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January 5, 2024

RE: Revision and Updating of the JCHS Positive Mental Health Toolkit

## **Project Objective**

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The primary purpose of the Positive Mental Health (PMH) Toolkit is to provide schools with practical tools and materials that will allow them to enhance the positive mental health and well-being of all members of the school community including students, educators, staff, families and other partners and stakeholders in school health.

This project proposes an update to both content and format of the PMH Toolkit to reflect recent advances in research and practice related to student, staff and school community well-being, and strategies for the creation of health promoting school environments. This effort will result in the refinement and production of an innovative online school health toolkit designed to guide school communities in initiating, expanding and sustaining well-being perspectives within a health promoting school framework.

## **Background of the Original Positive Mental Health Toolkit**

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In collaboration with Dr. Morrison and Dr. Peterson of WMA Wellness Inc., the JCSH team undertook in 2011 the development of an online Positive Mental Health (PMH) Toolkit, drawing evidence-informed knowledge and actions from the first edition of *Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives* and the *Positive Mental Health Indicator Framework* instrument. The creation of this resource included the engagement and contribution of key informants from across major Canadian regions. The final phase of the toolkit development involved pilot presentations of the resource to selected schools in New Brunswick and British Columbia. All participating schools completed the Positive Mental Health Indicator Framework instrument and employed it as a measure to identify areas of strength and development related to school-based positive mental health practices. Feedback regarding the Positive Mental Health Toolkit was gathered from each of the school sites and used to complete the final edits and refinement of the toolkit prior to its national launch.

In 2016, an update to the toolkit was undertaken based on research and findings outlined in the second edition of *Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives*.

## 2024 Revision

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The PMH Toolkit has been online since 2012, with updated revisions completed in 2016, and has been promoted and applied in various territorial and provincial health and educational jurisdictions across Canada. As part of JCSH's ongoing improvement strategies, WMA Wellness was contacted to consider the creation of an update to result in a newly formatted School Well-being Toolkit incorporating new research and promising practices in school wellbeing.

Proposed updates include:

- The incorporation of essential content and updated references from a new review of current literature to inform a subsequent third edition of *Schools as a Setting for Promoting Student, Staff and Community Well-Being*
- The review and refinement of the former Indicator Framework to include new evidence-informed and promising well-being practices from current school health and health promoting school research
- A refresh of the format and design of the School Well-being Toolkit to enhance engagement, accessibility, readability and expansion of both downloadable and digital options
- An updating of components related to building positive staff teams within schools, fostering and assessing positive leadership approaches, and identifying strength-based well-being practices for collaborating with students and families
- The development of methods for monitoring and evaluating plans and actions resulting from the use of the School Well-being Toolkit

Other areas of refinement, elaboration or addition may also be considered in consultation with JCSH and their network of school health stakeholders across provincial and territorial jurisdictions.

## Development Phases of the School Well-being Toolkit

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This project involves the implementation of four key phases. A short description of each phase including associated activities, deliverables and timelines are outlined in the following:

### Phase I:

#### ***Essential Content and Proposed Structure for the Revised Toolkit***

#### **Timeline:**

*February - March 2024*

#### **Activities:**

During this initial phase, key information from recent JCHS publications, peer-reviewed literature and online resources will be reviewed with the intent of:

- Selecting essential documentation to inform the toolkit
- Elaborating content of major themes or areas of emphasis related to student, staff and school community well-being
- Identifying current health promoting school perspectives and practices focused on fostering well-being
- Delineating the organization and proposed structure of the toolkit

**Deliverable:**

*Proposed Outline of Key Content and Structure for the Revised Toolkit*

**Phase II:**

***Interviews and Consultation School Health Representatives***

**Timeline:**

*April - May 2024*

**Activities:**

During this phase, interviews or focus groups will be carried out with school health representatives to identify new and emerging well-being perspectives and practices from their respective provincial or territorial jurisdictions. A minimum of three individual consultation interviews or a combined focus group interview of three to five participants will be undertaken across various Canadian regions, inclusive of school health representatives from Western, Northern, Central and Eastern Canada. It is anticipated that 20 feedback interviews with school health stakeholders will be completed. Key well-being insights and identified promising approaches from these consultation interviews will be used in conjunction with literature-based content analyses from the initial phase to refine indicator framework perspectives and practices and to identify key resources for inclusion within the various components of the online toolkit. In addition, these regional consultations will provide feedback to inform the presentation and organization of the finalized digital product.

**Deliverable:**

*Finalized Content, Structure and Design of the Revised Toolkit*

**Phase III:**

***Toolkit Development and Production of Digital Resources***

**Timeline:**

*June – August 2024*

**Activities:**

This phase will entail the development and production of the online toolkit resources incorporating essential content, elaborations, consultations and finalized structure and design arising from the outcomes of Phases I and II. A web-based platform with video-based and written introductory sections will provide the backdrop for the presentation of a series of

interactive eBook resources that will house online content, video narratives, downloadable documents and guides, and links for digging deeper. The structure and organization of well-being perspectives and practices will be presented within a health promoting school framework and will include specific Canadian example applications for promoting student, staff and school community well-being. Steps for engaging school communities in applying the practices and practical resources contained within this digital toolkit will also be delineated. In addition, identified strategies for monitoring and evaluating school-based efforts for enhancing well-being will also be considered. The resulting online product and its accompanying resources will be presented to JCHS to share with provincial and territorial school health stakeholders.

### **Deliverable**

*Draft Online Toolkit and Digital Resources*

### **Phase IV:**

#### **Finalized Toolkit and Launch**

#### **Timeline:**

*September – October 2024*

#### **Activities:**

This phase will involve the finalization of the toolkit incorporating feedback and suggestions from both JCSH and provincial/territorial jurisdictions. A formal launch of the online toolkit will be undertaken early in the fall of 2024 with plans developed by the JCSH team and school health stakeholders for this event and resource dissemination.

### **Deliverable**

*Launch Event and Active Online Toolkit and Accompany Digital Resources.*

## **WMA Wellness Project Team**

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### **Dr. Bill Morrison, Lead Consultant**

*Areas of Responsibility: Literature Search Strategies; Targeted Consultation Interviews; Formulation of Better Practice Approaches*

Dr. Bill Morrison is a clinical psychologist and author, and a recognized national speaker in mental health focusing on implications for positive mental health in schools, communities and workplace environments. Dr. Morrison served as a full professor of Educational Psychology and as Co-Executive Director of the Health and Education Research Group at the University of New Brunswick from 2002 to 2022. In addition to almost three decades as a clinical psychologist and as an academic, Dr. Morrison has worked as a provincial director in the public service and as a senior consultant in several provincial and territorial jurisdictions, as well as in national leadership roles for the creation of better practice and policy publications for Health Canada,

the Public Health Agency of Canada and the Pan-Canadian Joint Consortium for School Health, focusing on youth and adult mental health and well-being. Dr. Morrison was named among 150 Leading Canadians for Mental Health in 2017, receiving the Centre for Addiction and Mental Health (CAMH) Difference Maker Award and in 2022 he was awarded a provincial leadership for his work in Mental Health from Crandall University.

**Dr. Patricia Peterson, Lead Consultant**

*Areas of Responsibility: Analysis and Synthesis of Essential Content; Refinement of Indicator Framework; and Organizational Format and Presentation of Resources*

Dr. Patricia Peterson holds a doctoral degree in Educational Psychology from Boston University. A retired faculty member at the University of New Brunswick, she served as Co-Executive Director of the Health and Education Research Group and as Principal Investigator on multiple initiatives related to student wellness, mental fitness and diversity and inclusion strategies. In addition, Dr. Peterson is a consultant on several provincial initiatives, including those related to integrated service delivery for children and youth with complex needs, the implementation of a post-graduate training program for resource teachers through the NB Department of Education and Early Childhood Development, and has designed positive psychology approaches in comprehensive school health contexts.

**Chelsea Kirby, BIS, Product Design Developer**

*Areas of Responsibility: Design of Online Platform; Digital Resource Development; and eBook Utilities and Functionality*

Chelsea Kirby holds a Bachelor of Integrated Studies degree from the University of New Brunswick with a major in Leadership. She has served as Director of Product Development at WMA Wellness for the past ten years. In her role, Chelsea manages project deliverables, and creates and maintains websites, eBooks and other documents to demonstrate project outcomes. In addition, she oversees the development and implementation of online surveys and measurement instruments to support projects related to positive mental health and well-being.

**Projected Budget**

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Per diems: Lead Consultants (\$1200); Product Developer (\$400)

<b>Project Phase I</b>	<b>Level of Team Effort</b>	<b>Estimated Cost</b>
<b><i>Essential Content and Proposed Structure for the Revised Toolkit</i></b> <i>February - March 2024</i>	Morrison: 3 days	\$3600
	Peterson: 3 days	\$3600
	Kirby: 5 days	\$2000
		Subtotal: \$9200

Project Phase II	Level of Team Effort	Estimated Cost
<b>Interviews and Consultation with School Health Representatives</b> <i>April - May 2024</i>	Morrison: 4 days	\$4800
	Peterson: 4 days	\$4800
	Kirby: 3 days	\$1200
		Subtotal: \$10,800

Project Phase III	Level of Team Effort	Estimated Cost
<b>Toolkit Development and Production of Digital Resources</b> <i>June - August 2024</i>	Morrison: 2.5 days	\$3000
	Peterson: 2.5 days	\$3000
	Kirby: 11 days	\$4400
		Subtotal: \$10,400

Project Phase IV	Level of Team Effort	Estimated Cost
<b>Finalized Toolkit and Launch</b> <i>September – October 2024</i>	Morrison: 2 days	\$2400
	Peterson: 2 days	\$2400
	Kirby: 4 days	\$1600
		Subtotal: \$6,400

Total Project Costs		
Project Phases I-IV	Level of Team Effort	Estimated Cost
<i>February - October 2024</i>	Lead Consultants 1: 11.5 days	\$13,800
	Lead Consultant 2: 12 days	\$13,800
	Product Design Manager: 23 days	\$9,200
		<b>Total Project Cost \$36,800</b>

*\*The proposed budget is not inclusive of HST.*