

Master of Education (M.Ed)

Title of the Course: S. Emh. 1(x): Education for Mental Health: A Conceptual and Experiential Exploration

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15


Introduction to the Course

Mental health and well-being, have been increasingly recognized as key issues at every stage of education. This course is designed to develop the understanding of nature and evolution of mental health as a discipline & in practice so as to develop an informed perspective of fundamental concepts, ongoing issues and recent debates with reference to various perspectives on a healthy person. The goal is to empower scholars to be able to identify and address mental health concerns and issues within the personal and social realm & act as liasoning partners with parents, teachers, school counselors & community members for promotion of school mental health.

Learning Outcomes

After completion of the course, student will be able to:

1. Gain systematic knowledge and in-depth understanding of foundational concepts of mental health
2. Acquire mental health literacy & develop a mental health vocabulary
3. Engage with materials that can be used to help address mental health concerns
4. Identify strategies that can be used for obtaining and maintaining your own mental health
5. Foresee the impact of personal and professional values in relation to mental health and wellbeing practice


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University of Delhi, Delhi-110007

Number of Units (Unit 4 to 5)

Weeks 15 = 60 hours

Unit 1: Foundations of Mental Health

(4 weeks = 16 hours)

- The Historical Evolution of Mental Health
- The Forces of Psychology in shaping Mental Health
- Who is a Mentally Healthy Person?
- Worldviews in Understanding Mental Health
 - a) Mental Hygiene and Mental Health
 - b) Nomothetic and Idiographic Approach
 - c) Statistical and Ideological/Bio-Psycho-Social Approach
 - d) Universalism and Cultural Relativism
- Contemporary Understanding of Mental Health Studies
 - a) Global: World Health Organization (WHO), Mental Health Atlas, Diagnostic and Statistical Manual of Mental Disorders (DSM), World Mental Health Report, Mental Health & Wellbeing National Survey)
 - b) Legal: Mental Health Act of India (2017)
 - c) Educational Policy: (NEP2020, NCF-SE 2023) Discourses
- Mental Health Across Life-Span
 - a) Taking a life-span perspective on mental health, exploring developmental factors from infancy to old age.
 - b) Exploring the biological, psychological and social determinants of Mental Health for different ages and stages of life

Unit 2: Mental Health Literacy

(3 weeks = 12 hours)

- Mental Health Literacy as Fundamental Part of Teacher Preparation
- Domains of Mental Health Literacy
 - a) *Obtaining and Maintaining good Mental Health*: Understanding Mind-Body Connection, Emotional Regulation, Coping Strategies

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for Stress Management, Building Resilience & Positive Relationships, Mental Health First-Aid Kit etc.

- b) *Destigmatizing Mental Health*: An Examination of Media Portrayal, Strategizing to reduce mental-health related stigma
- c) *Diagnosing Mental Health Issues*: Inventories & Diagnostic Assessments
- d) *Enhancing help-seeking efficacy*: Mental Health Apps, Podcasts, Blogs, YouTube channels, tool-kits & modules (developed by WHO, UN bodies, NCERT, NIEPA and other National & State Agencies) catering to the mental health concerns of school going children.

Unit 3: What is a Health-Promoting School?

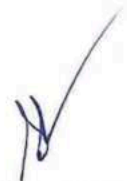
(4 weeks = 16 hours)

- Current Status of School Mental Health Care
 - a) Curative, Diagnostic, Preventive and Promotive
- Whole-School Approach: What, Why, When, Who and for Whom?
 - a) *What*: Key Principles
 - b) *Why*: Positive Impact for Students, Staff & School Community and School Ethos
 - c) *When*: Recognizing Mental Health Concerns of Key Stakeholders in Schools
 - d) *Who*: Engaging Students and Families in the Process
 - e) *For Whom*: Collaboration with External Partners and Community
- School-Based Mental Health Interventions: Current Practices
- From Evidence to Action: Designing & Evaluating a School Mental Health Plan

Unit 4: Mental Health in 21st century: Implications for Individual & Collective Mental Health

(4 weeks = 16 hours)

- The Current Scenario
 - a) Geo-political Unrest, Conflicts & Emergencies
 - b) Ideological Extremism
 - c) Climate Crisis & the Sustainability Challenge
 - d) The Rise of Artificial Intelligence



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- Emerging Perspectives on Mental Health
 - a) From Mental Health to Human Flourishing
 - b) Recalibrating Mental Health for Sustainability
 - c) Integrating Indigenous Perspectives in Mental Health
 - d) Mental Health & Digital Well-Being

Practicum/ Suggested Projects / Assignments (Any Two)

1. Critically review the recent empirical field research being done in the area of School Mental Health on the following parameters. What is the conceptual understanding of Mental Health used by the researchers? How many stakeholders in the school context have been given space in their research work? What are the kinds of tools & techniques employed by the researcher?
2. Conduct a needs assessment at a local school to evaluate the current status of mental health care and identify areas for improvement. This could involve surveys, interviews, and observations to gather data on student, staff, and community perceptions and needs regarding mental health support.
3. Divide students into groups and have each group create a media campaign aimed at destigmatizing mental health issues. They could design posters, social media content, or short videos targeting different demographics and focusing on reducing stigma and promoting understanding.
4. Encourage students to keep a mental health record for a set period of time during which they regularly reflect on their thoughts, emotions, and experiences related to mental health. They could use prompts to explore different aspects of their mental well-being and track changes over time.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings

- Anand, M. (2018). Promoting mental health of school children: Indian reflections. *Indian Journal of Health and Wellbeing*, 9(2), 292-295.
- Bakker, D., Kazantzis, N., Rickwood, D., & Rickard, N. (2016). Mental health smartphone apps: review and evidence-based recommendations for future developments. *JMIR mental health*, 3(1), e4984.



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- Banh MK, Chaikind J, Robertson HA, et al. Evaluation of Mental Health First Aid USA using the Mental Health Beliefs and Literacy Scale. *Am J Health Promot.* 2019;33(2):237-47. 10.1177/0890117118784234. Medline:29986602
- Cavioni, V., Grazzani, I., & Ormaghi, V. (2020). Mental health promotion in schools: A comprehensive theoretical framework.
- Clay, J., Eaton, J., Gronholm, P. C., Semrau, M., & Votruba, N. (2020). Core components of mental health stigma reduction interventions in low- and middle-income countries: a systematic review. *Epidemiology and psychiatric sciences*, 29, e164. <https://doi.org/10.1017/S2045796020000797>
- Coronel-Santos, M. A., & Rodríguez-Macías, J. C. (2022). Integral definition and conceptual model of mental health: Proposal from a systematic review of different paradigms. *Frontiers in sociology*, 7, 978804. <https://doi.org/10.3389/fsoc.2022.978804>
- Corrigan, PW. *The stigma effect: unintended consequences of mental health campaigns.* New York: Columbia University Press; 2018.
- Gericke, N. (2022). Implementation of Education for Sustainable Development through a Whole School Approach. In *Education for Sustainable Development in Primary and Secondary Schools: Pedagogical and Practical Approaches for Teachers* (pp. 153-166). Cham: Springer International Publishing.
- Kutcher, S., Wei, Y., & Coniglio, C. (2016). Mental health literacy: Past, present, and future. *Canadian Journal of Psychiatry*, 61(3), 154-158.
- Kuther, T. L. (2022). *Lifespan development: Lives in context.* SAGE publications.
- Marie Louise D. Østergaard, Diego Mauricio Aponte-Canencio, Yenny Barajas Ortiz, Helena Johanna Velez Botero, Jens Simon Modvig & Marie Brasholt (2023) Vulnerability factors in conflict-related mental health, *Medicine, Conflict and Survival*, 39:1, 63-80, DOI: 10.1080/13623699.2022.2156232
- Mental health and wellbeing: whole school approach: framework (2021). Learning Directorate. Part of Children and families, Education, Health and Social Care. ISBN 9781800049871
- O'Connor, M., & Casey, L. (2015). The Mental Health Literacy Scale (MHLS): A new scale-based measure of mental health literacy. *Psychiatry research*, 229(1-2), 511-516. <https://doi.org/10.1016/j.psychres.2015.05.064>

- O'keefe, V. M., Fish, J., Maudrie, T. L., Hunter, A. M., Tai Rakena, H. G., Ullrich, J. S., ... & Barlow, A. (2022). Centering Indigenous Knowledges and worldviews: Applying the Indigenist ecological systems model to youth mental health and wellness research and programs. *International journal of environmental research and public health*, 19(10), 6271.
- Pescosolido, B. A. (2013). The public stigma of mental illness: what do we think; what do we know; what can we prove?. *Journal of Health and Social behavior*, 54(1), 1-21.
- Raman V, Thomas S. (2023). School Mental Health Program in India—Issues and Possible Practical Solutions. *Indian Journal of Psychological Medicine*. 45(3):283-288. doi:10.1177/02537176231165033
- Roffey, S. (2016). Building a case for whole-child, whole-school wellbeing in challenging contexts. *Educational & child psychology*, 33(2), 30-42.
- Smylie, J., Olding, M., & Ziegler, C. (2014). Sharing what we know about living a good life: Indigenous approaches to knowledge translation. *The Journal of the Canadian Health Libraries Association*, 35, 16.
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- Ullrich JS: For the love of our children: an Indigenous connectedness framework. *AlterNative: An International Journal of Indigenous Peoples* 2019, 15(2):121–130. doi:10.1177/1177180119828114
- Venugopal, J., Ninomiya, M. E. M., Green, N. T., Peach, L., Linklater, R., George, P., & Wells, S. (2021). A scoping review of evaluated Indigenous community-based mental wellness initiatives. *Rural and remote health*, 21(1), 1-13.
- Wei, Y., McGrath, P. J., Hayden, J., & Kutcher, S. (2015). Mental health literacy measures evaluating knowledge, attitudes and help-seeking: a scoping review. *BMC psychiatry*, 15(1), 291.
- Wyn J, Cahill H, Holdsworth R, Rowling L, Carson S. MindMatters, a Whole-School Approach Promoting Mental Health and Wellbeing. *Australian & New Zealand Journal of Psychiatry*. 2000;34(4):594-601. doi:10.1080/j.1440-1614.2000.00748.x
- Yamaguchi, S., Wu, S. I., Biswas, M., Yate, M., Aoki, Y., Barley, E. A., & Thornicroft, G. (2016). Effects of short-term interventions to reduce mental health-related stigma in

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university or college students: A systematic review. Journal of Nervous and Mental Disease, 204(6), 453-463.

Teaching Learning Resources (Digital and others):

- https://www.youtube.com/results?search_query=manodarpan+ncert
- https://link.springer.com/chapter/10.1007/978-3-030-64537-3_3/tables/2
- https://link.springer.com/chapter/10.1007/978-3-030-64537-3_3/tables/1
- <https://myndstories.com/features/5-indian-mental-health-apps-well-being/>
- <https://expressionsindia.org/projects.html>
- <https://iwri.org/>
- <https://www.wernative.org/articles/indigenizing-your-self-care>
- <https://www.wernative.org/articles/managing-our-mental-health>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end of semester examination.

Key words:

Mental Health Literacy, School Mental Health,



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