

**Adult MHFA Division of Curriculum and Timing Guide**

	<b>Topic</b>	<b>Slides</b>	<b>Exercises &amp; Discussions</b>	<b>Cultural Considerations</b>
<b>Session 1   Part 1</b>	Introductions Overview of MHFA Course & Manual	1 - 3	Ice Breaker Ground Rules Parking Lot	Ground rules: mention importance of cultural humility; honoring the experience of others  Framing the course: mental health impacts various populations in different ways; stigma; distrust of/interaction with systems; etc.
	What is MHFA Why MHFA What is a Mental Disorder	4 - 6	Why MHFA Brainstorm Negative Terms Who Can Diagnose	Why MHFA: MHFA is a useful tool to begin a discussion that may be taboo in some cultures; list of those who can diagnose may not immediately include cultural healers, but they can certainly be critical in identifying early signs and symptoms, which will be explored later in the course  Brainstorm: Note that some negative terms may be unique to one's cultural experience
	Prevalence of Mental Disorders Disability & Recovery MHFA Action Plan	7 - 11	Prevalence Disability Weights	Slide 7/Prevalence: Discuss how prevalence may be different depending culture/population; discuss reasons for lack of prevalence data for specific populations  Disability Weights: Add a question to discussion: How might being from a xx culture or xx culture change the impact/order of the cards listing the disorders
	Depression & Anxiety Signs & Symptoms of Depression	12 - 16	A-Z Depression & Anxiety DVD: Pain of Depression	A-Z: Pre-populate some of the list with words that are unique to/resonate with the specific audience/population in the course DVD: When debriefing, discuss how the impacts of depression may be different depending on cultural experience  Slides 20-21/Signs-Symptoms: Discuss cultural differences in descriptions of 'depressive' signs/symptoms (e.g. physical pain vs. psychological)  After slide 16: In addition to encouraging discussion of signs/symptoms with health professionals, other cultural leaders (as appropriate) may also be a good place to start depending on the individual

Session 1   Part 2	Anxiety Disorders Prevalence Signs & Symptoms	17 - 23	Illustrations of Anxiety Risk Factors for Depression & Anxiety	<p>Illustrations: Encourage use of culturally appropriate/specific symptoms of anxiety; When debriefing, discuss how the impacts of anxiety may be different depending on cultural experience</p> <p>Slides 20-21/Signs-Symptoms: Discuss cultural differences in descriptions of 'depressive' signs/symptoms (e.g. physical pain vs. psychological)</p> <p>Risk factors: Include historical/generational trauma as an option that is not listed</p>
	MHFA Action Plan Asses for Risk of Suicide Warning Signs of Suicide	24 - 30	Helpful Things to Say Myths & Fact About Suicide & NSSI Ask the Question	<p>Helpful Things to Say: Consider how cultural experiences and norms influence might seem helpful versus unhelpful things to say or do when giving info</p> <p>Slide 26: Add Gender/Gender identity For example, LGBTIQ people are at an increased risk of depression, anxiety, substance use problems, suicidal thoughts and behaviors, and non-suicidal self-injury</p> <p>Ask the question: In some cultures, this question may be considered unacceptable; engaging in a way that resonates and keeps a person safe is important</p>
	Non-Suicidal Self Injury	31 - 33	Reasons for Non-Suicidal Self-Injury Medical Emergencies	<p>Discuss that cultural factors may influence what actions are considered NSSI as well as the reactions/responses of family/friends from the culture (<i>e.g. culturally traditional activities vs. activities completed as a result of or to avoid stress</i>)</p>
	MHFA Action Plan- LGEE	34 - 40	MHFA Action Plan	<p>After noting that ALGEE is not linear, ask participants to consider cultural differences in showing empathy and support.</p> <p>Listening/Not Listening: Ask participants, how do differences in culture influence how an individual reaches out? How might culture impact how a person shows that they are listening and supporting respectfully and nonjudgmentally?</p> <p>Slide 38: Important to note that some cultures may choose to list their elders or others leaders as 'professional help' and this slide lists 'western' professionals; Ask if there are others that should be added from a cultural perspective</p>

				Slide 40: Ask for suggestions of additional culturally relevant supports and activities
Session 2   Part 1	Panic Attack	41 - 45	Panic Attack Demonstration	<p>When selecting a scenario for the demonstration, choose a setting that is representative of the participants in the course</p> <p>Note that physical touch and the gender of the person providing assistance may be a cultural factor to consider</p>
	Traumatic Events	46 - 49	What is a Traumatic Event Impact of Trauma	<p>Traumatic Event Discussion: Include historical/generational trauma and trauma as a result of fleeing or being forced from one's country of origin as options that are not listed</p> <p>Traumatic Event Scenarios: Choose a scenario that is representative of the participants in the course; may want to change the names/activities (e.g. sport, settings, etc.) of the people in the scenario to be reflective of the cultures present</p> <p>Mention the fact that the long-term impacts of historical and/or generational trauma may be a factor in how a person may interpret current traumatic events</p>
	Psychosis	50 - 57	Myths & Misunderstandings Auditory Hallucination Exercise	<p>Mention that prevalence statistics may differ across cultures and are influenced by the lack of available data and demographic representation in most studies</p> <p>Discuss how auditory and visual hallucinations may be interpreted differently across cultural experiences</p> <p>Auditory Hallucination Exercise: May want to change the statements in the Auditory Hallucinations exercise to reflect "they" instead of "he/him, she/her"</p> <p>Discussion-Why people go undiagnosed for so long: Many cultures have their own ways of dealing with mental health challenges; barriers exist to treatment access; distrust of the medical system</p>

Session 2   Part 2	MHFA for Psychosis	58 - 68	DVD: MHFA for Psychosis Demonstrate Neutral Stance	<p>Ask participants: How might the scenario in the video differ if it occurred in another cultural context?</p> <p>Slide 66: Ask if there are others that should be added from a cultural perspective</p> <p>Slide 67: Ask for suggestions of additional culturally relevant supports and activities</p>
	Substance Use Disorders	69 - 75	FAQs About Alcohol Risk Factors	<p>Mention that prevalence statistics may differ across cultures and are influenced by the lack of available data and demographic representation in most studies</p> <p>Ask participants: How does an individual's understanding of their cultural identity and place in their communities impact their feelings of self-value?</p>
	MHFA for Substance Use	76 - 85	Recovery Position Stages of Change	<p>Slide 77: Ask participants to consider cultural differences in showing empathy and support</p> <p>Stages of Change: Ask participants: How does shared culture impact our understanding of help-seeking? Fear or stigma? Shame/guilt?</p>
	Concluding Activities	86 - 87	Scenario- Full Action Plan	<p>Choose a scenario that is representative of the participants in the course; may want to change the names/activities (e.g. sport, settings, etc.) of the people in the scenario to be reflective of the cultures present</p>
	Evaluation & Wrap Up		MHFA Quiz Evaluations Graduation	<p>Remind participants of the importance of trust and honoring the experience of others when discussing mental and physical health</p>