

Youth MHFA Division of Curriculum and Timing Guide

	Topic	Slides	Exercises & Discussions	Cultural Considerations
	Welcome	1	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.
Session 1 Part 1	Overview of Youth MHFA Course Overview of the Youth MHFA Manual What is Your Role?	2 - 6	Mental Health Opinions Quiz How can MHFA Help Our Communities? Why Youth Mental Health First Aid?	How can MHFA Help Our Communities: Ask participants to volunteer ideas on how the cultural components of our communities. How does shared culture impact our understanding of self? Wellness and health? Help-seeking? Fear or stigma? Why Youth Mental Health First Aid: Youth 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
	Youth Mental Health Problems in the United States Prevalence of Mental Disorders Adolescent Development Resiliency Youth MHFA and the Spectrum of Interventions Youth MHFA Action Plan	7 - 17	What are Mental Health Problems/Illnesses/ Disorders? Find Your Match Age of Onset: Get Up & Go Typical Adolescent Development Range of Interventions	Slide 7/What are Mental Health Problems: Ask the group: how do cultural beliefs impact the positive/negative connotation of these terms? Ask them to consider how culture, particularly at earlier ages/stages of adolescence, shape our understanding of physical and mental health. Slide 9/Prevalence: Discuss how prevalence may be different depending culture/population; discuss reasons for lack of prevalence data for specific populations / reporting Age of Onset: 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 Typical Adolescent Development: Ask the group: how might different culture impact developmental changes and relationships with those in the community (family members, elders, teachers, friends, etc.)

Session 1 Part 2	Signs and Symptoms Nonsuicidal Self-Injury	18 - 23	Mental or Physical A-Z DVD: Kevin Hines – Signs and Symptoms	<p>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</p> <p>Slides 20-21/Signs-Symptoms: Discuss cultural differences in descriptions of ‘depressive’ signs/symptoms (e.g. physical pain vs. psychological)</p> <p>After slide 22: Ask participants to consider how cultural norms and cultural expression can influence how an individual communicates the signs or symptoms of stress or worry. How would this impact body language or communication styles?</p>
	Risk Factors for Developing a Mental Health Disorder Protective Factors	24 - 25	Resilience Q&A	<p>Risk factors: Include historical/generational trauma as an option that is not listed</p> <p>Resilience Q&A: Add a question to discussion: How might cultural shifts in a community (i.e., growth of a community with different cultures) affect individual/community approaches to resilience? Consider generational differences in culture that impact approaches to resilience in adolescents and older generations.</p>
	Youth MHFA Action Plan Action ‘A’ – Assess for Risk of Suicide or Harm	26 - 29	Reviewing ALGEE	<p>Slide 27: After noting that ALGEE is not linear, ask participants to consider cultural differences in showing empathy and support. Ask the group to consider the different roles they play in their community and how that might change how they reach out to and help youth.</p>

Session 2 Part 1	<p>What Do You Do? Using the ALGEE Action Plan</p> <p>Approaching the Youth</p> <p>Action 'L' – Listen Nonjudgmentally</p>	30 - 31	<p>Scenario Scene One</p> <p>Listening/Not Listening</p>	<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> <p>When conducting the scenario activity, encourage use of culturally appropriate/specific verbal and physical cues to show listening and attention skills.</p> <p>Listening/Not Listening: Ask participants, how do differences in culture influence how an individual reaches out to a youth in crisis? How might culture impact how a person shows that they are listening and supporting respectfully and nonjudgmentally? Consider how cultural norms shape what an adolescent/youth shares about his/her feelings and concerns.</p>
	<p>Action 'G' – Give Reassurance and Information</p>	32 - 33	<p>Helpful and Unhelpful Reassurance and Information</p> <p>Scenario Scene Two</p>	<p>Helpful and Unhelpful: Consider how cultural experiences and norms influence might seem helpful versus unhelpful things to say or do when giving info.</p> <p>Slide 33: Ask participants to brainstorm how culture influences positive communications, including sharing helpful information vs. advice, and supportive vs. patronizing statements.</p> <p>Scenario: When debriefing, discuss how the impacts of crises may be different depending on cultural experience. Ask the group to discuss cultural understanding of recovery and professional help approaches. What are cultural supports (community-based or cultural leaders) that can help ground conversations about care with adolescents?</p>
	<p>Action 'E' – Encourage Appropriate Professional Help</p>	34 - 38	<p>Types of Professionals or Treatment</p>	<p>In addition to encouraging youth to connect to health professionals, other cultural leaders (as appropriate) may also be a good place to start depending on the individual.</p> <p>Slide 37-38: Discuss how health care professionals, the “meaning” of medication and/or diagnosis, and different health programs may be seen differently depending on culture/population (stigma, spirituality, social networks).</p>

Session 2 Part 2	Action 'E' – Encourage Self-Help and Other Support Strategies	39 - 41	Useful Supports for Youth with Symptoms of a Mental Health Disorder Film: Kevin Hines – The ALGEE Action Plan Scenario Scene Three	Useful Supports: How might ideas about wellness/illness narratives shape feelings of control and confidence relating to self-help approaches across cultures? Slide 40: Discuss why social connectedness and peer support/self-help strategies might be particularly important for individuals with different cultural and social traditions. How do family dynamics influence acceptance of these strategies?
	Youth Mental Health First Aid for Crisis Situations Action 'A' – Assess for Risk of Suicide or Harm	42 - 51	Types of Crises Fact, Fiction or Somewhere in Between: Youth Suicide & Self-Injury Suicide Warning Signs Film: Kevin Hines – The Day of the Attempt Asking the Question	Types of Crises: Consider different health and social traditions and cultural experiences that may impact these beliefs. Fact, Fiction: Ask participants: How does an individual's understanding of their cultural identity and place in their communities impacts their feelings on self-value? How does shared culture impact our understanding of help-seeking? Fear or stigma? Shame/guilt? Asking the Question: Ask participants to consider again how culture, particularly at earlier ages/stages of adolescence, shape our understanding of physical and mental wellness.
	Other Crises Taking Care of the First Aider	52 - 53	Panic Attack Role Play Crisis Scenario Taking Care of the First Aider	Remind participants that culture influences how we process our lived experiences and the judgements we make. Try your best to help through a crisis.
	Wrapping Up the Youth MHFA Course Evaluation & Wrap Up	54 - 55	Revisit the Mental Health Opinions Quiz Youth Mental Health First Aid Exam Evaluations and Certificates	Remind participants of the importance of trust and honoring the experience of others when discussing mental and physical health.