

CONNECTING CAREER DEVELOPMENT & MENTAL HEALTH WITH YOUTH PROJECT

**Dave Redekopp, Kris Magnusson & Michael Huston (with
José Domene, Krista Socholotiuk, Jenna-Leigh Di Nardo &
Sarah Kooner)**

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OVERVIEW

- Context & presentation aim
- Central concepts & project aims
- Connecting career development & mental health project
- Implications & recommendations
- Questions & discussion

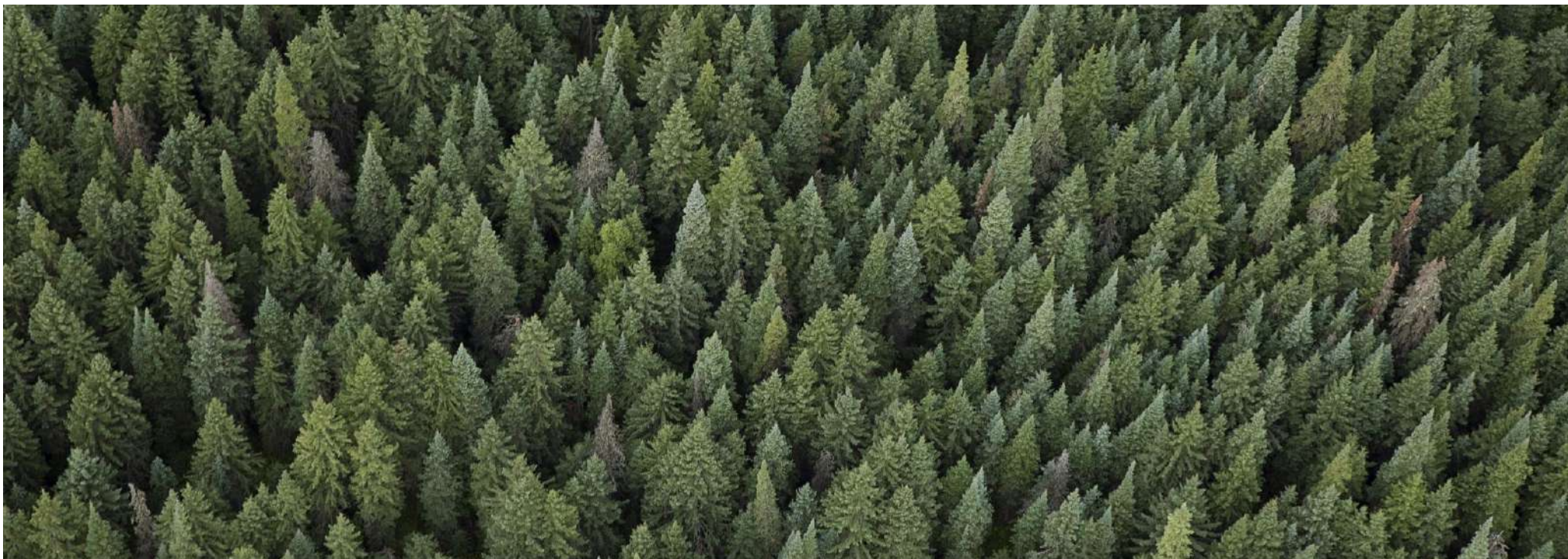
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CONTEXT



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Presentation Aim

- To stimulate thinking about how you can go back to your country/region and test an approach to using career development as a mental health intervention
 - Not just in schools; consider higher ed, organizations, communities
 - Not just with youth in school; consider adults from a variety of groups in a host of circumstances
- In other words, the aim is to have you considering career development as a viable public health intervention (cf. Peter Robertson)





Central Concepts & Project Aims



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RELATIONAL APPROACH

- Student growth is largely a function of relationships
- Student planning and action are functions of
 - perceptual filters
 - lived experiences & external environments
- Therefore, educators can have a positive impact on mental health and career development by:
 - fostering positive relationships/communications
 - working on changing perceptual filters
 - in some cases, acknowledging injustices and oppressions and working with students to push back
- EVERY teacher can have a positive impact on career development and mental health

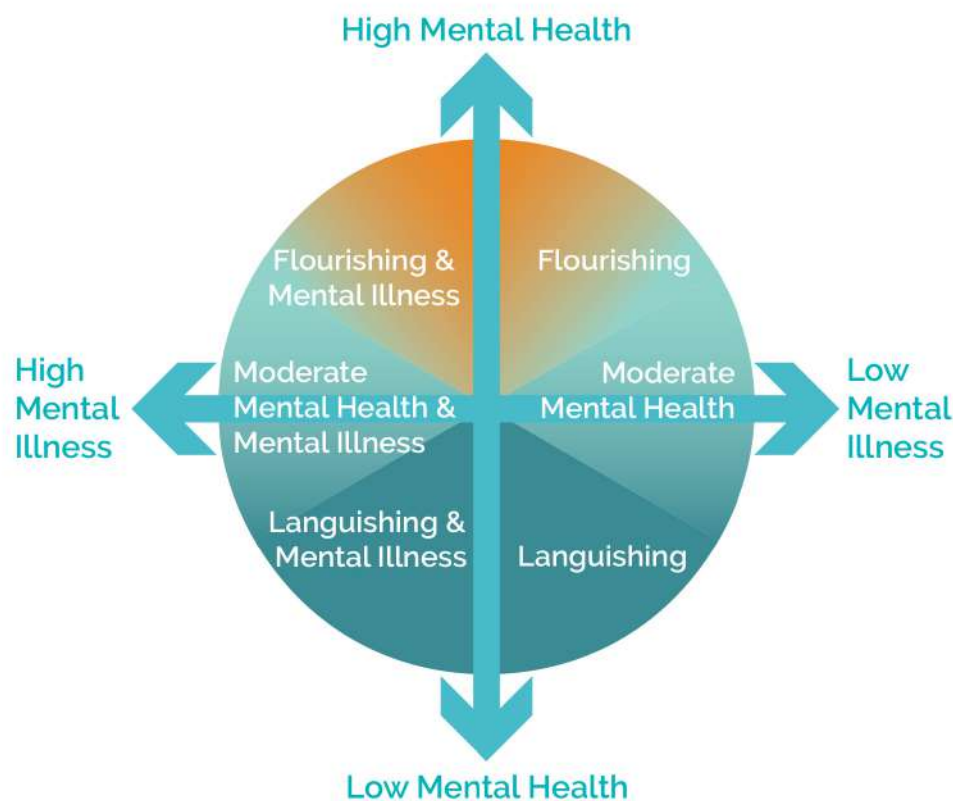


MENTAL HEALTH AS DISTINCT FROM MENTAL ILLNESS

Keyes' (2005) two continua model sees mental health co-existing with mental illness

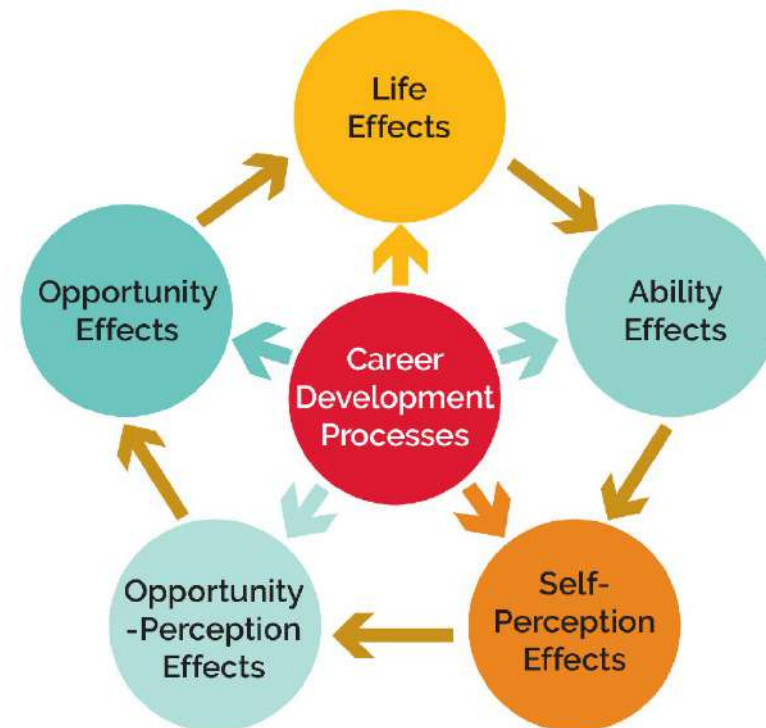
High mental health mitigate the frequency, intensity and duration of mental illness episodes

“Mental health is a state of well-being in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to their community” (WHO, 2020)



CAREER DEVELOPMENT EFFECTS FRAMEWORK

(Redekopp & Huston, 2020)

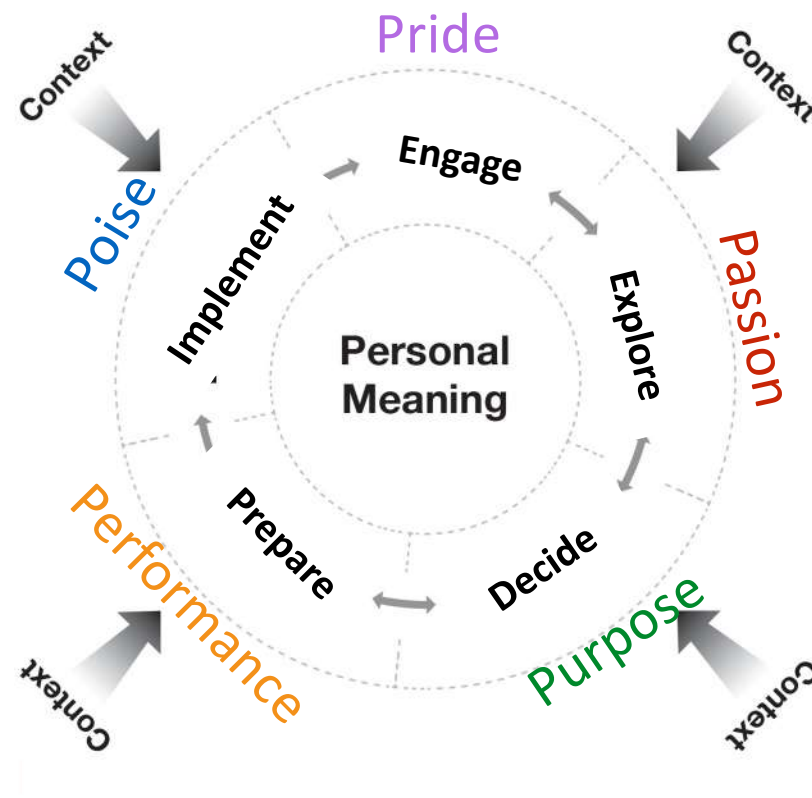


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THE FIVE PROCESSES (5P) OF CAREER DEVELOPMENT MODEL (Magnusson, 1991)





CCDMHY PROJECT



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THE PARTNERS

- > Simon Fraser University Faculty of Education (Kris Magnusson, Krista Socholotiuk, Jenna-Leigh Di Nardo, Sarah Kooner)
- > University of Calgary Faculty of Education (José Domene)
- > Consultants: Michael Huston & Dave Redekopp
- > British Columbia:
 - > BC Ministry of Education
 - > Central Okanagan Public Schools #23
 - > Surrey School District #36
- > New Brunswick:
 - > NB Department of Education & Early Childhood Development
- > Saskatchewan:
 - > Saskatchewan Ministry of Immigration and Career Training
 - > Saskatoon Industry-Education Council

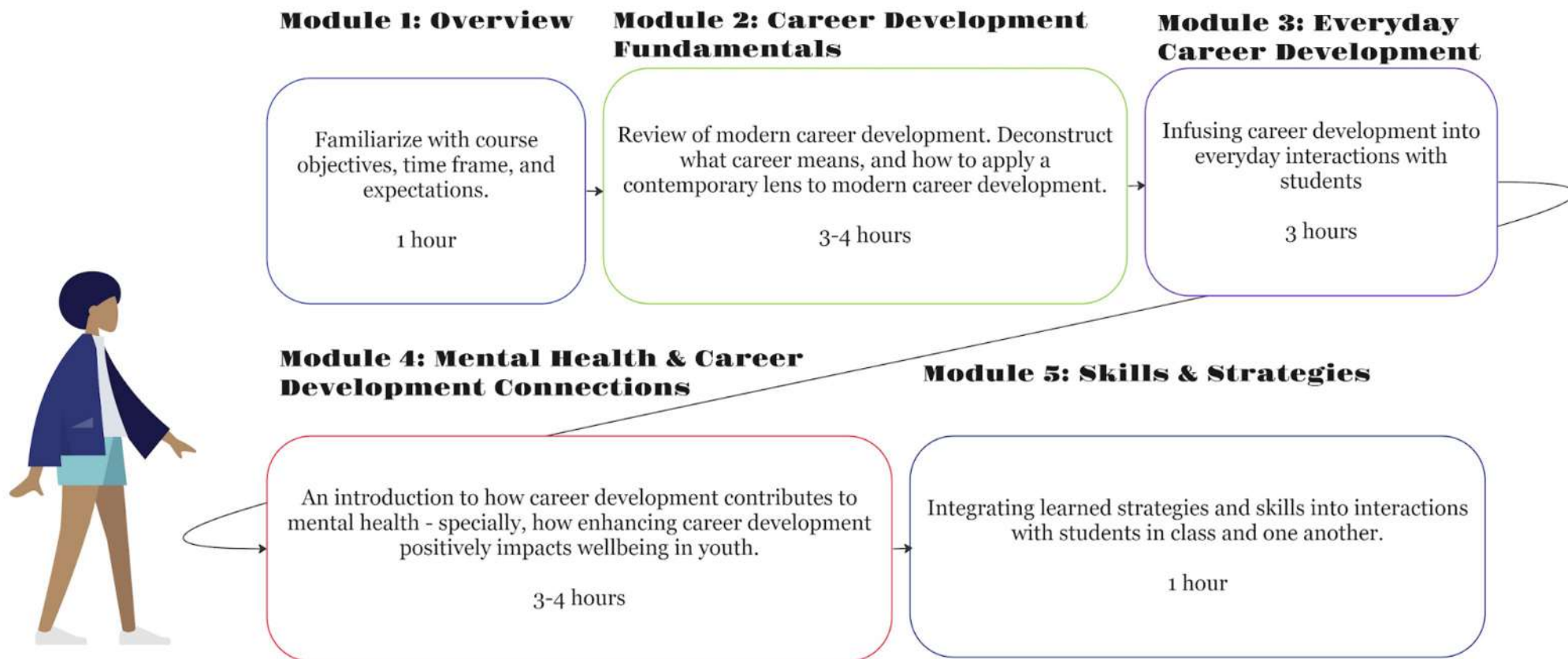


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CCDMHY TRAINING PROGRAM



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FINDINGS

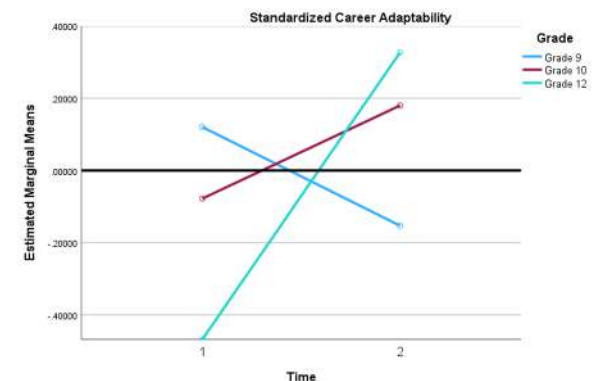
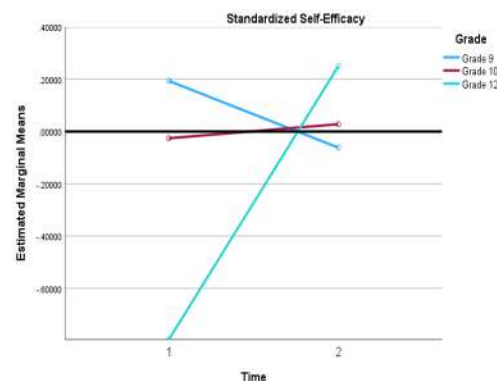
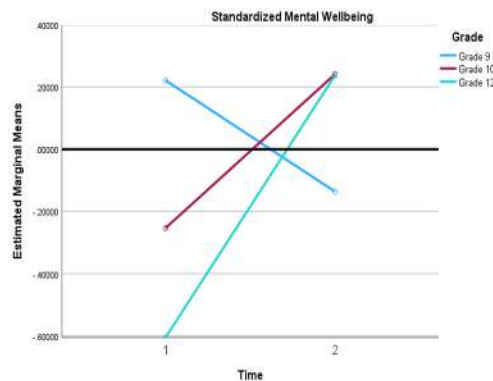
- Data available from 44 teachers and 74 students (Grades 9, 10 and 12)
- Teachers found the training useful; “post-pre” found large positive effect sizes on all indicators



“My understanding of career counselling was more linear than I previously thought ... Module Two allowed me to gather knowledge, to empower the student to find a workplace that is correct for them moving forward, and to build self-efficacy and career literacy before they jump into their next steps of life.”



STUDENT CHANGE: MENTAL WELLBEING, SELF-EFFICACY & CAREER ADAPTABILITY



In each graph, the most vertical line of the three lines represents Gr 12 results, the negative line represents Gr 9 results, and the moderate positive line represents Gr 10 results.

Non-significant effect of time overall; significant time*grade interaction effect in wellbeing and self-efficacy, not adaptability.





IMPLICATIONS & RECOMMENDATIONS



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IMPLICATIONS

- Teachers benefit from training on the intersection of career development and mental health
- The CCDMHY program appeared to be effective for promoting wellbeing and general self-efficacy in older students
- Need to replicate (a) with a control group and (b) without the potential confounding impact of a global pandemic



RECOMMENDATIONS

- Normalize connections between career development and mental health
- Change the discourse on career development
- Foster career adaptability
- Have effective career conversations with students



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QUESTIONS?

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