# JCSH News and Resource Bundle July 29 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. 3225. Really Listening to Students Has an Academic Payoff, New Research Finds

If there was a need to further recognize the importance of student voice in school improvement, new research finds that student engagement improves academic outcomes. Researchers at the University of California, Riverside and Northwestern University found that including multiple voices, rather than the A-students only, showed positive results across grades, attendance, and socioeconomic variables. Even if educators don’t respond to all suggestions, students may still feel supported, said the lead researcher. “Sometimes it may not just be that the school is changing what they’re doing, it’s also that the student has a sense of belonging and connection and also a sense of agency,” he said. “We know that that is incredibly valuable for adolescents.”

The student was published in the May 2022 issue of the *American Journal of Education*.

[Really Listening to Students Has an Academic Payoff, New Research Finds (edweek.org)](https://www.edweek.org/leadership/really-listening-to-students-has-an-academic-payoff-new-research-finds/2022/06)

2. 3232. Distress undermines learning

How can schools impact the mental health and well-being of students in Canada and how is it doing in this regard? Canadian researcher Dr. Claire Crooks noted that, while this country ranks very well on many international lists, our performance in mental wellbeing in children is “not a source of national pride. Even prior to the pandemic, the last UN report card ranked us 31st out of 38 rich countries on children’s mental health and happiness. We also have one of the highest rates of adolescent suicide. We would not accept such a ranking for our math scores.” Data collected by SickKids shows the pandemic has amplified symptoms of depression; “70 percent of adolescents reported significant depression.” Dr. Crooks offers numerous examples of responses covering support for educators as they work with students, and ways to honour and champion diversity, including supporting Indigenous cultures, assisting newcomer students, building programs for 2SLGBTQA+ youth.

[Distress Undermines Learning | EdCan Network](https://www.edcan.ca/articles/distress-undermines-learning/)

3. 3162. Immigrant families had to fend for themselves during online schooling

Among the challenges and lessons of the pandemic on learning are those of immigrant children and their families, notes University of Saskatchewan PhD student [Emma Chen](https://theconversation.com/profiles/emma-chen-1210091) in this article. Complex relationships between educators and immigrant parents have been further disrupted by online and remote learning, leading to “power imbalance between mainstream culture (usually white and middle-class) and marginalized cultures in terms of ‘[whose knowledge counts](https://cdm.ucalgary.ca/index.php/cjeap/article/view/42807).’” However, the lockdowns also resulted in immigrant families connecting through digital technologies with other members of their culture throughout Canada. These new connections and sense of community and belonging, in turn, created learning and social opportunities for immigrant children. “The acknowledgement and inclusion of immigrant families’ home languages and community experiences require that educators and schools consider complex factors besides subject matter in remote schooling,” says Chen.

[Immigrant families had to fend for themselves during online schooling (theconversation.com)](https://theconversation.com/immigrant-families-had-to-fend-for-themselves-during-online-schooling-179550?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20April%2020%202022&utm_content=Latest%20from%20The%20Conversation%20for%20April%2020%202022+CID_285df057f384d0560372f0a0b3398af8&utm_source=campaign_monitor_ca&utm_term=Immigrant%20families%20had%20to%20fend%20for%20themselves%20during%20online%20schooling)

4. 3216. Addressing mental health, social anxiety could help Yellowknife's graduation rate improve, say youth

Youth researchers in Yellowknife have some clear ideas on what can be done to support adolescents in their territory stay in school, and why that would be helpful to them. Two surveys, conducted earlier this year, were part of a national project called Communities Building Youth Futures; the [local version](https://www.homebaseyk.com/cbyf) works to help youth graduate and succeed after high school. "I think a common misconception is that kids who aren't going to school just don't find it important," said one of the youth researchers. "Mental health and poverty, for the second survey, is a huge barrier ... It's more important than going to school, even though they realize their education is important." Among their recommendations are that all students have sessions with school counsellors, as a way to reduce the stigma for those who are struggling and hesitant to make appointments.

<https://www.cbc.ca/news/canada/north/communities-building-youth-futures-high-school-graduation-surveys-1.6506868>

**Resources:**

**Resource 1.**3231. (Resource) It’s difficult to grow up in an apocalypse: Children’s’ and adolescents’ experiences, perceptions and opinions on the COVID-19 pandemic in Canada

From the Executive Summary: “We report on a child- and youth-centred, exploratory research study on the perceived negative and potential positive impacts of the COVID-19 pandemic. We also asked participants to give policy recommendations to government, for the current or future world crises. This qualitative study was informed by three child and youth advisory teams, throughout. We conducted 10 focus groups and 23 semi-structured interviews, with a total of 74 young people, aged 10–19 years, from four provinces and one territory. We sought to actively recruit from groups who might have been most affected by the pandemic (e.g., LGBTQ+, racialized and Indigenous children and youth).”

[Its-Difficult-to-Grow-Up-in-an-Apocalypse\_Childrens-and-adolescents-experiences-perceptions-and-opinions-on-the-COVID-19-pandemic-in-Canada.pdf (unicef-irc.org)](https://www.unicef-irc.org/publications/pdf/Its-Difficult-to-Grow-Up-in-an-Apocalypse_Childrens-and-adolescents-experiences-perceptions-and-opinions-on-the-COVID-19-pandemic-in-Canada.pdf)

Resource 2. 3204. (Resource) Launch of Animated Video Shorts on Supporting Youth Who Use Opioids / Lancement de courtes vidéos d’animation sur l’accompagnement des jeunes consommateurs d’opioïdes

The French version of this message follows | La version française de ce message suit

Young people aged 15 to 24 years old living in Canada are the fastest-growing population requiring hospitalization from opioid toxicity events. About 94 per cent of opioid-related toxicity deaths happen by accident — mainly because the contents of drugs from the unregulated supply remain unpredictable.

There is a clear need for treatment services that are accessible, appropriate and responsive to the needs of youth suffering from opioid use disorders.

We heard from health professionals that they want short, educational videos using plain language to answer their questions about working with youth experiencing harms from opioids. In response, the Canadian Centre on Substance Use and Addiction (CCSA) worked with Alberta Health Services to produce a three-part video series on Helping Young People Who Use Opioids.

Working closely with service providers who support youth who use opioids, the team compiled key messages to commonly asked questions, like “Where do I start when working with youth?” and “What are the treatment options available for youth who use opioids?”

Helping Young People Who Use Opioids, part of the Improving Treatment Together Project, consists of three videos that address the following questions:

Video 1: Network of Care

• What are opioids and why are they potentially harmful?

• Where do I fit in as a service provider working with youth?

Video 2: Treatment and Recovery Options

• What are the unique considerations for youth opioid use disorder care?

• What treatment options are available?

Video 3: Treatment and Recovery Planning

• What are some strategies to discuss with youth for reducing harms from opioid use?

• What might a treatment and recovery plan entail?

The video series will be of great interest to addiction counsellors, mental health therapists, social workers and non-opioid agonist therapy practitioners.

Please visit the Improvement Treatment Together webpage to learn more about the videos and other projects we are working on related to opioid use disorder. One such example is Parents Like Us. The Unofficial Survival Guide to Parenting a Young Person with A Substance Use Disorder that was co-designed with parents in Victoria, British Columbia, as part of the Improvement Treatment Together Project.

For questions and comments about the video series or other Improving Treatment Together initiatives, please reach out to the project team at ittproject-projetate@ccsa.ca

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Les jeunes de 15 à 24 ans vivant au Canada forment le groupe le plus souvent hospitalisé pour des intoxications aux opioïdes. Environ 94 % des décès par toxicité liée aux opioïdes sont accidentels, principalement parce que le contenu de la drogue du marché non réglementé est imprévisible.

Il est donc essentiel d’offrir des services de traitement qui sont accessibles et adéquats et qui répondent aux besoins des jeunes ayant un trouble lié à l’usage d’opioïdes.

Des professionnels de la santé nous ont dit qu’ils aimeraient avoir accès à de courtes vidéos d’information en langage simple qui répondent à leurs questions sur le travail auprès de jeunes qui subissent les méfaits des opioïdes. Voilà pourquoi le Centre canadien sur les dépendances et l’usage de substances (CCDUS) s’est associé aux Services de santé de l’Alberta pour produire une série de trois vidéos intitulée Aider les jeunes qui consomment des opioïdes.

En étroite collaboration avec des fournisseurs de services qui accompagnent les jeunes consommateurs d’opioïdes, l’équipe a répondu à des questions fréquemment posées telles que « Par quoi commencer quand je travaille avec des jeunes? » et « Quelles options de traitement s’offrent aux jeunes qui consomment des opioïdes? ».

La série Aider les jeunes qui consomment des opioïdes s’inscrit dans le projet Améliorer le traitement ensemble et regroupe trois vidéos qui répondent aux questions suivantes :

Vidéo 1 : réseau de soutien

• Que sont les opioïdes et pourquoi sontils potentiellement nocifs?

• Quelle est ma place, en tant que fournisseur de services qui travaille avec des jeunes?

Vidéo 2 : options de traitement et de rétablissement

• Quels sont les points à considérer avec les jeunes en traitement pour un trouble lié à l’usage d’opioïdes?

• Quelles options thérapeutiques sont disponibles?

Vidéo 3 : plan de traitement et de rétablissement

• Quelles stratégies aideront à parler aux jeunes de la réduction des méfaits de l’usage d’opioïdes?

• Quels éléments pourraient être abordés dans un plan de traitement et de rétablissement?

Les vidéos intéresseront particulièrement les conseillers en dépendance, les thérapeutes en santé mentale, les travailleurs sociaux et les intervenants en thérapie par agonistes non opioïdes.

Nous vous invitons à consulter la page Améliorer le traitement ensemble pour en savoir plus sur les vidéos et d’autres projets sur lesquels nous travaillons en lien avec le trouble lié à l’usage d’opioïdes (p. ex. le guide Parents Like Us. The Unofficial Survival Guide to Parenting a Young Person with A Substance Use Disorder, conçu avec l’aide de parents de Victoria, en Colombie-Britannique).

Si vous avez des questions ou des commentaires sur les vidéos ou d’autres initiatives Améliorer le traitement ensemble, il suffit d’écrire à l’équipe de projet à ittproject-projetate@ccsa.ca

CCSA was created by Parliament to provide national leadership to address substance use in Canada. A trusted counsel, we provide national guidance to decision makers by harnessing the power of research, curating knowledge and bringing together diverse perspectives.

Le CCDUS a été créé par le Parlement afin de fournir un leadership national pour aborder la consommation de substances au Canada. À titre d’organisme digne de confiance, il offre des conseils aux décideurs partout au pays en profitant du pouvoir des recherches, en cultivant les connaissances et en rassemblant divers points de vue.

Links: [**Helping Young People Who Use Opioids**](https://elink.clickdimensions.com/c/7/eyJhaSI6ODIyMjYzNTMsImUiOiJzamhvcm5ieUBlZHUucGUuY2EiLCJyaSI6ImNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtYzU2NjEwOWJiNWZmNDVlMTg4MzMzNTk2ZmE2YWI3ZjQiLCJycSI6IjAyLWIyMjE3NC0zYTcyNWI0Y2JhMmI0NDAzYTZjZGY1ZDMzMWM3YmM3YSIsInBoIjpudWxsLCJtIjpmYWxzZSwidWkiOiIwIiwidW4iOiIiLCJ1IjoiaHR0cHM6Ly9jY3NhLmNhL291ZC12aWRlb3M_X2NsZGVlPThMSnJVbWZ2YV96ZWFIVTQ2dERFVGxPOFVFMHlETEo2WnNTNElNZFZSRVhaeFMtY2IxMk9VMDYzV2ZPZlhRWFcmcmVjaXBpZW50aWQ9Y29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS1jNTY2MTA5YmI1ZmY0NWUxODgzMzM1OTZmYTZhYjdmNCZlc2lkPWQzNDYzZThhLWE2ZWQtZWMxMS1iYjNkLTAwMGQzYWY0YWM4NiJ9/TdMgSWc6EspH0h_trZksKQ)

[Improving Treatment Together Project](https://elink.clickdimensions.com/c/7/eyJhaSI6ODIyMjYzNTMsImUiOiJzamhvcm5ieUBlZHUucGUuY2EiLCJyaSI6ImNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtYzU2NjEwOWJiNWZmNDVlMTg4MzMzNTk2ZmE2YWI3ZjQiLCJycSI6IjAyLWIyMjE3NC0zYTcyNWI0Y2JhMmI0NDAzYTZjZGY1ZDMzMWM3YmM3YSIsInBoIjpudWxsLCJtIjpmYWxzZSwidWkiOiIxIiwidW4iOiIiLCJ1IjoiaHR0cHM6Ly93d3cuY2NzYS5jYS9pbXByb3ZpbmctdHJlYXRtZW50LXRvZ2V0aGVyLXByb2plY3Q_X2NsZGVlPThMSnJVbWZ2YV96ZWFIVTQ2dERFVGxPOFVFMHlETEo2WnNTNElNZFZSRVhaeFMtY2IxMk9VMDYzV2ZPZlhRWFcmcmVjaXBpZW50aWQ9Y29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS1jNTY2MTA5YmI1ZmY0NWUxODgzMzM1OTZmYTZhYjdmNCZlc2lkPWQzNDYzZThhLWE2ZWQtZWMxMS1iYjNkLTAwMGQzYWY0YWM4NiJ9/BF_BReYwsLhBZp_u-mK15A)

[Parents Like Us. The Unofficial Survival Guide to Parenting a Young Person with A Substance Use Disorder](https://elink.clickdimensions.com/c/7/eyJhaSI6ODIyMjYzNTMsImUiOiJzamhvcm5ieUBlZHUucGUuY2EiLCJyaSI6ImNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtYzU2NjEwOWJiNWZmNDVlMTg4MzMzNTk2ZmE2YWI3ZjQiLCJycSI6IjAyLWIyMjE3NC0zYTcyNWI0Y2JhMmI0NDAzYTZjZGY1ZDMzMWM3YmM3YSIsInBoIjpudWxsLCJtIjpmYWxzZSwidWkiOiIyIiwidW4iOiIiLCJ1IjoiaHR0cHM6Ly9mb3VuZHJ5YmMuY2Evd3AtY29udGVudC91cGxvYWRzLzIwMjEvMDgvcGFyZW50SGFuZGJvb2tfNng5X3NjcmVlbl9zZXB0Ny5wZGY_X2NsZGVlPThMSnJVbWZ2YV96ZWFIVTQ2dERFVGxPOFVFMHlETEo2WnNTNElNZFZSRVhaeFMtY2IxMk9VMDYzV2ZPZlhRWFcmcmVjaXBpZW50aWQ9Y29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS1jNTY2MTA5YmI1ZmY0NWUxODgzMzM1OTZmYTZhYjdmNCZlc2lkPWQzNDYzZThhLWE2ZWQtZWMxMS1iYjNkLTAwMGQzYWY0YWM4NiJ9/PDMW-ZtJOLtWUZ1UAkouYA)

[**Aider les jeunes qui consomment des opioïdes**](https://elink.clickdimensions.)

[projet Améliorer le traitement ensemble](https://elink.clickdimensions.com/c/7/eyJhaSI6ODIyMjYzNTMsImUiOiJzamhvcm5ieUBlZHUucGUuY2EiLCJyaSI6ImNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtYzU2NjEwOWJiNWZmNDVlMTg4MzMzNTk2ZmE2YWI3ZjQiLCJycSI6IjAyLWIyMjE3NC0zYTcyNWI0Y2JhMmI0NDAzYTZjZGY1ZDMzMWM3YmM3YSIsInBoIjpudWxsLCJtIjpmYWxzZSwidWkiOiI0IiwidW4iOiIiLCJ1IjoiaHR0cHM6Ly93d3cuY2NzYS5jYS9mci9wcm9qZXQtYW1lbGlvcmVyLWxlLXRyYWl0ZW1lbnQtZW5zZW1ibGU_X2NsZGVlPThMSnJVbWZ2YV96ZWFIVTQ2dERFVGxPOFVFMHlETEo2WnNTNElNZFZSRVhaeFMtY2IxMk9VMDYzV2ZPZlhRWFcmcmVjaXBpZW50aWQ9Y29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS1jNTY2MTA5YmI1ZmY0NWUxODgzMzM1OTZmYTZhYjdmNCZlc2lkPWQzNDYzZThhLWE2ZWQtZWMxMS1iYjNkLTAwMGQzYWY0YWM4NiJ9/BpKxriiTw4drGM__LKRZFQ)