Addressing young people's Mental Health & Wellbeing in Scotland

Simon Robinson, Leith Academy, Edinburgh

simon.robinson@leith.edin.sch.uk

Mental Health & Wellbeing awards

- Developed by psychology practitioners for the Scottish Qualifications Authority SQA from 2019
- 3 Unit structure with flexible assessment and no terminal examination
- See https://www.sqa.org.uk/sqa/83453.html

Mental Health & Wellbeing awards

Unit titles

- Understanding Mental Health
- Influences on Mental Health & Well Being
- Coping Strategies and Resilience

Assessment levels

- National 4 suitable for those likely to leave school aged 16 years
- National 5 suitable for more able students likely to continue with education post-16 years

simon.robinson@leith.edin.sch.uk
Psychemail

Mental Health & Wellbeing awards

Flexible models of delivery of the three Units in the Awards

- Timetabled periods within core or elective curriculum for National 5 in post compulsory education 16+
- One National 4 unit each year within the 13, 14 and 15 years-old Social Education programmes
- Delivered to specific needs groups
- As an alternative to core PE in post-16 education
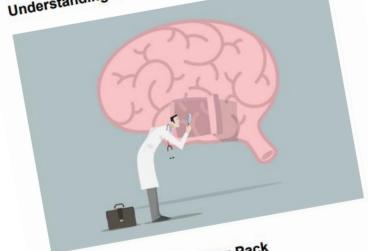- As a family learning programme in the evening

simon.robinson@leith.edin.sch.uk

Psych*e*mail

Unit learning support materials

SECTION 2: THE INVESTIGATION

In this section you will carry out your investigation. You will need to provide evidence of investigation into positives and negatives of social media and the impact on the individual.

This information should relate to:

- Feelings on connection and disconnection
- Mental health and wellbeing
- Loneliness, isolation and mood

You should also investigate coping strategies in relation to using social media and identify two which could be used to manage the use or overuse of social media.

Snapchat

Effects of Social Media		
POSITIVES	NEGATIVES	COPING STRATEGIES
• Keep in touch with people	• people asking for rude stuff	• asking if friends thier okay ✓
• have fun using filters	• bullying	• ask them (friends) if they need help
• fun snapping people	• neagtive stuff	• trolls/bullys -you coul block them
• gain realtionships	• ruin relationships	• people asking for
• take loads of photos/nice ones and sharing photos with family and friends. ✓	• Drama/ argmeuts ✓	nucdes/inapprote stuff - block and repoA them. ✓

SECTION 3: THE PRESENTATION

Create a presentation to show *all* your findings using whichever method you chose in Section 1, Part 2. Remember to always include where you got your information from (references).

Planned then organised with effective additional comments.

14

In this section you will carry out your investigation. You will need to provide evidence of investigation into positives and negatives of social media and the impact on the individual.

This information should relate to:

- Feelings on connection and disconnection
- Mental health and wellbeing
- Loneliness, isolation and mood

You should also investigate coping strategies in relation to using social media and identify two which could be used to manage the use or overuse of social media.

Snapchat

Effects of Social Media		
POSITIVES	NEGATIVES	COPING STRATEGIES

Create a presentation to show *all* your findings using whichever method you chose in Section 1, Part 2. Remember to always include where you got your information from (references).

An example of student work at National 4 with a scaffolded work book for use to match assessment criteria.

From planning to assessable work

Other examples of student work at National 4.

Brain Development in relation to Mental Health

From birth to age 5, a child's brain develops more than at any other time in life. And early brain development has a lasting impact on a child's ability to learn and succeed in school and life. The quality of a child's experiences in the first few years of life – positive or negative – helps shape how their brain develops.

Outcome covered – 3
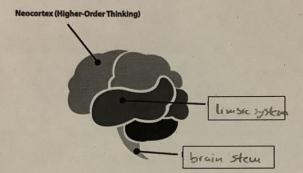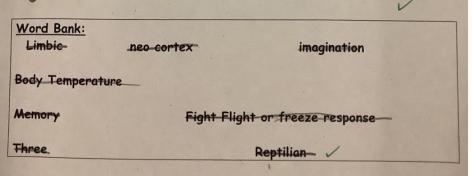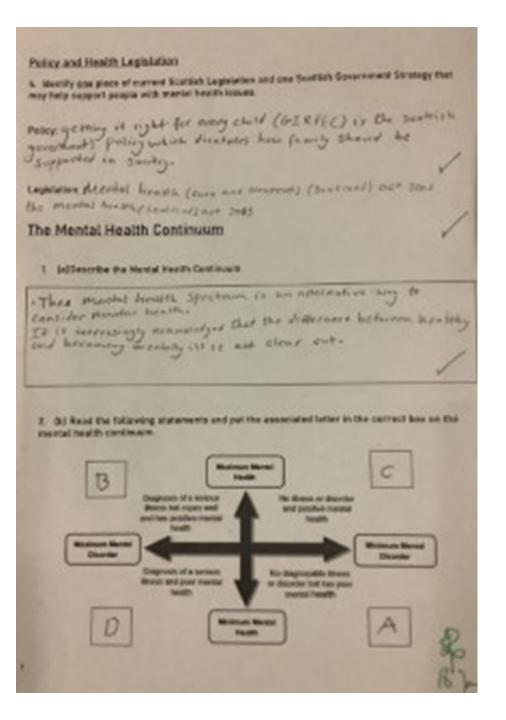
1 (a) Label the diagram below and fill in the missing words.

Neocortex (Higher-Order Thinking)

limbic system

brain stem

There are __Three__ main areas of the brain. The __neo cortex__ or human brain controls, rational and logical thought, __imagination__, language, learning and values. The __limbic__ area controls our emotions, __Memory__, reproduction, attachment and eating. The __reptilian__ area controls ~~brain stem.~~ __fight flight or freeze response__, it regulates our __Body temperature__, blood flow and generates survival instincts.

Word Bank:

~~Limbic~~   ~~neo-cortex~~   imagination

~~Body Temperature~~

Memory   ~~Fight Flight or freeze response~~

~~Three~~   ~~Reptilian~~

9

Identify one piece of current Scottish Legislation and one Scottish Government Strategy that may help support people with mental health issues.

Policy: getting it right for every child (GIRFEC) is the Scottish government's policy which dictates how family should be supported in society.

Legislation: Mental Health (Care and Treatment) (Scotland) Act 2003 / the mental health (Scotland) act 2015

The Mental Health Continuum

1 (a) Describe the Mental Health Continuum

- The Mental Health Spectrum is an alternative way to consider mental health.
- It is increasingly acknowledged that the difference between healthy and becoming mentally ill is not clear cut.

2 (b) Read the following statements and put the associated letter in the correct box on the mental health continuum.

Mental Health & Wellbeing awards

The next slide that shows a section from the learning support materials for **Understanding Mental Health**. Consider the psychological ideas, concepts, theories and studies that could underpin this section.

How mental health and wellbeing is portrayed in the media
The media surrounds us daily. It permeates our life through social media, television, advertising, news reporting, radio, podcasts papers, magazines and blogs. It can be pervasive and all consuming. We get many messages about mental health through images, personal stories, news reports and the language that is used when we talk about mental health... .
Our perceptions of ourselves and others, our values and beliefs are influenced by our interactions with friends and family, peers, work colleagues, social activities, culture or religion. More recently the influence of mass media has become much more dominant in our lives.

Mental Health & Wellbeing awards

Media Influence
  … Social Influence
    … Stereotyping
      … Social norms
        … In-group/out-grouping
          … Social Identity Theory
            … Social Learning Theory …

Sleep & Dreams

Zeitgebers,

Circadian Phase Misalignment

Sleep Hygiene

Stress

Stress GAS response

Stressor and response

Daily Hassles, SRRS

Developing hardiness

Acculturative stress,

Collectivist vs Individualist

Stress Management Strategies

My assessment of the three units suggests these ideas from the National 5 and Higher Psychology examination courses underpin the MHWB awards.

Psych email

Conformity & Obedience
Diffusion of responsibility
Prejudice
Social Identity Theory
Norms of In-groups, favouritism, confirmatory bias
Out-group stigmatisation
Superordinate goals
Social Influence of the Media
Equality Act, Prejudice, Frustration-Aggression
Affirmative action

My assessment of the three units suggests these ideas from the National 5 and Higher Psychology examination courses underpin the MHWB awards.

Psych email

Approaches and Theories
Nature vs Nurture
Biological Approach
Cognitive Approach
Maslow's Hierarchy
Cause or effect?
Continuity Hypothesis
Maternal Deprivation Hypothesis
Social Learning Theory
Personal Construct Theory (Kelly 1966)
Focal Theory (Coleman 1974)
Resource Acquisition

My assessment of the three units suggests these ideas from Psychology that underpin the MHWB awards.

The SQA examination board do not have an examination for Psychology below National 5 standard so this award at N4 could be an effective foundation for studying Psychology.

simon.robinson@leith.edin.sch.uk

Psych email

Mental Health & Wellbeing awards

With a solid foundation of theoretical Psychology , teachers of our subject in Scotland can:

- support colleagues delivering the units
- offer these units to expand the teacher's specialist delivery time
- enhance the position of Psychology in the school curriculum

Psych*e*mail

Mental Health & Wellbeing awards

Any Questions?

simon.robinson@leith.edin.sch.uk