

# Course Implementation Guide for Starting a Conversation About Mental Health (for Students)

# Course Implementation Guide for Starting a Conversation About Mental Health (for Students)

*How to customize and share the self-paced, online course at your  
post-secondary institution*

Mental Health and Wellness Project Development Team and  
Sexual Violence Training Development Team

BCcampus



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# Accessibility Statement

BCcampus Open Education believes that education must be available to everyone. This means supporting the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of the resources we produce.

## Accessibility of This Resource

The web version of *Course Implementation Guide for Starting a Conversation About Mental Health (for Students)* has been designed to meet Web Content Accessibility Guidelines 2.0 (<https://www.w3.org/TR/WCAG20/>), level AA. In addition, it follows all guidelines in Appendix A: Checklist for Accessibility (<https://opentextbc.ca/accessibilitytoolkit/back-matter/appendix-checklist-for-accessibility-toolkit/>) of the *Accessibility Toolkit – 2nd Edition* (<https://opentextbc.ca/accessibilitytoolkit/>). It includes:

- **Easy navigation.** This resource has a linked table of contents and uses headings in each chapter to make navigation easy.
- **Accessible images.** All images in this resource that convey information have alternative text. Images that are decorative have empty alternative text.
- **Accessible links.** All links use descriptive link text.

### Accessibility Checklist

Element	Requirements	Pass?
<b>Headings</b>	Content is organized under headings and subheadings that are used sequentially.	Yes
<b>Images</b>	Images that convey information include alternative text descriptions. These descriptions are provided in the alt text field, in the surrounding text, or linked to as a long description.	Yes
<b>Images</b>	Images and text do not rely on colour to convey information.	Yes
<b>Images</b>	Images that are purely decorative or are already described in the surrounding text contain empty alternative text descriptions. (Descriptive text is unnecessary if the image doesn't convey contextual content information.)	Yes
<b>Tables</b>	Tables include row and/or column headers that have the correct scope assigned.	Yes
<b>Tables</b>	Tables include a title or caption.	Yes
<b>Tables</b>	Tables do not have merged or split cells.	Yes
<b>Tables</b>	Tables have adequate cell padding.	Yes
<b>Links</b>	The link text describes the destination of the link.	Yes
<b>Links</b>	Links do not open new windows or tabs. If they do, a textual reference is included in the link text.	Yes
<b>Links</b>	Links to files include the file type in the link text.	Yes
<b>Font</b>	Font size is 12 point or higher for body text.	Yes
<b>Font</b>	Font size is 9 point for footnotes or endnotes.	Yes
<b>Font</b>	Font size can be zoomed to 200% in the webbook or eBook formats.	Yes

## Known Accessibility Issues and Areas for Improvement

There are currently no known accessibility issues.

## Let Us Know if You are Having Problems Accessing This Book

We are always looking for ways to make our resources more accessible. If you have problems accessing this resource, please contact us to let us know so we can fix the issue.

Please include the following information:

- The name of the resource
- The location of the problem by providing a web address or page description.
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue (e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader)

You can contact us one of the following ways:

- Web form: BCcampus Open Ed Help (<https://collection.bccampus.ca/contact/>)
- Web form: Report an Error (<https://open.bccampus.ca/browse-our-collection/reporting-an-error/>)

This statement was last updated on November 07, 2022.

The Accessibility Checklist table was adapted from one originally created by the Rebus Community (<https://press.rebus.community/the-rebus-guide-to-publishing-open-textbooks/back-matter/accessibility-assessment/>) and shared under a Creative Commons Attribution 4.0 International licence (<https://creativecommons.org/licenses/by/4.0/>).



# Introduction

The *Course Implementation Guide* provides information and suggestions for using the self-paced, online course *Starting a Conversation About Mental Health (for Students)* at your post-secondary institution. The first section offers an overview of the course. The second section offers different ways the course content can be adapted, and then provides step-by-step instructions on how to incorporate the course into a learning management system (LMS), including Moodle, Canvas, Blackboard, and D2L Brightspace.

# Background: BCcampus Mental Health and Wellness Projects

*Starting a Conversation About Mental Health* was developed as part of the BCcampus Mental Health and Wellness Projects and funded by the Ministry of Post-Secondary Education and Future Skills. BCcampus worked closely with many counsellors, students, and subject matter experts across the B.C. post-secondary system to develop open education resources (OER) focusing on foundational mental health training and suicide awareness for faculty, staff, and students. The resources are available on the BCcampus Mental Health and Wellness (<https://bccampus.ca/projects/wellness/mental-health-and-wellness/>) website.

Below is an overview of the different mental health and wellness training resources available through BCcampus.

### Asynchronous Courses

Resource Name	Delivery	Audience	Length	Summary
<b>Capacity to Connect: Supporting Students' Mental Health and Wellness</b> ( <a href="https://rise.articulate.com/share/g_ir9kir343tJuQMXjYTw1wfWo9ilkTx#/">https://rise.articulate.com/share/g_ir9kir343tJuQMXjYTw1wfWo9ilkTx#/</a> ) <b>(for Faculty and Staff)</b> ( <a href="https://rise.articulate.com/share/g_ir9kir343tJuQMXjYTw1wfWo9ilkTx#/">https://rise.articulate.com/share/g_ir9kir343tJuQMXjYTw1wfWo9ilkTx#/</a> )	Self-paced, online, non-facilitated	Faculty and staff	60 minutes	This self-paced course provides foundational mental health and wellness information. The course also covers ways that faculty and staff can support students who are experiencing distress.
<b>Starting a Conversation About Mental Health</b> ( <a href="https://rise.articulate.com/share/ruUVTNAqVWwiNhNm2VZonRU-PsMqjom4#/">https://rise.articulate.com/share/ruUVTNAqVWwiNhNm2VZonRU-PsMqjom4#/</a> ) <b>(for Students)</b> ( <a href="https://rise.articulate.com/share/ruUVTNAqVWwiNhNm2VZonRU-PsMqjom4#/">https://rise.articulate.com/share/ruUVTNAqVWwiNhNm2VZonRU-PsMqjom4#/</a> )	Self-paced, online, non-facilitated	Post-secondary students	60 minutes	This self-paced course provides foundational mental health and wellness information. The course also covers ways that post-secondary students can support peers who are experiencing distress.

### Resources for Facilitators to Offer Synchronous Training to Post-Secondary Students

Resource Name	Delivery	Audience	Length	Summary
<b>Starting a Conversation About Mental Health: Foundational Training for Students</b> ( <a href="https://opentextbc.ca/studentmentalhealth/">https://opentextbc.ca/studentmentalhealth/</a> ) (Facilitator's Guide for Use with Students) ( <a href="https://opentextbc.ca/studentmentalhealth/">https://opentextbc.ca/studentmentalhealth/</a> )	Facilitated course for face-to-face or online delivery (via Zoom or a similar platform)	Post-secondary students	2+ hours	This adaptable resource provides foundational mental health and wellness information for post-secondary students. It also covers how post-secondary students can respond to peers who are experiencing distress. Resources include a facilitator's guide, slides, and handouts.
<b>Starting a Conversation About Suicide</b> ( <a href="https://opentextbc.ca/student-suicide-awareness/">https://opentextbc.ca/student-suicide-awareness/</a> ) (Facilitator's Guide for Use with Students) ( <a href="https://opentextbc.ca/student-suicide-awareness/">https://opentextbc.ca/student-suicide-awareness/</a> )	Facilitated course for face-to-face or online delivery (via Zoom or a similar platform)	Post-secondary students	2+ hours	This adaptable resource provides sensitive, respectful, and detailed training on suicide awareness and response. It covers how to recognize if a student is considering suicide, how to respond in non-judgmental way, and how to refer the student to appropriate resources. Resources include a facilitator's guide, slides, and handouts.

### Resources for Facilitators to Offer Synchronous Training to for Faculty and Staff

Resource Name	Delivery	Audience	Length	Summary
<b>Capacity to Connect: Supporting Students' Mental Health and Wellness</b> ( <a href="https://opentextbc.ca/capacitytoconnect/">https://opentextbc.ca/capacitytoconnect/</a> ) (Facilitator's Guide for Use with Faculty and staff) ( <a href="https://opentextbc.ca/capacitytoconnect/">https://opentextbc.ca/capacitytoconnect/</a> )	Facilitated course for face-to-face or online delivery (via Zoom or a similar platform)	Faculty and staff	2+ hours	This adaptable resource provides foundational mental health and wellness information for faculty and staff. It also covers how to support students who are experiencing distress. Resources include a facilitator's guide, slides, and handouts.
<b>Let's Talk About Suicide: Raising Awareness and Supporting Students</b> ( <a href="https://opentextbc.ca/suicideawareness/">https://opentextbc.ca/suicideawareness/</a> ) (Facilitator's Guide for Use with Faculty and Staff) ( <a href="https://opentextbc.ca/suicideawareness/">https://opentextbc.ca/suicideawareness/</a> )	Facilitated course for face-to-face or online delivery (via Zoom or a similar platform)	Faculty and staff	2+ hours	This adaptable resource offers sensitive, respectful, and detailed training on suicide awareness and response. It covers how to recognize if a student is considering suicide, how to respond in non-judgmental way, and how to refer the student to appropriate resources. Resources include a facilitator's guide, slides, and handouts.

### Indigenous Elders in Residence Supporting Mental Health and Wellness

Resource Name	Delivery	Audience	Length	Summary
<b>Nanihtsulyaz 'int'en (Do things gently) ʔes zuminstwáx kt (We take care of one another)</b> ( <a href="https://opentextbc.ca/elders/">https://opentextbc.ca/elders/</a> )	Graphic booklet	Faculty, staff, and students	30 minutes	This illustrated booklet shows the holistic ways that Indigenous Elders support student mental health and wellness in the B.C. post-secondary system. It includes quotes from Elders and reflection questions to help readers think about the many ways that Elders' presence, knowledge, and wisdom enrich the learning environment.

## Open Education Resources

The BCcampus Mental Health and Wellness resources are open education resources (OERs),

meaning they have an open-copyright licence (such as one from Creative Commons) or they are part of the public domain and have no copyright. Depending on the licence used, OERs can be freely accessed, used, re-mixed, improved, and shared. For example, institutions may want to:

- Provide information and contacts for specific services available on campus and in the community
- Use images from the institution's campuses and local community
- Use the institution's logo
- Support Indigenization by incorporating additional Indigenous content and approaches
- Translate this course into different languages

Ideas and suggestions for adapting and reusing the course material are provided in the next section.

# About the Course

*Starting a Conversation About Mental Health (for Students)* is a 60-minute online, self-paced, and non-facilitated course. It provides foundational mental health and wellness training to help students support their peers who may be struggling with stress and distress. Through this course, learners will:

- Explore different mental health and wellness models
- Consider the language they use when talking about mental health and mental illness
- Examine the stress response and learn more about managing stress and keeping things in balance
- Discover ways to respond in an empathetic way to other students who are struggling with stress and mental health
- Consider how to maintain boundaries and practice self-care when supporting a student in distress

While this course covers how to refer a student who is having a mental health emergency or crisis to appropriate resources, this course does not address suicide awareness, which requires more in-depth training. BCcampus has developed a facilitator-led courses on suicide awareness. For more information, the BCcampus Mental Health and Wellness (<https://bccampus.ca/projects/wellness/mental-health-and-wellness/>).

*Starting a Conversation About Mental Health (for Students)* was adapted from the BCcampus synchronous resource *Starting a Conversation About Mental Health: Foundational Training for Students*, (<https://opentextbc.ca/studentmentalhealth/>) which is a facilitator's guide for delivering in-person or online mental health and wellness training to post-secondary students.

The asynchronous, self-paced version of the course was developed to meet the needs of post-secondary institutions unable to reach all learners through synchronous workshops. It covers the same concepts and has the same learning outcomes as the synchronous, facilitated version of the course.

Both versions of the *Starting a Conversation About Mental Health* courses were developed with guidance from an advisory group of students, staff, and faculty from B.C. post-secondary institutions. The courses were also developed in close collaboration with an Indigenous advisor, and Indigenous knowledge about mental health has been integrated into all the materials.

# Key Principles

This course was developed following the six key principles identified in the Framework for Evaluating Mental Health and Wellness Education and Training Resources (<https://opentextbc.ca/mhwframework/>). The principles ensure the training is:

- Accessible (<https://opentextbc.ca/mhwframework/chapter/six-key-principles/#accessible>)
- Adaptable (<https://opentextbc.ca/mhwframework/chapter/six-key-principles/#adaptable>)
- Culturally located (<https://opentextbc.ca/mhwframework/chapter/six-key-principles/#culturallylocated>)
- Evidence-informed (<https://opentextbc.ca/mhwframework/chapter/six-key-principles/#evidenceinformed>)
- Inclusive (<https://opentextbc.ca/mhwframework/chapter/six-key-principles/#inclusive>)
- Trauma-informed (<https://opentextbc.ca/mhwframework/chapter/six-key-principles/#traumainformed>)

## Course Structure and Topics

- *Starting a Conversation About Mental Health* includes an introduction, four modules, a course summary, and downloadable PDF resources.
- The modules include interactive activities, videos, ungraded quizzes, key learning points, and reflection questions.
- Each module finishes with a short, ungraded knowledge check (quiz).
- The resource section at the end of the course contains handouts for learners to download.
- The course can be completed in one or more sessions.

**Note:** The course does not include any graded assessments such as a final quiz. Institutions wanting to add formal assessments can create them in Articulate Rise and incorporate them into the course.

Below is an overview of topics covered in the course.



<b>Welcome and Introduction</b>	<ul style="list-style-type: none"> <li>• Welcome (video)</li> <li>• Land Acknowledgement</li> <li>• About This Course</li> <li>• Course Objectives</li> <li>• What This Course Does Not Include</li> <li>• Course Structure</li> <li>• Resources</li> <li>• Understanding Your Role</li> </ul>
<b>Module 1: Mental Health and Wellness</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Getting Started: What Do You Know? (ungraded quiz)</li> <li>• What Is Mental Health?</li> <li>• What Contributes to Mental Wellness</li> <li>• Using the Wellness Wheel (video)</li> <li>• Mental Health and Mental Illness</li> <li>• Corey Keyes Mental Health Continuum</li> <li>• Dual Continuum Model</li> <li>• Using Mental Health Terms Accurately</li> <li>• Common Mental Health Terms</li> <li>• Personal Use of Mental Health Terms (video)</li> <li>• Mental Health Statistics</li> <li>• Marginalized Groups and Mental Health</li> <li>• What We Need to Keep in Mind</li> <li>• Knowledge Check (ungraded quiz)</li> <li>• End of Module (Key Learning Points)</li> <li>• Reflection</li> </ul>
<b>Module 2: Let's Talk About Stress</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Rethinking Stress</li> <li>• Why Stress Is Good for You (video)</li> <li>• The Stress Curve</li> <li>• The Role of Resilience</li> <li>• Traditional Healing Practices (video)</li> <li>• Making Stress Work for You</li> <li>• Taking Charge of Your Health (video)</li> <li>• Knowledge Check (ungraded quiz)</li> <li>• End of Module (Key Learning Points)</li> <li>• Reflection</li> </ul>

<b>Module 3: Helping Other Students</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Role of Empathy (Brené Brown video)</li> <li>• Responding Empathetically</li> <li>• Steps to Take When Helping Others</li> <li>• Referring to Support Services</li> <li>• Understanding Your Role</li> <li>• Practice Scenarios</li> <li>• When A Student Doesn't Want to Seek Help</li> <li>• Privacy</li> <li>• Knowledge Check (ungraded quiz)</li> <li>• End of Module (Key Learning Points)</li> <li>• Reflection</li> </ul>
<b>Module 4: Boundaries and Self-Care</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Maintaining Your Own Boundaries</li> <li>• Consulting with Others</li> <li>• Taking Care of Yourself</li> <li>• Self-Care (video)</li> <li>• Knowledge Check (ungraded quiz)</li> <li>• End of Module (Key Learning Points)</li> <li>• Reflection</li> </ul>
<b>Course Summary</b>	<ul style="list-style-type: none"> <li>• Closing (video)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Handout 1: Wellness Wheel</li> <li>• Handout 2: Coping Strategies</li> <li>• Handout 3: Supporting Other Students</li> <li>• Handout 4: Practice Scenarios</li> <li>• Handout 5: Additional Resources</li> <li>• Handout 6: Key Learning Points and Reflection Questions</li> </ul>
<b>Acknowledgements</b>	
<b>References and Attributions</b>	

## Course Accessibility

The course has been designed to be accessible to all learners.

- The course has been optimized for people who use screen-reader technology.
- All content can be navigated using a keyboard.

- Images have alt-text provided.
- Videos have captions and a transcript is provided.
- Information is not conveyed by colour alone.

There is a detailed accessibility statement at the beginning of the course.

If you are making changes to the course, please review the Accessibility Considerations section to ensure your course is still accessible to all learners.

## Attributions

*Starting a Conversation About Mental Health (for Students)* by University of British Columbia Student Health and Wellbeing staff, Jewell Gillies, Barbara Johnston, Liz Warwick, Dagmar Devine, Jenny Guild, Arica Hsu, Hamza Islam, Mehakpreet Kaur, Malena Mokhovichova, Jackson Mackenzie Nicholls, and Calla Smith is licensed under a Creative Commons Attribution 4.0 International Licence (<https://creativecommons.org/licenses/by/4.0/>).

The Creative Commons licence permits you to retain, reuse, copy, redistribute, and revise the course—in whole or in part—for free providing the creators are attributed. These attributions can be found in the References and Attributions section of the course. If you add to the content, you will need to update these attributions. If you use components of the course, please check the attribution carefully to ensure you credit the correct creator.

# Adapting the Course for Your Institution

# Options for Course Adaptations

While this course is ready to use at your institution and does not need to be edited, you have the option to make edits and adapt the course to suit the needs of your institution. The section includes suggestions for adapting and customizing the course.

You should strive to make any adaptations reflect the six key principles outlined in the Framework for Evaluating Mental Health and Wellness Education and Training Resources (<https://opentextbc.ca/mhwframework/>) to ensure all material is accessible, adaptable, culturally located, evidence-informed, inclusive, and trauma informed.

If adding new interactive elements, please review the Accessibility Considerations (#chapter-accessibility-considerations). If you're including new graphics or images, ensure they have alt-text available for anyone using a screen reader.

Once you have finished changing or adding course content, review the course objectives, knowledge checks, and quizzes to ensure all the material works together. You may also need to adjust the time required to complete the course.

## **Different Options for Obtaining, Editing, and Using the Course**

You can access and use *Starting a Conversation About Mental Health* in a few different ways. The section Editing and Sharing the Course takes you through the different options.

- If you would like to use the course as created, with no modifications or changes, send a request to BCcampus Mental Health and Wellness (<https://bccampus.ca/projects/wellness/mental-health-and-wellness/>). You will then receive SCORM files that can be uploaded to your LMS.
- If you would like to make changes to the course, your institution must have a subscription to Articulate Rise (<https://articulate.com/360/rise>) (also called Articulate 360). It is a web application and does not require any software downloads. It runs on any device through a browser. To access Articulate Rise, you will purchase a licence to Articulate 360, which includes the subscription to Articulate Rise. Academic pricing (<https://articulate.com/360/pricing/academic>) is available for post-secondary institutions. Detailed information about accessing, editing, and using the course in Articulate Rise can be found in Editing and Sharing the Course.
- If you want to build your own course based on the texts, images, graphics, or videos

found in *Starting a Conversation About Mental Health*, visit BCcampus Mental Health and Wellness (<https://bccampus.ca/projects/wellness/mental-health-and-wellness/>) to access and download these materials.

## Land Acknowledgement (Introduction)

Land acknowledgements are designed as a first step to reconciliation and an important way to begin the course so learners can think about next steps for reconciliation. If your institution has an approved territory acknowledgement, you are welcome to use it in this section.

The land acknowledgement section is preceded by a Welcome video in which learners are introduced to the course concepts and also invited to consider their relationship to Indigenous people across B.C. The video and the land acknowledgement ideally work together to introduce Indigenous ways of knowing and being, particularly related to mental health.

## Mental Health and Mental Illness (Module 1)

In this section, students learn about a mental health continuum model, which moves from no distress on the left side of the model to mental illness on the right side of the model. They will also explore Corey Keyes dual continuum model that illustrates the intersections of mental health and mental illness. Your institution may use other models to explain mental health and mental illness, and this section can be edited to include these models. If you remove information or change the models, you will want to review the Module 1 quiz questions to ensure they still align with the new content.

## Mental Health Statistics (Module 1)

This section provides a few key statistics about post-secondary students and mental health and illness. You are free to add in additional statistics that speak to realities of mental health at your institution. If you remove information from this section, please review the Module 1 quiz questions as they draw on this material.

## List of Support Services (Module 3)

The table of support services has a column showing services often found on campus such as

counselling services, Indigenous services, international student services, etc. This column can be edited to reflect the specific services available at your institution and relevant contact information.

The table of provincial supports includes contact information. You could also add additional provincial services to these columns.

You can also add an additional column or a separate table to list specific support services available in the community. These community services might include food banks, housing supports, LGBTQ2S+ services, substance use/addiction groups, or low-cost counselling. Sometimes students may need to refer a peer who needs support in many different areas, so a comprehensive list will be helpful.

## **If You Are Concerned for a Student's Immediate Safety (Module 3)**

This call-out text box outlines the general steps to take if students are concerned that a peer may be a danger to themselves or others. Your institution may have specific policies or protocols for students to follow if they are employees of the institution (for example, some institutions require students to complete a notification form). You can edit this section to include information on the steps students should take at your institution.

## **Practice Scenarios (Module 3)**

The practice scenarios, which were written by post-secondary students, are an important tool to help learners consider and put into practice what they have learned. This course includes six scenarios featuring students from diverse backgrounds facing different challenges. You can edit these existing scenarios, create new ones to better suit your campus context, or change the images.

## **Resources**

The Resource section includes links to the following PDFs:

- A handout of the Wellness Wheel, which includes descriptions and examples of the nine dimensions of wellness
- A handout on how to respond to students who are overwhelmed or in distress
- A handout with the course scenarios and feedback to serve as a reference
- A handout with key learning points and reflection questions found in the course

You can add additional resources (handouts or other documents) to this list. If you remove one of the handouts, you will need to review the course carefully as there are several references to handouts through the modules. As well, a list of these resources is also provided in the Introduction and in the Resources section, and these lists will need to be modified if handouts are changed.

## Changing or Adding Quizzes

The course includes ungraded knowledge checks (quizzes) at the end of each module, which learners can use to assess their understanding of the material. These quizzes are not required; learners can skip over them if they choose. If you would like learners to complete the quizzes for tracking progress or completion, you can adjust the settings in Articulate Rise. As well, if you would like to add a final assessment to the course, you can develop that in Articulate Rise. See the section Making Edits to the Course in Articulate Rise for information on how to add or change a quiz.

## Changing Colours and Adding Logos

If you want to align the course more closely with your institution's graphic style, you can change the colour palette used in the course. See the section Making Edits to the Course in Articulate Rise for more detailed instructions. You can also add in your institution's logo or use photos or images from your institution or the local community. You will want to ensure all images are also openly licensed and contain alt-text descriptions.

## Reusing Course Components

Under the Creative Commons Attribution 4.0 International Licence (<https://creativecommons.org/licenses/by/4.0/>), institutions are free to use the course texts, images, videos, graphics, and handouts in other ways, including to build a new course or to add into an existing course.



# Editing and Sharing the Course

This section provides information on how to edit the course in Articulate Rise if you want to make adaptations or customize the course for your post-secondary institution. This section also goes over how to share the course through a learning management system (LMS), including Moodle, Blackboard, Canvas, and D2L Brightspace.

Keep in mind that LMSs change over time; the instructions provided below were accurate at the time of publication, but you should consult with your institution's technical support team if you have problems integrating the course.

## Text Attribution

This section was adapted from Section 2: Technical Guide (<https://opentextbc.ca/safercampuses/part/technical-guide/>) in *Safer Campuses for Everyone: Implementation Guide* (<https://opentextbc.ca/safercampuses/>) by Sexual Violence Training Development Team, Creative Commons Attribution 4.0 International licence (<https://opentextbc.ca/safercampuses/>).

# How to Obtain a Copy and Make Edits to the Course

## Articulate Rise Overview

*Starting a Conversation About Mental Health* was developed in an e-learning program called Articulate Rise (or Articulate 360). It is a web-based application e-learning authoring tool that enables developers and instructional designers to quickly create custom, interactive courses—no coding experience needed. Some of the benefits of using Articulate Rise are:

- It adapts to all devices (phone, tablet, laptop, and desktop computers) and screen orientations (portrait, landscape).
- It has lots of interactivity, including timelines, flashcards, carousels, quizzes, and scenarios.
- It is easy to edit content on Articulate Rise and then import into an LMS.
- It has the ability to output as SCORM (see information below about SCORM) to track learners' progress and completion, output as HTML5 or PDF.
- It has the ability to export translatable files to convert courses into different languages.
- It allows you to include videos and other multimedia.

Note: All edits to the *Starting a Conversation About Mental Health* course content must be done in Articulate Rise before exporting and uploading the course to an LMS.

## SCORM Overview

SCORM stands for Shareable Content Object Reference Model. It's a collection of online training materials that is put together to an agreed standard for learning objects. The agreed standard tells programmers how to write their code so that it can “play well” with various learning management systems (such as D2L Brightspace, Moodle, Canvas, Blackboard). The SCORM package can track learners' progress and completion. Please note that edits cannot be made once the course content has been exported to SCORM.

## Obtaining a Copy of the Course

### If You Are Not Making Edits

If you are not making any changes or edits to the course, you can request a copy of the course at

the BCcampus Mental Health and Wellness Projects (<https://bccampus.ca/projects/wellness/mental-health-and-wellness/>), and you will be sent the SCORM files for uploading to your LMS. See the section How to Add SCORM Course Content into the Learning Management Systems for detailed information about uploading the files to your LMS.

## If You Are Making Edits

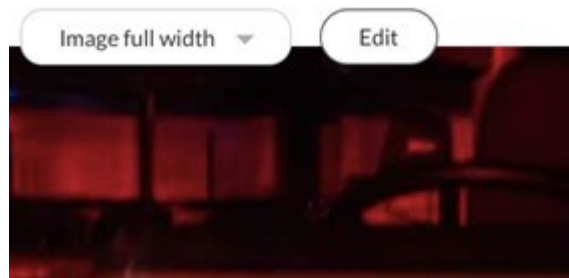
If you want to make edits or changes to the course:

1. Purchase a subscription to Articulate 360 (<https://articulate.com/360/pricing/academic>). Articulate 360 includes a subscription to two applications, Articulate Storyline and Articulate Rise.
2. Request a copy of the self-paced *Starting a Conversation About Mental Health (for Students)* course by completing the form on the BCcampus Mental Health and Wellness site (<https://bccampus.ca/projects/wellness/mental-health-and-wellness/>). Note: Please use the email address that is associated with your Articulate Rise account as copies are shared directly through Articulate Rise.
3. Once you have a copy of the course, you can log in to make edits.

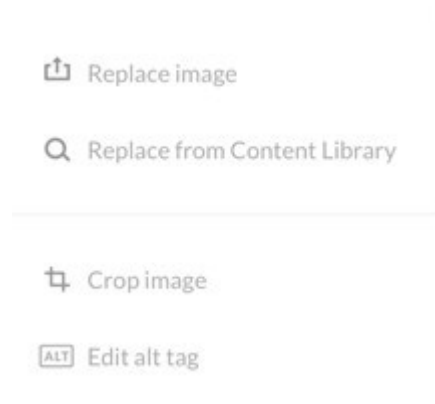
## Making Edits to the Course in Articulate Rise

This section provides instructions on editing the course, including adding content, changing images, and inserting logos in Articulate Rise.

1. To edit the course, log into Articulate 360 (<https://360.articulate.com/>).
2. Click on the **Articulate 360** button.
3. Click on *Starting a Conversation About Mental Health*.
4. Click on the **Edit Content** button for the area(s) to be edited.
5. Navigate to the area you want to edit.
6. Click on the **Edit Content** button for the area(s) to be edited.
7. Navigate to the area you want to edit.
  - If it's a text edit, click on the areas you want to edit and then type.
  - If it's an image you want to replace, hover over the image, then click on the edit button on the left side.

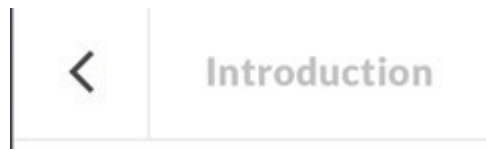


- Click on edit once the side panel opens – you will have the option to upload your own image, or search from Articulate Rise’s library.



### To update the logo or the course banner:

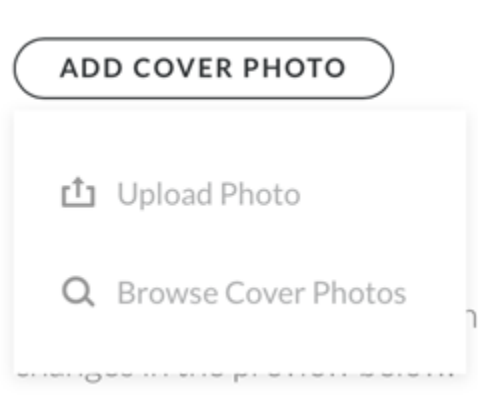
- Return to the main course page (if you are in one of the lessons).



- Then click on **Settings** on the upper right corner area.
- Click on upload logo and upload your logo.

### To update an existing cover photo:

- Click the trash can icon to delete the existing cover photo.
- Then upload your own or use one from Articulate Rise’s gallery.



### To update colour/font of the course:

- Click on the **Customize Theme** button.
- You can select predefined colours or select your own.
- Select a different font for header/text by changing the font style dropdown list.

### To add a quiz lesson to your course:

- Click **Add Question** and select from the list
- You can select the type of quiz question you would like:
  - Multiple choice
  - Multiple response
  - Fill in the blank
  - Matching
- For more information, visit Rise 360: Question Types for Quiz Lessons (<https://articulate.com/support/article/Rise-Question-Types-for-Quiz-Lessons>)

### To customize your quiz settings:

- Click **Settings** in the upper right corner of the quiz.
- Adjust the following quiz settings as needed:
  - Passing Score
  - Require Passing Score to Continue
  - Quiz Retries
  - Include in Lesson Count
  - Continue Button Style
  - Randomize Question Order
  - Shuffle Answer Choices

- Reveal Answers
- For more information about the options for quiz settings, visit Rise 360: Quiz Settings (<https://articulate.com/support/article/Rise-Quiz-Settings>).

There is no “Undo” button. All edits done are saved in real time.

There are a few ways to recover accidentally deleted content:

- If you’ve accidentally deleted some text or a table in your block, you can use CTRL+Z (or CMD+Z) to undo the action.
- If you delete a lesson or a block, you’ll see an Undo button for a few seconds at the bottom left of your screen. Once the undo button is gone, there is no way to undo/recover the deleted block. The lesson/block will need to be re-created.

## Additional Articulate Rise Tutorials

- Build Your Skills with Articulate Rise 360 Training (<https://training.articulate.com/videos/rise-360-aquick-overview-to-rise-360>)
- Articulate 360 Training videos (<https://training.articulate.com/videos>)
- Rise 360: Translate Your Course (<https://community.articulate.com/articles/rise-360-translate-your-course>) (how to translate Rise courses into different languages)
- Articulate 360: Creating, Sharing, and Reusing Block Templates (<https://articulate.com/support/article/Rise-Creating-Sharing-and-Reusing-Block-Templates>)
- Getting Started with Review 360 (<https://community.articulate.com/series/getting-started-with-review-360>) (how to publish projects to Review 360 and collect feedback from stakeholders)

# How to Export a Customized Version of the Course to SCORM

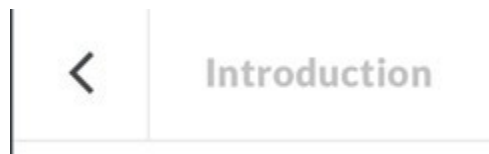
Once all the edits are completed, you can export the course as a SCORM package.

First, ensure all links are functional. These links include:

- Course videos hosted by BCcampus (two in Module 1, two in Module 2, one in Module 3, and one in Course Summary)
- YouTube videos (one in Module 2 and one in Module 3)
- Handouts in the Resources section
- Any additional links you have added

To export the course as a SCORM package, return to the main landing/home page of the course.

Note: If you are in one of the modules, click on the **Back arrow** button to return to the course homepage.



Click on Export at the top of the menu.



Update the settings of the course to:

- Export Type: LMS
- LMS: SCORM 1.2
- Tracking: Track using course completion 100%
- Reporting: Complete/Incomplete
- Exit Course Link: On

- Click on the Export button at the top right and save the SCORM zip file to an area where you will remember (such as your desktop).

Export settings

---

**Export Type** LMS

---

**LMS** SCORM 1.2

---

**Tracking**  
You can track progress and completion in three ways:

☒ **Track using course completion**  
Set the percentage of the course a learner must finish to mark as completed. 100%

☐ **Track using quiz result**  
Course has no quizzes

☐ **Track using Storyline block**  
Course has no Storyline blocks

---

**Reporting**  
Report completion status as: Complete/Incomplete

---

**Exit Course Link**  
Add a link that lets learners easily return to an LMS On ☒

---



# How to Add SCORM Course Content into the Learning Management Systems

## Moodle

### Adding a SCORM Activity

1. With editing turned on in Moodle, click **Add an Activity or Resource** in the section where you want to add the SCORM package.
2. Select **SCORM Package** and click **Add**.
3. Enter a **Name** for the SCORM package.
4. Enter any instruction for learners in the **Description Box** (optional).
5. Click on the **Add** button under the **Package** section.
6. Select the SCORM zip file and click Open.
7. Click **Upload this File**.
8. Under the **Attempt Management** section, select the number of attempts you want to give the learners to complete the SCORM activity.
9. Select how you would like those attempts to be graded. (Note: Usually this is set up so that learners can return the course as often as they would like and have unlimited attempts to complete the course.)
10. Click **Grade** to set up the maximum number of points available in the SCORM package.
11. Have a look through the other available settings that may be applicable to your activity.
12. Click **Save and return to course** or **Save and Display**.

For information on how to access SCORM reports in Moodle, visit SCORM Reports – MoodleDocs ([https://docs.moodle.org/19/en/SCORM\\_reports](https://docs.moodle.org/19/en/SCORM_reports)).

## D2L Brightspace

### Adding a SCORM Activity

1. In Content > Table of Contents, click on Import Course and then Import Course Package.
2. Drag your zipped (.zip) SCORM content into the upload box.
3. Select **Upload**.
4. Click on **Import All Components**.

5. Click on **Continue**.
6. Click the **Select All Components checkbox** to import all files in your SCORM package.
7. Under Advanced Options > Import file to: please type in a unique module name so that the unzipped files from your SCORM package will be placed into their own folder (and won't conflict when you load more SCORM packages). Use the name of the learning module or another logical name that is unique to the content.
8. Click the **Import Metadata** checkbox.
9. Click on **Continue** to proceed to the next step.
10. Select **Continue** to proceed.
11. You should now see a confirmation message that your course import was successful. Click on **View Content** to view your SCORM package in the Content section of your course.
12. Click on the **SCORM package name** to view (and test) the SCORM package, as well as rename, add a description or restrictions, etc.

For information on how to access SCORM reports in D2L Brightspace, visit Track Activity and User Progress on SCORM Objects ([https://documentation.brightspace.com/EN/le/content/instructor/track\\_activity\\_user\\_progress\\_on\\_scorm\\_objects.htm](https://documentation.brightspace.com/EN/le/content/instructor/track_activity_user_progress_on_scorm_objects.htm)).

## Blackboard

### Adding a SCORM Activity

1. With editing turned on, enter the content area into which you would like to place your SCORM learning object.
2. Hover your mouse over **Build Content** and choose **Content Package (SCORM)**.
3. You will be presented with the Add SCORM Content screen.
4. Click on **Browse My Computer** and locate the object you wish to upload then click Submit.
5. In the Title area, the title will be automatically populated from information taken from the object you uploaded at the previous step. You can change this if you like. You can also enter a Description if you wish.
6. In the SCORM Availability area, set **Make SCORM Available** to **Yes**.
7. Set the number of attempts that you will allow.
8. Set a time range for the object to be available if necessary and appropriate.
9. Choose to track the number of views if you wish. This option will only track that the link to the object has been viewed, not the object itself.
10. In the Grading Area, set how the SCORM module should be marked.\*
  - **SCORM Score** – Displays the total score.
  - **SCORM Completion** – A tick symbol indicates if a user has completed the item.

- **SCORM Satisfaction** – If you have selected a minimum score the learner must achieve when creating the SCORM content, select the check box to enforce a pass or fail element.

For a pass mark a green tick will be displayed in the Grade Centre column and a score of 100.00 will be added to the Grade Attempt, a red cross and a mark of 0.00 will be displayed for failure.

11. Enter a due date (optional).
12. Leave the Grade Timing option set at the default, (i.e., when SCORM is completed, with Grade of Last attempt).

\*You will usually want to set the SCORM modules to be set to show who has completed them. This way you can check the gradebook to see who has completed the course and who is still in progress.

For information on how to access SCORM reports in Blackboard, please visit Add SCORM Content Packages to Your Course ([https://help.blackboard.com/Learn/Instructor/Ultra/Course\\_Content/Create\\_Content/Add\\_Content\\_Packages/ULTRA\\_Add\\_SCORM#scormanalytics\\_OTP-4](https://help.blackboard.com/Learn/Instructor/Ultra/Course_Content/Create_Content/Add_Content_Packages/ULTRA_Add_SCORM#scormanalytics_OTP-4)).

## Canvas

### Creating Canvas Course Shell

Follow these instructions if you need to create a brand-new course shell: How do I start a new course from the Dashboard as an instructor? (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-new-course-from-the-Dashboard-as-an-instructor/ta-p/794>)

### Adding a SCORM Activity

1. By default, SCORM is hidden in Canvas. In order to upload, the tool will need to be visible.
2. To make SCORM visible, click on Settings.
3. Click on the Navigation tab.
4. Drag and drop the SCORM menu item from the hidden area to the visible area of the course menu.
5. Click save. Now you're ready to upload the SCORM object.
6. In Course Navigation, click the **SCORM** link.
7. At the upper right area, Click the **Upload** button.
8. Select the file from your computer and then click the **Open** button.

9. Select the .zip file containing your SCORM package. It may take several seconds to upload the file, depending on its size; a progress bar will indicate upload status. When the process is complete, the new upload may appear at the bottom of your list of SCORM packages.
10. Once the file is uploaded, select the object import type – Import as a graded assignment.
11. Click the Go button.
12. Navigate to the Assignments tool and find the new assignment. Edit the assignment to add necessary instructions, point value, due date, and so on. Do not change anything in the “Submission Type” field.
13. Click Save, then click on Publish to publish the assignment
14. To view the assignment in Canvas or to edit assignment details, click the **Assignment** icon. Imported SCORM assignments also display on the Assignments Index page. Once imported, you can move the assignment to an assignment group and add it as a module item.

**NOTE:** All SCORM uploads default to 100 points.

## Creating a Module in the Course

- Follow these instructions on how to create a module: How do I add a module? (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-module/ta-p/1151>)

## Adding the SCORM Activity to the Module

- When you are creating an assignment after having uploaded the SCORM as an assignment, the course name *Starting a Conversation About Mental Health* will appear as an item that you can select. Click Starting a Conversation About Mental Health and then click Add Item.
- For more information visit: How do I create an assignment? (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-an-assignment/ta-p/740>)

## Publishing the Course

- If you have permission to publish the course, follow these instructions in How do I publish a course? (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-publish-a-course/ta-p/1185>)
- Your intuition may have restricted this feature. If so, please contact your support team.
- For information on how to access SCORM reports in Canvas, visit: How do I view course analytics? (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-view-Course-Analytics/ta-p/968>)

# Accessibility Considerations

Accessibility means that course content is designed for all learners—including those with auditory, visual, mobility, or learning disabilities. Articulate Rise supports NVDA, JAWS, VoiceOver, and TalkBack screen readers and aims to follow Web Content Accessibility Guidelines (WCAG) 2.1 Level AA. You can learn about specific features and ongoing work to develop fully accessible courses in the Rise 360 Accessibility Conformance Report (<https://articulate.com/support/article/Rise-360-Accessibility-Conformance-Report-VPAT>).

Most of Articulate Rise's accessibility features such as keyboard navigation, buttons, links, and forms are built into the app and do not require input or decision-making from course developers. However, there are several accessibility considerations that are the responsibility of course developers. In the *Starting a Conversation About Mental Health* course, alt-text (text-based descriptions for images and other non-text content) are provided for all images and graphics. As well, all the videos include closed captioning.

If you change colours or fonts or insert new graphics or videos, you will want to ensure this new content is accessible as well. This means checking colour contrast, labelling graphic blocks, providing closed captioning for videos, and writing alternative text for images. See these articles on the Articulate Rise website for more information:

- Rise 360: How to Add Alternative Text to Images (<https://articulate.com/support/article/Rise-How-to-Add-Alternative-Text-to-Images>)
- Rise 360: How to Add Closed Captioning to Videos (<https://articulate.com/support/article/Rise-360-How-to-Add-Closed-Captioning-to-a-Video>)
- Rise 360: Keyboard-Accessible Navigation (<https://articulate.com/support/article/Rise-Keyboard-Accessible-Navigation>)

Articulate Rise also offers a feature that can easily translate your customized course into a different language (the app supports left-to-right languages and scripts with double-byte character sets). See the following article for more information:

- Rise 360: Translate Your Course (<https://community.articulate.com/articles/rise-360-translate-your-course>)

**Known Accessibility Issues**

Currently, matching drag-and-drop questions and sorting activities are not fully accessible in Articulate Rise. The *Starting a Conversation About Mental Health* course uses drag-and-drop questions in the practice scenarios, but an accessible text version is provided. You can alter these questions can be altered (e.g., changed to multiple choice questions) to better meet the needs of your learners, if desired.

# Versioning History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.01. If the edits involve substantial updates, the version number increases to the next full number.

The files posted by this book always reflect the most recent version. If you find an error in this book, please fill out the Report an Error (<https://open.bccampus.ca/browse-our-collection/reporting-an-error/>) form.

Version	Date	Change	Details
1.00	Dec 13, 2022	Book published.	
1.01	Jan 10, 2023	Minor text changes.	Update the Ministry name in text and cover to “Ministry of Post-Secondary Education and Future Skills”.