

APPENDICES

Appendix A

Glossary*

Acute: Refers to an illness or condition that has a rapid onset, marked intensity and short duration.

Antidepressant: A medication used to treat depression.

Anxiety: An abnormal sense of fear, nervousness and apprehension about something that might happen in the future.

Anxiety disorder: A group of illnesses that fill people's lives with overwhelming anxieties and fears that are chronic and unremitting. Anxiety disorders include panic disorder, obsessive-compulsive disorder, post-traumatic stress disorder, phobias and generalized anxiety disorder.

Attention deficit hyperactivity disorder (ADHD): A mental illness characterized by an impaired ability to regulate activity level (hyperactivity), attend to tasks (inattention) and inhibit behaviour (impulsivity). For a diagnosis of ADHD, the behaviours must appear before an individual reaches age seven, continue for at least six months, be more frequent than in other children of the same age, and cause impairment in at least two areas of life (school, home, work or social functioning).

Bipolar disorder: A mood disorder in which a person alternates between episodes of major depression and mania (periods of abnormally and persistently elevated mood). Also referred to as manic depression.

Chronic: refers to an illness or condition that persists over a long period of time.

Cognition: Conscious mental activity that informs a person about his or her environment. Cognitive actions include: perceiving, thinking, reasoning, judging, problem solving and remembering.

Delusion: A false belief that persists even when a person has evidence that the belief is not true.

Depression: (depressive disorders) A group of diseases including major depressive disorder (commonly referred to as depression), dysthymia and bipolar disorder (manic depression). See bipolar disorder, dysthymia and major depressive disorder.

Disorder: An abnormality in mental or physical health. In this guide, it is used as a synonym for illness.

Dysthymia: A depressive disorder that is less severe than major depressive disorder but is more persistent. In children and adolescents, dysthymia lasts for an average of four years.

* Definitions reproduced with permission from *The Science of Mental Illness Curriculum Supplement*.
<http://science-education.nih.gov/customers.nsf/MSMental>



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Electroconvulsive therapy (ECT): An effective treatment for severe depression that is used only when people do not respond to medications and psychotherapy. ECT involves passing a low-voltage electric current through the brain. The person is under anesthesia at the time of treatment. ECT is not commonly used in children and adolescents.

Hallucination: The perception of something, such as a sound or visual image, that is not actually present other than in the mind.

Major depressive disorder: A mood disorder commonly referred to as depression. Depression is more than simply being sad; to be diagnosed with depression, a person must have five or more characteristic symptoms nearly every day for a two-week period.

Mania: Feelings of intense mental and physical hyperactivity, elevated mood and agitation.

Manic depression: See bipolar disorder.

Mental illness: A brain health condition that changes a person's thinking, feelings or behaviour (or all three) and that causes the person distress and difficulty in functioning.

Obsessive compulsive disorder (OCD): An anxiety disorder in which a person experiences recurrent unwanted thoughts or rituals that the individual cannot control. A person who has OCD may be plagued by persistent, unwelcome thoughts or images or by the urgent need to engage in certain rituals such as hand washing or checking.

Panic disorder: An anxiety disorder in which people have feelings of terror, rapid heart beat and rapid breathing that strike suddenly and repeatedly with no warning. A person who has panic disorder cannot predict when an attack will occur and may develop intense anxiety between episodes, worrying when and where the next one will strike.

Phobia: An intense fear of something that poses little or no actual danger. Examples of phobias include fear of closed-in-places, heights, escalators, tunnels, highway driving, water, flying, spiders and dogs.

Psychiatrist: A medical doctor (M.D.) who specializes in treating mental diseases. A psychiatrist evaluates a person's mental health along with his or her physical health and prescribes medications.

Psychiatry: The branch of medicine that deals with identifying, studying and treating mental, emotional and behavioural disorders.

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Psychologist: A mental health professional who has received specialized training in the study of the mind and emotions. A psychologist usually has an advanced degree such as a PhD.

Psychosis: A serious mental disorder in which a person loses contact with reality and experiences hallucinations and/or delusions.

Recovery: Recovery from mental illness refers to a person's improved capacity to lead a fulfilled life that is not dominated by illness and treatment. Recovery does not always mean that symptoms go away completely, or that people no longer need medication or support services. Recovery is defined differently for each individual, but most often means that a person has the capacity to find purpose and enjoyment in their life despite their illness.

Relapse: The recurrence of symptoms of an illness.

Schizophrenia: A psychotic disorder characterized in the active phase by hallucinations, delusions, disorganized thoughts/speech, disorganized or catatonic behavior, and apathy. Schizophrenia is an extremely complex mental disorder; in fact it is probably many illnesses masquerading as one. A biochemical imbalance is believed to cause symptoms, which usually develop in the late teens or early twenties.

Serotonin: A neurotransmitter that regulates many functions, including mood, appetite and sensory perception.

Stigma: Stigma is the use of negative labels to identify a person living with mental illness.

Symptom: Something which indicates the presence of an illness.





Template - Community mental health resources

The following mental health related resources are available in many communities. Find out the contact information for these resources in your community and distribute to students.

Kid's Help Phone - 1-800-668-6868

Kid's Help Phone is Canada's only 24-hour, national bilingual telephone counseling service for children and youth. Provides counseling directly to children and youth directly between the ages of 4 and 19 years and helps adults aged 20 and over to find the counseling services they need.

Parents, teachers and any other concerned adults are welcome to call for information and referral services at any time.

LocalDistresslines_____

LocalMentalhealthOrganizations_____

Canadian Mental Health Association

For information about the CMHA Branch in your area, please see the CMHA National website at www.cmha.ca

Schizophrenia Society

For information about your local Schizophrenia Society Chapter, please see their website at www.schizophrenia.ca

LocalCommunityMentalHealthClinic_____

LocalCommunityHealthCentre_____

LocalHospital_____

For more information

Websites and other resources for teachers -

Further information on mental health problems and mental illness

Canadian Mental Health Association

www.cmha.ca

CMHA National has a comprehensive range of information available to download from their website, including a complete series of pamphlets with vital information on mental health and mental illness.

Additionally, you will find many resources pertaining to mental health and high school for teachers, parents and students at www.cmha.ca/highschool

American Academy of Child and Adolescent Psychiatry

<http://www.aacap.org/>

The AACAP website contains a wide range of information on childhood and adolescent mental health and illness geared toward different audiences, including educators and parents.

Parents and Teachers as Allies

[http://www.nami.org/Content/ContentGroups/Youth/Parents and Teachers as Allies.htm](http://www.nami.org/Content/ContentGroups/Youth/Parents_and_Teachers_as_Allies.htm)

by Joyce Burland, Ph.D., National Director, NAMI Education, Training and Peer Support Center, Second Edition, 2003. Available through NAMI, c/o Lynne Saunders, Colonial Place Three, 2017 Wilson Blvd. Suite 300. Arlington, VA. 22201-3042 or by fax (703) 524-9094. (\$1.00 per copy)

A useful guide that can help parents and teachers identify the key warning signs of early-onset mental illness among children and adolescents. It focuses on specific, age-related symptoms of mental illness in young people, which may differ from adult criteria for diagnosis.

National Institute for Mental Health (NIMH)

<http://www.nimh.nih.gov/>

The NIMH website contains up-to date and reliable information about a wide range of issues relating to mental health and illness across the lifespan.



Classroom resources

When Something's Wrong: Ideas for Teachers with Troubled Students

http://www.cprf.ca/publication/WSW_order.pdf

A quick reference source of useful classroom strategies to help elementary and secondary school teachers and administrators understand and assist students with mood, behaviour or thinking disorders.

Available from the Canadian Psychiatric Research Foundation
(\$10 including shipping and handling)

Eliminating Barriers for Learning: Social and Emotional factors that Enhance Secondary Education.

Substance Abuse and Mental Health Services Administration, 2004. U.S. Department of Health and Human Services

<http://allmentalhealth.samhsa.gov/schools.html>

Eliminating barriers for learning is a packaged continuing education program for secondary school teachers that focuses on mental health issues in the classroom.

MindMatters: A Mental Health Promotion Resource for Secondary Schools

<http://cms.curriculum.edu.au/mindmatters/>

A resource and professional development program to support Australian secondary schools in promoting and protecting the social and emotional wellbeing of members of school communities.

Reaching Out

<http://www.schizophrenia.ca/reachingout/>

A complete, easy to teach, bilingual educational program specially created for Canadian youth. The program includes classroom activities and a video which provide information on psychosis and schizophrenia.

The Science of Mental Illness - National Institute of Mental Health Curriculum Supplement Series

<http://science-education.nih.gov/customers.nsf/MSMental>

In this supplement designed to address science curriculum for Grades 6-8, students gain insight into the biological basis of mental illnesses and how scientific evidence and research can help us understand its causes and lead to treatments and, ultimately, cures.



Appendix C



Talking About Mental Illness

http://www.camh.net/education/Resources_teachers_schools/TAMI/index.html

The Centre for Addiction and Mental Health's Talking About Mental Illness [Teacher's Resource Guide](#) contains all of the information, support and tools teachers will need to implement the program in their classroom. The awareness program is focused on combating stigma, and has been proven to bring about positive change in students' knowledge and attitudes about mental illness.

Youth Engagement through Schools - Peer Helper programs

http://www.safehealthyschools.org/youth/peer_helper_programs.htm

This webpage is a good source of information on peer-helper programs which address a variety of academic, recreational, social and other health needs. The page also contains a number of links for more information on setting up peer helper programs.

Information geared to young people

Psychosis Sucks

<http://www.psychosissucks.ca/epi/>

This site contains valuable information for youth in the importance of early intervention in psychosis. It includes information on warning signs and how to get help, along with personal stories and accounts of recovery.

Mind your Mind

<http://www.mindyourmind.ca/>

Mindyourmind.ca is an award winning site for youth by youth. This is a place where youth can get information, resources and the tools to help manage stress, crisis and mental health problems.

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General mental health web sites

Sun Life Financial Chair in Adolescent Mental Health:
<http://www.teenmentalhealth.org/>

Canadian Health Network:
http://www.canadian-health-network.ca/1mental_health.html

Canadian Mental Health Association, National Office:
<http://www.cmha.ca/>

Centre for Addiction and Mental Health:
<http://www.camh.net>

Health Canada, Mental Health Web sit:
<http://www.hc-sc.gc.ca/hppb/mentalhealth/index.html>

National Alliance for the Mentally Ill (USA):
<http://www.nami.org/>

SAMHSA's National Mental Health Information Centre (USA):
http://nmhicstore.samhsa.gov/publications/Publications_browse.asp?ID=176&Topic=Mental+Illnesses%2FDisorders

MindMatters: A Mental Health Promotion Resource for Secondary Schools (Australia):
<http://www.mindmatters.edu.au/default.asp>

Continuing Medical Education (CME) mental health information (USA):
<http://www.cmellc.com/topics/>

Module 1: The stigma of mental illness

Talking about Mental Illness: Teachers' Resource
http://www.camh.net/education/Resources_teachers_schools/TAMI/tami_teachersresource.html

SAMHSA's National Mental Health Information Centre (USA):
http://nmhicstore.samhsa.gov/publications/Publications_browse.asp?ID=58&Topic=Stigma

The World Psychiatric Association program to fight stigma due to schizophrenia:
<http://www.openthedoors.com/>

Confront the stigma of mental illness:
<http://www.letsfacethis.ca/>

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A report on mental illness in Canada (including “fighting with stigma”):
http://www.cmha.ca/bins/content_page.asp?cid=4-42-215

Module 2: Understanding mental health and mental illness

Sun Life Financial Chair in Adolescent Mental Health:
<http://www.teenmentalhealth.org/brain.php>

National Institute of Mental Health Curriculum Supplement (USA):
<http://science-education.nih.gov/customers.nsf/MSMental>

Module 3: Information on specific mental illnesses

Mood Disorders:
Moods Magazine: <http://www.moodsmag.com/>

Sun Financial Chair in Adolescent Mental Health:
http://www.teenmentalhealth.org/pros_courses.php

Mood Disorders Association of Ontario (MDAO):
<http://www.mooddorders.on.ca/>

Depression and Bipolar Support Alliance (USA): <http://www.dbsalliance.org/site/PageServer?pagename=home>

Bipolar Disorder Information Centre (USA):
<http://www.mhsource.com/bipolar/index.html>

Schizophrenia:
Schizophrenia Society of Canada:
<http://www.schizophrenia.ca/Reaching.htm>

Schizophrenia.com:
<http://www.schizophrenia.com/>

Schizophrenia Digest:
<http://www.schizophreniadigest.com/>

Anxiety disorder:
Anxiety Disorders Association of Canada:
<http://www.anxietycanada.ca/>

Obsessive-Compulsive Foundation:
<http://www.ocfoundation.org/>

Anxiety Disorders Association of America:
<http://www.adaa.org/>

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Eating disorder:
National Eating Disorder Information Centre:
<http://www.nedic.ca>

Eating Disorders Awareness and Prevention (USA):
<http://www.edap.org>

Bulimia Anorexia Nervosa Association:
<http://www.bana.ca>

Psychosis Sucks:
<http://www.psychosissucks.ca/epi>

Module 4: Experiences of mental illness

Talking about Mental Illness: Teachers' Resource
http://www.camh.net/education/Resources_teachers_schools/TAMI/tami_teachersresource.html

Module 5: Seeking help and finding support

The Self-Help Resource Centre of Ontario: <http://www.selfhelp.on.ca/>

Treatment of Bipolar Disorder: A guide for patients and families: <http://www.psychguides.com>

Focus Adolescent Services: Warning Signs, Information, Getting Help: <http://www.focusas.com/Depression.html>

Eclipse Depression and Manic Depression Support Group: <http://comdir.bfree.on.ca/eclipse/>

Support programs by National Alliance on Mental Illness (NAMI): http://www.nami.org/Template.cfm?section=Find_Support

Psychosis Sucks: <http://www.psychosissucks.ca/epi>

Mind your Mind: <http://www.mindyourmind.ca/>

Youth Engagement through Schools – Peer Helper programs:
http://www.safehealthyschools.org/youth/peer_helper_programs.htm

Yoo Magazine: <http://www.yoomagazine.net>

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YouthNet Ottawa
<http://www.youthnet.on.ca>

Youth Net Montréal
<http://www.ra-yn.com>

Youth Net Grey Bruce
<http://www.youthnetgb.ca>

Youth Net Halton
http://www.region.halton.on.ca/health/programs/mentalhealth/youth_net

Youth Net Hamilton
<http://www.hamiltonyouthnet.ca>

Youth Net Peel
<http://www.youthnet.cmhapeel.ca>

Youth Space, Victoria BC
<http://youthspace.ca/>

Youth One, Edmonton AB
<http://www.youthone.com/>

Here to Help, BC
<http://www.heretohelp.bc.ca/>

Module 6: The importance of positive mental health

World Health Organization:
http://www.who.int/mental_health/en/

Wellness Recovery Action Plan (WRAP):
www.mentalhealthrecovery.com/

Stand Up for Mental Health
www.standupformentalhealth.com

Grip on Life
<http://www.griponlife.ca/>



At least some of the student's answers should be different now that they have learned more about mental illness. Even if some students' attitudes have not changed within the span of this unit, the knowledge they have gained may influence their opinions about how people who have a mental illness should be treated. Notice that the discussion questions above do not ask students to divulge their answers. Because of the potentially sensitive nature of the questions, students may be uncomfortable sharing what they wrote. Use your judgment in discussing responses to specific questions. The discussion will need to be handled with sensitivity because students may bring up personal experiences or stories. You might want to ask the school guidance counselor or other support staff to be present, or to help facilitate the discussion.

Optional Activity:

(15 mins.)

What do you think about mental illness now?*

Purpose:

- To provide students with an opportunity to reflect on the changes in their knowledge and attitudes about mental illness from the first module.

How to:

- 1) Hand out a copy of the “What do you think” questionnaire to each student and give them 5 minutes to answer the questions.
- 2) After students have answered the questions, give each student their copy of the questionnaire that they completed in Module 2. Ask students to compare the answers they just wrote with the answers they wrote in the earlier module. Give students a few minutes to compare their responses, reminding them that they should only be looking at their own answers. Ask students whether their answers are different today from when they answered the questions in Module 2, and if so, how they are different.
- 3) Conduct a brief group discussion around students' responses. Use the following questions as a guide:
 - If your answers were different today, why do you think they were different?
 - Does learning about mental illness make a difference? Why?
 - Do you think you would react differently now to someone who has mental illness compared to your reaction before you completed this unit?

* Adapted from Activity 2, pg 152, *The Science of Mental Illness*.

NOTES

