children and Youth Mental Health, Ontario. Public School Board Association. 2016

Weston, K., Levine Brown, E., Phillippo, K. and Rodger, S. U.S and Canada Teacher Certification Standards for Student Mental Health: A Comparative Case Study. AERA. 2016.

Rodger, S., Bourdage R.*, Hancock, K.*, Hsiang, R.*, Masters, E.R. * and Leschied, A. Supporting students: a GRADE analysis of the research on student wellness and classroom mental health. Poster presented at Annual Banff Behavioral Science Conference – School Mental Health. 2016.

Rodger, S., Bourdage R.*, Hancock, K.*, Hsiang, R.*, Masters, E.R. * and Leschied, A. Supporting teachers: A GRADE analysis of applicable mental health supports. Poster presented at Annual Banff Behavioral Science Conference – School Mental Health. 2016.

Rodger, S. Teacher-to-teacher: Strategies and Resources for Wellness and Resilience. Physical Health Education Canada Healthy School Communities National Forum. 2015

Weston, K. J., Levine Brown, B., Phillippo. K and Rodger, S. United States and Canada Teacher Accreditation Standards and Preparation Curricula on Student Mental Health: A Comparative Case Study. 20th Annual Conference on Advancing School Mental Health. 2015.

Rodger, S., Bourdage, R.*, Hancock, K.*, Hsiang, R.*, Masters, E.R. * and Leschied, A. GRADE analysis of school mental health supports: Process and procedure. Child and Adolescent Psychiatry Research Half Day. 2015.

Masters, E.R.*, and Rodger, S. Talking to Parents about Student Mental Health: Barriers and bridges to Effective Parent-Teacher Collaboration. PREVnet. 2015.

Rodger, S. (2015). The current state of psychological wellbeing and mental distress among educators: Peering into the well. 9th World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioural Disorders. 2015.

Rodger, S., Brown, E., Weston, K. and Phillippo, K. Comparing United States and Canadian teacher candidates' school mental health accreditation standards, licensing rules and preparation curriculums. 9th World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioural Disorders. 2015

Atkins, M.A.*, and Rodger, S. Coming out in Canada: Redesigning an antistigma manual for youth, by youth. American Psychological Association Annual Conference. 2015.

Rodger, S., Atkins, M.A.* and Miko-Kelly, H. Co-creating curriculum with youth partners for mental health literacy for teacher education students. Canadian Psychological Association Conference. 2015.

Hibbert, K., Rodger, S. and Atkins, M.* Exploring the knowledges produced through a virtual 'systems of care' approach to achieving mental health literacy with preservice teachers. ProPEL: Professional Practice, Education and Learning International Conference. 2014.

Rodger, S. Teachers on the front lines of Mental Health: Organized a Symposium (4 papers) at Canadian Psychological Association Conference. 2013.

Rodger, S. Teachers on the front lines of mental health. School Based Mental Health Conference. 2012.

- Rodger, S. Transition to Motherhood for Women Survivors of Childhood Sexual Abuse. Institute on Violence, Abuse and Trauma Annual Conference. 2012.
- Rodger, S. The Bridges Project: Creating Educational Opportunities for Women Survivors of Abuse. CERIC conference. 2012.
- Rodger, S. The Education Experiences of Women Who Have Experienced Violence: Through Her Voice. Canadian Psychological Association. 2011.
- Palmer, A.* and Rodger, S. Writing into Voice: Working With Women Survivors of Violence. Canadian Psychological Association. 2011.
- Bolands, C.* and Rodger, S. Mothering in the Context of Violence. Violence Against Women Conference. 2011.
- Heydon, R., Hibbert, K. Rodger, S. A Study of Supports for Adult Educators of Women Who Have Experienced Violence. American Educational Research Association Conference. 2011.
- Rodger, S. and Abercromby, S. Evaluation of the Community Group Program for Children and Mothers Exposed to Woman Abuse: Preliminary Findings. Critical Connections Conference. 2010.
- Rodger, S., Brown, J. and Fraelich, C. Voices in Education: Aboriginal Youth Speak. Children and the Law Social Work Conference. 2009.
- Rodger, S. I Want Them to Hear Me and I Don't Want to Be Invisible No More: The Voices of the Women of the Bridges Project. Research on Women in Education (Special Interest Group, American Educational Research Association. 2008.
- Brown, J., Knol, D., Fraelich, C. and Rodger, S. Providing opportunities for adult learning and employment in inner-city Aboriginal organizations. CU Expo. 2008.
- Rodger, S. The Bridges Project: Women, Learning and Violence. Research on Women in Education. AERA. 2007.
- Rodger, S.C. The Bridges Project: Transforming and learning for women abuse survivors. American Psychological Association Annual Meeting. 2007.
- Rodger, S.C. and Leschied, A. Intimate partner violence in the lives of women adult education students. Paper presentation at Canadian Psychological Association Annual Meeting. 2007.
- Rodger, S.C. Bridges: An alternate model of secondary school education for women survivors of intimate partner violence. American Counselling Association Annual Conference. 2007.
- Rodger, S.C. Healing from woman abuse in an alternative education setting. Muriel McQueen Fergusson Research Day. 2006.
- Ross, O.*, Rodger, S. Helping preservice teachers help children. CSSE Conference. 2005.

Cummings, A., Rodger, S, Leschied, A. A Psychoeducational group intervention for adolescent women offenders. What Works with Women Offenders Conference. 2005.

Gampel, M.* , Rodger, S. Barriers to educational success for women experiencing violence. Canadian Psychological Association Conference. 2005.

Gampel, M.* , Rodger, S. Women, violence and educational success: An exploratory study. Canadian Society for Studies in Education conference. 2005.

Fernandez, T.* and Rodger, S. SafeTeen: A violence and sexual assault prevention program for adolescent girls. Canadian Society for Studies in Education conference. 2005.

Pantel. S.* , Rodger, S. Preservice teacher anxiety and student teaching. American Educational Research Association Annual Conference. 2005.

Rodger, S. and Murray, H. Teacher clarity and student anxiety. American Educational Research Association annual conference. 2004.

Rodger, S. Teacher clarity and student anxiety: An aptitude-treatment interaction experiment. Society for Teaching and Learning in Higher Education Conference. 2002.

Rodger, S. Convener and discussant for “International Teaching Assistants at Ontario Universities: Effective Teaching, Support and Responsibility”. Society for Teaching and Learning in Higher Education Conference. 2002.

Submitted Manuscripts and/or Work in Preparation

Rodger, S., Johnson, A., Weston, K. & Hatcher, A. Development and Psychometric Evaluation of the Mental Health Literacy Questionnaire (MHLQ) Scale for Teachers. *Manuscript in preparation, anticipated submission June, 2020, School Mental Health*

Rodger, S.C., Gilham, C., Wei, Y, & Carr, W. TeachMentalHealth: Increasing Mental Health Literacy Among Pre-Service Teachers. Canadian Society for the Study of Education, London, ON. Forthcoming, May 31-June 2, 2020.*

Heath, N., Rodger, S.C., Boke, N. Tracking the trajectory of integrating well-being education in a teacher preparation program.

*Note that this conference was cancelled due to the COVI-19 pandemic

Rodger, S. & Wathen, N. Trauma-and-Violence-Informed Care in the K-12 Classroom: Teacher Education. Nursing Network on Violence Against Women International (NNVAWI), Malmö, Sweden June 30- July 2, 2020.*

*Note that this conference was cancelled due to the COVI-19 pandemic

Accepted for Publication (forthcoming) (Final version accepted, documentation or contract attached)

Rodger, S., Bird*, R., Johnson, A.M., Hibbert, K., Specht, J. and Wathen, C.N. Initial teacher education and trauma and violence informed care in the classroom: Results from a preliminary online teacher education course. *Psychology in the Schools*. Accepted March 17, 2020. Publication pending. Published as Early View: <http://dx.doi.org/10.1002/pits.22373>

*graduate students

-please find the copy of the official acceptance in Appendix A

Invited Addresses and Professional Development Workshops

Rodger, S. Understanding Teacher Burnout and Compassion Fatigue. Pan-Canadian Summit on K-12 Work-Place Wellbeing. Edmonton, November, 2020 (rescheduled due to COVID-19)

Rodger, S. Invited Panelist. The Public Health Agency of Canada (PHAC), Canadian Centre on Substance Use and Addiction (CCSA), Canadian Students for Sensible Drug Policy and the Joint Consortium for School Health co-hosted a Forum, "School Matters: Building a Blueprint for Action in School Communities to Help Prevent Substance Use Harms; I was part of the Advisory Group for the Planning, and an Invited Panelist speaking o what the Education system can and should be doing to address this important issue in K-12 schools. Toronto, Feb. 12, 2020

Rodger, S. Keynote address. What is the Value of Wellness? Leadership Committee for English Education in Quebec (LCEEQ), Laval, Quebec. February 11, 2020.

Rodger, S. Invited Workshop. Being Even Better Through Wellness. Leadership Committee for English Education in Quebec (LCEEQ), Laval, Quebec. February 11, 2020.

Marochko, V., Sandhu, J., Courtice, S., Sereda, M., Wathern, N., and Rodger, S. Trauma and Violence Informed Care: A Platform for Cross-Sectoral Collaboration. Ontario Council of Agencies Serving Immigrants (OCASI) Knowledge Exchange, Toronto, ON. February 7, 2020

Rodger, S. Canadian Alliance for Healthy School Communities. Lake Louise, AB. January 29, 2020 (declined).

Rodger, S. Ponder this: Reaching the Margins. Canadian Alliance for Health School Communities, Vancouver, BC. July 2, 2019.

Rodger, S. Canadian Alliance for Healthy School Communities. Lake Louise, AB. January 30.

Rodger, S. & Bird, R. (2019). National Forum on Wellness in Post-Secondary Education, University of British Columbia (declined)

Rodger, S. Trauma and Violence Informed Initial Teacher Education. National Forum on Wellness in Post- Secondary Education 2018. Edmonton, AB. November 9, 2018.

Rodger, S. Building Resilience: Navigating Educator Self-care and Care for Students. London District Catholic School Board. London, ON. November 29, 2018.

Rodger, S. Learn about TeachResiliency- our online library to support mental health for students and teachers. Webinar (national audience). Oct. 30, 2018.

Rodger, S. Building Wellness for Educators: From Burned Out to On Fire. Elementary Teachers Federation of Ontario (ETFO). Toronto, ON. April 20, 2018.

Rodger, S. Engaging Youth and Educators in Mental Health Literacy. Canadian Conference on Promoting Healthy Relationships for Youth, London, ON. February 16, 2017.

Rodger, S. Building Wellness for Educators. Mental Health Academy, Halifax, Nova Scotia. July 24, 2017.

Rodger, S. Systems, People and Pressure; Working for Resilience. Family Services Support Team, Lester B. Pearson School Board, Montreal, Quebec. Oct. 11, 2017.

Rodger, S. Raising Resilient Kids. Laurier Secondary School, London, ON. May 1, 2016.

Rodger, S. Mental Health Webinar, presenting the results of the Mental health and education project with PHE Canada. Webinar (national audience). October, 2017.

Rodger, S. & Pearce, L. The Bridges Project: Education Opportunities for Women Experiencing Violence. May 13, 2014, London, Ontario.

Rodger, S. Teaching Children and Youth with Mental Health Challenges. London District Catholic School Board, 2013.

Rodger, S. Mental Health Issues in Schools. Inside Out: Mental Health in Schools. Thames Valley District School Board Alternative Secondary School Development. London, ON. November 16, 2012.

Rodger, S. Rodger, S. Working with Those Who Have Experienced Violence. Big Brothers Big Sisters London and Region. December 2011

Rodger, S. Vicarious trauma and front-line workers. St. Leonard's Community Services, London & Region. January 2010.

Rodger, S. Women's Crisis Beds: Intersection of the Justice System, Substance Use, and Past Trauma in the Lives of Women. Human Services and Justice Coordinating Committee Annual Conference, London, ON. March 4, 2010.

Rodger, S. Trauma-informed Practice. Big Brothers Big Sisters London and Area. October, 2010.

Rodger, S. Working with Female Offenders: Trauma-Informed Practices for the Front Line. Ontario Halfway House Association Annual Conference, Kingston, ON. September, 2010.

Rodger, S. Trauma and Learning: Children Referred to Behavioural Teams. Bluewater District School Board, April 23, 2010.

Rodger, S. Centre for Education and Research on Violence Against Women and Children – invited to speak to the research team (approximately 30 people) working on the “Toolkit for Action” project. Created and facilitated a 1.5 hour workshop on Relational-Cultural Theory and its application to the project, an evaluation of teacher resources for anti-violence/bullying in the classroom. February 2006, February 2007.

Rodger, S. “Sexual Assault on Campus: Exposing the Truth: The effect of sexual assault on work and learning”. Jewish Women International of Canada, Montreal, November 5, 2007.

Rodger, S. Thames Valley District School Board. Presentations to the Adult Education Staff Team: “Women, Violence and Learning”, on teaching students living with violence and the effects of violence. April 06, 2007

Rodger, S. Wilfrid Laurier University – invited by Dr. Eileen Wood in 2003, 2005 (with Dr. J. Specht), and 2007(declined) to speak to her graduate cognitive psychology class about learning styles.

S. Rodger. Let’s Talk Science Partnership Program Conferences. June 2004 -2006, created and facilitated a 2-hour workshop for a total of over 300 science educators. London, Ontario.

Rodger, S. Literacy Link South Central Conference. October 17, 2005. Presentation “Women, Violence and Learning”, invited address (for literacy educators).

Rodger, S. St. Thomas More College, University of Saskatchewan (Saskatoon). May 27, 2004. Invited to speak to faculty and administrators about and provide feedback on the University’s planned “University Life 101”, a mentoring and support program designed to have a positive impact on student experience and success for first year U of S students. The session was titled, “Mentoring University Students”.

Rodger, S. Thames Valley District School Board. Oct. 25, 2002. Professional Development Day for teachers. Co-presented (with Dr. Tom Boniferro, Psychologist, TVDSB) a session on Attention Deficit Hyperactivity Disorder to approximately 25 teachers, entitled “The Latest Research – Does it Tell Us Anything New?”

Invited Addresses to the Media

Webinars: <https://phecanada.ca/connecting/blog/trauma-and-violence-informed-teaching-why-it-critically-important-and-how-we-can-do>

August 15, 2019. Trauma and Violence informed teaching- why it is critically important, and how we can do it. Blog post for TeachResiliency.ca. <https://phecanada.ca/connecting/blog/trauma-and-violence-informed-teaching-why-it-critically-important-and-how-we-can-do>

April 23, 2019. Commenting on the experiences of children who experience trauma in the light of Jagmeet Singh's book. 7 CBC Interviews on local news broadcasts.

September 24, 2019. Are Schools More Stressful Places to Work? Podcast, EdCan Network. <https://www.edcan.ca/articles/podcast-are-schools-stressful-places/>

July 7, 2019. Q&A: Discussing teacher burnout with a psychologist and educator. BC. <https://www.cbc.ca/news/canada/london/london-ontario-teacher-burnout-susan-rodger-1.5202037>

February 21, 2019. Discussing parents allowing children to take mental health days from school. CBC Radio Halifax.

June 7, 2018. Program, community help grad find new hope. Western News. <https://news.westernu.ca/2018/06/western-education-program-community-support-help-new-grad-find-new-hope-life/>

November 2, 2017. Healthy School Communities National Forum, Ottawa, Ontario.

September 15 2017. Focus on Wellbeing With Stephen Hurley. Voice Ed Canada. <https://soundcloud.com/voiced-radio/focus-on-well-being-with-stephen-hurley-susan-rodger-and-kathryn-hibbert>

May 25, 2017. Caring for Teachers, Caring for Students. Western News. <https://news.westernu.ca/2017/05/caring-teachers-caring-students/>

June, 2016. Feature Story in Professionally Speaking, "Toward Wellness". Ontario College of Teachers. <https://professionallyspeaking.oct.ca/2016-06/2016-06-Feature-Story-2-PS.asp>

September 2004. Toronto Star- helping families and students adjust to first year of university

September 2005. A-Channel – panel on healthy transition to school

November 2006. CBC radio – Papatello announces programs to get abused women back to work – commented on the need for support

7. RESEARCH FUNDING:

Western Catalyst Grant on the theme of “surviving pandemics”. (2020). *Trauma and Violence Informed Care in Education: Understanding and Responding to the Needs of Educators and Students post COVID-19*. S. Rodger (PI), N. Wathen, K. Hibbert, J. Specht, (Co-PIs). \$49,994. Under review.

Western Catalyst Grant on the theme of “surviving pandemics”. (2020). *Violence Against Women Services: What Can COVID-19 Teach Us, and Are We Willing to Learn?* Wathen, N. (PI), Rodger, S., Ford-Gilboe-M., (Co-PIs). \$48,363. Under review.

Social Sciences and Humanities Research Council Partnership Grant, “Canadian Consortium on Child Trauma and Trauma-Informed Care: Developing cohesive Intersectoral practices and policies to support Trauma-impacted Children and youth”, \$2.5 million awarded to Collin-Vezina (PI), et al., S. Rodger (Collaborator) for 2020 to 2027. (KM)

Public Health Agency of Canada, “Pathways to Care for People Who Use Drugs: Equipping Health Care to Tackle Stigma, Discrimination and Inequity, Public Health Agency of Canada. RFP: Supporting Pathways to Care for People Who Use Drugs”, \$794,612 awarded to Varcoe, C., Browne, A., Bungay, V., Rodger, S., Wathen, C.N (co-PIs) for 2020-2022. (Research/KM)

Social Sciences and Humanities Research Council, “Canadian Consortium on Child Trauma and Trauma-Informed Care: Developing cohesive Intersectoral practices and policies to support Trauma-impacted Children and youth”, \$20000 awarded to Collin-Vezina (PI), et al., S. Rodger (Collaborator) for 2019. (KM)

PHE Canada, “TeachResiliency”, \$15000 awarded to Rodger, S. in January 2019. (KM)

Bell Let’s Talk, “Let’s Talk in the Classroom”, \$15000 awarded to Rodger, S. in February 2018. (Research)

VPR Western University, “Mental Health Literacy for Foster Parents”, \$5000 awarded to Rodger, S. in September 2017. (Research)

Social Sciences and Humanities Research Council/Canadian Institutes of Health Research, “Healthy Professional Workers: Mental Health, Leaves of Absence and Return to Work”, \$2.8 million awarded to Bourgeault, I., Lippel, K., Rodger, S., et al. for 2016-2023. (Research)

Bell Let’s Talk, “Let’s Talk in the Classroom”, \$58875 awarded to Rodger, S. in June 2016. (Research)

Social Sciences and Humanities Research Council, “WeCLiC”, \$240,000 awarded to Hall, J., Rodger, S., Donelle, L., and Rodman, D. in June 2016. (Research)

VPR Western University (IDI), “Global MINDS”, \$225000 awarded to MacDougall, A. and Rodger, S. in March 2016. (Research)

Bell Let’s Talk, “Let’s Talk in the Classroom: Teacher Education for Mental Health”, \$48500 awarded to Rodger, S. in February 2016. (Research)

Physical Health Educators of Canada, "Mental Health Literacy Project for Teachers", \$98500 awarded to Rodger, S., Lescheid, A., and Hibbert, K. in January 2015. (Research/KM)

Carthy Foundation, "A National Curriculum Resource for Teacher Education in Mental health", \$196000 awarded to Kutcher, S., Rodger, S., Carr, W., and Wei, Y. in December 2014. (Research/KM)

Associate Dean Research, Western University, "In Their Own Words: Disclosing Mental Illness", \$2500 awarded to Rodger, S. in April 2014. (Research)

VPR (SSHRB), "Mental Health Literacy for Foster Parents", \$18643 awarded to Rodger, S. in March 2014. (Research)

Canadian Institutes of Health Research, "A Community Assessment Model for Child and Youth Mental Health", \$25000 awarded to Rodger, S., Lescheid, A., Brown, J., and Schwean, V. in March 2013. (Research)

Physical Health Educators of Canada, "Teaching on the front mental health: pre-service teacher education related to youth mental health", \$37000 awarded to Rodger, S., Lescheid, A., and Hibbert, K. in February of 2013. (Research)

CFI, "Centre for School-Based Mental Health", \$10000 awarded to Rodger, S., in July 2012. (Research)

Associate Dean Research, Western University, "Teachers on the front line of mental health", \$1550 awarded to Rodger, S. in April 2012. (Research)

CURA, "Mamow Ki- ken- da- ma-win: Enhancing social determinants of health through a partnership-based approach to child, family and community wellness in First Nations in northern Ontario", \$997000 awarded to Finlay, J., Brown, J., Leschied, A., O'Sullivan, J., and Rodger, S. for 2010-2014.

Counselling Foundation of Canada, "Educators' Resources: The Bridges Project", \$67000 awarded to Rodgers, S. for 2009-2011 (Knowledge Dissemination)

Associate Dean Research, Faculty of Education, Western University, "Evaluation of the Community Group Program for Children Exposed to Women Abuse", \$2200 awarded to Rodger, S. in April 2009. (Research)

MTCU, "Ontario Human Capital", \$10000 awarded to Rodger, S., in October 2008. (Grant-in-aid).

Canadian Institutes of Health Research, "Embodied Trauma: The Influence of Past Trauma on Women During the Transition to Motherhood", \$225000 awarded to Berman, H., Mason, R., Classen, C., Lanius, R., Evans, M., Rodger, S., Ross, L., and Gryzb, A. for 2008-2011. (Research)

Office of Vice President Research Western University, "Bridges: Women's Links to Learning and Success", \$4000 awarded to Rodger, S. in January 2008. (Research)

Associate Dean Research Western University, "Bridges: Women's Links to Learning and Success", \$4000 awarded to Rodger, S. in January 2008. (Research)

Social Sciences and Humanities Research Council, "Mental Health, Homelessness and Diversity: Public Outreach", \$25000 awarded to Forchuk, C., Berman, H., Montgomery, P., Buzelli, M., Ray, S., Rodger, S., and Gryzb, A. in April 2008. (Knowledge Dissemination)

Foundation Western, "Learning from Their Voices", \$5990 awarded to Rodger, S. in January 2007. (Research)

MCSS/MCY, "Community Inclusion", \$22426 awarded to Specht, J., and Rodger, S. in December 2006. (Research Synthesis)

Faculty of Education, "Bridges", \$2500 awarded to Rodger, S. in May 2006. (Research)

Social Sciences and Humanities Research Council, "Bridges: Women's Links Learning and Success", \$102769 awarded to Rodger, S., Lescheid, A., and Harris, R. for 2006-2009. (Research)

Office of Vice President Research Western University, "Bridges: Women's Links to Learning and Success", \$7500 awarded to Rodger, S. in June 2005. (Research)

Faculty of Education, "Bridges: Women's Links to Learning and Success", \$2400 awarded to Rodger, S. in May 2005. (Research)

National Council on Crime Prevention, "Understanding Pathways in The National Justice System Relating to Youth Who Proceed to the Adult Correction System", \$46264 awarded to Lescheid, A., Rodger, S., Nowicki, E., and Chiodo, D. in November 2004. (Research)

CRVAVWC, "Teachers' Knowledge About Child Abuse and Neglect", \$10000 awarded to Rodger, S. in October 2004. (Research)

ADF, "Proposal to Enhance the Counselling Adolescents Course", \$10000 awarded to Lescheid, A., Rodger, S., and Cummings, A. in February 2004. (Curriculum Development)

United Way/CAS, "The Challenge of Fostering", \$10000 awarded to Lescheid, A., Rodger, S., and Cummings, A. in Fall 2003. (Evaluation)

Trillium Foundation, "Interfaith Counselling", \$10000 awarded to Cummings, A., Lescheid, A., Rodger, S. in Fall 2003. (Evaluation)

Office of Vice President Research Western University, "Bridges: Women's Links to Learning and Success", \$7500 awarded to Rodger, S. in June 2004. (Research)

Faculty of Education, "Bridges: Women's Links to Learning and Success", \$2000 awarded to Rodger, S. in September 2003. (Research)

Faculty of Education, "Women and Children Living with Violence: An Educational Perspective", \$2000 awarded to Rodger, S. in September 2002. (Literature Review)

8. **OTHER SCHOLARLY AND PROFESSIONAL ACTIVITIES:**

Professional Status

Registered Psychologist, College of Psychologists of Ontario, 2003

Secondary Supervisor, Dr. Tina Shrigley, College of Psychologists of Ontario, 2019-

Professional Memberships

College of Psychologists of Ontario (Canadian)

Canadian Psychological Association (National)

National Association of School Psychologists (international)

PD

Cochrane Systematic Review Workshop Toronto, ON May 14-16, 2018

Graduate Examinations: MA, MSc, MEd

Year	Student	Degree	Thesis Title
			(I didn't record the titles for the first few years)
2003	Ida Gianvito	MEd	
	Peter Petrusa	MEd	
	Sue Hoffman	MEd	
	Andrea Finlay	MEd	
	Sarah Jane Burton	MEd	
2004	Debra Chiodo	MEd	
	Debra Hendy	MEd	
	Jane Mackley	MEd	
	Pam Robson	MEd	
2005	Jordanna Nash	MEd	
	Robert Hurley	MEd	
	Mary Lou Boise	MEd	
2007	Gabrielle Young	MEd	
	Nadia Palarchio	MEd	
	H. Balilty	MEd	
2008	Ramona Fernandez	MEd	
	Kristine Finch	MEd	
	Nilusha Liyange	MEd	
	Kaitlyn Roland	MEd	
2009	Allison Cook	MEd	Deliberate Self Harm and Communication in Maltreated Youth
	Jennifer Flinn	MEd	The Educational Impacts of Tuberous Sclerosis Complex
	Sarah Yaremko	MEd	Gender Informed Analysis of Residential Treatment Outcomes
	David St. Arnault	MEd	Fostering Resiliency: Assessing the Impact of a Juvenile Restorative Justice Program on Optimism, Self-Efficacy and Hope
	John Nofle	MEd	The Trajectory of Change for Children and Youth in

			Residential Treatment
	Donna Skrodski	MEd	
	Mark Weir(Nursing)	MScN	An Exploration of the Interprofessional Health-Care Team Approach to Ethical Decision Making in the Resuscitation of Extremely Premature Infants
	Jenny Neil	MEd	Barriers to Male Batterer's Help-Seeking Behaviours
2010	Adija Mugabo	MEd	Rwandan Mental Health and the Implications of Western Involvement
	Erin O'Keefe	MEd	
	Keith Leung	MEd	Rwandan Mental Health and the Implications of Western Involvement
	Nisha Mehta	MEd	Rwandan Mental Health and the Implications of Western Involvement
	Viktoria Ivanova	MEd	Rwandan Mental Health and the Implications of Western Involvement
	CJ Callaghan	MEd	
	Katrina Craig	MEd	
	R. Basa	MEd	An Assessment of Basic language and Learning Skills (ABLLS-R) and Teacher Education for Students with ASD
	E. Willits	MEd	Separation as a Precedent to Femicide
	Jennifer McDonald (Nursing)	MScN	Children Exposed to Intimate Partner Violence and the Social Construction of Gender: A Qualitative Secondary Feminist Analysis
	N. Reid	MEd	Child Maltreatment and Negative Affect States
2011	Alyson Nemeth	MEd	From His-tory to Her-story: The Evolution of the Psychoeducational concept of the gifted female
	Wendy Walsh	MEd	Living in the Body: Hearing the Voices of Women with Disabilities
	Wendy DenDunnen	MEd	The Role of Resilience in Accounting for Residential Treatment Outcomes with Seriously Emotionally Disordered Children and Youth
	Jessica Isenor	MEd	Exploring the Impact of Joblessness as a Function of Grief, Depression, Optimism, Hope and Self-Efficacy
	Leslie Hamilton	MEd	Investigating factors placing children at risk for homicide in the context of domestic violence
2012	Emily Reddick	MEd	Parental relocation: Factors Present in Judges' Decisions
	Laurence Zalmanowitz	MEd	Motivation in Goal Orientation and Motivational Climate in Elite Wheelchair Tennis Players
	Ben Davis	MEd	Cultural Connectedness as Personal Wellness
	Sarah Horsford	MEd	Coping Experiences of 911 Communication

			Workers
	Eradah Hamad	MEd	Personal Constructs of Saudi Arabian Graduate Students Studying at a Large Canadian University
2013	Sevil Deljavan	MSc	Exploring the Iranian-Canadian Family Experience of Dementia Caregiving: A Phenomenological Study
	Christina Yarmol	MEd	Listening to Voices of Exceptional Students to Inform Art Pedagogy
	Kathryn Hansen	MEd	College Instructors' preparedness to teach students with learning disabilities
	Waleska Vernon	MEd	Factors Responsible for Work-Life Conflict: A Study Comparing the Teaching and Legal Profession
	Jamie Warren	MEd	First Nations Youths' Experience with Wellness: A Four Directions Approach
	Aruba Mahmud	MEd	Moving Beyond the "Mosqueteria": A Critical Analysis of the Media's Coverage of Religious Accommodation at an Ontario Public School
2014	Abhilasha Duggal	MA	Encouraging Diversity and Multiculturalism in London, Ontario: A Case Study of Two Elementary Schools
	Erica Giammarco (Psychology)	MSc	The Development and Validation of a Multidimensional Measure of Moral Orientation
	Elizabeth Patrick	MA	Investigating the Experiences of Queer International Students
	Katee Van Campen	MA	Investigating Teachers' Understanding of Gender Equity and Achievement in Postfeminist Times
	Ronnie Ali	MA	A Transpositive Approach to Therapy with Transgender Clients: An Exploration of Therapists' Subjective Experiences
	Andrew Soave	MA	Examining the Relationship of Variables Associated with Pre-Service Teachers Coping During Their Practicum Experience
	Ashleigh Vella	MA	Ambiguous Loss for Caregivers of Family Members with Dementia
2015	Mikaela Burgos	MA	Experiences of newcomer Youth in the Home Environment
	Aamena Kapasi	MA	Caregivers' Experiences Raising a Child with Fetal Alcohol Spectrum Disorder
	Alexandra Lynch	MA	Protective Factors and the Role of Gender in Childhood Mental health: Application of the interRAI Assessment Protocol

	Natascha Wensch	MA	University Athlete Transition: Making the Jump from Sport to Life
2016	Janell Klassen	MA	An Examination of Risk Factors for Adolescent Engagement in Directly and Indirectly Self-Injurious Behaviours
	Di Wang	MA	Madness in the Media: Understanding How People With Lived Experience Interpret Newspaper Headlines
	Kelsey MacDonald	MA	The relationship between different dating violence profiles, mental health problems and mental well-being among Canadian youth
	Mike Saxton	MA	The Impact of Prior Experience Employees' Perceptions and Beliefs about Workplace Policies and Practices
	Jenny Kassen	MEd	Beyond Burnout: Educators' Experiences of Mental Health Issues, and Stigma in the Workplace
	Amy Kipfer	MEd	Educational Assistants Supporting Inclusive Education in Secondary Schools
	Bedoor Algenai	MSc	An Evaluation of the Effectiveness of a Simulated Classroom-based Intervention on Concussion Rehabilitation Among Individuals with Persistent Post-Concussion Symptoms
2017	Marudan Sivagurunathan (Health & Rehab Sciences)	MSc	Self-disclosure among male survivors of child sexual abuse: service providers' perspective
	Angelina McClellan	MA	Exploring Mental Health in Justice Involved Youth: Relevance for Policy and Practice
	Danielle Fletcher	MEd	A Research-Based Educator's Guide to Auditory Processing Disorder: Does it Improve Teachers' Confidence?
	Victoria Sabo	MA	Social Relationships in Young Offenders: Relevance to Peers, Poverty, and Psychological Adjustment
	Renelle Bourdage	MA	Supporting Educator Access to Evidence-Informed School-Based Mental Health Programs: An Effectiveness Evaluation
	Katie Bond	MEd	Anger is very ugly: Results from a classwide socio-emotional skills program
	Sharlini Yogasingam	MA	Understanding the Adjustment Experiences of Recent Muslim Immigrant Youth
	Tessa Alexander	MA	Understanding and Promoting Help-Seeking Among Adolescents
	Breanna Atkinson	MA	The SELF-DISS: A Comprehensive Measure of Self-

	(Psychology)		Defeating Interpersonal Style
	Jesse Lee Wilde (Psychology)	MA	It's Not Me It's You: Examining the Link Between Partner-Schema Organization, Relationship Functioning, and Depressive Symptoms
2018	Huda Ghandon	MEd	Syrian refugees women's perspectives about their university experiences: A case study at a university in Ontario
	Stephanie Karam	MA	Help wanted: Investigating help seeking behaviour among post-secondary students in relation to their mental health and well-being
2020	Esther Yejin Lee	MA	Coping and Stress Related to Support Needs: Assessing Needs in Parent and Caregivers of Children with Down syndrome
	Nicole Youngson	MA	Unique Challenges in Risk Assessment with Rural Domestic Violence Victims: Implications for Practice
	Emilia Pacholec	MA	Acceptability of Making Mindfulness Matter (M3): A Community Based Program For Families Experiencing Adversity
	Mayuri Mahendran (Epidemiology)	MSc	Evaluating Quantitative Methods for Intercategorical-intersectionality Research: A Simulation Study

PhD/EdD Students (Examiner, committee member):

Arely Rodriguez, PhD, 2020, Committee Member- successfully completed

Ebony Rempel (Health Sciences), PhD, 2019, Committee Member: successfully defended

Jenny Kassen, PhD , 2019, Co-Supervisor- Comprehensive Examinations successfully completed

Susan Dick, EdD, 2019, Examiner: Barriers to Policewomen's Promotion: An Ontario Case Study

Lorna Corzine (Nippissing University), PhD , 2018, Examiner: Into the light: Narratives of

individuals who divulge depression diagnoses in schools (examined; passed)

Nedra Peter (Health and Rehab Sciences), PhD , 2018, Examiner: Making Occupations Possible? A critical analysis of social assistance policy in Ontario

Amy Robinson (Health and Rehab Sciences), PhD , 2018, Examiner: Partners in Education, health and safety: Development and Implementation of Concussion policy in Ontario school boards

Diana Jaradat (Nursing), PhD , 2018, Examiner: Women's Quality of Life After Leaving an Abusive Relationship: The Effects of Past and Ongoing Intimate Partner Violence, Mastery and Social Support

Alexandre Fortier (FIMS), PhD, 2016, Examiner: "Different Approaches for Different Folks"

- Annalise Trudell, PhD, 2016, Examiner: Girls(') Speak" Criticality as Agency
- Catherine Zeisner, EdD, 2016, Examiner: [How elementary school principals in an Ontario school board use resiliency strategies to manage adversity in their leadership](#)
- Lisa McCorquodale, PhD, 2016, Examiner: Mindfulness and Mothering: Reclaiming Feminine Voice
- Christy Thompson, EdD, 2016, Examiner: Collaborative Work Environments: Development and Sustainability
- Eman Alhalal, (Nursing), PhD, 2016, Examiner: Examining the Impacts of Wife Abuse and Child Abuse on Saudi Women's Mental and Physical health
- Laura Lockhart, PhD, 2016, Examiner: Learning to be a woman: A study of adolescent girls in rural Ontario
- Farzaneh Khosrojerdi, PhD, 2015, Examiner: Muslim Female Students and Their Experiences of Higher Education in Canada
- Elizabeth Mitchell, (Music), PhD, 2015, Committee Member: Successful PhD Proposal
- Shawna Lee, PhD, 2016, Committee Member & Examiner
- Brian Smith, PhD, 2015, Examiner: [The Learning of Human Ingenuity Within a Formal, Environmental Education Program: A Case Study of Two Secondary School Programs](#)
- Adrienne Sauder, PhD, 2015, Examiner: [Examining gifted students' transition to university and its influence on learning](#)
- Tatiana Murkin (Zdyb), (Nursing), PhD., 2014, Committee Member: successfully defended her PhD: Resilience as health promotion in action: University student who grew up amid violence directed toward their mothers
- Laura Hogarth, PhD, 2013, **Committee Member**; Proposal presented
- Camille Burnett, (Nursing), PhD, 2012, Examiner: Examining the Effects of Policies on the Delivery of Shelter Services to Women who Have Experienced IPV
- Michelle Pompeo, PhD, 2011, Examiner: General Education Elementary Teachers' Perceptions of Developing "Interventionist" Beliefs and Practices
- Oona Tiplady (Psychology, OISE), PhD., 2009, Committee member: proposal successfully defended
- Deanna Mulvihill, (Nursing), PhD., 2008, Examiner: Help-Seeking for Alcohol Dependency by Women with Post-Traumatic Stress Disorder and a History of Intimate Partner Violence
- Karla Washington (Health & Rehab. Sci), 2007, PhD, Examiner: Exploring the Impact of Two Direct Treatment Programs for the Remediation for Expressive Grammar Deficits in Preschool and Kindergarten Children with Specific Language Impairment

9. **UNIVERSITY ADMINISTRATIVE DUTIES (member unless otherwise indicated):**

- a) Department/Faculty, School or disciplinary area
Chair, Executive Committee, 2019-
Annual Performance Evaluation Committee 2007, 2008, 2009, 2010, 2011

Appointments Committee 2007- 2008, 2015-2017
Scholarship Evaluation Committee 2014-2017
MA Counselling Psychology Admissions Committee, 2002-2017, 2019-
Dean's Advisory Council 2012-2104
Planning Committee 2006-2007
Operations Committee 2006-2017
Workload Committee 2006-2007
Appointments Committee 2005-2006, 2015-17
Research Committee, 2006-2008, Chair, 2013
SSHRC and OGS Selection Committee 2004-2005
Professional Liaison Committee 2003-2006
Coordinator, Psychology Test Library 2003-2016
Graduate Studies Subcommittee 2002-03, 2005-06, 2011-12

Program

Member, Applied Psychology Research Cluster 2012-
Co-Director, PhD in School and Applied Psychology, Clinical Program- July 1, 2020-June
31, 2021
Co-Chair, Applied Psychology Research Cluster, July 1, 2020-June 31, 2021
Chair, Wellness Committee 2019-
Member, Teacher Education Advisory Committee 2019-

Ad Hoc

Associate Deans' Ad Hoc Selection Committee 2010
Faculty Advisor to the Education Students' Council 2013-2015

Reviewer

Education Student Council Teacher Award Selection Committee 2014

b) University

Senate Review Board Academic, 2010-2013
Faculty of Education Representative to the Senate, 2015-2017
Non-Medical Research Ethics Board, 2010-2019
Graduate Education Council -2009, 2010
Graduate Education Policy Committee, Education Representative, 2009-2010
Chair, Graduate Education Policy Committee, 2013
Decanal Selection Committee, Education, 2010
Graduate Studies Subcommittee, 2007, 2008
President's Advisory Committee on the Safety of Women on Campus, 2006-2009
UWOFA Status of Women and Equity Committee, 2006-2009
President's Advisory Committee on Teaching and Learning (PACTL) (representing Faculty
of Education), 2003-2007
University Committee on Student Housing (UCOSH), 2003-2007

Advisory

Steering Committee Member, Centre for Health Equity and Social Inclusion 2015-

Steering Committee- Global Minds 2016-2019
Member Child and Youth Psychiatry Advisory Committee, London Health Sciences,
London ON 2013-2018
Steering Committee, Global Minds 2016-18
Advisory Committee, Centre for Research and Education on Violence Against Women
and Children- 2009-2014, Chair, 2010- 2015
Gender Trauma and Violence Knowledge Incubator, Member, 2019-present
Health Equity Interdisciplinary Development Initiative (HEIDI)-2018-
Curriculum Committee, Masters of Public Health, 2014-2017

Reviewer

Internal Reviewer of the Proposed Graduate Program- Master of Public Health. 2013

c) External

Advisory/Boards

Advisor-School Prevention of Problematic Youth Substance Abuse- Public Health Agency
of Canada (PHAC)- 2019-

Member- Tiger Team- a small working group with expertise in upstream prevention,
harm reduction, stigma reduction and equity-oriented interventions to inform the
Forum: The Public Health Agency of Canada (PHAC), Canadian Centre on
Substance Use and Addiction (CCSA), Canadian Students for Sensible Drug Policy
and the Joint Consortium for School Health co-hosted a Forum, "School Matters:
Building a Blueprint for Action in School Communities to Help Prevent Substance
Use Harm, held Feb, 11-12, 2020, Toronto.

Member, Advisory Committee -Safe Schools Research Project Thames Valley District
School Board 2012-14

Member, Coalition for Children and Youth Mental Health, Ontario Public School Board
Association- 2015-

Member, Division of Child and Adolescent Psychiatry Research Committee, 2015-2017

Member, Child & Adolescent Psychiatry Committee, London Health Sciences Centre,
2011-2018

Research Funding Reviews and Adjudication

Reviewer- SSHRC Insight Grants 2019, 2020

Reviewer- Women's College Hospital xChange Grant Opportunity- 2015-2018

Peer Review

Journal of Educational Research, 2020

Co-Editor, Special Issue: Advances in School Mental Health Promotion; 2017, Volume 10,
Issue

1, "Preparing the teaching workforce for school mental health promotion"

Journal of Educational Administration 2019

Canadian Journal of School Psychology 2016, 2017, 2019

Exceptionalities Education International 2018, 2019, 2020

Canadian Journal of Educational Administration 2020
Youth Services Review 2017
Canadian Journal of Counselling 2006
Tenure Review- University of South Carolina, SC, 2017
Tenure Review, George Mason University, VA, 2018
Tenure Review, Brock University, ON, 2018

Research Affiliations

Mental Health Education Integration Consortium (MHEDIC) 2013-
Academic Research Associate, Centre for Research and Education on Violence Against
Women and Children 2004-
Principal Investigator, Centre for School Mental Health 2018-
Member: Gender Based Violence Incubator, Western

d) Other

Research

Member: Global Minds, Western

Funding

Ontario Graduate Scholarship Adjudication Committee 2015-2017

Teaching Affiliations

Doctoral Membership: Faculty of Information Science/Health Information Science,
Western University- 2018-present
Core Faculty Member and Faculty Mentor- Global Minds. 2016-present
Core Faculty - Global Mental Health Summer Institute in Machakos, Kenya 2017
Core Faculty and Faculty Mentor- Global Minds Fellowship Program 2016-present
Guest Instructor, Global Mental Health Graduate Seminar Course, GH 9014 2017-19

10. **COMMUNITY SERVICE:**

Big Sister, Big Brothers Big Sisters London and Area 2016-2019
Volunteer, Events, Big Brothers Big Sisters London and Area, 2016-2018
Member, Board of Directors, St. Leonard's Community Services 2007-2012, 2014-2016.
Chair, Board of Directors, St. Leonard's Community Services 2009-2011, 2014-2015.
Member, Board of Directors, Merrymount Family and Children's Crisis and Support
Centre, London 2007-2013.
Vice-Chair, Board of Directors, Merrymount Family and Children's Crisis and Support
Centre, London 2011-2013.
Community Response Facilitator, 2010-11, St. Justin's Catholic Church, London Ontario.
Working with Parish Councils to work through the aftermath of the conviction of
Father Sylvester, for multiple counts of child sexual abuse.

All Our Sisters: Second National Forum on Security of Housing and Safe Communities for
Woman Coast to Coast to Coast. Planning Committee Member. 2014.

Appendix A

Acceptance notice, Psychology in the Schools:

cs-author@wiley.com

Sat 04/04/2020 04:01 PM

Dear Susan Rodger,

Your article Initial Teacher Education and Trauma and Violence Informed Care in the Classroom: Results from A Preliminary Online Teacher Education Course in Psychology in the Schools has the following publication status: Published as Early View

To access your article, please click the following link to register or log in:

<https://authorservices.wiley.com/index.html#register>

You can also access your published article via this link: <http://dx.doi.org/10.1002/pits.22373>

If you need any assistance, please click [here](#) to view our Help section.

Sincerely,

Wiley Author Services

[Alicia A. Lapointe](#), Ph.D., M.Ed., B.Ed., B.A., OCT

(519) 614 3743 | alapoint@uwo.ca | [@alapoint13](#)

42 Springbank Drive
London, ON, Canada, N6J 1E3

EDUCATION

- 2018 Ph.D., Equity and Inclusive Education
Faculty of Education
Western University
- Dissertation: [*Gay-Straight Alliances \(GSA\) and student activism in Ontario public secular and Catholic high schools*](#)
Supervisor: Dr. Wayne J. Martino
- 2012 M.Ed., Curriculum Studies
Faculty of Education
Western University
- Thesis: [*Straight allies: Combatting homophobia and heteronormativity 'straight' on*](#)
Supervisor: Dr. Wayne J. Martino
- 2010 Special Education Part 1, Additional Qualification Course
Faculty of Education
Western University
- 2009 B.Ed. (with distinction), Intermediate/Senior Division
General Social Sciences, and Health and Physical Education
Faculty of Education
Western University
- 2006 B.A. Honors, Kinesiology
Faculty of Health Sciences
Western University

TEACHING POSITIONS

- 2018 – 2019 **Assistant Professor (Limited Duties)**
Curriculum and Pedagogy in Social Studies and Humanities - Social Studies
General and Philosophy (Undergraduate)
Faculty of Education
Western University
- 2018 – present **Occasional Teacher and Professional Development Facilitator**
Thames Valley District School Board (TVDSB)

- 2019 **Consultant**
Education, Culture, and Employment (ECE), Government of Northwest Territories (GNWT)
Yellowknife, NWT
- 2019 **Reviewer**
The Anthology of Social Studies - Issues and Strategies for Secondary Teachers (2019)
Critical Thinking Consortium (TC²)
Vancouver, BC
- 2014 – 2018 **Course Creator and Instructor**
Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q+)
Issues in Education (Undergraduate)
Faculty of Education
Western University
- 2015 – 2018 **Instructor**
Advanced Teaching Program (ATP) (Graduate)
Teaching Support Centre (TSC)
Western University
- 2015 – 2018 **Instructor**
Teaching Assistant Training Program (TATP) (Graduate)
Teaching Support Centre (TSC)
Western University
- 2016 **Consultant**
Thames Valley District School Board's (TVDSB) guidelines for the accommodation of gender diverse and trans students and staff
Thames Valley District School Board (TVDSB)
London, ON
- 2012 – 2014 **Teaching Assistant**
Safe Schools (Undergraduate)
Faculty of Education
Western University
- 2013 **Teaching Assistant**
Special Topics in Educational Policy Studies: Theoretical Foundations of Inquiry (Graduate) (Online)
Faculty of Education
Western University
- 2014 **Teacher and Researcher**
The Fourth R
Centre for Prevention Science
London, ON

- 2013 **Curriculum Developer**
The Fourth R
Centre for Prevention Science
London, ON
- 2008 – 2009 **Teacher Candidate**
General Social Sciences, History, and Health and Physical Education (High School)
Thames Valley District School Board (TVDSB), and London District Catholic School Board (LDCSB)
London and Woodstock, ON

RESEARCH POSITIONS

- 2018 – present **Research Scientist**
LGBT2Q+ Youth Programs
Centre for School Mental Health (CSMH), Faculty of Education
Western University
- 2018 – present **Adjunct Research Professor**
Faculty of Education
Western University
- 2016 – 2018. **Research Associate**
Centre for School Mental Health (CSMH), Faculty of Education
Western University
Principal Investigator: Dr. Claire V. Crooks
- 2015 – 2016 **Project Coordinator**
Centre for Prevention Science
London, ON
Principal Investigator: Dr. Claire V. Crooks
- 2015 – 2016 **Research Assistant**
Supporting transgender and gender minority youth in schools: Policy and practice
Faculty of Education
Western University
Principal Investigator: Dr. Wayne J. Martino
- 2014 – 2016 **Research Associate**
Understanding the impact of adapting and implementing an evidence-based mental health promotion program: The mental health first aid - First Nations initiative
Centre for Prevention Science
London, ON
Principal Investigator: Dr. Claire V. Crooks

- 2014 **Research Assistant**
Centre for Research in Education on Violence Against Women & Children
Faculty of Education
Western University
- 2013 **Research Assistant**
Are girls really doing better than boys in school?
Faculty of Education
Western University
Principal Investigators: Dr. Wayne J. Martino, and Dr. Goli Rezai-Rashti
- 2010 – 2011 **Research Assistant**
An international symposium speaks the unspoken: Masculinities, bodies and body image in health education
Faculty of Education
Western University
Principal Investigator: Dr. Michael Kehler

COMMUNITY POSITIONS

- 2013 – 2017 **Facilitator**
Open Closet (LGBT2Q+ Support Group for Youth)
Regional HIV/AIDS Connection
London, ON
- 2012 – 2013 **Consultant**
mindyourmind
London, ON, Canada
- 2005 – 2010 **Project Leader**
Katimavik
Ingersoll, London, Strathroy, and Smiths Falls, ON, Canada
- 2003 – 2004 **Residence Advisor**
Saugeen-Maitland Hall
Western University

PUBLICATIONS

Peer-Reviewed Journal Articles

- Lapointe, A., & Crooks, C. V. (revise and resubmit). *Supports suggested by educators to enhance the implementation of a program offered in GSAs*. Manuscript submitted for publication.
- Lapointe, A., & Crooks, C. V. (2018). GSA members' experiences with a structured program to promote well-being. *Journal of LGBT Youth*, 15(4),300-318, [doi: 10.1080/19361653.2018.1479672](https://doi.org/10.1080/19361653.2018.1479672)

- Lapointe, A., Dunlop, C., Crooks, C. V. (2018). Feasibility and fit of a mental health promotion program for LGBTQ+ youth. *Journal of Youth Development*, 13(4), 100-117. [doi: https://doi.org/10.5195/jyd.2018.585](https://doi.org/10.5195/jyd.2018.585)
- Lapointe, A. (2017). “It’s not pans, it’s people”: Student and teacher perspectives on bisexuality and pansexuality. *Journal of Bisexuality*, 17(1), 88–107. [doi:10.1080/15299716.2016.1196157](https://doi.org/10.1080/15299716.2016.1196157)
- Crooks, C. V., Exner-Cortens, D., Burm, S., **Lapointe, A.**, & Chiodo, D. (2017). Two years of relationship-focused mentoring for First Nations, Metis, and Inuit adolescents: Promoting positive mental health. *The Journal of Primary Prevention*, 38(1), 87–104. [doi:10.1007/s10935-016-0457-0](https://doi.org/10.1007/s10935-016-0457-0)
- Lapointe, A. (2016). Queering the Social Studies: Lessons to be learned from Canadian secondary school Gay-Straight Alliances. *The Journal of Social Studies Research*, 40(3), 205-215. [doi:10.1016/j.jssr.2015.07.004](https://doi.org/10.1016/j.jssr.2015.07.004)
- Lapointe, A. (2016). 'Queering' youth studies: Exploring the queer pedagogical insights within the *Critical Youth Studies Reader*. *Journal of LGBT Youth*, 13(3), 300-304. [doi:10.1080/19361653.2015.1089808](https://doi.org/10.1080/19361653.2015.1089808)
- Lapointe, A. (2015). Standing 'straight' up to homophobia: Straight allies' involvement in Gay-Straight Alliances (GSA). *Journal of LGBT Youth*. 12(2), 144-169. [doi:10.1080/19361653.2014.969867](https://doi.org/10.1080/19361653.2014.969867)
- Lapointe, A. (2014). Gay-Straight Alliance (GSA) members' engagement with sex education in Canadian high schools. *Sex Education: Sexuality, Society and Learning*, 14(6), 707-717. [doi:10.1080/14681811.2014.914024](https://doi.org/10.1080/14681811.2014.914024)

Non-Peer Reviewed Journal Articles

- Kassen, J., & **Lapointe, A.** (2016). Growing into resilience: Sexual and gender minority youth in Canada (Book Review). *Canadian Journal of Education*, 39(1), 1-5. <http://journals.sfu.ca/cje/index.php/cje-rce/article/view/2279/1832>

Book Chapters

- Lapointe, A. (2020). Enacting LGBTQ+ affirmative pedagogy. In R. Case & P. Clark (Eds.), *An Anthology for Secondary Teachers: Learning to Inquire in History, Geography, and Social Studies*, 4th ed., (pp. 21-23). The Critical Thinking Consortium.
- Lapointe, A. (2020). Indigenizing LGBTQ Issues in Education: A necessary journey. Manuscript accepted for publication in N. M. Rodriguez (Ed.), *Teaching LGBTQ+ Studies in Education: Theoretical Perspectives*. New York, NY: Palgrave Macmillan.
- Crooks, C. V., Chiodo, D., Dunlop, C, K., **Lapointe, A.**, & Kerry, A (2018). The Fourth R: Implementing evidence-based healthy relationships and mental health promotion programming in diverse contexts. In A. Leschied, D. Saklofske, & G. Flett (Eds.), *The Handbook of School-Based Mental Health Promotion: An Evidence Informed Framework for Implementation* (pp. 299-321). New York, NY: Springer.

Lapointe, A. (2016). Postgay. In E. Brockenbrough, J. Ingrey, W. J. Martino, & N. M. Rodriguez (Eds.), *Critical concepts in queer studies and education: An international guide for the twenty-first century* (pp. 205-218). New York, NY: Palgrave Macmillan.

Kassen, J., & Lapointe, A. (2016). Working 'with' and 'within': 'Weaving' queer spaces with cycles of resistance. In sj Miller & N. M. Rodriguez (Eds.), *Educators queering academia: Critical memoirs* (pp. 69-78). New York, NY: Peter Lang.

Kassen, J., & Lapointe, A. (2014). Taking change to the street: Kicking homophobia and heterosexism to the curb. In D. Gosse (Ed.), *OUT PROUD: Stories of pride, courage, and social justice* (pp. 333-342). St John's, NL: Breakwater Books.

Manuscripts in Progress

Lapointe, A., Daly, B., & Loepky, A. (2020). *Merging disciplinary divides: Lending an anti-oppressive lens to mental health promotion training and programming.*

Lapointe, A. (2020). *LGBTQ+ matters: Hopes and gains in preservice professional development.*

Professional Publications

Cadieux, C., Godin, K., Lapointe, A., & Crooks, C. (2019). Preventing problematic substance use through Positive Youth Development. *Canadian Association of Principals Journal*, 17-19.
Retrieved from: https://marketzone.ca/ebooks/CAP/2019/CAP-T0119_EMAG/html5forpc.html?page=0

Lapointe, A. (2018). *Research snapshot: GSA members' experiences with a structured program to promote well-being.* London, ON: Western University: Retrieved from: https://www.csmh.uwo.ca/docs/Research-Snapshot_GSA_Members_Structured_Program.pdf

Lapointe, A. (2017). *Teen Relationship violence and wellbeing among LGBTQ+ youth.* London, ON: Western University. Retrieved from: https://www.edu.uwo.ca/csmh/docs/hrpp/knowledge_summary/teen-relationships-violence-and-wellbeing-among-lgbtq-youth.pdf

Lapointe, A., & Kassen, J. (2013). After the happily ever after: One year post-Bill 13, are Ontario Catholic schools supporting gay-straight alliance development? *Education Canada*, 53(4), 12-17.

Lapointe, A., & Kassen, J. (2013). Martin's map: His journey, on his terms. *Our Schools Our Selves*, 23(1), 61-66.

Kassen, J., & Lapointe, A. (2013). Gay-Straight Alliances (GSA) and waves of change in school. *Our Schools Our Selves*, 22(4), 163-173.

Kassen, J., & Lapointe, A. (2013, June). Putting the pieces together: A youth engagement strategy for student-led groups. *Agenda*, 1, 6.

Program Manuals and Reports

Lapointe, A., & Crooks, C. V. (2020). *TVDSB report: HRP for LGBT2Q+ Youth training and ongoing supports*. London, ON: Western University.

Crooks, C. V., Lapointe, A., & Daly, B. (2019). *Building educator capacity to support LGBT2Q+ youth in Northwest Territories – summary report*. London, ON: Western University.

Crooks, C. V., Lapointe, A., & Cadieux, C. (2019). *Supporting LGBT2Q+ youth through evidence-informed strategies and programming*. London, ON: Western University.

Crooks, C. V., & Lapointe, A. (2018). *Promising practices: Mental health promotion programming with Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q+) youth*. London, ON: Western University. Retrieved from: <https://www.csmh.uwo.ca/docs/PP4-Programming-for-LGBT2Q-youth.pdf>

Lapointe, A., Kassen, J., Snooks, S., Townsley, D., Crooks, C. V., Dale, S., & Hughes, R (2017). *Healthy relationships program for LGBT2Q+ youth: A Fourth R small groups program to promote healthy relationships and positive mental health (2nd ed.)*. London, ON: Western University.

Lapointe, A., Kassen, J., Snooks, S., Townsley, D., Hughes, R., Crooks, C. V., Kirkham, A., & Messinger, A. (2016). *Healthy relationships program for LGBT2Q+ youth: A Fourth R small groups program to promote healthy relationships and positive mental health*. London, ON: Western University.

Knowledge Mobilization Products

Loeppky, A., & Lapointe, A. (2020). *A guide to starting and supporting a GSA*. Western University. Retrieved from: <https://www.csmh.uwo.ca/docs/publications/GSA%20Guide%20FINAL.pdf>

Loeppky, A., & Lapointe, A. (2020). *Building capacity to work with LGBT2Q+ youth: Understanding concepts and terminology*. Western University. <https://www.csmh.uwo.ca/docs/publications/TERMS%20FINAL.pdf>

Loeppky, A., & Lapointe, A. (2020). *Education legislation and policy across provinces and territories in Canada: Supporting LGBT2Q+ youth*. Western University.

Promotional Materials

Lapointe, A., & Crooks, C. V. (2018). *Healthy Relationships Program for LGBT2Q+ Youth (Program Flyer)*. Retrieved from: https://youthrelationships.org/uploads/hrp_lgbt2q+_flyer.pdf

Lapointe, A., & Crooks, C. V. (2018). *Healthy Relationships Program for LGBT2Q+ Youth (Program Overview)*. Retrieved from: https://youthrelationships.org/uploads/hrp_lgbt2q+_overview.pdf

Lapointe, A., Crooks, & C. V. (2018). *Frequently asked questions (FAQ) about the HRP for LGBT2Q+ Youth*. Retrieved from: https://youthrelationships.org/uploads/hrp_lgbt2q+_faq.pdf

National Campaign Contributions

Preventing Problematic Substance Use Through Positive Youth Development:

Infographic: <https://www.csmh.uwo.ca/docs/EN-Infographic-Final-Web.pdf>

Research Brief: <https://www.csmh.uwo.ca/docs/EN-BLAM2-Final-Web.pdf>
Newsletter: <https://www.csmh.uwo.ca/docs/EN-Newsletter-2-Final-Web.pdf>
Whiteboard: <https://www.youtube.com/watch?v=Ph6jwluuDhw&t=8s>

Poetry

Lapointe, A. (2005). *Kill/live - die/proud?* Propaganda: Arts and literary journal (vol. 13), pp. 35.
Lapointe, A. (2004). *Laugh it up!* Propaganda: Arts and literary journal (vol. 12), pp. 28.
Lapointe, A. (2004). *The truth is out there.* Propaganda: Arts and literary journal (vol. 12), pp. 34.

GRANTS AND FELLOWSHIPS

2014-2017	Doctoral Fellowship Social Sciences and Humanities Research Council (SSHRC), \$60,000
2016	Society of Graduate Students Travel Subsidy Award Western University, \$500
2016	Graduate Student Internal Conference Travel Grant Faculty of Education, Western University, \$1000
2016	Society of Graduate Students Travel Subsidy Award Western University, \$465
2015	Graduate Student Internal Conference Travel Grant Faculty of Education, Western University, \$1000
2014	Ontario Graduate Scholarship (OGS) – Doctoral [declined] Ontario Ministry of Training, Colleges and Universities, \$15,000
2014	PSAC 610 Academic Achievement Scholarship Western University, \$500
2014	Graduate Student Internal Conference Travel Grant Faculty of Education, Western University, \$1000
2014	Society of Graduate Students Travel Subsidy Award Western University, \$400
2013	Ontario Graduate Scholarship (OGS) – Doctoral Ontario Ministry of Training, Colleges and Universities, \$15,000
2013	Graduate Student Internal Conference Travel Grant Faculty of Education, Western University, \$750
2013	Society of Graduate Students Travel Subsidy Award Western University, \$150

2012-2013 Western Graduate Research Scholarship (WGRS)
Faculty of Education, Western University, \$20,000

2012 Graduate Student Internal Conference Travel Grant
Faculty of Education, Western University, \$900

AWARDS

2018 University Students' Council Teaching Honor Roll Award of Excellence
Western University

2017 Award for Excellence in Undergraduate Teaching
Faculty of Education, Western University

2017 Education Students' Council Undergraduate Teaching Award
Faculty of Education, Western University

2017 University Students' Council Teaching Honor Roll Award of Excellence
Western University

2017 Eric Rofes Travel Grant Award [declined]
American Educational Research Association (AERA), Queer Studies Special Interest
Group (SIG), \$500

2016 University Students' Council Teaching Honor Roll Award of Excellence
Western University

2016 Best of Symposium Poster Award (Second Place)
Robert Macmillan Graduate Research in Education Symposium (GRiES)
Faculty of Education, Western University

2015 University Students' Council Teaching Honor Roll Award of Excellence
Western University

2015 Best of Symposium Poster Award (First Place)
Faculty of Education, Western University
Robert Macmillan Graduate Research in Education Symposium (GRiES)

2014 Education Students' Council Undergraduate Teaching Award (Nomination)
Faculty of Education, Western University

2005 Off-Campus Orientation Representative (SOPH) of the Year
Residence Life, Western University

2004 Programming Excellence
Residence Life, Western University

CERTIFICATES

- 2016 Mental Health Interactive Learning Module
Western University
- 2015 Western Certificate in University Teaching and Learning
Teaching Support Centre (TSC), Western University
- 2015 Instructional Skills Workshop
Teaching Support Centre (TSC), Western University
- 2015 Applied Suicide Intervention Skills Training (ASIST)
LivingWorks, Waterloo, ON
- 2015 Safe Campus Community - Preventing Harassment, Violence, and Domestic
Violence
Western University
- 2015 Accessibility at Western (AODA) - Accessibility in Service
Western University
- 2015 Worker Health and Safety Awareness
Western University
- 2014 Certificate of Completion for the Tri-Council Policy Statement: Ethical Conduct for
Research Involving Humans Course on Research Ethics (TCPS 2: CORE)
- 2014 Collaborative Institutional Training Initiative (CITI) - Canada RCR Course - Life
Science, Research Coordinator/Assistants
- 2014 Collaborative Institutional Training Initiative (CITI) - Canada GCP, Non-Regulated
Studies
- 2013 Domestic Violence Risk Assessment and Management Online Training Course
Centre for Research and Education on Violence Against Women and Children
(CREVAWC), Western University
- 2013 Standard First Aid with CPR C + AED
St. John Ambulance Ontario
- 2009 Ontario Certified Teacher (OCT)
License 565369

INVITED TALKS

Keynote Speaker

Lapointe, A. (2016). *Policing and LGBT2Q+ communities*. Invited keynote for new recruits, Ontario Police College, Ministry of Community Safety and Correctional Services, Aylmer, ON, March 9, 2016.

Panelist

Lapointe, A. (2019). *My professional journey, my personal way*. Experiences of Early Career Professionals, PREVNET Annual Conference: Creating Places for Children and Youth that Promote Equity, Diversity, Inclusivity, Toronto, ON, May 14, 2019.

Lapointe, A. (2016). *TA advice to make everything nice*. TA Day: Graduate Student Conference on Teaching, Western University, London, ON, September 7, 2016.

Lapointe, A. (2016). *Teachers' work, students' work: Harnessing student voice for sexual and gender justice in schools*. Rouge Forum 2016 Conference, St. Mary's University, Calgary, AB, May 27-28, 2016.

Lapointe, A. (2015). *TA advice to make everything nice*. TA Day: Graduate Student Conference on Teaching, Western University, London, ON, September 9, 2015.

Lapointe, A. (2015). *Networking strategies: Developing your personal brand*. Future Professor Workshop - Professionalism: Networking at Academic Conferences, Teaching Support Centre, Western University, July 8, 2015.

Lecture (* denotes graduate level classes)

Lapointe, A. (2018). *Supporting LGBT2Q+ youth through evidence-informed strategies and programming*. Invited lecturer for 5458 – LGBT2Q Issues in Education, Western University, London, ON, November 17, 2018.

* Lapointe, A. (2016). *LGBT2Q+ youth's identities, expressions, and experiences in schooling*. Invited lecturer for 9801 - Psychosocial Aspects of Schooling, Western University, London, ON, October 25, 2016.

* Lapointe, A. (2016). *Working with gender, sexual, and romantic minority clients*. Invited lecturer for 9553 - Cross-Cultural Counseling, Western University, London, ON, February 18, 2016.

Lapointe, A. (2016). *Recognizing and addressing homophobia, heterosexism, hetero/cisnormativity, cissexism, and transphobia in Physical Education*. Invited lecturer for 5220 - Curriculum and Pedagogy in Intermediate/Senior Health & Physical Education, Western University, London, ON, February 3, 2016.

Lapointe, A. (2015). *Gay-Straight Alliances (GSA) and allyship*. Invited lecturer for 5080 - LGBTQ Issues in Education and Community, The University of Manitoba, Winnipeg, MB, November 24, 2015.

Lapointe, A. (2015). *Queering the Social Studies curriculum*. Invited lecturer for 4242 - Curriculum & Instruction: Intermediate/Senior Social Sciences - General, Lakehead University, Thunder Bay, ON, November, 3, 2015.

* Lapointe, A. (2015). *Working with gender, sexual, and romantic minority clients*. Invited lecturer for 9553 - Cross-Cultural Counseling, Western University, London, ON, February 12, 2015.

Lapointe, A. (2014). *Gay-Straight Alliances (GSA): Forms and functions in school communities*. Invited lecturer for 5080 - LGBTQ Issues in Education and Community, The University of Manitoba, Winnipeg, MB, November 18, 2014.

* Lapointe, A. (2014). *The slippery slope: Policies and issues of power as they relate to lesbian, gay, bisexual, trans, queer/questioning (LGBTQ+) people in education*. Invited lecturer for 9500 - Power, Politics, and Policy in Education: Historical and Contemporary Perspectives, Western University, London, ON, September 29, 2014.

* Lapointe, A. (2014). *The enmeshed relationship between theory and data*. Invited speaker for 9678 - Diverse Traditions: Approaches to Educational Research, Western University, London, ON, March 4, 2014.

Lapointe, A. (2014). *Hate and homophobia*. Invited lecturer for 5434 - Safe Schools, Western University, London, ON, February 12, 2014.

Lapointe, A. (2013). *The role of the educator in promoting children's understanding and acceptance of diversity in self and others*. Invited lecturer for Advocacy and Bias-Free Practice, Fanshawe College, London, ON, October 16, 2013.

Lapointe, A. (2013). *Hate and homophobia*. Invited lecturer for 5434 - Safe Schools, Western University, London, ON, October 2, 2013.

REFEREED CONFERENCE PRESENTATIONS

Lapointe, A. *Exploring an evidence-informed intervention for LGBT2Q+ youth*. Paper submitted to the 2020 Annual Conference on Advancing School Mental Health, Baltimore, Maryland, October 29-October 31, 2020 Baltimore, MD.

Lapointe, A., & Crooks, C. V. (2020). *Developing educators' capacity to support LGBT2Q+ youth through relational and skills-oriented professional development*. Paper accepted at the Gender and Education Association International Conference, Calgary, AB, June 15-June 18, 2020.

Crooks, C. V., & **Lapointe, A.** (2019). *Promoting resiliency and well-being among LGBT2Q+ youth through a group intervention*. Workshop presented at the Banff International Conferences on Behavioural Science: Equipping Schools and Communities to Support Student Mental Health, Banff, AB, March 17-March 20, 2019.

Daly, B., Crooks, C. V., **Lapointe, A.**, & Moroz, S. (2019). *Building educator capacity to support LGBT2Q+ youth: A case study of the educators from the Northwest Territories*. Poster presented at the Banff International Conferences on Behavioural Science: Equipping Schools and Communities to Support Student Mental Health, Banff, AB, March 17-March 20, 2019.

Bullock, N., Cadieux, C., Crooks, C. V., **Lapointe, A.** (2019). *Reaching a tipping point: Supporting Canadian school stakeholders to build on programs that work for positive youth development and prevention of problematic substance use*. Poster presented at the Banff International Conferences on Behavioural Science: Equipping Schools and Communities to Support Student Mental Health, Banff, AB, March 17-March 20, 2019.

- Crooks, C. V., & **Lapointe, A.** (2018). *Development and three-year pilot of an evidence-informed mental health promotion program for LGBT2Q+ youth*. Paper presented at the 2018 Annual Conference on Advancing School Mental Health, Las Vegas, NV, October 11-October 13, 2018.
- Mizzi, R. C., Pickett, S., **Lapointe, A.**, Kassen, J., Cumby, C., & Roberts, S. (2017). *Building LGBT2SQ inclusion in faculties of education: A critical reflection on recent developments at three Canadian universities*. Paper presented at the Queer Studies in Education and Culture, CSSE Annual Conference 2017, Ryerson University, Toronto, ON, May 27-May 31, 2017.
- Lapointe, A. (2017). *‘It’s not pans, it’s people’: Student and teacher perspectives on bisexuality and pansexuality*. Paper accepted at the Queer Studies, American Educational Research Association Annual Meeting 2017, San Antonio, TX, April 27-May 1, 2017.
- Kerry, A., & **Lapointe, A.** (2017). *Adapting a healthy relationships mental health promotion program for diverse youth: Pilot process with LGBTQ+ youth and in a correction’s setting*. Paper presented at the Canadian Conference on Promoting Healthy Relationships for Youth: Breaking Down the Silos in Addressing Mental Health & Violence, London, ON, February 15-February 17, 2017.
- Lapointe, A. (2017). *Teen relationship violence and wellbeing among LGBTQ+ youth*. Paper presented at the Canadian Conference on Promoting Healthy Relationships for Youth: Breaking Down the Silos in Addressing Mental Health & Violence, London, ON, February 15-February 17, 2017.
- Crooks, C. V., Exner-Cortens, D., **Lapointe, A.**, & Lapshina, N. (2016). *Impacts of the Healthy Relationships Plus Program: Differential approaches and impacts for specific subgroups of youth*. Paper presented at the 21st Annual Conference on Advancing School Mental Health, San Diego, CA, September 29-October 1, 2016.
- Lapointe, A. (2016). *Gay-Straight Alliances’ (GSA) work in Canadian public and Catholic high schools*. Paper presented at the Queer Studies in Education and Culture, CSSE Annual Conference 2016, The University of Calgary, Calgary, AB, May 29-June 1, 2016.
- Lapointe, A. (2016). *Filling the ‘gay’ gap: The anti-homo/transphobic work of Ontario public and Catholic high school Gay-Straight Alliances (GSA)*. Paper accepted at Moving Forward: Identities, Sexting, Schooled Bodies, and the Curriculum that Frames Us, Western University, London, ON, May 22-25, 2016.
- Lapointe, A. (2016). *Gay-Straight Alliances’ (GSA) queer pedagogical role in Canadian public and Catholic high schools*. Paper presented at the Queer Studies, American Educational Research Association Annual Meeting 2016, Washington, DC, April 8-April 12, 2016.
- Lapointe, A., & Kassen, J. (2016). *Queering the Social Studies: Lessons to be learned from Canadian secondary school Gay-Straight Alliances*. Paper presented at the Social Studies Research, American Educational Research Association Annual Meeting 2016, Washington, DC, April 8-April 12, 2016.
- Lapointe, A. (2015). *Gay-Straight Alliances’ (GSA) queer pedagogical and activist capacity in Canadian public and Catholic high schools*. Paper accepted at the Queer Studies in Education and Culture, CSSE Annual Conference 2015, The University of Ottawa, Ottawa, ON, May 30-June 3, 2015.

- Lapointe, A., Kassen, J. (2015). *Straight allies' roles in secondary schools: "You just don't walk by."* Poster presented at the Canadian Committee of Graduate Students in Education, CSSE Annual Conference 2015, The University of Ottawa, Ottawa, ON, May 30-June 3, 2015.
- Lapointe, A. (2014). *Gay-Straight Alliances (GSA) and student activism in Ontario public and Catholic high schools.* Paper presented at the Tenth International Congress of Qualitative Inquiry 2014, University of Illinois at Urbana-Champaign, Urbana, IL, May 21-24, 2014.
- Lapointe, A. (2014). *Gay-Straight Alliances' (GSA) educative role in debunking HIV/AIDS-related myths and activist potential in addressing Canadian Blood Services' (CBS) policy for men who have sex with men (MSM).* Paper presented at the Queer Studies in Education and Culture, CSSE Annual Conference 2014, Brock University, St. Catharines, ON, May 24-28, 2014.
- Lapointe, A. (2014). *Gay-Straight Alliances (GSA) and student activism: Implications for anti-homophobic education.* Poster presented at the Canadian Committee of Graduate Students in Education, CSSE Annual Conference 2014, Brock University, St. Catharines, ON, May 24-28, 2014.
- Lapointe, A., & Kassen, J. (2014). *Gay-Straight Alliances (GSA) and student activism: A literature review.* Paper presented at the Canadian Committee of Graduate Students in Education, CSSE Annual Conference 2014, Brock University, St. Catharines, ON, May 24-28, 2014.
- Lapointe, A. (2013). *Banning men who have sex with men's (MSM) 'bad' blood: Protecting public health or simply propagating prejudice? Blood donation drives strengthen heteronormative discourses in schooling.* Paper accepted at the Queer Studies in Education and Culture, CSSE Annual Conference 2013. University of Victoria, Victoria, BC, June 1-5, 2013.
- Lapointe, A. (2013). *No, "no homo", bro: A case of queer student activism.* Roundtable accepted at the Canadian Committee of Graduate Students in Education, CSSE Annual Conference 2013. University of Victoria, Victoria, BC, June 1-5, 2013.
- Lapointe, A. (2012). *Straight allies: Combating homophobia and interrogating heteronormativity 'straight' on.* Paper presented at the Queer Studies in Education and Culture, CSSE Annual Conference 2012. University of Waterloo/Wilfred Laurier University, Waterloo, ON, May 26-30, 2012.
- Lapointe, A. (2012). *Straight allies and their involvement in Gay-Straight Alliances: An examination of significant research.* Paper presented at the Canadian Committee of Graduate Students in Education, CSSE Annual Conference 2012. University of Waterloo/Wilfred Laurier University, Waterloo, ON, May 26-30, 2012.

NON-REFEREED CONFERENCE PRESENTATIONS

- Lapointe, A. (2020). *'Isms' and 'norms': Recognizing and addressing sexual and gender-based oppression in and through schooling.* Inclusive School & Community Services Inservice, York Region District School Board, Aurora, ON, September 9th, 2020.
- Lapointe, A. (2020). *Addressing mental health and well-being disparities among LGBTQ2Q+ youth through structured programming.* Pre-conference workshop accepted at the *Trauma and*

- Violence Intervention Research: Promoting Safety and Well-Being Across the Lifespan* Conference, Western University, ON, June 9-11, 2020.
- Lapointe, A. (2020). *Supporting queer students*. Conference Week, Education Students' Council, Faculty of Education, Western University, London, ON, February 19th, 2020.
- Lapointe, A. (2019). *Living 'out' your learning: Affirming sexual and gender diversity in Rez*. Housing, Western University, London, ON, January 5, 2020.
- Lapointe, A. (2019). *Supporting LGBT2Q+ youth in and through schooling*. Inclusive Schooling Inservice, Government of Northwest Territories, Yellowknife, NWT, October 22–24, 2019.
- Lapointe, A., & Strachan, I. (2019). *Supporting our LGBTQ2S+ communities at school*. 2019 NWT Principals' Conference, Government of Northwest Territories, Yellowknife, NWT, October 8-10, 2019.
- Lapointe, A. (2019). *Understanding barriers and facilitators to promoting positive mental health and well-being among LGBT2Q+ youth*. Workshop facilitated at Within, Between, Around: Culturally and Socially Responsive Practices Supporting Student Mental Health, York Region District School Board, Richmond Hill, ON, August 19-20, 2019.
- Lapointe, A. (2019). *Exploring and experiencing a positive mental health promotion program for LGBT2Q+ youth*. Workshop facilitated at PREVNet's 10th Annual Conference: Promoting Healthy Relationships for Youth: Creating Spaces that Support Equity, Diversity and Inclusion, Toronto, ON, May 15, 2019.
- Lapointe, A. (2019). *Mine to name: Identities/ways of being*. Workshop facilitated at the Make Peel Proud Student Conference: YANA Pride 10, Peel District School Board, Brampton, ON, February 28, 2019.
- Lapointe, A., & Crooks, C. V. (2018). [*The Healthy Relationships Program \(HRP\) for LGBT2Q+ Youth: GSA members' experiences with a structured program to promote wellbeing*](#). Paper presented at the IDENTITY: Canadian Perspectives on LGBTQI2S Inclusion conference, Toronto, ON, May 23-25, 2018.
- Lapointe, A., & Kassen, J. (2018). *Coming out: My Journey*. Workshop facilitated at the Pride Conference 2018, The Thames Valley District School Board, London, ON, April 4, 2018.
- Lapointe, A., & Dale, S. (2017). *Youth's experiences with the Healthy Relationships Program for Lesbian, Gay, Bisexual, Trans, Queer/Questioning (LGBTQ+) Youth*. Paper presented at Faculty Research Partners Day: Growing, Learning and Changing in the 21st Century, Western University, London, ON, October 20, 2017.
- Lapointe, A., & Kassen, J. (2017). *My superpower: Coping with challenges*. Workshop facilitated at the Pride Conference 2017, The Thames Valley District School Board, London, ON, April 19, 2017.

- Lapointe, A., & Kassen, J. (2013). *Cultivating (queer)mmunities: LGBTQ politics and potential solutions in education*. Paper presented at the Safe and Healthy Schools Conference 2013, Western University, London, ON, November 22, 2013.
- Lapointe, A. (2013). *LGBTQ what? Being an ally and ad'just'ing your teaching pedagogy to support sexual and gender minorities*. Paper presented at the Safe and Healthy Schools Conference 2013, Western University, London, ON, November 22, 2013.
- Lapointe, A. (2013). *Creating the first Gay-Straight Alliance at the Faculty of Education, The University of Western Ontario*. Poster presentation at the Gay-Straight Alliance Conference 2013, The Thames Valley District School Board, London, ON, April 23, 2013.
- Lapointe, A. (2013). *Queering faith-based space: Queer student activists demand Gay-Straight Alliances in Canadian secondary schools*. Paper accepted at the Queer Studies, Biennial Conference 2013, University of North Carolina Asheville, Asheville, NC, USA, April 4-6, 2013.
- Lapointe, A., & Kassen, J. (2013). *Martin's story: Rethinking the queer victim narrative*. Roundtable presentation at the Robert Macmillan Graduate Research in Education Symposium, Annual Conference 2013, Western University, London, ON, April 18, 2013.
- Lapointe, A. (2013). *"I think that everyone deserves human rights 'cause we're all people": Students' motivations for joining Gay-Straight Alliances (GSA)*. Poster presentation at Research Day, Annual Conference 2013, Western University, London, ON, March 25, 2013.
- Lapointe, A. (2012). *GSAs and student activism in secondary schools*. Paper presented at the Queer Research Day, Annual Conference 2012, Western University, London, ON, April 18, 2012.
- Lapointe, A., & Malins, P. (2012). *Homophobic, biphobic, transphobic, and heterocentric school culture: A call for action*. Paper presented at the Equity and Social Justice Day Conference 2012, Western University, London, ON, January 27, 2012.
- Lapointe, A. (2011). *An examination of GSAs: Queer youth and straight allies unite in pursuit of sexual justice*. Paper presented at the Queer Research Day, Annual Conference, Western University, ON, April 14, 2011.

COMMUNITY PRESENTATIONS

- Lapointe, A. (2014). *Deconstructing privilege: What are taken-for-granted advantages?* Invited workshop for Gay-Straight Alliance members, H. B. Beal Secondary School, London, ON, May 15, 2014.
- Lapointe, A. (2013). *How to create, submit, and present a multiple paper presentation for peer-reviewed conference*. Paper presentation at the Conference Proposals and Presentations session, Doctoral Seminar Series 2013-2014, Faculty of Education, Western University, London, ON, October 31, 2013.
- Lapointe, A. (2013). *Demystifying supervisor and supervisee relationships*. Presentation at the Student/Supervisor Relationships session, Doctoral Seminar Series 2013-2014, Faculty of Education, Western University, London, ON, October 3, 2013.

- Lapointe, A. (2013). *Gay-Straight Alliance development: Community building at its core*. Professional development presentation for Gay-Straight Alliance members, Faculty of Education, Western University, London, ON, September 5, 2013.
- Lapointe, A., & Kassen, J. (2013). *Student voices matter: Gay-Straight Alliance members in a Catholic secondary school speak 'out' about what belonging looks like, feels like, and sounds like at school*. Professional development presentation for Gay-Straight Alliance members, Faculty of Education, Western University, London, ON, February 21, 2013.
- Kassen, J., & Lapointe, A. (2013). *Putting the puzzle together: Students and educators 'piece' together what belonging means*. Invited workshop for Gay-Straight Alliance members, Mother Teresa Catholic Secondary School, London, ON, February 14, 2012.
- Kassen, J., Lapointe, A. (2013). *It's be-you-tiful to belong*. Professional Development Day for secondary educators in The London District Catholic School Board, London, ON, January 9, 2013.
- Lapointe, A., & Kassen, J. (2012). *What does it mean to belong at school?* Invited workshop for Gay-Straight Alliance members, Mother Teresa Catholic Secondary School, London, ON, December 14, 2012.
- Kassen, J., Lapointe, A. (2012). *Creating a Gay-Straight Alliance: Forming group goals and objectives*. Professional development presentation for Gay-Straight Alliance members, Faculty of Education, Western University, London, ON, November 26, 2012.
- Lapointe, A. (2012). *Forming, facilitating, and maintaining Gay-Straight Alliances in secondary schools*. Invited workshop for Glencoe District High School Gay-Straight Alliance advisors, Glencoe, ON, May 19, 2012.
- Lapointe, A. (2010). *Leadership Retreat Day*. Invited day-long series of workshops for students enrolled in The Mentorship Program, Saunders Secondary School, London, ON, October 19, 2010.

MEDIA

“Peel board staff equipped to further support LGBT2Q+ youth”
<http://sharethesmile.ca/Stories/Peel-board-staff-equipped-to-further-support-LGBT2Q> (April 20th, 2019)

Share the Smile, Peel District School Board

“Inside GSAs, where kids learn to ‘talk gay’”
<https://www.dailyextra.com/inside-gsas-where-kids-learn-to-talk-gay-152323> (April 15th, 2019)
 Xtra

“Language matters: What happens when gender collides with the words we use?: Part 1 in a Metroland Special Report on gender identity”
<http://www.yorkregion.com/news-story/6834231-language-matters-what-happens-when-gender-collides-with-the-words-we-use->

[/?previewkey=EAAAAOUIoIWnuMGfrYDLnp4c%02fE2mUAasVXhBiBnhu1tiEA9Z](http://www.metroland.com/?previewkey=EAAAAOUIoIWnuMGfrYDLnp4c%02fE2mUAasVXhBiBnhu1tiEA9Z) (September 20th, 2016)
Metroland Media (York Region)

“LGBT rights eyed in context of The Games”
<http://news.westernu.ca/2016/08/lgbt-rights-explored-backdrop-games/> (August 29th, 2016)
Western News

“Western researchers examine using sport as a platform to raise awareness of LGBTQ rights”
<http://mediarelations.uwo.ca/2016/08/11/western-researchers-examine-using-sport-platform-raise-awareness-lgbtq-rights/> (August 11th, 2016)
Faculty of Education, Western University (Media Relations)

“Western researchers examine how sports benefit LGBTQ community”
<http://www.1069thex.com/2016/08/16/raising-awareness-of-lgbtq-rights-through-sports/#.V7R36N5ANlw.twitter> (August 16th, 2016)
106.9 The X (Fanshawe College Radio)

“School’s OUT”
http://www.edu.uwo.ca/news-events/2014/schools_out.html (January 23rd, 2014)
Faculty of Education, Western University
“Social justice day 2012” <http://www.edu.uwo.ca/news-events/2012/social-justice-day.html>
(January 30th, 2012)
Faculty of Education, Western University

ORGANIZATIONAL CONTRIBUTIONS

- | | |
|-------------|--|
| 2019 | Co-Program Chair
Queer Studies in Education and Culture, Canadian Society for the Study of Education (CSSE) |
| 2015 | Principal Organizer
<i>Queer, Trans and Two-Spirit</i> Workshop
EGALE Canada Human Rights Trust |
| 2014 | Principal Organizer
<i>School's OUT: Educators, Students, and Community Members Discuss LGBT2Q Issues</i>
Faculty of Education
Western University |
| 2013 – 2014 | Co-Organizer
<i>Doctoral Seminar Series (DSS)</i>
Faculty of Education
Western University |
| 2012 – 2015 | Co-Founder and Leader
Gay-Straight Alliance (GSA)
Faculty of Education
Western University |

- 2012 Assistant Organizer
Busted Injustice: Cultivating Safer Learning Environments
Faculty of Education
Western University
- 2012 Principal Organizer
Teaching OUT: Educators and Students Address Queer Issues in Education
Faculty of Education
Western University

UNIVERSITY SERVICE

- 2019-present Campus Partner
Ontario Hall Residence, LGBTQ+ and Ally Floor
Western University
- 2015 Ph.D. Representative
Decanal Review and Selection Committee
Faculty of Education
Western University
- 2015-2018 Moderator
Robert Macmillan Graduate Research in Education Symposium (GRiES)
Faculty of Education
Western University
- 2015 Moderator
"I wish I knew": Strategies for ethics approval, data collection, analysis, and completing your thesis/dissertation
Faculty of Education
Western University
- 2014 – 2015 Steering Committee Member and Poster Coordinator
Robert Macmillan Graduate Research in Education Symposium (GRiES)
Faculty of Education
Western University
- 2014 – 2015 Ph.D. Representative
Faculty Council
Faculty of Education
Western University
- 2014 Ph.D. Representative
Appointments Committee
Faculty of Education
Western University

2014 Steering Committee Member and Moderator Coordination
Robert Macmillan Graduate Research in Education Symposium (GRiES)
Faculty of Education
Western University

2013 – 2014 LGBT Commissioner
Society of Graduate Students (SOGS)
Western University

2013 - 2014 Coordinator
Graduate Student Publications Poster Board
Faculty of Education
Western University

2013 – 2014 Coordinator
Gay-Straight Alliance (GSA)
Faculty of Education
Western University

2013 – 2014 Knowledge Disseminator
Education Graduate Student Association
Faculty of Education
Western University

2013 – 2014 Coordinator
Student Mentorship Program
Faculty of Education
Western University

2013 – 2015 Student Mentor
Student Mentorship Program
Faculty of Education
Western University

2010 – 2011 Councillor
Society of Graduate Students (SOGS)
Western University

2008 – 2009 Vice President Administration
Faculty of Education Student Council
Western University

2008 Committee Member
Ad Hoc Social Committee, Faculty of Education Student Council
Faculty of Education
Western University

2002 – 2005 Orientation Representative (SOPH)
Saugeen-Maitland Hall
Western University

COMMUNITY SERVICE

2012 – 2019 Resource Person
Gay-Straight Alliances (GSA)
Thames Valley District School Board (TVDSB) and London District Catholic School
Board (LDCSB)

2014 Supervisor
Cameo in the Park, Youth Pride Dance
Pride London Festival
London, ON, Canada

2009 – 2012 Coach
Badminton, Volleyball, and Track and Field
Thames Valley District School Board (TVDSB)

PROFESSIONAL DEVELOPMENT

2020 *Equity-based Violence Prevention: Potential Considerations for Educators Working with Diverse
Groups of Youth*
Dr. Deineria Exner-Cortens

2020 *Understanding and Preventing Dating Violence*
Dr. Claire Crooks

2020 *Confronting Anti-Black Racism*
City Symposium

2020 *Becoming an Antiracist Society: Setting A Developmental Research Agenda*
The Society for Research in Child Development

2020 *Two-Spirit Inclusion in the Workplace*
Pride at Work Canada

2020 *Transitioning from In-Person to Online: Practical Tools and Tips to Providing Dating Violence
Prevention Programming in an Online World*
Becky Van Tassel, Centre for Sexuality

2020 *Working with Vulnerable Youth Online: A Trauma-Informed Approach*
Dr. Faye Mishna, University of Toronto

- 2020 *For Us By Us: Intersectionality and Mental Health*
Dr. Melanie-Anne Akins, Acting Associate Director, Centre for Teaching and Learning
- 2020 *Performance Dialogue and Goal Setting (PDG) with PMA Employees*
Talent, Learning and Engagement Team, Western Human Resources
- 2019 *An Introduction to Domestic Homicide Reviews in England and Wales: Exploring challenges and opportunities through the lens of LGBT+ domestic homicide*
James Rowlands, University of Sussex
- 2019 *Story Shifters: Co-creating New Stories about Trauma*
Dr. Barbara Ward
Mental Health Lead, Waterloo Region District School Board
- 2019 *Trauma Sensitive Practice*
Monique Hurley and Shayla Richards, Department of Education, Culture and Employment (ECE), Government of Northwest Territories (GNWT)
- 2019 *Quantitative Measurement to Assess Teen Dating Violence*
Dr. Deineria Exner-Cortens, The University of Calgary
- 2019 *Understanding Trauma and Its Impact: E-Resource for Educators*
National Center on Safe Supportive Learning Environments
- 2018 *Healthy Relationships Plus Program - Enhanced for Vulnerable Youth*
Centre for School Mental Health, Western University
- 2018 *Roots and Resistance*
Yamikani Msosa, Specialist, Consent Comes First Office, Ryerson University
- 2018 *Celebrating Diversity: Using an Anti-Oppressive Framework*
Western University Student Experience, Western University
- 2018 *Using NVivo as a Research Tool*
QSR International (Americas) Inc.
- 2018 *Ageism and Age-Based Discrimination in LGBTQ2 Communities*
International Federation on Aging, Services and Advocacy for GLBT Elders, and EGALE Canada
- 2018 *Concept Mapping Workshop*
Dr. Lynn Dare, Western University
- 2018 *Creating Positive Spaces for LGBTQIA+ Newcomers - Manager Series 2*
Ontario Council of Agencies Serving Immigrants (OCASI)

- 2018 *Creating Positive Spaces for LGBTQIA+ Newcomers - Manager Series 1*
Ontario Council of Agencies Serving Immigrants (OCASI)
- 2017 *When Hate is in the Headlines: Navigating Courageous Classroom Conversations*
The Ontario Ministry of Education Equity Secretariat and Facing History and Ourselves
- 2017 *Fostering Trans-Inclusive Environments*
The 519
- 2017 *Qualitative Data Analysis Workshop*
Dr. Deiner Exner-Cortens, University of Calgary
- 2017 *Indigenous and Still Here*
Dr. Erica Neeganagwedgin, Western University
- 2017 *Theory Reading Group (Michel Foucault)*
Dr. Marianne Larsen, Western University
- 2016 *Immigrant Mothers Teaching About Latina/o(x) LGBT/Queer Youth Issues in Schools*
Dr. Rigoberto Marquez, Columbia University
- 2015 *Indigenous Pedagogies: Linking Aboriginal Family and Community Knowledge Traditions to Classroom Learning*
Dr. Jan Hare, The University of British Columbia
- 2015 *Queer, Trans and Two-Spirit Workshop*
EGALE Canada
- 2015 *International Service Learning: Engaging Host Communities*
Dr. Marianne Larsen, Western University
- 2013 *Rethinking Global Education for an Indigenist Anti-Colonial Perspective*
Dr. George Sefa Dei, The University of Toronto
- 2012 *Cool Secularism? Reframing "Progressive" Sexuality Education – International Comparisons*
Dr. Mary Lou Rasmussen, Monash University

Teaching Support Centre, Western University

- 2018 Teaching with Technology
- 2018 Experiential (Community Engaged) Learning
- 2016 Dealing with Difficult Students
- 2015 A Crash Course in Introductory Inferential Statistics
- 2015 Publish and Flourish: Become a Prolific Scholar
- 2015 After the TA Role: A Panel Discussion
- 2014 Using Social Media Effectively in the University Classroom
- 2014 Getting Feedback on Your Teaching
- 2013 Effective Grading and Rubric Design

2013	Effective Feedback
2013	Effective Feedback Part 2
2013	Facilitating Discussions in the Intercultural Classroom
2013	Learning Styles Across Cultures
2013	Writing a Teaching Philosophy Statement
2013	Putting Together a Teaching Dossier
2013	Establishing Your Presence in the Classroom

GRADUATE COURSES

Ph.D.

- Queer Epistemologies and Methodologies in Educational Research
- Indigeneity and (De)Colonizing Research (Audit)
- Qualitative Research in Education
- Ph.D. Seminar
- Power, Politics, and Policy in Education: Historical and Contemporary Perspectives
- Narrative Inquiry: Teachers, Stories and Critical Pedagogy (Audit)
- Safe Schools: Emerging Research, Policy and Practice for School Systems

M.Ed.

- An Introduction to Curriculum
- Equity and Social Justice in Education
- Gender Theories in Education: Implications for Policy, Pedagogy, and Practice
- Masculinity and Schooling: Images Constructed, Voices Interrupted
- Issues in Second Language Teaching and Learning
- Diverse Traditions: Approaches to Educational Research

PROFESSIONAL MEMBERSHIPS AND SERVICE

American Educational Research Association (AERA) (2013-present)

- Reviewer: 2017 Annual Meeting – proposal (9)
- Reviewer: 2016 Annual Meeting - proposal (1)/panel session (1)
- Reviewer: 2015 Annual Meeting - proposal (6)/panel session (1)
- Reviewer: 2014 Annual Meeting - proposal (3)

Canadian Society for the Study of Education (CSSE) (2010–present)

- Canadian Association for the Study of Women in Education (CASWE)
- Queer Studies in Education and Culture (QSEC)
 - Reviewer: 2019 – proposal (3)
- Canadian Committee of Graduate Students in Education (CCGSE)
 - 2014 - 2015 - Student Representative for Western University
 - Reviewer: 2015 - CCGSE Mentorship Award
 - Reviewer: 2014 – proposal (4)
 - Reviewer: 2013 – proposal (5)
 - Reviewer: 2012 – proposal (3)

Canadian Journal of Community Mental Health

- Reviewer: 2017-present

Canadian Journal of Education

- Reviewer: 2017-present

Educational Review

- Reviewer: 2018-present

Educational Studies

- Reviewer: 2015-present

Health Education and Behavior

- Reviewer: 2016-present

International Congress of Qualitative Inquiry (ICQI) (2014-present)

- CCQI - Coalition for Critical Qualitative Inquiry
 - Session Chair

Journal of Bisexuality

- Reviewer: 2016-present

Journal of Community Psychology

- Reviewer: 2020-present

Journal of Homosexuality

- Reviewer: 2017-present

Journal of LGBT Youth

- Editorial Board: 2013-present

Ontario College of Teachers (OCT)

- 2009-present

Teaching and Teacher Education

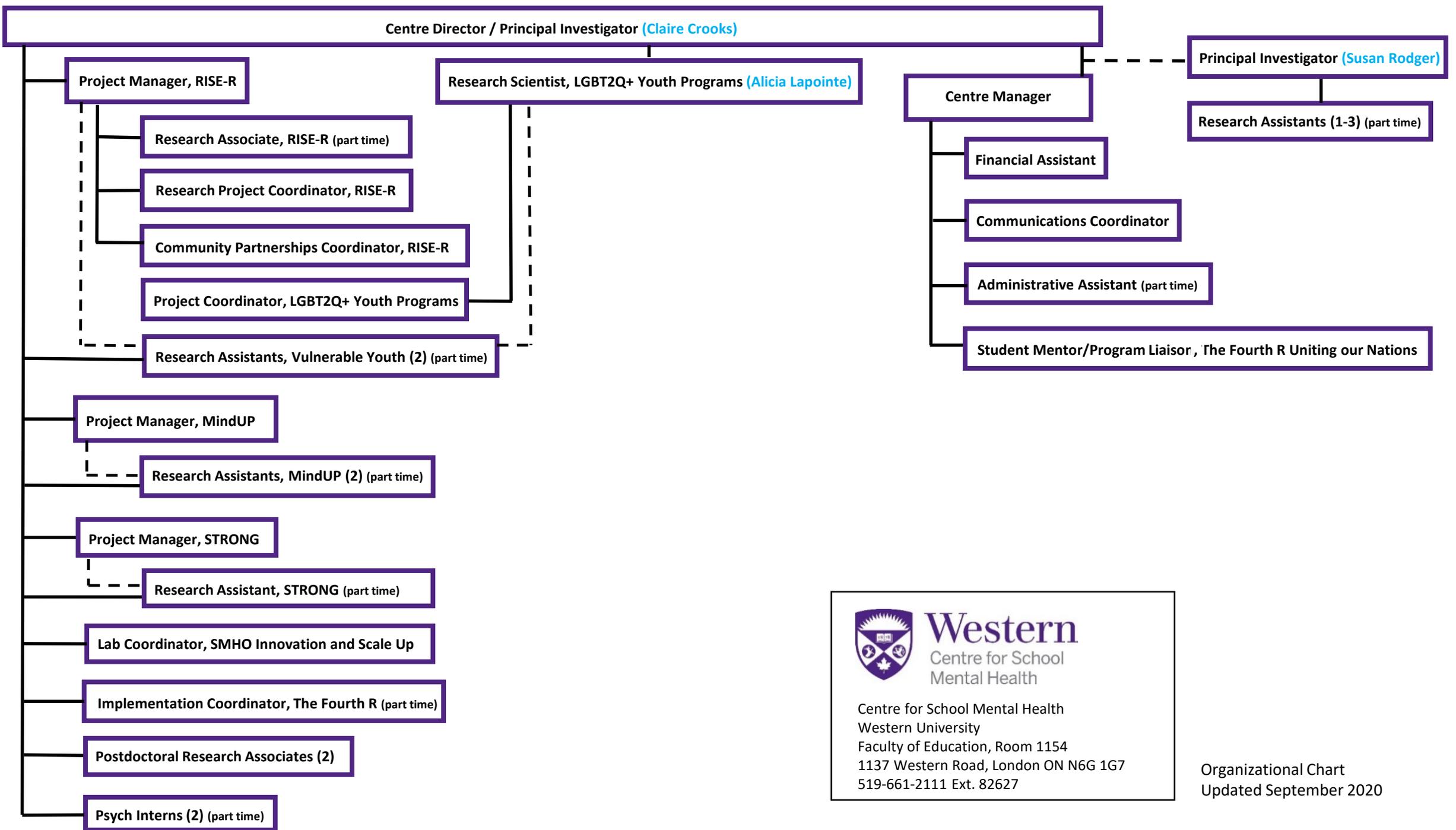
- Reviewer: 2018-present

The Canadian Journal for New Scholars in Education/ Revue Canadienne des Jeunes Chercheuses et Chercheurs en Education (CJNSE/RCJCE) (2014-present)

- Reviewer: 2014 – 2017

Queer Studies and Education Series published by Palgrave Macmillan

- International Advisory Board: 2018-present




Western
Centre for School
Mental Health

Centre for School Mental Health
Western University
Faculty of Education, Room 1154
1137 Western Road, London ON N6G 1G7
519-661-2111 Ext. 82627

Organizational Chart
Updated September 2020

Centre for School Mental Health Membership

Faculty Members Affiliated with CSMH in the last 5 years:

Claire Crooks

Centre Director, Principal Investigator with grants at CSMH, **Core Member for Centre Governance*

Susan Rodger

Principal Investigator with grants at CSMH, **Core Member for Centre Governance*

Alicia Lapointe

Research Scientist at CSMH, **Core Member for Centre Governance*

Peter Jaffe

CSMH Management Board Member (*retiring, replacement TBD*)

Jacqui Specht

CSMH Management Board Member

Perry Klein

CSMH Management Board Member

Vicki Schwean

CSMH Management Board Member (*retired, replacement TBD*)

Karen Bax

Director at Affiliated Centre (Mary J. Wright) involved with CSMH grant funded activities

Colin King

Director at Affiliated Centre (Child and Youth Development Clinic) involved with CSMH grant funded activities

Lynda Hutchinson

Involved with CSMH projects

Andrew Johnson

Involved with CSMH projects

Academic Research Associates:

Deinera Exner-Cortens, Assistant Professor, University of Calgary

Sharon Hoover, Director, Centre for School Mental Health, University of Maryland

Debra Pepler, Professor, York University

Community Research Partners in the last 5 years:

- **Canadian Women's Foundation**
- **Carthy Foundation**
- **Centre for Addiction and Mental Health**
- **Centre for Sexuality (*formerly Calgary Sexual Health Centre*)**
- **Children's Aid Society**
- **Craigwood Youth Services**
- **EdCan Network**
- **Hawn Foundation**
- **John Howard Society**
- **London District Catholic School Board**
- **Mosaic**
- **Muslim Resource Centre for Social Support and Integration**
- **New Canadians Centre of Excellence**
- **PHE Canada**
- **School Mental Health Ontario**
- **Thames Valley District School Board**

Trainees & Graduate Student Associates:

Over the last 5 years, 45 graduate students and 2 post docs have been affiliated with the Centre.

Alexandra Smit
Alicia Lapointe
Alyssa Mueller
Amanda Kerry
Amira Noyes
Anjali Ruparrelia
Arely Rodriguez Alcocer
Bernadette Yeo
Bradley Daly
Bridget Houston
Caely Dunlop
Cassandra Trevisani
Chloe Hamza
Christina Amico
Courtney Cadieux
Devon Trower
Eli Cwinn
Elizabeth Thornley
Elsa Trovarello
Emila Pacholec
Emily Barry
Euan Fraser Tait
Heather Hargraves
Jessica Sommers
Jessy Pandori-Chuckal
Katarina Guillen
Kelsey Huson
Kelsey MacDonald
Lina Saadeddin
Maisha Syeda
Maria Ibanez
Maria Jelic
Marie-Michelle Boulanger
Melanie-Ann Atkins
Melissa Coyne-Foresi
Melissa Read
Michelle Philippe
Natalia Kubishyn
Nicole Off
Nicole Schilling
Rachelle Graham
Richelle Bird
Robyn Masters
Ruth Rodney
Sarah Moroz
Sue Kim
Tessa Alexander

Appendix F: CSMH Overview



Western

Centre for School Mental Health

The Centre for School Mental Health (CSMH) at Western University addresses the need for improved school-based promotion and prevention and intervention services for children who may be at risk for, or who present with, mental health challenges. Our team of researchers, educators, students and administrators is focused on the mental health, well-being and relationship development of children from Kindergarten to grade 12.

We use outcomes and lessons from nationally funded research projects to deliver evidence-based programs and training for educators in schools and communities. The mental health of educators is another key focus as we work to address the need for specialized resources and an accessible professional network that builds support for educators' mental health resilience strategies.

Why do we exist? Because when children learn how to develop healthy relationships it benefits their mental well-being and builds long term skills that help them avoid violence and substance abuse.

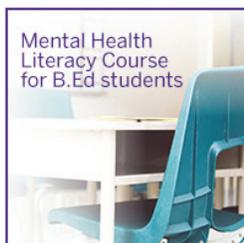
The Centre seeks to promote an expanded concept of School Mental Health in which the term "Expanded School Mental Health" describes what we believe are the core elements of effective school mental health initiatives. These programs are developed through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization between schools and community agencies. The goal is to create a system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth. The vision of effective school mental health is one where multidisciplinary professionals within school-community partnerships can offer evidence-based services ranging from prevention to intervention, effectively removing barriers to learning and ultimately promoting well-being.



Our Programs/Projects:



The Fourth R: Uniting Our Nations



Learn more: csmh.uwo.ca/research

Appendix G: 2015-2020 Strategic Plan

Research.
Understand.
Mobilize.



Western
Centre for School
Mental Health

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 fourthnews
 csmh.uwo.ca



2015-2020 Strategic Plan

Five Key Questions

used to build the Centre for School Mental Health Strategic Plan:



**Guiding Principle for
Creating our Strategic Plan**

*Our strategic plan must be developed from the needs
and expectations of our stakeholders:*
YOUTH • EDUCATORS • COMMUNITY • POLICY MAKERS



Our Mission

To address the need for improved school-based services for youth from kindergarten to grade 12 who may be at risk for, or who present with, mental health challenges.

Our Vision

A system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth - evidence-based services expanded through school-community partnerships.

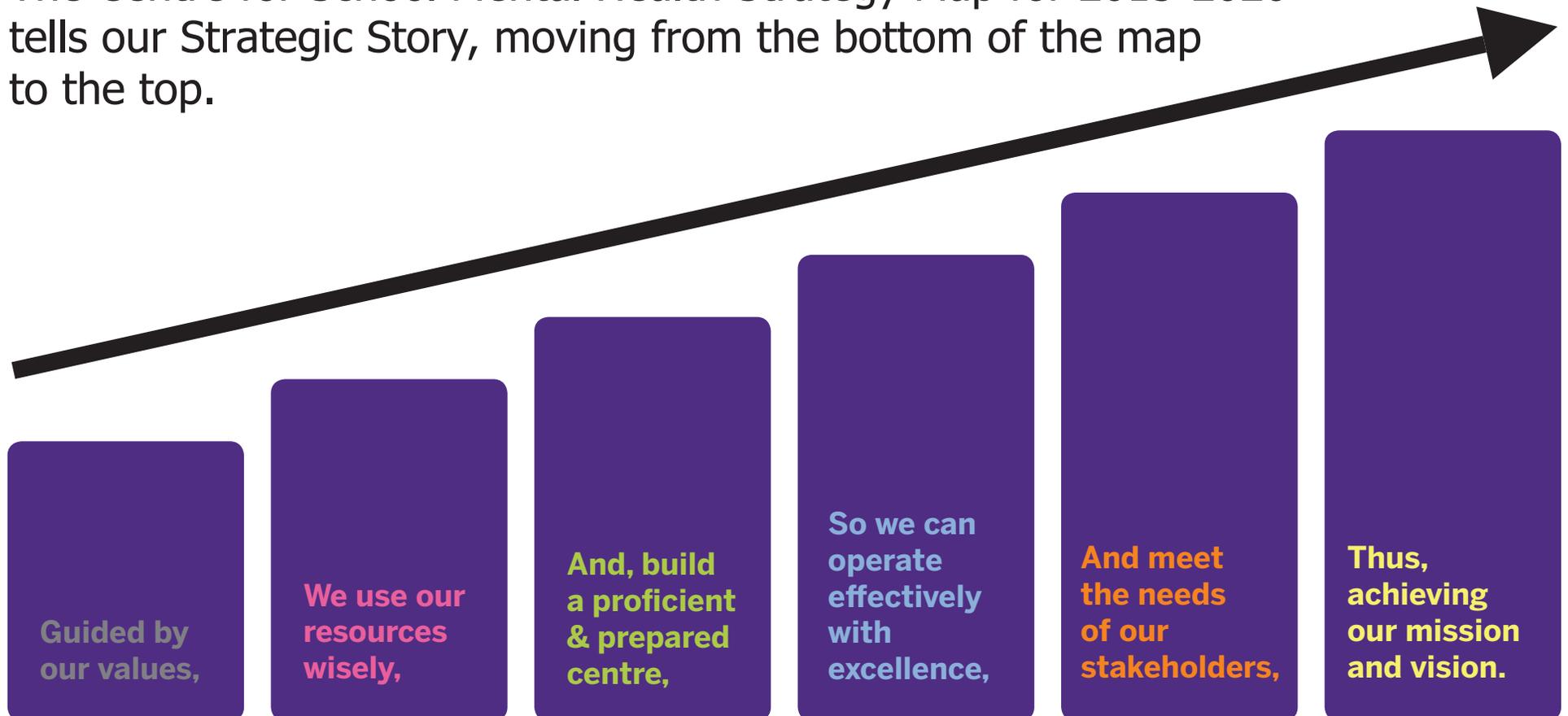
In all we do, we value

Collaboration • Resilience • Dedication • Innovation • Expertise

STRATEGY MAP

Our strategy map will help us visualize our strategic objectives and make decisions to work in a coordinated, collaborative and proactive way over the next five years.

The Centre for School Mental Health Strategy Map for 2015-2020 tells our Strategic Story, moving from the bottom of the map to the top.



CENTRE FOR SCHOOL MENTAL HEALTH (CSMH) STRATEGY MAP: 2015-2020

Thus, achieving our VISION.

OUR MISSION
To address the need for improved school-based services for youth from Kindergarten to Grade 12 who may be at risk for, or who present with, mental health challenges.

OUR SHARED VISION
A system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth – evidence-based services expanded through school-community partnerships.

And meet the needs of our STAKEHOLDERS,

STRATEGIC STAKEHOLDER OUTCOMES:			
<u>YOUTH</u> <i>Mental Wellness</i>	<u>EDUCATORS</u> <i>Prepared & Supported</i>	<u>COMMUNITY</u> <i>Empowered</i>	<u>POLICY-MAKERS</u> <i>Engaged & Responsive</i>
<ul style="list-style-type: none"> Youth develop healthy relationships to benefit their mental well-being Youth use mindfulness practices to enhance their ability to manage emotions Youth build long term skills that help them avoid violence and substance abuse Youth embrace their diversity and feel positively connected to the greater community 	<ul style="list-style-type: none"> Teachers are engaged in youth mental health research Teachers access knowledge, resources, and administrative support to enhance their own mental wellness Teachers effectively deliver evidence-based curriculum to foster youth mental health in the classroom 	<ul style="list-style-type: none"> Collaborative partnerships are formed to achieve common objectives and a cohesive system of care Schools and Community Partners integrate youth mental health programming that is sufficiently resourced, adaptive and accessible Impact measures are tracked and made available for program champions to further promote awareness and generate ongoing funding support 	<ul style="list-style-type: none"> Government is connected to youth mental health research and is financially committed to supporting high quality outcomes with wide-spread impact Policies and mandates are developed with appropriate consultation and inclusion of youth mental health expertise Multi-pronged youth mental health program implementation support across various sectors is a priority

So we can operate EFFECTIVELY with EXCELLENCE,

OPERATIONAL EXCELLENCE <i>Strategies of Excellence for achieving the strategic stakeholder outcomes</i>						
We remain apprised of existing and emerging youth mental health challenges	We develop innovative evidence-based resources that are accessible to youth educators with specific needs	We deliver valuable and customized training opportunities with implementation support	We provide a network for educators to access resources, share best practices, and remove barriers for improving youth mental health	We cultivate multi-disciplinary partnerships with schools, community organizations, shared interest groups, and government	We offer funders stringent research practices that deliver robust outcomes on budget and on time with real world implications	We provide government with trusted expertise and actionable information to drive positive change
<ul style="list-style-type: none"> Create and follow well-formed, comprehensive research plans Align research protocol with modern technologies and social norms Survey front-line youth workers Monitor media alerts and government calls to action 	<ul style="list-style-type: none"> Embed learning outcomes from research into curriculum Make resources easily available online Develop curriculum adaptations for diverse population segments Create options to fit various education system requirements 	<ul style="list-style-type: none"> Tailor- training for all levels of educators, school administrators, and youth influencers Utilize Master Trainers to expand reach across the country and beyond Focus on knowledge translation strategies with equal emphasis as knowledge creation 	<ul style="list-style-type: none"> Employ dedicated staff to be available for information exchange Communicate regularly with mailing list members and social media subscribers Show a leadership presence at school mental health conferences and events Seek opportunities for school administration discussions 	<ul style="list-style-type: none"> Remain open to exploring partnerships with all organizations intersecting youth mental health Combine resources to enrich outcomes and maximize impact Function collaboratively during planning and implementation phases to foster inclusive program development and cohesive implementation across sectors 	<ul style="list-style-type: none"> Disseminate research outputs exhibiting research productivity and impact measures in both technical and lay terms Leverage proven research results and long-standing relationships with funders to maintain engagement and ongoing commitment Operate with rigorous accounting practices, proactive forecasting and transparent processes 	<ul style="list-style-type: none"> Respond with timely, authentic, and non-biased input on policy development Uphold reputation of evidence-based decision making and ethical integrity Develop and integrate extraordinary researchers for future research endeavors in school mental health

And, build a PROFICIENT & PREPARED CENTRE

CAPACITY: CULTURE, PEOPLE, TECHNOLOGY AND INFRASTRUCTURE			
We work in a learning culture that encourages agility, innovation and transformational leadership	We are aligned with a Faculty that offers flexibility and support as needed to respond to environmental changes and perform according to funder expectations	We strive to expand research excellence as a team of highly integrated specialists with a strong sense of shared responsibility and purpose	We have skilled and competent professionals working in relevant roles, focused on the right priorities

We use our RESOURCES wisely,

ALIGNED AND SUSTAINABLE CENTRE		
We proactively assess our environment and stakeholder objectives and take action to meet emerging needs	We are transparent and align resources and decisions to our vision, strategies and annual priorities	We monitor our research impact and change effectiveness to promote continuous learning and advancement

Guided by our VALUES,

OUR GUIDING VALUES				
Collaboration	Resilience	Dedication	Innovation	Expertise

Implementing Our Strategic Plan

The Strategy Map establishes the selection criteria for new annual and multi-year projects. It also guides ongoing decision-making as operational challenges and environmental changes occur. Annual project plans will include action items that are aligned with the strategic elements of the Strategy Map. The success of each project will be measured according to how well the outcomes meet the needs of our stakeholders. We fully expect stakeholder needs to change over the next five years due to external influences like; modernization of technology in and out of the classroom, new curriculum standards imposed by changing government priorities, reallocation of teacher resources, increasing diversity of populations, and the viability of community services. As such, the Centre for School Mental Health will be vigilant with reviewing the Strategy Map each year to make adjustments that are both relevant to the external environment and that are achievable with internal operational capabilities.

Although modifications to the Strategy Map are expected as explained above, we do not anticipate the Centre Model (see next page) to change. The four pillars of the model: **Research and Evaluation**, **Knowledge Mobilization**, **Evidence-based Practice**, and **Training** represent the core fundamentals that deliver change and value. These are all within the scope of expertise at the Centre for School Mental Health.

Research.

Understand.

Mobilize.

As one of the few School Mental Health entities, we know the challenges are great and that we must be ambitious in our approach. This is our model for delivering impact and positive change:



Research and Evaluation

- Understanding risk and protective factors
- Rigorous mixed methods research to better understand challenges and opportunities in school mental health across the spectrum
- Evaluation of evidence-informed programming

Knowledge Mobilization

- Promoting, disseminating, and supporting research-based practices in real world settings
- Cross-collaboration with relevant, reputable and leading organizations
- Diverse strategies; publications, online and print media, plain language briefs and live opportunities

Evidence-Based Practice

- Social and emotional learning programs that are evidence-based and adapted to specific cultural and community needs
- Internationally available products that are relevant and in demand
- Partnerships with school boards meeting their most difficult needs

Training

- High quality training for graduate students through involvement with innovative and high impact research projects
- Unique training opportunities for students and staff at all levels of career development, including business administration and professional conduct



STAY CONNECTED:

www.csmh.uwo.ca • www.youthrelationships.org



Western
Centre for School
Mental Health



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Appendix H: CSMH Newsletters



About Our Centre

Within school settings, there is both the opportunity and obligation to promote mental health for all children. The vision of effective School Mental Health (SMH) is one where a multidisciplinary group of professionals can offer services ranging from prevention to intervention, effectively removing barriers to learning and promoting mental wellbeing. Unfortunately, the reality of SMH has not yet caught up to the promise. Evidence-based practices are not implemented routinely, a comprehensive approach is lacking in most jurisdictions, and data-informed decision-making is virtually non-existent. The Centre for School Mental Health at Western University addresses those gaps between research, practice and policy. The centre seeks to promote an expanded concept of SMH through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization.

Associated Faculty Staff



Shannon Stewart, Ph.D.
Associate Professor



Vicki Schwean, Ph.D.
Faculty of Education Dean



Karen Bax, Ph.D.
Adjunct Professor



Peter Jaffe, Ph.D.
Director, CREVAWC



Susan Rodger, Ph.D.
Associate Professor



Alan Leschied, Ph.D.
Professor



Shannon L. Sibbald, Ph.D.
Assistant Professor



Wendy Ellis, Ph.D.
Associate Professor



Don Saklofske, Ph.D.
Chair, Personality & Measurement



Lynda Hutchinson, Ph.D.
Assistant Professor

Meet Our Team



Claire Crooks, Ph.D. C.Psych.
Director



Susan Dale,
Project Coordinator



Laura Orton,
Research Associate



Natalia Lapshina, Ph.D.
Research Associate



Michael Cywink
Student Mentor & Program Liaison,
Fourth R Uniting Our Nations



Michelle Del Vasto
Administrative Assistant



Carrie Waters
Administrative Assistant

Marika Morris: Postdoctoral research with Inuit youth

Within Our Report

About our Centre	1
Faculty and Staff	1
Team Spotlight	2
Featured Resources	3
Grants, Research & Projects	4-5
2014-2015 Publications	6-7
Events	8

Team Spotlight



Dr. Marika Morris

Marika is currently completing interesting participatory postdoctoral research with Inuit youth on violence prevention through social media. The project is funded by the Canadian Institutes for Health Research (CIHR). Although housed at Western's Faculty of Education, the research is taking place in Ottawa in partnership with Pauktuutit Inuit Women of Canada. The purpose of the action research is to find out what Inuit youth think and advise about violence prevention, document their social media use, so Pauktuutit can develop an evidence-based social media outreach strategy to Inuit youth on violence prevention. Representatives from Mamisarvik Healing Centre, Embrace Life Council, Ottawa Inuit Children's Centre and students from Nunavut Sivuniksavut helped to shape the project. A violence prevention focus group was held for Inuit aged 18-25 which both conducted research and provided culturally-appropriate violence prevention education led by Mamisarvik. An online survey gathered information from 75 Inuit aged 18-25 about their Facebook use. Inuit youth named the project Makilirit, which means "Rise Up" in Inuktitut. The project has a Facebook page (facebook.com/makilirit) and Twitter handle (twitter.com/Makilirit).

*If you are hurting,
scared, lost, lonely,
whatever it may be,
your feelings matter.
You matter.*
- Inuit youth violence
prevention focus
group participant

Marika earned her Ph.D. in Canadian Studies at Carleton University. Before doing her Ph.D., Marika was Research Coordinator at the Canadian Research Institute for the Advancement of Women (CRIAOW), where she worked with Indigenous, immigrant, racial and cultural minority communities on research to meet their communities' needs. She was also a researcher with the federal government and worked as a researcher for Members of Parliament. As her postdoc is ending, Marika is starting a research, communications and training consulting firm. Check out her academic website at carleton.ca/academia.edu/MarikaMorris.



Inuk elder and Mamisarvik Healing Centre Counsellor Reepa Evic-Carleton delivering the violence prevention portion of the focus group

Measuring What Matters: A New Way of Thinking About Skills

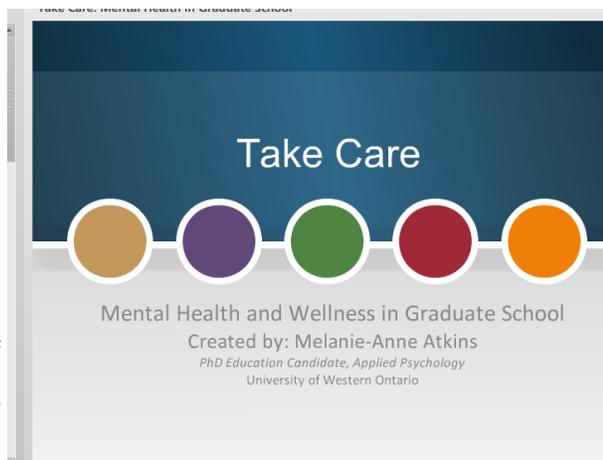
For too long we have valued some skills over others. The evidence is now unequivocal: young people need a broad set of foundational skills to succeed. People for Education – working with experts from across Canada - is leading a multi-year initiative to create a new way of thinking about skills, to find consensus on a new set of goals for education, and to develop a method of measuring schools' progress toward those goals. Western's Centre for School Mental Health's associated faculty Dr. Alan Leschied and Dr. Susan Rodger are closely involved with the initiative.



The goal of *Measuring What Matters* is to create a set of measures that are publicly understandable, educationally useful and reflect the broad skills students will need in the workforce and to take their place as engaged citizens.

Positive Mental Health... by and for Graduate Students

Melanie-Anne Atkins, a graduate student with the Centre for School Mental Health, is a Ph.D. candidate in Applied Psychology at the Faculty of Education, investigating cooperative ways to decrease the stigma of mental illness in schools. During her time as a doctoral student, Melanie-Anne was the Faculty of Education's first Lead TA, where she developed and presented on-site and online workshops for teaching assistants and other graduate students interested in teaching. One of these online workshops was redeveloped into a [graduate mental health literacy e-learning module](#) for Western's School of Graduate and Postdoctoral Studies.



The Fourth R: Healthy Relationships, Safe Choices, Connected Youth

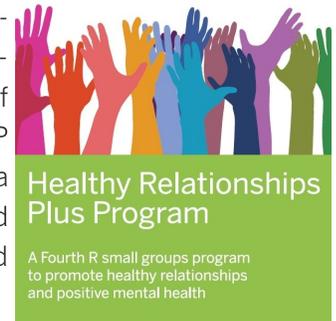
We are proud to announce that The Fourth R is joining Western Centre for School Mental Health. The



Fourth R is a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours. We develop and evaluate programs, resources, and training materials for educators and other front-line professionals who work with youth. In particular, we work with schools, parents, and community organizations to promote the neglected "R" (for Relationships) and help build this Fourth R in school climates.

Healthy Relationships Plus National Implementation Study

The Healthy Relationship Plus Program (HRPP) applies the same core principles of skill building and awareness as the Fourth R classroom-based programs, but in a non-classroom setting. This project targets the prevention of violence through the promotion of positive, healthy relationships. The HRPP is a small groups program (6-25 youth) and has been enhanced to include a strengthened focus on mental health and suicide prevention, and drug and alcohol use. This program is intended for youth between the ages of 12 and 18.



In the spring of 2014, the Fourth R was awarded a grant through Health Canada’s Drug Strategy Community Initiatives Fund to implement, evaluate, and scale-up the HRPP across Canada over three years. Through this grant, the Fourth R was able to provide HRPP training, implementation manuals, and ongoing support to program facilitators at no cost to schools or community agencies. During the 2014-2015

It helped to bring my students together and make the class feel like a community rather than a group of individual students. It also got my students thinking about a variety of subjects, and reflecting on their own thoughts and beliefs and the thoughts and beliefs of others.
- HRPP Facilitator

school year more than 1200 youth from Ontario, Saskatchewan, Alberta, and the Northwest Territories participated in the HRPP. We are continuing implementation of the HRPP during the 2015-2016 school year with over 55 groups participating so far. Research questions include a focus on implementation science, but also a realist evaluation. That is how group, facilitator and youth characteristics influence the effectiveness of the program. For information on the HRPP, please contact Susan Dale, Program Development and Implementation Coordinator, at 519-661-2111 ext. 82774 or at sdale25@uwo.ca.

The Fourth R: Promoting Readiness, Fit and Delivery System Capacity to Maximize Reach and Impact in Five Provinces and Territories

The Fourth R is an evidence-based program developed to promote healthy relationship skills and target risk behaviours through encouraging safe decisions about substance use, sexual relationships, bullying, and violence. Phase II of our Public Health Agency of Canada (PHAC) funded project included a major scale up of the Fourth R program. In terms of reach, more than 1,300 educators, 1,800 pre-service teachers and 21,735 youth participated in Fourth R programs in 7 provinces and territories. We developed several new programs, including the Healthy Relationships Plus Program (HRPP), a mental health promotion-enhanced small groups program. Our programs were also adapted and expanded to meet a variety of different contexts including particular Aboriginal groups, geographic settings, linguistic groups (French and English), different school systems (e.g., public versus Catholic), and different delivery contexts. Our evaluations included a cluster randomized controlled trial (RCT) of our grade 8 program in Saskatchewan, a multi-method cross-sectional evaluation of our First Nations, Métis, and Inuit (FNMI) programming, and a longitudinal evaluation of our FNMI programming.

Phase III started in May 2015 and focuses on the continued expansion in reach of our multi-faceted programming. There is an emphasis on creating the conditions for sustainability by addressing scale up factors and readiness and fit in the Northwest Territories, Alberta, Saskatchewan, Ontario, and Nova Scotia. Our research objectives include evaluating the successes and barriers to scale up in different delivery system contexts and developing an assessment for schools and divisions to provide suggestions to build organizational capacity.

Single Ceiling Children's Mental Health Simplified



Single Ceiling is an innovative cross-sectoral initiative that represents a new approach to children's mental health and well-being. The goal of Single Ceiling is to improve care for children and their families by demonstrating an alternative

community collaborative model of mental health delivery, all under one roof. Assessment is the cornerstone of appropriate intervention planning and decision-making and the Single Ceiling provides simplified, community-based mental health assessment using the InterRAI Child and Youth Mental Health (ChYMH) to better inform the promotion, prevention, and intervention needs of children and families. Partners collaborating on this new initiative include the Faculty of Education at Western University, the local public school board, community agencies, and children and families living in a high-risk community. This demonstration site is committed to comprehensive assessment and research to move research into action and will serve as a model for community advocacy as well as systemic and structural reform in children's mental health.

This phase of Single Ceiling will include children 4 to 12 years of age (and their parents) who attend Lord Nelson Public School or live in the Argyle community. Participating families will be asked to complete a short questionnaire, an Interview using the InterRAI ChYMH, and a standardized questionnaire asking about their child's behavior and feelings (BASC-3). This phase will be completed between Fall 2015 and Summer 2016. The initial assessment phase of Single Ceiling was generously supported by The London Foundation-Community Vitality Grant. For more information, contact info@singleceiling.ca.



Uniting Our Nations



Uniting Our Nations includes a range of programs developed in partnership with the Thames Valley District School Board. Uniting Our Nations programs focus on healthy relationships and are developed within a culturally relevant context.

Although the programs range from one-day conferences to year-long weekly sessions there are underlying commonalities. Common themes include a focus on healthy relationship development, the provision of culturally-relevant experiences, and an emphasis on mentoring. The inclusion of culturally-relevant experiences has been identified as a best practice in programming. Mentoring has also been identified as an effective and important mechanism for supporting Aboriginal youth. The common elements help to ensure the programs are complementary and reinforce each other, but are not redundant for youth who participate in multiple programs. Currently the Centre for School Mental Health delivers Uniting Our Nations Program in Thames Valley DSB Schools.

2014–2015 Publications by Faculty and Students

The Centre for School Mental Health team publish in a wide range of area related to child and youth development, aggression, school psychology, teacher mental health literacy, and school mental health. Our faculty and post-doctoral fellows have published refereed journal articles, reports, and books and chapters. Our graduate students have also published research snapshots to bring our research and evaluation to a wider audience.

Armiento, J. S., Hamza, C. A., & Willoughby, T. (2014). [An examination of disclosure of nonsuicidal self injury among university students](#). *Journal of Community & Applied Social Psychology*, 24(6), 518-533. doi:http://dx.doi.org/10.1002/casp.2190

Baiden, P., Stewart, S. L., & den Dunnen, W. (2014). [Childhood abuse and cannabis use among adolescents with mental health needs in Ontario, Canada](#). *Journal of Substance use*, 19(1-2), 18-24. doi:http://dx.doi.org/10.3109/14659891.2012.727522

Brady, D. I., Saklofske, D. H., Schwan, V. L., Montgomery, J. M., McCrimmon, A. W., & Thorne, K. J. (2014). [Cognitive and emotional intelligence in young adults with Autism Spectrum Disorder without an accompanying intellectual or language disorder](#). *Research in Autism Spectrum Disorders*, 8(9), 1016-1023. doi:http://dx.doi.org/10.1016/j.rasd.2014.05.009

Crooks, C.V., Burleigh, D., Snowshoe, A., Lapp, A., Hughes, R. & Sisco, A. (2015). [A case study of culturally relevant school-based programming for First Nations youth: Improved relationships, confidence and leadership, and school success](#). *Advances in School Mental Health Promotion*. DOI: 10.1080/1754730X.2015.1064775

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Ellis, W.E. & Wolfe, D.A. (2015). [Bullying predicts reported dating violence and observed qualities in adolescent dating relationships](#). *Journal of Interpersonal Violence*, 30(17), 3043-3064. doi: 10.1177/0886260514554428

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King, G., Specht, J., Petersen, P., Servais, M., Stewart, S., Young, G., & Brown, H. (2014). [The development of expertise in children's mental health therapists and teachers: Changes in perspective and approach](#). *Educational Research*, 56(3), 277-294. doi:http://dx.doi.org/10.1080/00131881.2014.934553

Liu, J., Chen, X., Coplan, R. J., Ding, X., Zabatany, L., & Ellis, W. (2015). [Shyness and unsociability and their relations with adjustment in Chinese and Canadian children](#). *Journal of Cross-Cultural Psychology*, 46(3), 371-386. doi:http://dx.doi.org/10.1177/0022022114567537

Miller, J. L., Weiss, L. G., Beal, A. L., Saklofske, D. H., Zhu, J., & Holdnack, J. A. (2015). [Intelligent use of intelligence tests: Empirical and clinical support for Canadian WAIS-IV norms](#). *Journal of Psychoeducational Assessment*, 33(4), 312-328. doi:http://dx.doi.org/10.1177/0734282915578577

Morris, M., & Crooks, C. V. (2015). [Structural and cultural factors in suicide prevention: The contrast between mainstream and Inuit approaches to understanding and preventing suicide](#). *Journal of Social Work Practice*. DOI: 10.1080/02650533.2015.1050655

2014-2015 Publications Continued:

Ninan, A., Stewart, S. L., Theall, L. A., Katuwapitiya, S., & Kam, C. (2014). [Adverse effects of psychotropic medications in children: Predictive factors](#). *Journal of the Canadian Academy of Child and Adolescent Psychiatry / Journal De l'Académie Canadienne De Psychiatrie De l'Enfant Et De l'Adolescent*, 23(3), 218-225.

Oborne, D., Hoh, Y., & Hutchinson, L.R. (2014). [A teacher based checklist for the assessment of student learning and development](#). *International Journal of Educational Policy & Leadership*, 1-15.

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Saklofske, D. H., Austin, E. J., Yan, G., & Smith, M. M. (2015). [Factor structure and correlates of the Mandarin version of the Managing the Emotions of Others \(MEOS\) scale](#). *International Journal of Psychology*. doi:http://dx.doi.org/10.1002/ijop.12147

Siegling, A. B., Vesely, A. K., Petrides, K. V., & Saklofske, D. H. (2015). [Incremental validity of the Trait Emotional Intelligence Questionnaire-Short form \(TEIQue-SF\)](#). *Journal of Personality Assessment*, 97(5), 525-535.

Siegling, A. B., Vesely, A. K., Saklofske, D. H., Frederickson, N., & Petrides, K. V. (2015). [Incremental validity of the Trait Emotional Intelligence Questionnaire-Adolescent Short Form \(TEIQue-ASF\)](#). *European Journal of Psychological Assessment*. doi:http://dx.doi.org/10.1027/1015-5759/a000267

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Snowshoe, A., Crooks, C. V., Tremblay, P. F., Craig, W. M., & Hinson, R. E. (2015). [Development of a cultural connectedness scale for First Nations youth](#). *Psychological Assessment*, 27, 249-259. doi:http://dx.doi.org/10.1037/a0037867.

Stewart, S. L., Baiden, P., & Theall-Honey, L. (2014). [Examining non-suicidal self-injury among adolescents with mental health needs in Ontario, Canada](#). *Archives of Suicide Research*, 18(4), 392-409. doi:http://dx.doi.org/10.1080/13811118.2013.824838

Vesely, A. K., Saklofske, D. H., & Nordstokke, D. W. (2014). [EI training and pre-service teacher wellbeing](#). *Personality and Individual Differences*, 65, 81-85. doi:http://dx.doi.org/10.1016/j.paid.2014.01.052

Willoughby, T., Tavernier, R., Hamza, C., Adachi, P. J. C., & Good, M. (2014). [The triadic systems model perspective and adolescent risk taking](#). *Brain and Cognition*, 89, 114-115. doi:http://dx.doi.org/10.1016/j.bandc.2013.11.001

[Mental Health Education in Canada \(2014\)](#). Dr. Susan Rodger, Dr. Kathy Hibbert, Dr. Alan Leschied, Laurel Pickel, Adam Koenig, Magdalena Stepien, Jessica Woods, Melanie-Anne Atkins, and Matthew Vandermeer

[Western Foster Parent Project \(2015\)](#). Dr. Alan Leschied, Dr. Susan Rodger, Dr. Jason Brown, Melanie-Anne Atkins, Laurel Pickel, Nadine Bilawski, and Laura Bonnell

[Coming Soon... check our website for Research Snapshots... brief summaries of our published research](#)

Promoting Mental Health & Preventing Bullying: Tools That Work



Western Centre for School Mental Health is honoured to co-host Canada's premier conference on bullying prevention and promoting safe and healthy relationships for children in youth with Drs. Pepler and Craig from PREVNet. PREVNet—Promoting Relationships & Eliminating Violence Network—is Canada's authority on research and resources for bullying prevention, with a network of 122 leading Canadian research scientists and 62 national youth-serving organizations. The 8th annual conference takes place on Friday, November 13th at Toronto's Westin Prince Hotel. The one-day conference is designed for educators, social workers, counselors, law enforcement officers, volunteers, parents and others interested in preventing bullying. Five workshops will be held concurrently, with an overview of the topic and current evidence-based practice during the morning, followed by small group exercises to build skills. The workshops include:

- Classroom management to address bullying
- Healthy Relationships Plus Program for Youth
- Strategies for promoting positive mental health with Aboriginal youth and communities
- Promoting positive mental health through social-emotional learning
- Effective strategies for youth engagement

"My experience as a graduate student with PREVNet has been a unique and incredible experience. I have been fortunate to work with experts in knowledge mobilization and on both national and provincial projects that showcase PREVNet's ability to connect and partner with multiple organizations across Canada. PREVNet continues to demonstrate its creative ability as a network to focus on important youth issues and outreach, and as a member I have had the wonderful opportunity to be actively involved with numerous projects including the Canadian Red Cross, the RCMP, Family Channel/Disney, among others. I cannot wait for what the future holds!"

Jaspri (Jessy) Pandori, M.Ed., Ph.D Candidate

Upcoming Events

March 20-23, 2016
 Banff International Conferences on Behavioural Science—Banff XLVIII: School Mental Health: Challenges and Emerging Opportunities



April 11-14, 2016
 World interRAI Conference





The Centre for School Mental Health at Western University addresses the need for improved school-based promotion, prevention and intervention services for children who may be at risk for, or who present with, mental health challenges. Our team of researchers, educators, students and administrators is focused on the mental health, well-being and relationship development of children from kindergarten to grade 12. We use outcomes and lessons from nationally funded research projects to deliver evidence-based programs and training for educators in schools and communities.

Why do we exist? Because when children learn how to develop healthy relationships it benefits their mental wellbeing and builds long term skills that help them avoid violence and substance abuse.

The Centre seeks to promote an expanded concept of School Mental Health (SMH) through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization. The vision of effective SMH is one where a multidisciplinary group of professionals can offer evidence-based services ranging from prevention to intervention, effectively removing barriers to learning and ultimately promoting wellbeing.

MEET THE TEAM



Claire Crooks
Director & Principal Investigator



Susan Rodger
Principal Investigator



Marcia Boyce
Centre Manager



Michelle Del Vasto
Administrative Assistant



Carrie Waters
Administrative Assistant, The Fourth R



Susan Dale
Program Development and Implementation Coordinator, The Fourth R



Andrea Lapp
Project Coordinator, MindUP



Mike Cywink
Student Mentor and Program Liaison, The Fourth R, Uniting Our Nations



Nicole Bullock
Communications Coordinator



Natalia Lapshina
Research Associate



Deb Chiodo
Research Associate



Alicia Lapointe
Research Associate

OUR STUDENTS



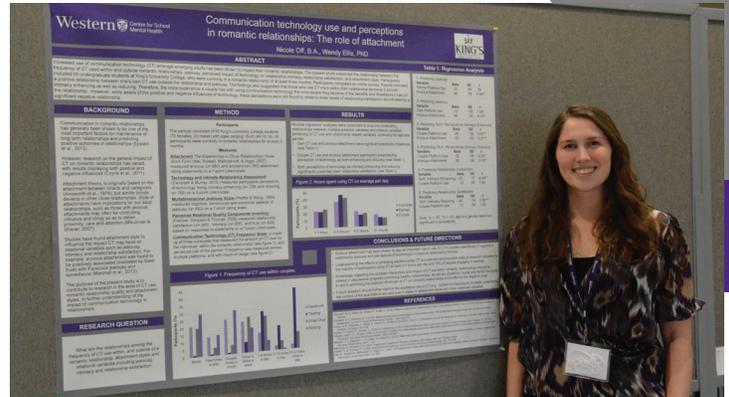
Melissa Coyne-Foresi awarded the W.A. Townshend Gold Medal in Education

The W.A. Townshend Gold Medal in Education is in honour of the Late Bishop Townshend of London, Ontario, and is awarded at each convocation

to an MA student who has achieved the highest academic standing in his/her program of study.

Melissa's research was supervised by Dr. Claire Crooks and is titled, ***A Mixed Methods Exploration of Benefits for Youth Mentors in an Indigenous High School Peer Mentoring Program.*** A summary of Melissa's findings are available at: <http://ir.lib.uwo.ca/etd/4710/>

Melissa will continue towards her goal of becoming a school psychologist as she begins her PhD studies under the supervision of Dr. Elizabeth Nowicki this fall.



Nicole Off presents research she conducted as an undergraduate student with Dr. Wendy Ellis.

Nicole Off, Master's Candidate under the supervision of Dr. Claire Crooks presents research she conducted as an undergraduate student with Dr. Wendy Ellis. Her presentation, entitled, ***Communication Technology Use and Perceptions in Romantic Relationships: The Role of Attachment*** won the award for best student poster at the 2017 Canadian Conference on Promoting Healthy Relationships for Youth: Breaking Down the Silos in Addressing Mental Health & Violence.

The conference was for policy makers, researchers, youth advocates, educators, mental health, youth justice and social service professionals involved in the prevention of relationship violence and promotion of youth well-being in families, schools and communities.

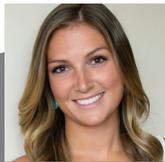
MEET THE STUDENTS



Amanda Kerry
PhD Candidate



Arely Rodriguez Alcocer
PhD Candidate



Caely Dunlop,
PhD Candidate



Jessy Pandori-Chuckal
PhD Candidate



Melissa Coyne-Foresi
PhD Candidate



Richelle Bird
PhD Candidate



Robyn Masters
PhD Candidate



Cassandra Trevisani
Master's Candidate



Courtney Cadioux
Master's Candidate



Devon Trower
Master's Candidate



Elsa Trovarello
Master's Candidate



Jessica Sommers
Master's Candidate



Melissa Read
Master's Candidate



Nicole Off
Master's Candidate

INVESTIGATOR SPOTLIGHT

Dr. Susan Rodger - *Principal Investigator*



The **Mental Health Literacy Course for BE.d students** at Western University is the first mandatory mental health literacy course in Canada for teacher candidates. The course was first released in September 2016 and is currently in its second iteration. Throughout the 10-week course, teacher candidates navigate various important topics including caring for students, self-care, behavioural and emotional concerns in the classroom, stigma, supporting diversity and promoting inclusion, among others. Through evidence-based school health promotion and research, this course is designed to assist teacher candidates in understanding the development of children, mental health, family dynamics, impact on student learning and well-being and other critical factors including developing and maintaining self-confidence in accessing resources and taking action to support their students. The course further aims to promote equal access to care and is intended to raise teacher awareness of signs that a student may be in need of support through early intervention and prevention. By utilizing evidence-based research including the teacher mental health national curriculum (Kutcher et al., 2013), the aligned and integrated model (AIM; School Mental Health Assist) and a comprehensive curriculum framework (Weston et al., 2008), Dr. Susan Rodger and her team hope to promote the inclusion of mental health literacy in initial teacher education to support teacher candidates with mental health understanding and advocacy not only for their students, families and their schools, but also for themselves.

RESEARCH IN THE SPOTLIGHT

Putting research into practice – For over ten years, The Fourth R has been examined as a skills-focused, relationship based approach to preventing youth violence and risk behaviours. New insight is now available highlighting not only the benefits to teenage relationships and cycles of violence, but also significant practical savings to our society.

Early research with The Fourth R involving 1,700 grade 9 students in 20 schools found that students who did not participate in The Fourth R programming had a rate of relationship violence 2.5 times greater than the students who did participate. They also had much higher rates of violent delinquency, especially among students who had experienced child maltreatment. These findings provided an opportunity to look at potential economic benefits of The Fourth R.

In May 2017, we released a study documenting the cost savings to society associated with The Fourth R impacts. These costs spanned numerous areas including health care, social services, the workforce and the justice system. Our analysis shows that an effective violence prevention program that is part of a school's curriculum is beneficial not only for teens, but can also save taxpayers millions. Practical results come from The Fourth R research-based program where substantial savings are realized from breaking the cycle of violence in teenagers which may stem from maltreatment at home as children. "Research shows that if prevention programs such as The Fourth R can deter just one 14-year-old high-risk juvenile from a life of crime, up to \$5 million can be saved in costs to society," says lead author Dr. Claire Crooks.

The cost to implement The Fourth R varies depending on the school's location, but overall this report shows that the program's costs per student are small compared to the savings to society in violence avoidance. For example, in one large Ontario school board, program costs were down to \$5 per student. In areas with smaller class sizes and larger geographic distances as seen in the Northwest Territories for instance, implementing the program is more expensive, but still only \$15-\$33 per student. There is still a highly positive return given the savings based on the avoided costs related to dating and peer violence was calculated as \$2,101 per student.



For more details, access the full report on our Centre website: www.csmh.uwo.ca

PROJECTS



The Fourth R

continues to be a priority area of programming and research for our Centre. For more than ten years,

The Fourth R has been available nation-wide as an evidence-based program developed to promote healthy relationship skills and to target risk behaviours through encouraging safe decisions about substance abuse, sexual relationships, bullying, and violence. Over the years, various program implementation phases have promoted a major scale up of The Fourth R program and has afforded evidence to inform new adaptations to meet the needs of various geographic and cultural communities. In particular, this past year has seen greater international expansion increasing program presence in the US following the availability of US adapted and Spanish versions of program materials. Our team remains committed to following the feedback and needs of educators working within different contexts including particular Indigenous groups, geographic settings, linguistic groups (English, French and Spanish), and different school settings.

NEW PROGRAM MATERIALS AVAILABLE:



Grade 7, 8 and 9 French Catholic



Alberta and Northwest Territories Catholic Bishop Approved

EDUCATORS! - Learn more about the Health and Physical Education Curriculum available for Grades 7, 8 and 9 and other materials from The Fourth R online at: www.youthrelationships.org

ADMINISTRATORS! - The Fourth R Master Trainers are available to bring The Fourth R training experience to your teachers. For more information go to: www.youthrelationships.org



The MindUP for Young Children

project is implementing and evaluating a mindfulness-informed, evidence-based social and emotional learning intervention within a trauma-informed framework.

During the 2016-2017 school year, the program was implemented in 15 kindergarten classrooms in the London District Catholic School Board. In addition, the project is being enhanced for a community-based setting through partnership with the Merrymount Family Support and Crisis Centre and the Mary J. Wright Centre for Research and Education.

To implement MindUP, teachers and early childhood educators lead 15 lessons that include things like; How Our Brains Work, Mindful Listening, Perspective Taking, Choosing Optimism, and Expressing Gratitude.

At the community site, there is a group for children who have been exposed to domestic violence. There is also a parallel group for parents to help them learn the same skills as their children and be able to promote good self-regulation at home. The goal is for children and parents to transfer the skills learned to their everyday lives and for educators to be responsive and meet the needs of children even if challenged with external stressors and adversity.

The Trauma-Informed Framework provides training for educators and facilitators to understand the impacts of trauma and adversity on children, and how MindUP activities can help counter some of these negative effects.

In the 2017-2018 school year the project will include an expanded number of classrooms and the addition of comparison schools. This project is funded by the Public Health Agency of Canada. For more information about this project and to review preliminary results, go to: <http://www.csmh.uwo.ca/research/mindup.html>



"Mindful movement: Trying to move just the pinky toe - hilarious!" - Teacher

When children engage in an activity they enjoy, their amygdala relaxes, cortisol levels decrease, and positive neurotransmitters are able to replenish; allowing the brain to return to a state optimal for learning.



The **Healthy Relationships Plus Program**

applies the same core principles of skill building and awareness as The Fourth R classroom-based programs, but it is delivered in small groups of 6-25 youth. The program targets the prevention of violence through promotion of positive, healthy relationships and is well suited to community-based youth groups between the ages of 12 and 18. Program content and strategies have been specifically selected for this age group to include a strengthened focus on mental health and suicide prevention, and drug and alcohol use. Program adaptations and enhancements have also been developed to meet the needs of specific youth groups. Dr. Claire Crooks and her team are beginning our third year working with youth and educators on a version specific for LGBTQ+ youth. Currently we are developing youth-led videos and making further enhancements to better support the needs of LGBTQ youth. New research is also informing a program adaptation for youth correctional facilities.

For more information about HRPP, go to www.youthrelationships.org.

For more information about Healthy Relationships Plus Program adaptations and research, see: <http://www.csmh.uwo.ca/research/healthy-relationships.html>

Uniting Our Nations

includes a range of programs for Indigenous youth developed in partnership with Ontario's Thames Valley District School Board. These programs have the same focus on healthy relationships as The Fourth R, but they are delivered within a culturally relevant context. The programs range from one-day conferences to year-long weekly sessions. Common themes include a focus on healthy relationship development, the provision of culturally-relevant experiences and an emphasis on mentoring. The Uniting Our Nations programs were developed in collaboration with Indigenous educators, students, counsellors, and community partners and we continue to explore new avenues to expand the reach and impact for existing resources and the need for more support tools.



The Uniting Our Nations - Literacy Test Preparation



A resource for teachers providing English lessons that use Indigenous materials to increase literacy skills which **support the requirements of the Ontario Secondary School Literacy Test (OSSLT)**.

Available at www.youthrelationships.org

Mental Health First Aid First Nations

Dr. Claire Crooks and her colleagues recently completed a CIHR-funded national evaluation of the implementation and effectiveness of Mental Health First Aid First Nations. This initiative is a result of numerous partners coming together over a four-year period to develop a culturally relevant and safe version of the Mental Health First Aid course. The program development was led by the Mental Health Commission of Canada. The Mental Health First Aid (MHFA) Basic course was originally developed in Australia to build capacity for individuals to offer immediate intervention for mental health emergencies at a community level. MHFA Basic applies a population health approach to mental health promotion by training people to recognize and respond to mental health problems and crises in others.

Our culturally-relevant evaluation included 10 site visits to First Nations communities spanning the country, from British Columbia to Nova Scotia. Evaluation results show that a culturally safe mental health promotion program coupled with safe evaluation can serve a function of cultural renewal and resistance against colonization in First Nations communities. Participants reported positive gains in mental health knowledge, self-efficacy and skills, and a reduction in mental illness stigmatizing attitudes.

For more information about this project, including a plain language summary, go to: www.csmh.uwo.ca/research/mhfa-fn.html



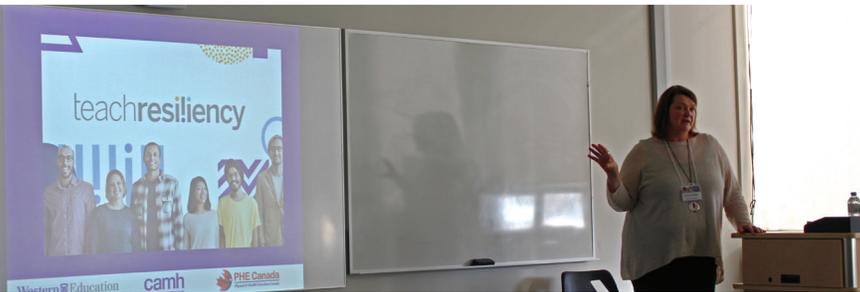
Andrea Lapp and Claire Crooks from the Centre for School Mental Health in partnership with Kim van der Woerd and her team at Reciprocal Consulting

As our Centre is primarily focused on the mental health of youth in the classroom, we also recognize the mental strain that translates to educators working with the youth. Dr. Rodger champions efforts to address educator burnout and works to create resources and strategies for both student *and* teacher resiliency.

teachresiliency

TeachResiliency is an online resource designed for teachers, with teachers that Dr. Rodger has helped deliver to educators free-of-charge. Dealing with mental health in the classroom can feel isolating, frustrating and

overwhelming so Teach Resiliency offers an opportunity to access searchable and relevant evidence-based resources and strategies to support mental health at school and work and connect with people in the know and gain practical tools to support your own journey in the classroom. TeachResiliency uses language that teachers use when describing behaviour and emotions to search for resources. Teachers often don't have a diagnostic label for a child or youth, but they do know what they see in the classroom – so using search terms like “stress” or “fatigue” can be more helpful than the name of a disorder or illness. Dr. Rodger and colleagues Dr. Alan Leschied and Dr. Kathryn Hibbert have worked with a dedicated team of educators, school leaders and mental health professionals to turn research into evidence-informed resources that are now widely available. The resources are presented in a variety of formats to respond to the information and access needs of teachers- from podcasts to videos and books to short articles, users of the site can filter the results by media type, age group, and audience and choose the resource that fits their needs in the moment. TeachResiliency continues to develop and will soon feature a community of practice component and blog, and the companion site for French language users will be available in late 2017. Supported by Physical Health and Education Canada, a national professional teacher association and working in partnership with CAMH, TeachResiliency.ca is designed to be innovative, relevant and responsive to the needs of today's teachers as they support their own – and their students- mental health and well-being.



Dr. Rodger presents an overview of the TeachResiliency online resource to educators from the Thames Valley District School Board and the London District Catholic School Board at the Faculty Research Partners Day at the Faculty of Education on October 20, 2017.

The **Let's Talk in the Classroom (LTIC)** project is a collaborative initiative in partnership with Bell Let's Talk, the Centre for Addiction and Mental Health (CAMH), Kid's Help Phone, School Mental Health ASSIST, Queen's University and Western University. The aim of the LTIC program is to better prepare Grade 7 and 8 teachers to effectively and confidently teach and talk to their students about mental health. More specifically the LTIC program is comprised of an interactive, online guide containing background information, resources and supports to prepare them to teach three lessons to their students. The three lessons are focused on destigmatizing mental health information, and teaching students how and where to find reliable mental health information and help for mental health concerns. Teachers will have the opportunity to work through the online modules engaging in the material through a variety of media formats, reflect on their learnings in an online journal, and share their learning experience with colleagues in the online community of practice, both before and after teaching the lessons. Interested Grade 7 and 8 teachers at participating school boards should reach out to the Mental Health Leads at their board for more information, or to participate in the project!

Western
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camh
Centre for Addiction and Mental Health

Kids Help Phone

SCHOOL MENTAL HEALTH-ASSIST
ÉQUIPE D'APPUI POUR LA SANTÉ
MENTALE DANS LES ÉCOLES

Queen's
UNIVERSITY

Evaluating culturally-relevant programs for Indigenous youth: Challenges and strategies

What you need to know:

A balance must be found between a strict research design and honoring the requirements of a community-based partnership when evaluating programming for First Nations youth. The researchers found that community-based research partnerships are essential to engage FNMI youth and partners in the evaluation culturally-relevant programming.

What is this research about?

This research identifies the challenges in evaluating the Fourth R Uniting Our Nations programming for First Nations, Métis, and Inuit (FNMI) youth. In general there has been a move towards evidence-based practice and the need for increasingly rigorous research designs. The researchers identified the tensions between these rigid research guidelines and the required relationship-based partnerships with the program partners, including FNMI youth, community members, and educators. Uniting Our Nations is a culturally-relevant program for FNMI youth that emphasizes skill development and healthy relationships. The program is delivered within a culturally-sensitive and strengths-based framework and incorporates the knowledge of Elders and other community members as contributors to FNMI education.

“Community-based research partnerships have emerged as a new model for achieving an equitable, respectful approach to research that honours the autonomy of the FNMI community and leads to clear benefits for Indigenous people.”

What did the researchers do?

The researchers identified pressures faced to conduct stringent research, as illustrated by the conditions for establishing rigor put forth by the American Psychological Association (APA). The researchers identified areas of poor fit between this model and the cultural and logistical realities of evaluating the Uniting Our Nations program.

Some of the APA guidelines include the use of randomization, a comparison group, and a large sample size, all of which were difficult to produce for the small group of FNMI youth in the study. Additional challenges in satisfying the APA requirements included defining the specific problem, finding validated measures, and using treatment manuals. Instead of identifying a specific problem to be addressed, the researchers adhered to a strengths-based perspective and reframed the overarching program goal to build skills in the FNMI youth. Furthermore, these challenges exist within a context of the historical practices of research that resulted in the exploitation and maltreatment of FNMI peoples, contributing to a mistrust of governing agencies.

Researchers are encouraged to:

- ensure the research is relevant to the needs of the community
- demonstrate respect for community codes of practice and cultural protocols
- take a strengths-based approach

What did the researchers find?

Through their experience with the Uniting Our Nations youth program, the researchers identified eight success factors in seeking a balance between research requirements and community-based research partnerships:

- **Recognizing and engaging complex authority structures.** Evaluators must respect the codes and customs of FNMI people. Often authority for granting research approval does not sit with one individual in a community.
- **Recognizing the importance of the Elder engagement process.** Evaluators should become informed of the practices unique to each community.
- **Emphasizing cultural competence in the partnership process.** Evaluators must be able to communicate with an understanding of the FNMI worldview and be able to balance the competing research priorities.
- **Working from the Tri-Council Policy Statement (2nded).** This document outlines requirements for research with FNMI people, and prioritizes respectful relationships.
- **Utilizing a strengths-based approach.** Recognizing that many challenges for FNMI people have stemmed from colonialization, evaluations should emphasize positive mental health and well-being.
- **Educating research assistants.** All researchers on the project should be trained to work from a culturally sensitive framework.
- **Planning for longer timeframes.** Compatible with the FNMI worldview, consideration should be given to the pace and deadlines of the project.
- **Developing appropriate measures.** Effort should be placed in creating assessment measures that are reflective of the FNMI peoples and experiences.

How can you use this research?

Researchers must recognize FNMI codes and customs and honour community-based research partnerships as foundational in appropriately evaluating FNMI youth programming. At the same time, there is external pressure for building the evidence base about what works for whom, so navigation between rigor and community-based research partnerships requires an ongoing balance.

Original Research Article:

Crooks, C. V., Snowshoe, A., Chiodo, D., & Brunette-Debassige, C. (2013). Navigating between rigorous and community-based research partnerships: Building the evaluation of the Uniting Our Nations health promotion program for FNMI youth. *Canadian Journal of Community Mental Health*, 32, 13-25.

About the Authors:

Claire Crooks, Associate Professor, Faculty of Education, Western University.
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Candace Brunette-Debassige, Indigenous Services, Western University.

About this Summary:

This summary was written by Melissa Coyne-Foresi, MA Candidate at Western University.

Find this research
snapshot and many more
available at:



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Director's Message



When I reflect on the exciting and productive year that has just ended, I am struck by the importance of our many partnerships. Schools provide an incredible opportunity for promoting positive mental health and well-being. They are also the front lines for supporting children and youth who are struggling, but the job is bigger than any one stakeholder or organization can handle alone. Over the past year we have worked with international partners, particularly the Center for School Mental Health in the U.S. and more recently, the newer Carnegie Centre of Excellence for School Mental Health in Schools at Leeds Beckett University in the UK. Nationally, we have continued to support the scale-up of Fourth R from coast to coast. Provincially, Dr. Kathy Short and her School Mental Health ASSIST team provide comprehensive supports for frontline educators and mental health staff in schools across Ontario, and we have begun to work together to ensure that their innovative work is documented for a broader audience.

Locally, we continue to work closely with our two boards and have launched a research partnership with M.I. Understanding. All of these partnerships create leverage and impact, while providing incredible learning opportunities for all of us.

This edition of our newsletter is dedicated to our many inspirational partners who work so hard to support the well-being of all children and youth – together we are formidable!

Dr. Claire Crooks, Director and Principal Investigator



CELEBRATING SUCCESS



Dr. Deineria Exner-Cortens awarded Early Career Award

Dr. Deineria Exner-Cortens, affiliated researcher and school mental health professional for CSMH, Western was recently presented the PolicyWise Addiction and Mental Health Strategic Clinical Network Early Career Award Winner for her work in “Healthy relationships as a foundation for school-based mental health: Evaluation, implementation and sustainability.”

Western announces recipients of Leadership in Wellness Award of Recognition

The Centre for School Mental Health (CSMH), Western congratulates the success of Dr. Claire Crooks and Dr. Karen Bax following the recent announcement of the inaugural Western Leadership in Wellness Award of Recognition. Dr. Melanie-Anne Atkins of Western’s Wellness Education Centre presents Dr. Crooks and Bax with their awards.

Read the full article here: www.csmh.uwo.ca/news/2017/Crooks-and-Bax-receive-Wellness-award.html



Student Scholarships

David Wolfe Scholarship in Research on Violence Prevention



2018 Recipient: Amanda Kerry

Amanda Kerry is currently in year three of her PhD studies in School & Applied Child Psychology at the Faculty of Education under the supervision of Dr. Claire Crooks. Prior to her PhD, Amanda studied and worked with individuals who perpetrated or experienced domestic violence. Amanda is now examining the feasibility and fit of an adapted universal, dating violence prevention program in youth justice settings.

Awarded annually to a graduate student in the Faculty of Education based on academic achievement and research on violence prevention and student well-being in schools.

Ray Hughes Scholarship on Innovative Practices in Violence Prevention



2018 Recipient: Steven Budafalvi

Steven Budafalvi is a second year Bachelor of Education candidate at the Faculty of Education. Through previous work, B.Ed practicums, and current work, Steven is dedicated to creating safe, inclusive, and empowering classrooms which foster mutual respect among all. By doing so, these practices lay the groundwork whereby both students and Budafalvi can focus on what matters most - cultivating well-being and healthy relationships in the classroom.

Awarded annually to a pre-service teacher in the Faculty of Education who has demonstrated innovative practices in violence prevention curriculum or programming in schools.



GLOBAL CONNECTIONS

Carnegie Centre of Excellence for Mental Health in Schools

Minds Ahead



The Carnegie Centre of Excellence for Mental Health in Schools *Leeds Beckett University, United Kingdom*

The Carnegie Centre of Excellence for Mental Health in Schools exists to strengthen the mental health of the next generation by supporting schools to make a positive change at all levels of the UK's education system, thereby improving outcomes and life chances. This initiative, being led by Carnegie School of Education and Minds Ahead CIC, is focused on evidence-based solutions which address the needs of schools, pupils and parents/caregivers; the development of a professional community of school mental health experts; and leading innovation within the area. The Centre works with schools, organizations and professionals committed to ensuring that mental health difficulties do not limit success at school and beyond. Partnerships and collaborations are key in driving forward this agenda.

The Carnegie Centre of Excellence for Mental Health in Schools work focuses on:

- Professional development for everyone working in schools
- Collaboration with strategic partners
- Practitioners network
- Providing support and guidance for schools
- School Mental Health Quality Mark
- Research

Center for School Mental Health

University of Maryland School of Medicine, United States



The mission of the Center for School Mental Health (CSMH), Maryland is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth. From its inception in 1995, the Center's leadership and interdisciplinary staff has promoted the importance of providing mental health services to children, adolescents, and families directly in schools and communities.

CSMH continues to advance evidence-based care in schools (from preschool to college; P-16) and collaborate at local, state, national, and international levels to advance research, training, policy, and practice in school mental health. CSMH is committed to promoting success for all students through a shared family -- school -- community agenda and co-facilitates the National Community of Practice on Collaborative School Behavioral Health.

Collaborating with a wide range of stakeholders...

- Youth and families
- Researchers
- Child serving agency staff
- Community partners
- Advocates, Administrators and policymakers
- Educators, health, and mental health providers

"Schools are an essential part of the system of mental health supports and services for youth, and probably the most critical venue for mental health promotion and early identification and intervention for mental health challenges."

Sharon Hoover, PhD
Co-Director, Center for School Mental Health



PROVINCIAL CONNECTIONS

School Mental Health ASSIST

School Mental Health ASSIST (SMH ASSIST) is a provincial implementation support team, working alongside the Ministry of Education, that is designed to help Ontario school boards promote student mental well-being, and to enhance support for students who struggle with mental health and addictions problems, through a focus on leadership, capacity-building, and implementation support.

SMH ASSIST is part of Ontario's Comprehensive Mental Health and Addictions Strategy, and focuses on five strategic priorities that serve to enhance quality and coherence in school mental health practice across the province's 72 school boards:

1. Building strong foundations through consolidation of organizational conditions at the district and school level.
2. Enhancing mental health awareness, literacy, and expertise amongst education stakeholders.
3. Supporting the uptake and use of evidence-based, implementation-sensitive mental health promotion and prevention programming.
4. Differentiating resources and supports to meet the unique needs of specific populations.
5. Collaborating across sectors to build a strong system of care for children, youth, and families.

SMH ASSIST Strategic Directions, 2017-2020, Taking Flight, introduces an additional strategic pillar, "mobilizing student voice and leadership" to further catalyze provincial efforts.

SMH ASSIST uses implementation science principles to ensure supports are:

- **Responsive to the needs of Ontario school boards**
- **Evidence-based**
- **Implementation-sensitive**
- **Aligned with ministry initiatives, within education and across sectors**
- **Co-created with stakeholders**
- **Attentive to issues of scale up and sustainability**
- **Sensitive to student and family voice**
- **Relevant across regions, official languages and specific populations**



"We are in a unique and important time with respect to school mental health in Ontario. For many years, even decades, groups and individuals have been quietly working on building foundations that have led us to this moment of opportunity and promise. Getting this right for current and future students will take all of us, working closely in collaboration. SMH ASSIST is delighted to be partnering with the Centre for School Mental Health to better optimize this hopeful moment."

Kathy Short, Ph.D., C.Psych
Director, School Mental Health ASSIST



COLLABORATION

STRONG Program

The welcoming of large numbers of Syrian refugees over the past few years is a point of national pride for most Canadians. As most of us are aware, the majority of these families experienced significant trauma prior to coming to Canada. Thousands of children in these families are now in Canadian schools, and many continue to struggle with symptoms of distress and trauma. The Centre for School Mental Health, Western is partnering on a new initiative led by School Mental Health ASSIST to bring appropriate school-based services to these children and youth.



The STRONG program (Supporting Transition Resilience of Newcomer Groups) is a 10-week school-based intervention that was developed by experts from the Center for School Mental Health in Maryland and their colleagues at the Center for

Childhood Resilience in Chicago. The program is being piloted this spring in four schools in the Peel District School Board and four in the Toronto Catholic District School Board. Dr. Claire Crooks and her team are undertaking an evaluation focusing on feasibility, implementation, and preliminary student impact. We are excited to be at the forefront of this important work with our wonderful partners!

"Collaboration is key to the successful implementation of mental health and addiction strategies for school boards across the province of Ontario. We are grateful for all of the partners who have come together to support the implementation of the feasibility pilot for STRONG. The work is complex, multi-layered and at times messy. When we have many sets of eyes on the work we have a better chance of getting it right."

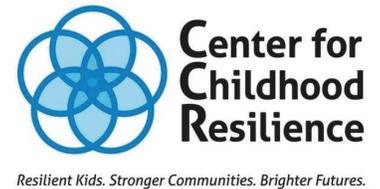
Maureen Mackay, Co-ordinator of Student Well-Being, Peel District School Board

"TCDSB is thrilled to have partnered with the STRONG team in the development and pilot of such an innovative school counselling model. STRONG responds to a crucial need in supporting student newcomer mental health, and will help ensure a good start for newcomer students in Ontario"

Patricia Marra-Stapleton, Mental Health Leader, Toronto Catholic District School Board



Western
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Mental Health





LOCAL CONNECTIONS



Developed in partnership with Thames Valley District School Board (TVDSB), The Fourth R Uniting Our Nations programs are designed specifically for elementary and secondary school Indigenous youth. The programs are delivered within culturally-relevant contexts to address healthy relationship building, with an emphasis on mentoring and peer mentoring.

"The Fourth R 'Uniting Our Nations' program has served as a true 'game changer' for igniting engagement, leadership and success opportunities for Indigenous youth in the Thames Valley District School Board. Indeed, this relationship has been integral to our larger strategic priorities in service to our Indigenous Students and Communities."

Paul McKenzie, Superintendent of Student Achievement (FNMI), TVDSB

What's New? Dr. Claire Crooks, Mike Cywink (Student Mentor/Program Liaison) and Paul McKenzie recently presented at the 2018 Ontario Education Research Symposium in Toronto. Their workshop outlined the Uniting Our Nations programs with specific focus on program development, research methodology/findings, experiential learning for participants, and how the TVDSB-Fourth R partnership has supported the board's strategic direction. Crooks and Cywink also delivered a similar presentation at the 2018 Banff International Conference on Behavioural Science in March.

Learn more about the Uniting Our Nations programs:
www.csmh.uwo.ca/research/uniting_our_nations.html



CSMH is partnered with London District School Board (LDCSB) to integrate a mindfulness-informed, evidence-based social and emotional learning intervention in early years classrooms. The program seeks to improve academic

"The universal approach used in the delivery of this program, along with increased sensitivity of teachers and ECE's to the impact of trauma and stress on the lives of young children is a positive approach to addressing the needs of our most vulnerable students in the development self-regulation skills that will support their academic success and well-being."

Sandra Savage, Mental Health Lead & Social Work Supervisor, LDCSB

performance, attendance and self-regulation in children. Dr. Claire Cooks, CSMH and Dr. Karen Bax, Managing Director of Mary J. Wright Research and Education Centre at Merrymount, are the lead researchers in evaluating the program in classrooms board-wide. There is also a community-based component of the project with a local organization, Merrymount Family Support and Crisis Centre.

What's New? Following a successful 2016-17 pilot year, LDCSB has received \$428,100 to expand the MindUP program, with CSMH evaluating the impacts. The new grant is supporting scaled-up research efforts, expansion of the programming into more classrooms, and kindergarten students that were involved in the first year will be followed to grade 3. The grant is part of a \$1.3 million investment by Ontario to help people break the cycle of poverty, find good jobs, and end homelessness in Ontario.

Learn more about the MindUP for Young Children Project:
www.csmh.uwo.ca/research/mindup.html



M.I. Understanding is a communication tool created by Paula Jesty to increase awareness, understanding and early intervention around childhood mental health. Paula has created a range of educational materials to create a community of support for families struggling to support their child's mental health. One of M.I. Understanding's programs is P.I.P.E. (Parents in Partnership with Educators), an individualized communication intervention to prepare and support families who are navigating the Individualized Education Program (IEP) process with a child who has mental health challenges. Centre for School Mental Health graduate student Courtney Cadieux is working with Paula to develop a preliminary evaluation of the P.I.P.E. program. Courtney and her supervisor (Dr. Claire Crooks)

obtained internal funding from the Faculty of Education at Western to conduct this work. Courtney will be interviewing parents who have already been through the P.I.P.E. program and following new families through the entire process. The results of the study will help Paula expand her program and fill a gap in the literature.

"We know that students do best when there is good collaboration between school and home, and the P.I.P.E program aims to support parents to navigate the IEP process in a collaborative way."

Paula Jesty, Managing Director, M.I. Understanding



WHAT'S NEW AT CSMH?

Be Extraordinary. The Campaign for Western

April 2018: Breaking the Uncomfortable Silence

Centre for School Mental Health Director, Claire Crooks was included in Western University's domestic violence awareness campaign as one of the champions working on violence prevention strategies with youth. Learning positive relationship development skills at a younger age can provide benefits later in life and as Crooks says in the campaign, "having healthy relationship education is important at every stage and age of development. This emerged from what we call 'social competence' and recognizing when children develop social and emotional competencies, they are set up for success in every area of life - in school in the workplace and in relationships."

Read the full story: www.extraordinary.westernu.ca/endviolence/claire-crooks.html

Same Website. New Look.

Now easier to find the resources you need

We have made it much easier to find The Fourth R resources you need based on country, province/state, language (English, French, Spanish), grade level and curriculum (Public, Catholic, Indigenous) along with the supporting research and materials right at your finger tips.

Explore our updated website to see what's available or contact the Centre for School Mental Health directly:

Website: www.youthrelationships.org

Telephone: 519-854-5154

Email: thefourthr@uwo.ca



The Screen Challenge: Youth, Social Media and Safety

NEW 60 minute live presentation for parents to help address current issues associated with youth engaged in social media. Presentation can be customized to include any of these related topics:

- Cyber Bullying
- Sexting
- Self Esteem
- Sleep
- Addiction
- Mental Health

In addition, general safety tips related to technology use and staying safe online are provided to help parents and/or educators start conversations with youth around social media use as well as signs to look for that indicate there might be a problem.

This engaging presentation includes up-to-date statistics and current popular social media apps.

We all have the same goal in mind – the health, well-being and safety of our children. Connect with your local school and/or community youth groups to arrange a live presentation in your area.

For more information visit: www.csmh.uwo.ca/research/the-screen-challenge.html





STAY CONNECTED:

www.csmh.uwo.ca • www.youthrelationships.org



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@fourthnews



Graduate Students and Interns at the Centre for School Mental Health

Front Row, L-R: Elizabeth Thornley, Marie-Michelle Boulanger

Back Row, L-R: Alexandra Smith, Melissa Read, Bradley Daly, Bridget Houston, Maria Ibanez, Cassandra Trevisani

Not pictured: Jessica Sommers, Courtney Cadieux, Elsa Trovarello, Amanda Kerry, Caely Dunlop, Arely Rodriguez Alcocer

OUR GRADUATE STUDENTS & PSYCHOLOGY INTERNS...

are engaged in a number of enriching learning opportunities at the Centre including, but not limited to: research project experience, mentoring, and field experience in various parts of the country where they collect data and interact with youth. In addition, students are invited to apply throughout the year to participate in conferences such as the annual Banff International Conferences for Behavioural Science. Each of these experiences further the important work of the Centre for School Mental Health as well as the students' own academic studies at the Master or PhD level.



My work at the Centre for School Mental Health has made a significant difference in my abilities as an applied researcher. Not only have I been granted the opportunity to collaborate with several mental health-related initiatives at the community and government levels, these experiences have culminated into a wealth of knowledge and skills that have driven my personal and career growth. Under the guidance of Dr. Claire Crooks, I have recently published an article on preventing problematic substance use through positive youth development.
- Courtney Cadieux, Year Two MA Candidate

NATIONAL TEEN DATING VIOLENCE PREVENTION PROJECT ANNOUNCED



Peter Fragiskatos, MP for London North Centre announced on Wednesday, February 13 that Claire Crooks and her team have received \$5 million in funding from the Public Health Agency of Canada. The announcement was made on behalf of the Honourable Ginette Petitpas Taylor, Minister of Health.

The project, a healthy relationships approach to violence prevention and mental health promotion with vulnerable youth will work over the next five years to address gaps in the area of violence prevention and mental health promotion programming for under-served populations. The project will

develop, implement, and evaluate programming for high-risk youth, LGBT2Q+ youth, Indigenous youth, and newcomer youth.

Programming will be adapted from the Healthy Relationships Plus (HRP) Program, an evidence-informed small-group program that promotes skills and protective factors required to prevent gender-based violence.

The focus of the funding is on teen dating violence prevention; however, the positive youth development approach taken by the HRP promotes positive relationship behaviours and prevents problematic substance use. Dr. Crooks comments, *“Our programming has been shown to reduce teen dating violence, but its impact is much broader. Our positive youth development approach gives youth the skills they need to develop healthy relationships, improve their mental health, and minimize problematic substance use.”*

The funding will allow for scale-up and evaluation of program training in Ontario, Alberta, and Northwest Territories to serve under-served populations by implementing the tailored original HRP to meet the needs of these various in-need groups. Several mixed methods research components will contribute to building the field by addressing important gaps in current knowledge. National collaborators outside of province- and territory-specific areas will offer training, resources, and knowledge mobilization activities to other service providers and educators from coast-to-coast-to-coast.

The project is set to engage more than 2600 youth (in the evidence-informed programming), and provide training and resources to 540 facilitators and 875 pre-service educators.

To learn more about this project, visit: csmh.uwo.ca/research/PHAC-TDV-vulnerable-youth.html

To read the official Government of Canada news release, visit: canada.ca/en/public-health/news/2019/02/government-of-canada-announces-funding-to-promote-healthy-relationships-for-vulnerable-youth.html



L-R: Juan Luis Suárez (Associate Vice President of Research at Western University), MP Peter Fragiskatos, London North Centre, Kathryn Eggert (Executive Director, Anago - Community Partner in Project), Claire Crooks (Director, Centre for School Mental Health), & Vicki Schwean (Dean, Faculty of Education)

PARTNERSHIPS

Our team is excited to be starting a new partnership with the **Thunder Bay District Health Unit (TBDHU)**. TBDHU is spearheading a multi-year scale up project to bring the Fourth R to schools throughout the Thunder Bay district. They are working with Indigenous, community, and educational partners to make adaptations to the program to make it culturally relevant for their communities. They are partnering with the Centre for Rural and Northern Health Research at Lakehead University to document lessons learned. In January some of our team travelled to Thunder Bay to participate in their first stakeholders meeting and learn more about how we can support this exciting project.



Team members from Thunder Bay District Health Unit and Centre for School Mental Health



L-R: Alicia Lapointe, Claire Crooks, Susan Dale, and Meghan Fournie

Andrew Johnson, PhD is an Associate Professor within the School of Health Studies at Western University. Most recently, Andrew joined the Centre for School Mental Health as an affiliated academic researcher and school mental health professional.

One of Andrew's primary research interests is in the area of lived experience of individuals with concussion. This general interest has resulted in a diverse portfolio of research projects, including policy analysis

within Ontario school boards, concussion treatment pathways in school-age children (at both the elementary and secondary school level), standardized methods for planning and pacing in return-to-work programming, and identification of barriers to reporting concussions among both adolescents and professional athletes. He has published in a number of domains related to concussion, having authored or co-authored more than two dozen articles related to the cognitive or psychosocial challenges experienced by individuals with neurological impairment, and another dozen or so articles directly related to brain injury and concussion.



Want to learn more about Andrew's research? Visit his biography page (uwo.ca/fhs/shs/about/faculty/johnson_a.html) or contact him by email at ajohnson@uwo.ca.



To learn more about our affiliated academic researchers and school mental health professionals, visit: csmh.uwo.ca/about/researchers-smh-professionals.html

PROJECT UPDATES

Teach Mental Health

Mental illness most often begins in adolescence; yet the people who work with teenagers on a daily basis are often unprepared to recognize and understand mental illness. Teacher education programs rarely address mental health literacy, resulting in teacher candidates who are at a disadvantage when they enter the workforce. TeachMentalHealth.Org was developed to address this need based on the results of a National Scoping Exercise and input from more than 30 educational institutions and organizations across Canada.

Through a partnership with Faculties of Education from St. Francis Xavier University, Western University and University of British Columbia, TeenMentalHealth.Org has built a comprehensive mental health literacy learner resource for pre-service and practicing teachers.



Dr. Susan Rodger, Principal Investigator has worked closely with Teach Mental Health in support of the design, implementation and evaluation of the modular online curriculum. Dr. Rodger currently leads a team of researchers to improve the way we develop mental health literacy in teacher candidates through enhancing our course curriculum with online Teach Mental Health resources. This research helps us better understand how we can support teachers do what they do best, fostering healthy learners.

Are you a Canadian pre-service or practicing teacher looking for support your mental health literacy? Let this FREE course guide you through developing and expanding your knowledge. To register, visit: pdce.educ.ubc.ca/teach-mental-health/.

To learn more about Teach Mental Health, visit: csmh.uwo.ca/research/teach-mental-health.html.

The Screen Challenge: Youth, Social Media and Safety

We all have the same goal in mind – the health, well-being and safety of our children.

The Screen Challenge: Youth, Social Media and Safety is a 60 minute live presentation for parents (and interested educators) to help address current issues and conversation starters associated with youth engaged in social media. Customizable to each audience, the following related topics are available for discussion: cyberbullying, sexting, self-esteem, sleep, addiction, and mental health. It's time to take action on understanding how to have appropriate and encouraging conversations with youth about positive behaviours in the digital world. This engaging presentation includes up-to-date statistics, current popular social media apps, and new and upcoming trends.



Erin Mills Connects in Mississauga hosts a presentation for their local community schools.

“Adults don’t need to argue. They need to listen, to pose scenarios, offer information without exaggeration, and try to guide – rather than yank - teenagers to safe choices.” - Globe and Mail

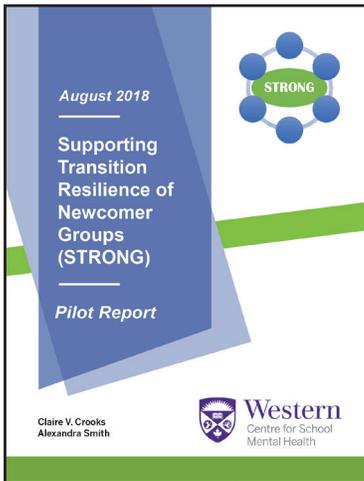
Parent and school groups - the future is here... get educated!

NOW BOOKING PRESENTATIONS.

To book a presentation, visit csmh.uwo.ca/research/the-screen-challenge.html



Supporting Transition Resilience of Newcomer Groups (STRONG)

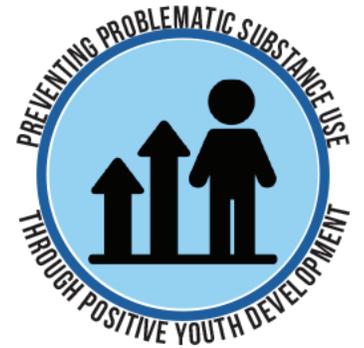


The STRONG program is a 10-week school-based intervention that was developed by experts from the National Center for School Mental Health in Maryland. The program was recently successfully piloted from April to June 2018 in five schools within two school boards in Ontario. As a whole, the pilot had many successes and was well-received. The program met an important need that was identified by schools prior to the program and there was a strong appreciation for this toolkit for newcomer students. The program is described as a good fit for the needs of the new students and there was a deep impact from youth connecting together, development of new skills, higher positive self-concept, and better overall functioning.

To read more about the findings from the pilot study, visit: csmh.uwo.ca/research/strong.html. We are currently starting an expanded field test with revised manuals. Stay tuned!

Preventing Problematic Substance Use Through Positive Youth Development

Supporting Canadian school stakeholders to build on programs that work for positive youth development and prevention of problematic substance use



The purpose of this project, in collaboration with Public Health Agency of Canada is to engage Canadian administrators, educators, and support staff in the use of upstream risk and protective factors that relate to early and frequent use of cannabis, broader problematic substance use, and other adverse social and health outcomes, such as violence and risky sexual behaviours.

Aimed at youth between 11 and 18 years of age, the school-based prevention efforts specifically include shaping students' attitudes, social skills, and self-management skills, each of which are foundational for healthy development.

Members of the National Steering Committee for this project formed key messages together that educators and administrators should consider when preventing problematic substance use and encouraging positive youth development among youth. These upstream factors include strategies in the school and classroom for promoting well-being, ensuring a welcoming environment, and using effective programming.

Project leads Claire Crooks, Alicia Lapointe, and Courtney Cadieux hosted a number of consultations in Northwest Territories, London, Toronto, and Ottawa where participants from the education and public health sectors analyzed and discussed the developed Knowledge Translation (KT) products pertaining to the key messages. These groups were brought together for the opportunity to provide a diverse set of structured comments and feedback for the deliverables as well as recommend dissemination opportunities for the KT products.

KT products developed include: research briefs, newsletters, an infographic, and whiteboard videos. The project is currently in the review process and the KT products will be disseminated starting this spring.

To learn more about this project, visit: csmh.uwo.ca/research/positive-youth-development.html



THE FOURTH R

Response to Ontario Government's Proposed Health and Physical Education Curriculum changes

The Fourth R does not believe that it is in the best interest of the well-being of Ontario students to revert back to the 1998 sexual health curriculum. This outdated curriculum does not explore many issues faced by students today nor does it equip our youth with the knowledge and skills to develop healthy relationships and explore the many concepts connected with mental health. Although we always welcome the opportunity to contribute to curriculum consultations and think it is a good idea to improve on existing curriculum, we do not think it should be done when it compromises our students' learning and development. We urge the Ontario Government to keep the current Health curriculum (including the Human Development and Sexual Health content) in place until after the proposed review is completed.

2017-18 FNMI Student Leadership Council Artwork unveiled

Indigenous students from the Thames Valley District School Board are invited each school year to apply for the FNMI Student Leadership Council - a culturally relevant leadership and personal growth opportunity for students as they work together on projects that build cultural awareness across TVDSB. The council represents nine TVDSB schools including: Central Elgin, Parkside, Beal, Laurier, Glendale, Banting, Montcalm, Clarke Road, and Saunders. The council wraps each year up with a culminating group project; last year, students chose to create a polyptych painting - an artist creation of nine individual paintings (representing each school) that comes together to create one larger image.



"As an artist I wanted to express myself in a way that incorporates my culture and heritage. We are connecting with our culture and in doing so, we are finding out who we are as well as getting to know each other. Something like this was very important because it helped us grow as individuals, helped us connect with our culture, raise awareness for FNMI youth, and allowed us to express who we are. I wanted to know more about who I am and this art project helped me do that" - Student, FNMI SLC 17/18

"What is the Fourth R?" Whiteboard Video

The Fourth R began in 2001 and was developed by a consortium of researchers, educators, and psychologists in London, Ontario, Canada. This whiteboard video shows our journey over the past two decades - the growth, the promises, and the associated research outcomes. We are currently in the process of translating the video to create French and Spanish versions!



Watch now! Visit: [youtube.com/watch?v=2Njs2BtBVlo](https://www.youtube.com/watch?v=2Njs2BtBVlo)



RECENT & UPCOMING EVENTS

Annual Conference on Advancing School Mental Health

Hosted by the National Center for School Mental Health, Maryland in Las Vegas, Nevada
October 11-13, 2018



L-R- Patricia Marra-Stapleton, Maureen Mackay, Kathy Short, Claire Crooks, Sharon Hoover pose for a photo following their presentation on STRONG



Alicia Lapointe (and Claire Crooks, not pictured) presents reasons for the development of the HRP for LGBT2Q+ program



Alicia Lapointe and Claire Crooks

Hosted by the National Center for School Mental Health and the National Community of Practice on Collaborative School Behavioral Health, this annual conference offered participants a number of opportunities to advance their knowledge and skills related to school mental health practice, research, training, and policy. With an emphasis on a shared school-family-community agenda, speakers presented high-quality and evidence-based mental health promotion, prevention, and intervention strategies to deliver to students and families. Approximately 1,200 people attended the conference including clinicians, educators, administrators, youth and family members, researchers, primary care providers, advocates, and other youth-serving professionals.

To learn more about our presentations at the Annual Conference on Advancing School Mental Health, visit: csmh.uwo.ca/resources/presentations/2018-ncsmh-annual-conference.html

Banff International Conferences on Behavioural Sciences: *Equipping Schools and Communities to Support Student Mental Health*

March 17-20, 2019

The 2019 Annual Banff International Conferences on Behavioural Science will be held March 17-20, 2019 at the Banff Centre in Banff, Alberta. The conference provides a forum where researchers, practitioners and policy makers can interact to discuss contemporary practice and research. This year, the conference will highlight both the challenges and opportunities of school mental health, with an emphasis on identifying implications for mental health professionals, educators, administrators, and researchers. A number of workshops and plenary keynotes will be led by leaders from across Canada and the US.

Are you planning, implementing, or evaluating mental health services for students in elementary and secondary schools or a community partner who supports this work? If so, learn more about the Banff International Conferences on Behavioural Science, by visiting: banffbehavsci.ubc.ca/.





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UPCOMING EVENTS



Banff International Conferences on Behavioural Science - Mindfulness for Families, Schools and Communities: From Promotion to Intervention. Poster presentations by Dr. Claire Crooks, Dr. Karen Bax, Dr. Eli Cwinn, Dr. Maisha Syeda & Sue Kim. March 15-18, 2020 • Banff, Alberta.



Physical and Health Education (PHE) National Conference. Pre-Conference Workshop, The Fourth R with Toni Wilson. April 29-May 2, 2020 • Charlottetown, PEI.



Pan-Canadian Summit on K-12 Well-Being: Actionable strategies to improve staff well-being in Canada's schools and school districts. Speaker: Dr. Susan Rodger. May 11-13, 2020 • Edmonton, Alberta.



Trauma and Violence Intervention Research: Promoting safety and well-being across the lifespan. Pre-Conference Workshops & Conference Breakout Sessions by Dr. Claire Crooks, Dr. Karen Bax, Dr. Alicia Lapointe and Andrea Delaney. June 9-11, 2020 • London, Ontario.

WHAT'S INSIDE?

02 We've expanded! Meet our new team members

03 An update on our current projects

06 An update from The Fourth R

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WE'VE EXPANDED!

MEET OUR NEW TEAM MEMBERS

With a new year and growing projects, we've welcomed a number of new staff to our team.



Annaliese Loepky

Annaliese Loepky is the Project Coordinator for the LGBT2Q+ youth programs under the RISE-R project. She graduated from Ryerson University with a Bachelors of Arts in Arts and Contemporary studies. Annaliese started at CSMH in December 2019.



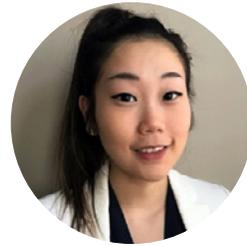
Eli Cwinn

Eli Cwinn is a Post-Doctoral Associate working on the MindUP and RISE-R projects. Eli is also an Acceptance and Commitment Therapy (ACT) and Compassion-Focused Therapy trainer and practitioner. He is developing and researching the first Compassion-Focused Therapy (CFT) protocol for children and teens.



Gina Kayssi

Gina Kayssi previously led the implementation of public education initiatives on gender-based violence and supported the integration of newcomer children into schools and communities at MRCSSI. At CSMH, Gina currently is the Project Coordinator of STRONG, leading the research and evaluation of the newcomer mental health intervention.



Haesoo (Sue) Kim

Sue Kim is the MindUP Project Manager. She is supporting the implementation and evaluation of MindUP within the London District Catholic School Board. She is interested in exploring the program's impact on children's social-emotional functioning and teacher well-being.



Jennifer Fawcett

Jen Fawcett is an Administrative Assistant, supporting the various project teams within the Centre. Jen holds a B.A. in Psychology from Western University and has worked at Western for 17 years. Outside the office, you can find Jen volunteering her time with animal rescue organizations.



Karmie Dhillon

Karmie Dhillon is the Project Manager for the RISE-R project. She joins the CSMH team with over ten years of experience in project management and teaching. Karmie is passionate about grassroots community research. Her research interests are positioned at the intersections of ethnography and phenomenology.



Kelsey Adams

Kelsey Adams is the Community Partnerships Coordinator for the RISE-R project. Kelsey completed her Masters in Women's Studies at Western University, and previously spent six years working in the gender-based violence sector as a youth educator.



Maisha Syeda

Maisha Syeda is a Post-Doctoral Associate at CSMH. Her research focuses on the areas of newcomer youth mental health and resilience. She is also interested in developing anti-oppressive and culturally safe practice frameworks to support intervention programming with vulnerable youth populations.



Meghan Fournie

Meghan Fournie is the Research Project Coordinator for the RISE-R Project. Meghan completed her Masters in Health Information Science at Western with a focus on implementation research. She joined the team in January 2019 and has worked in research at Western for over 10 years.



Morena Hernandez

Morena Hernandez is the Innovation and Scale Up Lab Coordinator. Prior to joining the team, Morena granted children's dreams at The Sunshine Foundation of Canada. She holds a BHSc from Western University and an MD from Universidad Evangélica de El Salvador.

PROJECT UPDATES



RISE-R: Resilience and Inclusion through Strengthening and Enhancing Relationships

RISE-R is in its second year of a five-year project. The focus of the project is to develop, implement, and evaluate evidence-informed mental health promotion and violence prevention programming for youth in different contexts. Specifically, we are co-developing programming to meet the needs of newcomer, LGBT2Q+, Indigenous, and other vulnerable youth. Much of our focus over the past year has been on cultivating local partnerships and national collaboration. Since February 2019, the project has seen a large growth in community partners. To date, this represents over 30 organizations across Canada.

Community Building: Over the last year, three partners' days (February/June 2019 and February 2020) welcomed 15 different organizations from the province of Ontario. This was further represented by 29 unique individuals. In addition, Thunder Bay, a collaborator, has trained over 105 individuals in the delivery of "Healthy Relationship Program Plus."

Community meetings, site visits, partner days and consultation meetings have included: Newcomer agencies, LGBT2Q+ advocates, child protection and youth justice experts, as well as public health workers and school board employees. Collectively, sharing unique community narratives related to "Healthy Relationship Programming" (HRP-E). Community narratives are really important to our research model.

In sum, the project continues to provide guidance and resources related to the adaptation of HRP for Newcomers, Indigenous and LGBT2Q+ populations. Together we are stronger!

For more information on this project, visit our [RISE-R project page](#).

Financial contribution by Public Health Agency of Canada

MINDUP™ for Young Children

The MindUP for Young Children project is currently in its fourth year of implementation and evaluation of the mindfulness-informed, social and emotional learning (SEL) program within the London District Catholic School Board (LDCSB). The project is co-led by Dr. Claire Crooks and Dr. Karen Bax. Through 15 teacher-led lessons which integrate neuroscience, mindful awareness, and positive psychology, MindUP targets five core SEL competencies

(i.e., self-awareness, self-management, social awareness, relationships skills, and responsible decision-making).

Results from the 2017-2018 school year revealed that students who received MindUP exhibited significant decreases in behavioural problems and executive functioning deficits, and significant increase in adaptive skills. Educators also noticed positive changes in their teaching style, attitudes, and well-being as a result of implementing MindUP.

During the 2019-2020 school year, we are focusing on Grade 3 students, measure SEL and academic skills, and have added self-report measures. We are supporting MindUP implementation in LDCSB schools by providing training, resources, and support for teachers. To ensure sustainability of MindUP beyond the research partnership, we have trained nine LDCSB MindUP District Trainers to facilitate future training within the school board.

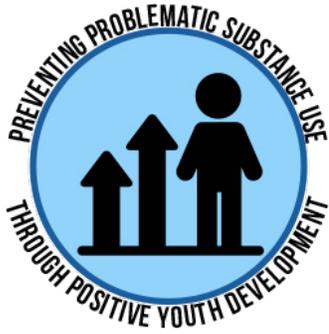
For more information on this project, visit our [MindUP project page](#).

LDCSB MindUP District Trainers

*"I love it. I love teaching the kids. Kids love it. I think I'll do it forever."
LDCSB Educator*



Financial contribution by Public Health Agency of Canada



Preventing Problematic Substance Use Through Positive Youth Development

Supporting Canadian school stakeholders to build on programs that work for positive youth development and prevention of problematic substance use

FINAL RESOURCES AVAILABLE NOW!



This project aimed to increase Canadian school stakeholders' interest and engagement to adapt and extend effective interventions that are aimed at youth between 11-18 years of age. These interventions addressed upstream risk and protective factors related to early and frequent use of cannabis, broader problematic substance use, as well as other adverse social and health outcomes like violence and risky sexual behaviours.

The Centre for School Mental Health at Western University and the Public Health Agency of Canada (PHAC) partnered to develop a series of resources for school communities to promote positive youth development (PYD) through school-based initiatives. Following an extensive literature review and consultations from diverse stakeholders, three key themes emerged to guide the development of these resources: (1) promoting well-being, (2) creating welcoming environments, and (3) effective programming.

For a full list of resources, available in English and French, visit our [CSMH project page](#) or the [Government of Canada website](#).

teachresiliency

In recent years, we have seen increases in the prevalence of students struggling with mental health disorders and distress in classrooms. Classroom teachers often remain unsupported in their attempts to support students' mental health and contribute to their wellness.

Teach Resiliency provides tools, resources, and information that help teachers to support their students' mental health, establish wellness in their classrooms, as well as maintain well-being among themselves.

In 2019, PHE partnered with the Centre for School Mental Health (CSMH) to continue the development and evolution of Teach Resiliency under the direction of Dr. Maisha Syeda. Teach Resiliency originally launched in 2017 in partnership between PHE Canada, Centre for Addiction and Mental Health (CAMH) and Dr. Susan Rodger at the Faculty of Education, Western University.

CSMH is currently evaluating the acceptability, utility, and the benefits of Teach Resiliency as reported by pre-service teachers, classroom teachers and related professionals working in schools. The findings from this evaluation will guide recommendations in ways Teach Resiliency can be further developed to make it more accessible and useful for teachers.

For more information on this project, visit our [Teach Resiliency project page](#).





Well at Work initiative - Addressing teacher well-being & burnout

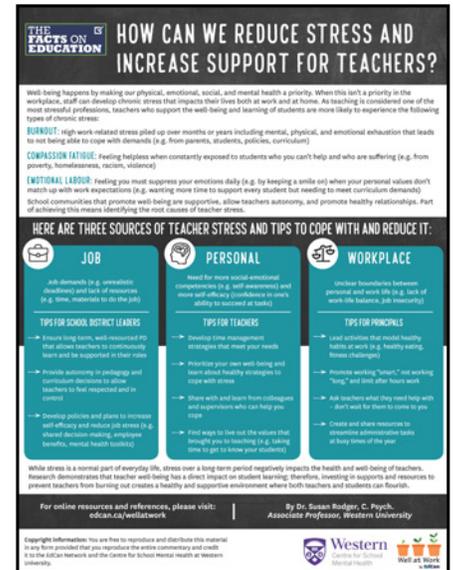
Stress and burnout is on the rise in Canadian K-12 educators. Are educators being supported?

Developed by EdCan Network in collaboration with Dr. Susan Rodger and additional researchers, colleagues and graduate students, the Well at Work initiative calls on education leaders to commit to a healthy and encouraging workplace. Every educator, no matter the position, has the responsibility to create supportive school cultures where staff look after, not only their own well-being, but the well-being of colleagues as well. The goal of this Well at Work initiative is to give education systems the tools needed to improve working conditions for everybody.

As a result, Dr. Rodger and colleagues developed a fact sheet, two videos and a podcast to contribute to:

- building awareness and shared understanding around the need to invest in staff mental health and well-being in ways that challenge mindsets and assumptions
- amplifying educators' stories and lived experiences of what well-being means and what it looks like at work
- supporting school districts and provinces who are seeking solutions and making well-being a priority

For a full list of resources, visit our [Well at Work by the EdCan Network project page](#).



The Screen Challenge: Youth, Social Media and Safety

60-minute face-to-face presentation for parents K-12



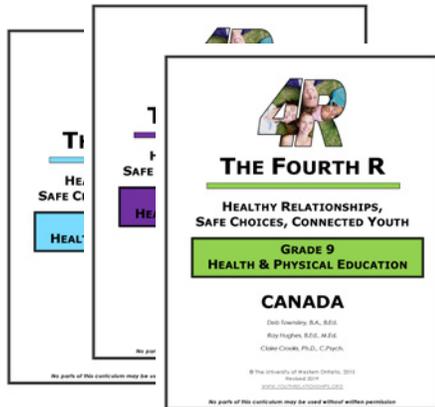
Addresses current issues associated with youth on social media



Customizable presentation based on desired topics

Visit our [Screen Challenge: Youth, Social Media and Safety project page](#) for more information and to book a presentation.

THE FOURTH R



UPDATED - Grade 7, 8 & 9 Health Physical Education curriculum documents **NOW AVAILABLE!**

The Fourth R resources for Grades 7 and 8 have been completely revised and now meet the new 2019 expectations as laid out by the Ontario Ministry of Education. Canada-wide, these documents have also been updated and match province-specific education guidelines. Grade 9 updates in Ontario and across Canada have been made to include updated information related to Canada's Food Guide, cannabis and vaping and STBBIs.

Visit [The Fourth R website](#) to purchase these up-to-date documents.



CASE STUDY: Uniting Our Nations - A Culture-Focused Mentoring Approach

MENTOR is a U.S.-based organization working to fuel the quality and quantity of mentoring relationships for young people and to close the mentoring gap for the youth who grow up without critical support.

In their 2019 case study titled Social and Emotional Development in Early Adolescence: Tapping Into the Power of Relationships and Mentoring, The Fourth R Uniting Our Nations program is featured as one of four promising mentor models for middle school-aged students.

Visit [the MENTOR website](#) for the full article.

Training modules and website resources are now available in French!

With the growing demand for The Fourth R in French, The Fourth R team has developed a [French webpage](#) including whiteboard videos, lesson plan previews, training modules, skills videos for facilitating, newsletters, research snapshots and reports.

In addition, we have also translated [our trainings into French](#). Our online training modules are recommended as an excellent refresher for teachers/facilitators to refer to after having participated in a face-to-face-training. Our training participants indicate that they prefer in-person training whenever possible, particularly when discussing "relationships. However, when in-person training is not possible, then online modules also provide an alternative to receiving the training.





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Appendix I: Research Snapshots



Research Snapshot

Two years of school-based, culturally relevant mentoring promotes positive mental health for FNMI youth



What you need to know:

This study examined the effects of participation in a school-based, culturally relevant mentoring program on wellbeing among FNMI youth. Researchers found that adolescents who participated in 2 years of relationship-focused mentoring reported better mental health and more positive cultural identity than peers who did not participate in the program. Youth described intrapersonal and interpersonal growth, increased cultural knowledge and development of healthy relationships skills as benefits of program participation.

The purpose of this study was to evaluate the impact of the Uniting Our Nations mentoring program on the wellbeing of FNMI youth. Specifically, this study examined whether two years of mentoring, as compared to one year, or no mentoring participation, was associated with benefits for participants.

What did the researchers do?

Researchers followed 105 FNMI students in grades 7 and 8 from a large school board in southwestern Ontario over a two year period between 2011-2013. The researchers used a mixed methods design to evaluate the program, collecting data from surveys and interviews with youth participants.

Survey data were collected at three “waves” during the study (2011, 2012, 2013), where youth completed annual self-report questionnaires.

What is this research about?

First Nations, Metis and Inuit (FNMI) youth experience disproportionately high rates of negative health outcomes, including poor psychological wellbeing. Recent research has identified culturally specific protective factors that promote resilience and buffer against adverse outcomes for these youth. Cultural connectedness, or the extent to which an individual feels connected to their culture, and a strong, positive cultural identity are increasingly recognized as key components of effective programming for FNMI adolescents. Mentoring programs have also emerged as a promising strategy, offering a venue for fostering strong, positive relationships, in a culturally supportive context.

“Overall, this exploratory study demonstrated that culturally relevant mentoring for FNMI youth of sufficient duration has the potential to increase well-being, as indexed by positive mental health and cultural identity, and demonstrated that these effects may be related to intrapersonal and interpersonal growth, as well as learning about healthy relationships and culture...”

The Uniting Our Nations mentoring program for FNMI youth prioritizes the development of positive relationships within a culturally relevant, strengths-based framework. The program operates at both the elementary and secondary school levels, emphasizing healthy relationship skill-building, and fostering cultural connectedness and identity through cultural teachings and content. Elementary youth are mentored on a weekly basis by First Nations young adults, and secondary school youth engage in a peer mentoring relationship between younger (grade 9) and older (Grades 10-12) students.

Mentoring participation was also assessed at each wave. Students in the sample fell into three categories based on mentoring status: two years of mentoring ($n= 17$), one year of mentoring ($n= 19$) or did not participate in mentoring ($n=63$).

Researchers also interviewed all youth who were involved in mentoring during the first year of the study ($n= 28$) to obtain descriptive feedback about their experiences with the program.

What did the researchers find?

Findings indicated that youth who participated in two years of the mentoring program reported significantly better mental health, and greater positive cultural identity, as compared to youth who participated in one or no years. In addition, preliminary findings suggested that participation in two years of mentoring was associated with higher credit accumulation. Analysis of gender differences in program effects suggested that two years of program participation had a specific positive impact for girls.

Youth who participated in two years of the mentoring program described many positive impacts they experienced as a result of program participation. Researchers identified three overarching themes in the gains highlighted in youth interviews:

- **Intrapersonal-** The program enhanced youth's self-confidence, affirmed their cultural backgrounds, and helped them embrace their individuality.
- **Interpersonal-** The mentoring framework created opportunities for youth to build a network of support in their school community. Youth developed and strengthened meaningful peer relationships, and formed close bonds with program facilitators.
- **Cultural learning-** The program provided opportunities for students to learn about their culture, and connect cultural teachings with their life experiences both in and out of school.
- **Healthy relationships learning-** The knowledge and skills youth learned in the program were applicable to real-life situations. Students were able to identify ways to use positive communication and healthy relationship strategies from the program in their daily lives.

photo credit: CC license Floyd Davidson

How can you use this research?

The results of this study suggest that participation in school-based, culturally relevant mentoring increased wellbeing among FNMI youth. Findings highlight the need for programming to be of sufficient duration and focus on building strong relationships, to maximize benefits for participants. These findings add to a growing research base that supports the importance of strengths-based, culturally relevant programming as an effective strategy for mitigating risk, and promoting positive outcomes for this population.

Original Research Article:

For a complete description of the research and findings, please see the full research article:

Crooks, C. V., Exner-Cortens, D., Burm, S., Lapointe, A., & Chiodo, D. (2016). Two years of relationship-focused mentoring for First Nations, Métis, and Inuit adolescents: Promoting positive mental health. *The Journal of Primary Prevention*, 1-18. doi:10.1007/s10935-016-0457-0

About the Authors:

Claire Crooks, Associate Professor, Faculty of Education, Western University. **Deinera Exner-Cortens**, Assistant Professor, Faculty of Social Work, University of Calgary. **Sarah Burm**, PhD Candidate, Western University, **Alicia Lapointe**, PhD Candidate and Instructor, Western University, **Debbie Chiodo**, Program Consultant- Provincial System Support Program, Centre for Addiction and Mental Health (CAMH) and Research Associate, Centre for School Mental Health, Western University.

Keywords: Aboriginal youth, Mental health, Wellbeing, Cultural connectedness, Cultural identity, Culturally relevant programming, Healthy relationships

About this Summary: This summary was written by Caely Dunlop, Ph.D. Candidate at Western University. For further information about Western's Centre for School Mental Health, visit www.edu.uwo.ca/csmh.



This research snapshot is also available on the OERE website.



Research Snapshot

Adolescent identity development buffers against peer pressure risk behaviours

What you need to know:

What is this research about?

Social time with friends or peers plays an important role in development and behaviour. Having positive social experiences with peers can protect teens from risky behaviours like drug or alcohol use. Subsequently, negative peer socialization experiences like peer pressure may increase risk-taking behaviour. Some peer groups may control and/or pressure their members to engage in risky behaviours in order to fit in (e.g. substance use, vandalism, skipping school). The researchers explored what personal factors can help youth avoid risky behaviours if these behaviours are expected of them by their peers.

“By helping teens to construct personal identities, which act as another strong frame of reference other than peer group norms for guiding actions and behaviors, teens may be less likely to engage in behaviors that may conflict with their beliefs and values regarding who they are or that potentially interfere with personal life goals.”

During adolescence, youth explore different versions of themselves and eventually commit to a sense of self or identity. Teenagers who have developed a personal, autonomous identity outside of their peer group have been found to be more resistant to peer pressure, particularly if the pressured behaviours conflict with their personal goals.

This study explored whether youths' level of identity exploration and commitment to identity would moderate the relationship between peer pressure and control and risk behaviours. Over 1,000 students completed self-report measures of identity exploration, identity commitment, risky behaviours, and experiences of peer-group pressure and control. Identity commitment was a buffer against substance use and identity exploration was a buffer against deviant behaviours. Increased identity exploration and commitment can lead to increased autonomy and sense of responsibility. These factors promote personal independence and decrease the influence of external pressuring forces when making decisions.

Those who are considered “identity diffused” (e.g., they have yet to identify and commit to values or beliefs that speak to them personally) have been found to bend easier to the wills of a control-oriented peer group and engage in more substance use. The purpose of this study was to explore whether one's level of identity exploration and identity commitment would moderate the relationship between peer pressure, peer control, and risk behaviours.



What did the researchers do?

A total of 1,070 high school students (49% female) were recruited from two high schools in a mid-sized Canadian city. They ranged in age from 14-17 (average 15 years old) and were predominately White (80.1%). Participants completed a self-report questionnaire package that explored their level of identity exploration and commitment, perceived peer group pressure and control, and frequency of substance-use and risky/delinquent behaviours. Analyses examined the moderating effects of identity commitment and exploration and the predictive factors of peer-group control and pressure on risky behaviours.

What did the researchers find?

Results indicated that identity commitment was a buffer against substance use and risky behaviours. Among pressuring peer groups, high identity commitment led to less substance use while high identity exploration led to fewer risky behaviours. Among controlling peer groups, high identity commitment led to less engagement in risky behaviours. High levels of both identity exploration and commitment were associated with the least substance use, while low levels of both identity exploration and commitment were associated with lower deviancy. Increased peer pressure and youths' ages further positively predicted substance use. Boys experienced more peer pressure and had higher deviancy scores than did girls. Girls demonstrated higher degrees of identity exploration than boys.

How can you use this research?

Increasing our understanding of how identity exploration and commitment can impact a teen's likelihood of succumbing to negative peer pressures can lead to more effective and tailored interventions focused on decreasing these risky behaviours. These interventions can be provided within educational and family environments.

Doing so may present beneficial long-term results in deterring youth from establishing delinquent and/or substance-abuse habits. Fostering the exploration of what feels important to a teenager is key to helping them develop their own unique sense of who they are, what they believe in, and how they should act in their world. In doing so, adolescents can grow as autonomous individuals outside of the potentially domineering norms enforced by some peer groups and learn how best to resist negative pressures.

Original Research Article:

For a complete description of the research and findings, please see the full research article:

Dumas, T.M., Ellis, W. E., & Wolfe, D. A. (2012). Identity development as a buffer of adolescent risk behaviours in the context of peer group pressure and control. *Journal of Adolescence*, 35, 917-927.

About the Authors:

Tara Dumas, Assistant Professor, Psychology, Huron College, Western University. **Wendy Ellis**, Associate Professor, Department of Psychology, Kings University College, Western University. **David A. Wolfe**, Professor and Research Scholar at the Centre for Research and Education on Violence Against Women and Children, Faculty of Education, Western University.

Keywords: Identity Development; Identity exploration; Risk behaviour; Peer groups; Peer pressure

About this Summary: This summary was written by Lyndsay Masters, MA Candidate at Western University. For further information about Western's Centre for School Mental Health, visit www.edu.uwo.ca/csmh.



Research Snapshot

A mindfulness-informed social-emotional learning program in kindergarten classrooms



What is this research about?

Self-regulation involves managing our attention, feelings, thoughts and behaviours. When our self-regulation is impaired it can result in poor developmental and educational outcomes. Evidence-based social emotional learning (SEL) programs have been associated with improved self-regulation relating to social, emotional and academic outcomes for children and youth.

The Hawn Foundation developed one of the first programs to incorporate SEL with mindful awareness. The MindUP™ program was developed on the premise that SEL components (emotion regulation) would be better supported through mindful awareness (e.g., deep breathing). The teacher-delivered, 15 lesson program focuses on teaching children about the brain, learning concepts such as gratitude and optimism, and practicing perspective taking, empathy and mindful awareness.

The current study examined young children's behaviours following the implementation of MindUP™. This study investigated whether children's behaviours (e.g., aggression, anxiety) changed following MindUP™. The study also explored the importance of children's severity of behaviours (i.e., clinical vs. non-clinical levels of behaviours) and its role in how children's behaviours change following MindUP™.

What you need to know:

This study explored changes in kindergarten children's behaviours following a mindfulness-informed social emotional learning program, MindUP™. Children showed improvements in resiliency and behaviours such as anxiety and depression following MindUP™, but no changes in aggression and hyperactivity. More research is needed to understand these mixed preliminary findings and investigate whether these changes are linked to the MindUP™ program.

What did the researchers do?

MindUP™ was delivered to 285 children in 15-junior/senior kindergarten classrooms across eight high needs schools in a Southwestern Ontario school board. This study's sample included 159 young children of which had consent to be involved in the research. Educators completed an assessment scale for each child in their classroom before and after MindUP™ was implemented, measuring children's internalizing behaviours (e.g., anxiety, depression), externalizing behaviours (e.g., aggression and hyperactivity), and resiliency (e.g., recovering from setbacks). This study took place during the pilot year of a 5-year project where the major focus was on feasibility of the MindUP™ program within a catholic school board context. Due to not having a control group (does not receive program), this study was unable to attribute it's findings to MindUP™.

What did the researchers find?

Kindergarten children demonstrated significant improvements in resiliency and internalizing behaviours. There was no significant change in children's externalizing behaviours overall, despite boys displaying externalizing behaviours more often than girls.

When examining the sample it was found that 39% of the children displayed clinical/more severe levels of internalizing and/or externalizing behaviours. The children who displayed clinical/more severe levels of internalizing behaviours before MindUP™, displayed greater improvement in resiliency than their peers following MindUP™.

How can you use this research?

This study shows promising outcomes with children showing significantly improved resiliency and internalizing behaviours following the MindUP™ program. This study also suggests a potential need for more development and support surrounding self-regulation and social-emotional learning for children in high needs schools during their early years. The mixed findings from this study suggest that more rigorous evaluation, including a control group, is needed to further understand the discrepancy between improvements in internalizing and externalizing behaviours as well as to potentially connect these positive outcomes with the MindUP™ program.

This study also highlights the need for further research on mindfulness-based programs for children and youth as a whole; ensuring that programs like MindUP™, despite their popularity, are effective and not causing harm to the children and youth we are trying to support.

Original Research Article:

For a complete description of the research and findings, please see the full research article:

Off, Nicole, "Exploring a mindfulness-informed social emotional learning program in kindergarten classrooms: The moderating role of participant characteristics on behavioural outcomes" (2018). *Electronic Thesis and Dissertation Repository*. 5271.

About the Authors:

Nicole Off, MA Candidate, Faculty of Education, Western University. Joint advisors: **Claire Crooks**, Associate Professor, Faculty of Education, Western University and **Karen Bax**, Director of the Mary J. Wright Research and Education Centre at Merrymount

Keywords: Early Childhood, Mental Health, Social Emotional Development, School Interventions

About this Summary: This summary was written by Nicole Off, MA Candidate at Western University. For further information about Western's Centre for School Mental Health, visit www.csmh.uwo.ca



Research Snapshot

Mental health literacy curriculum in teacher preparation programs: Helping teacher candidates meet the mental health needs of students

What is this research about?

Mental health directly impacts the outcomes of children and youth. Schools have long been recognized as an integral part in providing mental health related education and support to students. Teachers are in a unique position to act as positive influences with their students. In order for teachers to respond to the rising demands from students and boards, more training is necessary at a teacher preparation level. Curriculum focused on mental health literacy needs to be nationally implemented in teacher preparation programs.

What did the researchers do?

Researchers conducted an environmental scan of teacher preparation programs in Canada to gain an overview of the mental health-related courses offered to teacher candidates. The scan rated courses on four criteria to determine the degree to which each course addressed issues of mental health literacy:

- The topic
- The course description
- A focus on forming helping relationships with student
- Relevance of course title to mental health literacy



What you need to know:

The concerns of education stakeholders about teachers' mental health literacy mirror the lack of opportunities provided in their training. There is a need for a formal mental health literacy curriculum in teacher preparation programs. In addition, current teacher candidates must explore different avenues to prepare for the mental health needs they will face in their classrooms.

Researchers also spoke to 50 teachers, students, and administrators to gather their perspectives on mental health in education.

What did the researchers find?

The scan revealed that teacher preparation programs provide an extremely limited number of options for pre-service teachers to learn about mental health literacy. Of the courses reviewed, 217 of them met at least one criterion and only two overall were able to meet all four. The interviews and focus groups revealed that all stakeholders believed teacher candidates are not being adequately prepared to meet the mental health issues impacting their prospective students, classrooms, and schools. The report proposed the development and implementation of a mental health literacy curriculum in teacher preparation programs across Canada.

How can you use this research?

As a current pre-service teacher, the developments of a mental health literacy curriculum will not directly impact your training. After graduation, mental health certificates such as those offered through Wilfred Laurier University will be available to you. Professional development may be provided through your school board. There are many ways of engaging in mental health initiatives during your training to prepare for work after graduation.

At the faculty:

Your faculty may offer a professional development day focused specifically on mental health literacy. If you have a particular area of interest, reach out to your program coordinator and suggest workshops that you feel would be useful. If you have the qualifications, you could design and lead a workshop yourself.

You could also partner with faculty clubs, such as a student-led Gay-Straight-Alliance (GSA), to discuss mental health issues that impact particular student populations. Or, approach your student council to organise and sponsor a guest speaker from a local mental health organization to come in and lead a lecture.

Further, consider enlisting the help of a faculty member to support you in the design of a course that covers topics such as teacher roles in mental health and education, and child and youth mental health.

During practicum:

With the support of your Associate Teacher (AT), challenge yourself to incorporate mental health topics in your lessons. There are many resources available to teachers that can aid you in this. Approach your school's mental health lead and ask about ways of getting involved at the school.

If you have the opportunity to attend a professional development day with your AT, ask if a mental health literacy option is provided, and voice your interest in attending it. Even if your AT is not attending, you might be able to attend with another teacher from your school.

Original Research Article:

For a complete description of the research and findings, please see the full research article:

Rodger, S., Hibbert, K., Leschied, A., Pickel, L., Stepien, M., Atkins, M., Koenig, A., Woods, J., & Vandermeer, M. (2014). Shaping a mental health curriculum for Canada's schools: Rationale and a brief overview. *Physical Health Education Journal*, 80, 28-29.

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Keywords: Mental health; Education; Curriculum

About this Summary: This summary was written by Jenny Kassen, MA Candidate at Western University. For further information about Western's Centre for School Mental Health, visit www.edu.uwo.ca/csmh.



Research Snapshot

GSA members' experiences with a structured program to promote well-being

What is this research about?

This study describes youth's experiences with a mental health promotion program, the [*Healthy Relationships Program for Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning \(LGBT2Q+\) Youth*](#). This program complements standard Gender and Sexuality Alliances (GSA) programming, and may also be delivered in community youth groups. Since LGBT2Q+ youth often experience hetero/cissexism and other forms of oppression in school and beyond, the program validates and affirms their identities, expressions, and experiences. It provides structured opportunities for LGBT2Q+ youth to discuss and process minority stressors, and develop essential coping strategies that promote well-being and help manage toxic relationships.

What you need to know:

The Fourth R's *HRP for LGBT2Q+ Youth* helps bolster positive mental wellness and encourage skill development among queer, trans, and gender diverse youth. It was adapted from the *Healthy Relationships Plus Program (HRPP)* - an evidence-informed, small group universal prevention program for youth that promotes positive mental health and well-being, and prevents risky behaviours. The *HRP for LGBT2Q+ Youth* was developed in consultation with academics, educators, and youth, and consists of 17 sessions, each lasting 45 minutes.

HRP for LGBT2Q+ Youth Sessions

Session Number	Session Topic
Session 1	I Have a Voice: Introduction to the Program
Session 2	Mine to Name: Identities/Ways of Being
Session 2	Recognize and Respect: Values and Boundaries
Session 4	My Journey: Coming Out
Session 5	My Mind Matters: Mental Health and Well-Being
Session 6	In The Know: Impacts of Substance Use and Abuse
Session 7	I Belong: Communities and Connections
Session 8	My Super-Power: Coping with Challenges
Session 9	We All Have a Say: Rights / Responsibilities / Consent
Session 10	My Voice, Your Voice: Active Listening and Communication
Session 11	Right and True: Communication Styles
Session 12	Words and Actions: Communicating Through Conflict
Session 13	Ships: Healthy and Unhealthy Relationships
Session 14	(Re)Building Ties: Addressing Relationship Violence
Session 15	My Safety: Exits and Safety Plans
Session 16	Allies: Being There for Others
Session 17	The Concluding Circle: Share and Celebrate

What did the researchers do?

Approximately 65 youth from seven urban and one rural school located across two public secular school districts participated in the program over the course of the 2016-2017 academic year. Of the 65 program participants, 15 students from six urban secondary schools participated in focus groups in June 2017 to provide feedback on the *HRP for LGBT2Q+ Youth*. Focus groups took place during regularly-scheduled GSA meetings and lasted approximately 45 minutes. Sample questions included: What sessions, topics, or activities did you like the most? Why did you enjoy them? What sessions, topics, or activities did you like the least? Why did you dislike them?

What did the researchers find?

By participating in the *HRP for LGBT2Q+ Youth*, GSA members had a vital outlet to discuss sexual and gender diversity in-depth; reflect on and take pride in their identities/ways of being and expressions; share and learn from their peers; and build supportive networks with those who experience similar minority stress.

"...I liked session two, the mine to name one, because I like having, like, a space where I could describe my own identity, and it would be valid and people wouldn't be like, 'that's not real.'"

"...I liked the coming out...session...everyone kind of shared some...stories or their plans for coming out...Because, like, I haven't officially, like, kind of to like friend groups, but not really to parents. And I was kind of listening to stories saying, 'oh, this is something I could do, or I could wait.' Like, kind of getting ideas for that...And I really liked that...everyone just kind of talked like, a plan, yeah, plans or stories...both negative and positive. And then I was kind of like, 'oh, I understand that. I get that or, like, that's a good thing to know...I liked hearing...everyone else's experiences and I'm like, 'I might use that.'"

"I mean some of [the sessions] got heated 'cause we'd get talking about our family and then the rage would appear...But we did...get to talk about like, 'oh, how should I handle my peers doing this'? 'How should I handle my family doing this'? How should I handle my partner doing this?'"

How can you use this research?

Study results reveal that the *HRP for LGBT2Q+ Youth* was well-received by participants, further substantiating the acceptability of delivering mental health promotion programs in GSAs. Since the program was designed to complement standard GSA programming, club members should be consulted to determine their interest in participating in a formalized program. Our research indicates that youth would ideally participate in the *HRP for LGBT2Q+ Youth* during half of their regularly-scheduled group meetings. This way, club members could still lead student-directed discussions, and spearhead educational and activist initiatives, if they desired to.

Original Research Article:

For a complete description of the research and findings, please see the full research article:

Lapointe, A., & Crooks, C. V. (2018). GSA members' experiences with a structured program to promote well-being. *Journal of LGBT Youth*. doi:
<https://doi.org/10.1080/19361653.2018.1479672>

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Keywords: coping strategies; GSA; healthy relationships; LGBT2Q youth; mental health; program

About this Summary: This summary was written by Alicia Lapointe, PhD, Equity and Inclusive Education. She is a Research Associate at the Centre for School Mental Health, Western University. For further information about Western's Centre for School Mental Health, visit www.csmh.uwo.ca

Appendix J: SMHO Innovation and Scale Up Lab

Innovation and Scale Up Lab Developing a Process for New Projects

Mission:

The Innovation and Scale Up Lab's mission is to examine and advance evidence-based and implementation-sensitive approaches within school mental health and mobilize both research and practice evidence to enhance quality, consistency, scalability, and sustainability in Ontario schools.

Vision:

The ISU Lab will be a hub for research and innovation in scalable and sustainable practices for school mental health by identifying and sharing common implementation enablers and tools that can inform work in Ontario and other jurisdictions.

To move this agenda forward, through the ISU Lab, we:



Seek out promising research and practice examples



Select proposed innovations that meet a clear and specific need identified by stakeholders



Study innovations to ensure that promising approaches are evidence-based and implementation-sensitive within the context of Ontario



Share lessons from promising approaches and engage in related knowledge mobilization and dissemination

ISU Lab Projects, to date:

Tier One, Universal Mental Health Promotion

- Everyday Mental Health (ETFO, OECTA, OSSTF, AEFO)
- Bell Let's Talk in the Classroom (LTIC)
- Skills4Life Career Studies SEL (S4L/H2V)

Tier Two, Prevention and Early Intervention

- Brief Intervention for School Clinicians (BRISC)
- Supporting Transition Resilience of Newcomer Groups (STRONG/FORT)
- Feeling calm, Increasing motivation, Repairing thoughts, Solving problems, Trying the opposite (FIRST)