CONNECT

Inclusive open schooling with engaging and future-oriented science

BEST PRACTICE

Description for the website:

Title: "In the CFGM of Pharmacy we promote our mental health"

This best practice exemplifies an Open Schooling program focused on promoting a Healthy Mind, which was crafted by ETP Xavier. This project was collaboratively developed by eight teachers from the CFGM of Pharmacy between the 21/3/202313/4/2023 and received support from the Living Lab of Health at IrsiCaixa.

Care Stage: The students of the CFGM of Pharmacy made an analysis about health and its three branches and were very interested in working on the promotion of their mental health during their stay at the educational center. A total of 38 students participated in two groups (morning and afternoon).

Know stage: During the participatory research phase, during which they identified their needs and devised an action plan, students utilized their knowledge of mental health and habits. Additionally, they actively applied skills such as planning, organization, information retrieval, self-directed learning, and the application of acquired knowledge.

Estapa Do: Students conceived and implemented a mental health promotion action plan comprising four distinct activities. It was the students themselves who lead the sessions at the classroom.

Results related to the *Open Schooling approach*:   Undoubtedly, participatory research has allowed them to not only develop the professional, personal, and social skills outlined in the curriculum of the CFGM Pharmacy and Parapharmacy but also provided them with the opportunity to enhance key cross-cutting skills essential for their future profession, such as autonomy, work organization, responsibility, and teamwork. Certainly, the inclusion of social actors in this research can further facilitate the cultivation and acquisition of these competencies and knowledge.

Support for the implementation of educational resources by: head of department
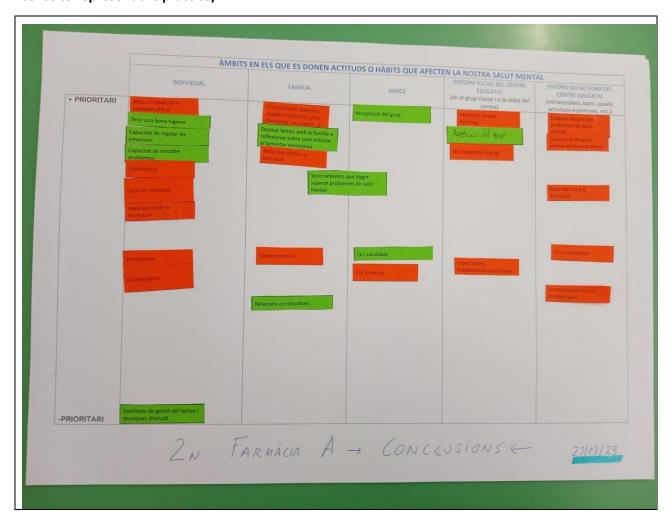
Student results: The students enthusiastically embraced the proposal and eagerly accepted the challenge to participate. We believe that this initiative has served as an excellent opportunity to shed light on the significance of mental health issues among young people. Simultaneously, it has enabled us to foster certain skills among the students through the application of scientific methodology throughout the entire process.

Select the most representative photo of your practice (it will be public and published under an open license to represent the practice).

ABOUT THE CONNECT INSTITUTION that supported the school	
ORGANIZATION	IRSI (SENTINEL SCHOOLS)
COUNTRY	SPAIN
Name of the contact person	LAIA VIVES
Period of implementation	Start date: 21/ 03/22 Final date: 13/ 04/22

ABOUT THE TEACHERS INTERVIEWED	
EDUCATIONAL CENTER	ETP Xavier
TEACHERS (name and surname) (for certificates of inspiring practices)	Santi Ramírez Ibarz, Mónica Calero Jacobs, Roser Garrofé Pujol, Lidia Mesas Horetelano, David Roca Cusso, Mireia Lázaro Domingo, Teresa Amóros Vila and Teresa Mari Garriga Granados
GENRE	
AREA (Science, Physics, Chemistry, Biology, ...)	CFGM Pharmacy (tutors, Biology), Synthesis module
How many sessions have you implemented the CONNECT Education resource for?	21
Title of the educational resource used	Healthy Mind
Curriculum vitae	M13 Synthesis module

ABOUT TEACHERS' STUDENTS	
Course	2nd year of CFGM Pharmacy
Age	16-18
Total number of participating students	38
Total number of students who have completed the activities	38

SCIENTISTS INVOLVED:	
Name	Laia Vives and Rosina Malagrida
Field	Participatory Research, Mental Health

QUESTIONNAIRE

01. How did you use the participatory research resources provided by the Living Lab for Health? Were they clear and understandable? Did you modify them to suit your class/subject/curriculum group? If so, can you briefly describe what you did in the modified sessions?

The guide was fine, but it could be clearer and simpler. We modified the activities to adapt them to our needs and the methodology we use in this module (project work).

Student activities with scientists:

Monitoring the implementation of the guide

Student activities with families:

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02. **Did the students use the resources provided in the Student Guide? Do you have a final product of the implementation (or can you describe it) of participatory research?**

The students wanted to create and implement their own activities based on their prioritization of needs according to categories.

Do you have any examples of what students have prepared?

Board game to talk about emotions.

Card game to talk about emotions related to lived experiences.

Test to raise awareness about anxiety and tools to deal with it.

Mindfulness session

Image? Poster? Video clip?

(Add an image if possible)

We have the documents with the detailed activities. If you are interested, you can contact the livinglab@irsicaixa.es

03. **Do you think participatory research is a process that responds to your needs as a teacher?**

Since the methodology used in the synthesis module is based on project work, collaborative research is essential as the initial phase of any plan or action to be generated. We have not yet incorporated in any case the proactive participation of social actors.

Needs related to the school curriculum:

Undoubtedly, collaborative research allows on the one hand to work on the professional, personal and social skills contemplated in the curriculum of the CFGM Pharmacy and Parapharmacy and also offers the possibility of enhancing the transversal key capacities of the future profession of our students such as autonomy, work organization, responsibility and teamwork. Surely, the fact of including social actors in this research can further favour the work and achievement of these skills and knowledge.

Student engagement and participation:

They have shown commitment and have actively participated.

Students' interest and confidence in science:

They have also shown interest and confidence and have verbalized the need to work on mental health in the classroom.

04. **Were the resources easy to use?**

Yes, but the guide could be clearer and more understandable.

Do you have any specific issues related to materials, procedures, resume pressure:

Click to enter text

05. **Do you think participatory research was beneficial for students?**

From the moment they have been divided into working groups and asked to categorize and prioritize factors related to various mental health problems, their capacity for self-organization and self-management has already been promoted in a very favourable way. In our case, the fact that they have created their action plan with their own activities to be implemented, has made them feel more protagonists from the beginning and has favoured this promotion.

It describes student achievements during participatory research related to:

KNOWLEDGE	- Health, mental health, and the variables that influence it. - Analysis of the factors that influence mental health. - Scientific knowledge. - Healthy habits.
SKILLS	- Planning and organization. - Search for information. - Conceptual thinking. - Analytical thinking. - Self-learning and use of knowledge.
ATTITUDES	-Flexibility -Self-confidence -Self-control - Teamwork -Leadership

06. **What were the challenges for students to put participatory research into practice?**

There were many sessions and that made it a bit difficult to follow-up.

Main challenges for students (select all necessary):

☐ Difficult...

☒ Long...

☐ Bored...

☐ Other (please specify): ...

07. What activities were best suited to the curriculum? Do you think there were obvious ties to the curriculum currently set by the Department of Education?

In general, the activities are adapted to the competences included in the curriculum of the CFGM Pharmacy.

What helped students achieve learning goals:

...

08. What activities did not fit well with the curriculum?

Write anything that can be done differently or avoided:

...