COMPETENCIES

**2087.3.3** : **Supporting the Mental and Emotional Well-Being of Your Students**

The graduate identifies appropriate resources and processes to support the mental health and emotional well-being of students.

INTRODUCTION

Western Governors University employs a three-step developmental framework to support you through your preclinical and clinical experiences. This framework also helps to ensure you exit the program confident in your ability to meet the needs of your future students and school system. This assessment falls under step one of the three-step framework. In this task, you will engage in activities that will go toward preclinical hours of your Early Preclinical Experiences requirements.

This task has two parts. For the first part, you will interview an educational professional on topics related to mental health or emotional well-being. For the second part of this task, you will identify a community-based location (e.g., library, community agency) that offers resources to address specific mental health or emotional well-being needs. As a teacher, it is important to be aware of these resources so that you can help your students. You will identify a resource available at that location that addresses mental health or emotional needs and explain how you would apply that resource in your professional practice.

**Please note: To assist you in this task, we strongly recommend you start by reviewing the SOE Professional Dispositions and Ethics linked in the Web Links section below. You might consider reviewing Module 13 prior to starting this task.**

REQUIREMENTS

*Your submission must be your original work. No more than a combined total of 30% of the submission and no more than a 10% match to any one individual source can be directly quoted or closely paraphrased from sources, even if cited correctly. The originality report that is provided when you submit your task can be used as a guide.

You must use the rubric to direct the creation of your submission because it provides detailed criteria that will be used to evaluate your work. Each requirement below may be evaluated by more than one rubric aspect. The rubric aspect titles may contain hyperlinks to relevant portions of the course.

Tasks may not be submitted as cloud links, such as links to Google Docs, Google Slides, OneDrive, etc., unless specified in the task requirements. All other submissions must be file types that are uploaded and submitted as attachments (e.g., .docx, .pdf, .ppt).*

**Part 1: Interview**

A.  Conduct an interview with a school-based professional in your community on topics related to mental health or emotional well-being, youth suicide prevention, substance abuse, or child abuse.
Identify the following:

•  the interviewee’s name and job title

•  the interviewee’s organization

•  the date and time of your interview

*Note: Do not include any identifying information about students or community members in your submission.*

1.  As part of your interview, address the following topics:

a.  Identify specific mental health or emotional well-being issues that exist within your community.

b.  Identify specific school-based resources to address the identified issues and discuss how the resources meet the needs of students.

**Part 2: Community Resources**

B.  Identify a specific community-based location (e.g., Oakville City Library, Foothill Branch) that provides resources to address **one** of the issues identified in part A1a. Include the street address in your identification.

1.  Explain how a specific resource, different than the resource identified in A1b, provided by the community-based location you identified in part B addresses one of the issues identified in part A1a.

C.  Acknowledge sources, using in-text citations and references, for content that is quoted, paraphrased, or summarized.

D.  Demonstrate professional communication in the content and presentation of your submission.

**File Restrictions**

File name may contain only letters, numbers, spaces, and these symbols: ! - \_ . \* ' ( )
File size limit: 200 MB
File types allowed: doc, docx, rtf, xls, xlsx, ppt, pptx, odt, pdf, txt, qt, mov, mpg, avi, mp3, wav, mp4, wma, flv, asf, mpeg, wmv, m4v, svg, tif, tiff, jpeg, jpg, gif, png, zip, rar, tar, 7z

RUBRIC

**SOE PROFESSIONAL DISPOSITIONS AND ETHICS:**

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| **NOT EVIDENT**The submission demonstrates consistently unprofessional or unethical behavior or disposition as outlined in the SOE Professional Dispositions and Ethics. | **APPROACHING COMPETENCE**The submission demonstrates behavior or disposition that conflicts with the professional and ethical standards outlined in the SOE Professional Dispositions and Ethics. | **COMPETENT**The submission demonstrates behavior and disposition that align with the professional and ethical standards outlined in the SOE Professional Dispositions and Ethics. |

**A:**[**INTERVIEW**](https://lrps.wgu.edu/provision/337170820)

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| **NOT EVIDENT**A submission is not provided. | **APPROACHING COMPETENCE**The submission identifies only 1 or 2 of the given points. | **COMPETENT**The submission identifies *each* of the 3 given points. |

**A1A:**[**SPECIFIC ISSUES**](https://lrps.wgu.edu/provision/337170996)

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| **NOT EVIDENT**A submission is not provided. | **APPROACHING COMPETENCE**The submission identifies 2 issues that exist within the community, but 1 or more of the issues are not related to mental health or emotional well-being, or are not specific. Or only 1 issue is identified. | **COMPETENT**The submission identifies 2 or more specific mental health or emotional well-being issues that exist within the community. |

**A1B:**[**SCHOOL-BASED RESOURCES TO ADDRESS STUDENT NEEDS**](https://lrps.wgu.edu/provision/337171113)

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| **NOT EVIDENT**Resources are not identified or a discussion is not provided. | **APPROACHING COMPETENCE**The submission does not identify 2 specific school-based resources to address the issues identified in part A1a, or the discussion does not logically address how each resource would meet the needs of students. | **COMPETENT**The submission accurately identifies 2 or more specific school-based resources to address the issues identified in part A1a, and the discussion logically addresses how each resource would meet the needs of students. |

**B:LOCATION OF COMMUNITY RESOURCES**

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| **NOT EVIDENT**A submission is not provided. | **APPROACHING COMPETENCE**The submission identifies a specific community-based location, but it is not a place where an individual could find resources to address 1 of the issues identified in part A1a. Or the street address for the community-based location is not included. | **COMPETENT**The submission identifies a specific community-based location where an individual could find resources to address 1 of the issues identified in part A1a. The street address for the community-based location is included. |

**B1:DESCRIPTION OF COMMUNITY-BASED RESOURCE**

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| **NOT EVIDENT**An explanation is not provided. | **APPROACHING COMPETENCE**The submission does not logically explain how a resource provided by the community-based location identified in part B will address one of the issues identified in part A1a or the resource identified is the same resource identified in part A1b. | **COMPETENT**The submission logically explains how the resource provided by the community-based location identified in part B will address one of the issues identified in part A1a and the resource identified is different from the resource identified in part A1b. |

**C:**[**SOURCES**](https://lrps.wgu.edu/provision/71484321)

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| **NOT EVIDENT**The submission does not include both in-text citations and a reference list for sources that are quoted, paraphrased, or summarized. | **APPROACHING COMPETENCE**The submission includes in-text citations for sources that are quoted, paraphrased, or summarized and a reference list; however, the citations or reference list is incomplete or inaccurate. | **COMPETENT**The submission includes in-text citations for sources that are properly quoted, paraphrased, or summarized and a reference list that accurately identifies the author, date, title, and source location as available. |

**D:**[**PROFESSIONAL COMMUNICATION**](https://lrps.wgu.edu/provision/27641407)

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| **NOT EVIDENT**Content is unstructured, is disjointed, or contains pervasive errors in mechanics, usage, or grammar. Vocabulary or tone is unprofessional or distracts from the topic. | **APPROACHING COMPETENCE**Content is poorly organized, is difficult to follow, or contains errors in mechanics, usage, or grammar that cause confusion. Terminology is misused or ineffective. | **COMPETENT**Content reflects attention to detail, is organized, and focuses on the main ideas as prescribed in the task or chosen by the candidate. Terminology is pertinent, is used correctly, and effectively conveys the intended meaning. Mechanics, usage, and grammar promote accurate interpretation and understanding. |

WEB LINKS

[SOE Professional Dispositions and Ethics](https://lrps.wgu.edu/provision/332017894)