



NATIONAL
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Empowering Futures: A Mental Health Pre-Apprenticeship Program for Young People

Module 1

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Program Overview

This comprehensive curriculum is designed to prepare young people (ages 16-24) for careers in the mental health field through a pre-apprenticeship program. It combines foundational knowledge, skills development, hands-on experience, and wraparound support to equip participants for success in this rewarding field.

Curriculum Goals

- Increase awareness of mental health careers and pathways. Facilitate transitions to registered apprenticeships or employment opportunities in the mental health field.
- Develop foundational knowledge in mental health concepts, terminology, and support strategies.
- Build essential skills in communication, active listening, problem-solving, and cultural competency.
- Provide hands-on experience through supervised pre-apprenticeship placements in various mental health settings.
- Foster personal and professional development through mentorship, peer support, and access to mental health services.

Curricular Approach

Learner-Navigator Approach

The curriculum must follow a learner-navigator model, where:

Learners: Youth participants (16+), with limited prior experience in mental health fields.

Navigators: Facilitators (e.g., NYEC members) who guide the sessions. These individuals may not have formal mental health training but need clear guidance to facilitate.

Ideal Navigator and Learner Roles

Navigator

Role: Facilitator guiding participants through content and skill-building exercises in a way that encourages engagement, while also providing support to the Learners and fostering a supportive environment for practice and feedback.

Ideal Profile:

- NYEC member or community leader with experience in youth programming, communication training, and/or leadership.
- Strong interpersonal skills and the ability to model effective communication strategies.
- Familiarity with the following topics is preferred, but not required:
 - mental health topics
 - conflict resolution
 - active listening techniques

Responsibilities:

- Deliver content using the facilitator guide, ensuring all key topics are covered.
- Facilitate group discussions and encourage participation.
- Provide feedback on self-reflection exercises and wellness plans.
- Lead role-playing and practice activities, providing constructive feedback to Learners.
- Create a safe, inclusive space for discussions.
- Manage guest speaker sessions and coordinate logistics.
- Coordinate observation opportunities with mental health professionals for real-world context.

Learner

Role: Participant actively engaging in skill-building exercises to enhance communication abilities and interpersonal effectiveness and gain foundational knowledge about mental health.

Ideal Profile:

- Youth aged 16–24, potentially disconnected from work or school and/or interested in exploring mental health career pathways and developing professional and interpersonal communication skills.
- Limited prior exposure to mental health topics but a strong interest and willingness to learn.

- Open to engaging in interactive activities, such as discussions and role-playing scenarios; open to receiving feedback.

Responsibilities:

- Actively participate in discussions, activities, and group exercises.
- Complete all self-reflection exercises and wellness plans.
- Practice applying communication strategies, such as active listening and conflict resolution.
- Reflect on feedback from the navigator and peers to improve skills.
- Observe and document communication strategies used by mental health professionals during shadowing opportunities.
- Provide feedback on learning experiences for continuous improvement of the program.

Implementation Plan

Navigator Activities

Preparation: Review the facilitator guide and additional resources provided for each module.

Session Facilitation: Conduct interactive sessions, ensuring clear communication of key topics.

Coordination: Arrange for guest speakers and manage Q&A sessions. Arrange for other activities, such as career fairs or shadowing of a mental health professional.

Feedback: Evaluate Learners' participation and provide constructive guidance on activities.

Learner Activities

Learning Engagement: Participate in discussions on mental health, communication, and more.

Skill Application: Engage in role-playing and group activities to practice foundational strategies and ensure understanding of topics.

Personal Growth: Develop a final portfolio to demonstrate acquired knowledge and growth throughout the program.

Curriculum Structure

The curriculum is divided into four modules, each focusing on a key area of learning:

- Module 1: Introduction to Mental Health
- Module 2: Communication and Interpersonal Skills
- Module 3: Mental Health Support Strategies
- Module 4: Career Exploration and Pathways

Use of Technology

When Learners have technology available in addition to Internet access, there are ways to bring the use of technology into the mix. For example, Navigators can use tools like Kahoot for Icebreakers and Warm-ups, adding a bit of fun and engagement when possible. There are also many activities in the curriculum that require Learners to do research on certain topics, so these activities naturally integrate technology, as Learners can use their phone, tablet, or computer to do so.

However, we also know that some Navigators might be working with Learners who don't have access to their own devices, like tablets or computers, or they might be teaching in spaces without Wi-Fi. As a result, we've made sure the curriculum is flexible and can work even in simple learning environments. If the Navigator recognizes that Learners might not be able to research topics easily (for whatever reason), the Navigator should print out research articles ahead of the class that the Learners can read and use for those activities.

Session Outline

Week	Session	Module & Session Topic(s)	Time
1	1	Pre-apprenticeship Overview & Introductions 1.1 Mental Health Awareness	2.5 hours
	2	1.2 Cultural Perceptions of Mental Health 1.3 Stigma Reduction	2.5 hours
2	3	1.4 Mental Health Conditions 1.5 Recovery and Resilience	2.5 hours
	4	1.5 (continued) Recovery and Resilience 1.6 Self-Care and Well-being	2.5 hours
3	5	Module 1 review 2.1 Active Listening	2.5 hours
	6	2.2 Non-verbal Communication 2.3 Effective Communication	2.5 hours
	7	2.3 (continued) Effective Communication	2.5 hours

4		2.4 Conflict Resolution	
	8	2.4 (continued) Conflict Resolution Module 2 review	2.5 hours
5	9	3.1 Crisis Intervention 3.2 De-escalation Techniques	2.5 hours
	10	3.3 Peer Support Frameworks	2.5 hours
6	11	3.4 Basic Counseling Skills	2.5 hours
	12	3.5 Cultural Competency in Care Module 3 Review	2.5 hours
7	13	4.1 Mental Health Careers 4.2 Educational Pathways	2.5 hours
	14	4.2 (continued) Educational Pathways 4.3 Job Search Strategies	2.5 hours
8	15	4.4 Networking and Professional Development 4.5 Transition Support	2.5 hours
	16	4.5 Transition Support Portfolio Presentations & Course Wrap-up	2.5 hours
Total time:			40 hours

Module 1: Introduction to Mental Health

1.1 Mental Health Awareness: Understanding Mental Health, Mental Illness, and the Continuum of Care

1.2: Cultural Perceptions of Mental Health: Understanding Stigma in Different Communities

1.3 Stigma Reduction: Challenging Stereotypes and Promoting Help-seeking Behaviors

1.4 Mental Health Conditions: Exploring Common Mental Health Conditions and Their Impact on Individuals and Communities

1.5 Recovery and Resilience: Understanding the Recovery Process and Building Resilience

1.6 Self-Care and Well-being: Developing Strategies for Maintaining Mental Health and Well-being

Purpose

Module 1 is all about laying the groundwork for understanding mental health and mental illness. It's designed to help learners get a clearer picture of the mental health continuum and the different kinds of care and support available. We'll dive into how mental health is viewed in different cultures, challenge harmful stereotypes, and talk about how stigma affects help-seeking behaviors. This module explores common mental health conditions and the importance of recovery and resilience, giving learners practical tools to reduce stigma and promote a more inclusive, person-centered approach to mental health.

Learning Outcomes for Module 1

- Define and differentiate between mental health and mental illness, including the mental health continuum and its relevance to well-being.
- Understand and analyze different types of stigma (public, self, and structural) and their impact on mental health and help-seeking behavior.
- Identify and describe common mental health conditions, including symptoms, causes, risk factors, and societal impacts.
- Examine the broader impact of mental health conditions on individuals, families, and communities.

- Explore evidence-based treatments, interventions, and recovery principles, emphasizing hope, self-determination, and resilience.
- Challenge stereotypes and reduce stigma through inclusive, person-centered language and community engagement.
- Discuss mental health careers and the roles of professionals in providing care and support.
- Explore strategies for building resilience and fostering mental health recovery in personal and professional contexts.
- Understand the role of self-care in mental health, including practical strategies such as stress management, relaxation techniques, and healthy lifestyle habits.
- Analyze the connection between physical and mental health and develop a personalized self-care plan to support overall well-being.

Session 1: Pre-apprenticeship Curriculum Overview, Introductions, & Module 1.1 (Mental Health Awareness)

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- Digital copy of Facilitator Guide
- PowerPoint presentation: *Session 1_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of Pre-apprenticeship syllabus (*Empowering Futures_Syllabus_Final*)
- Physical copies (quantity dependent on total number of Learners) of Pre-apprenticeship Pre- and Post-Test (*Pre- and Post-Test_Empowering Futures*)
- Physical copies (quantity dependent on total number of Learners) of Pre-apprenticeship Final Portfolio description (*Final Portfolio_Empowering Futures*)
- Physical copies (quantity dependent on total number of Learners) of *Session 1: Goal Setting Activity with a KWL* worksheet (page 15 below)
- Physical copies (quantity dependent on total number of Learners) of *Session 1: Mental Health vs. Mental Illness* worksheet (page 16 below)
- 2-3 packs of Post-it/sticky notes
- Pencils/pens
- Phones/iPads/laptops and access to Internet for Learners, if available and possible
- Any necessary items for the icebreaker activities that you choose (See notes below.)

Preparation

- Read through all of the activities below.
- Print all of the necessary documents and worksheets for the session.
- Provide basic information about yourself (as the Navigator) on Slide 5.
- Research and choose 2 icebreakers that will last 5-7 minutes each and will encourage the Learners to meet one another and make connections. Write instructions to these icebreakers on Slides 6 & 7.

Instructions

Activity 1: Pre-apprenticeship Curriculum Overview (15 minutes)

- For this activity, Navigator should begin by reviewing the syllabus of the curriculum with the Learners. This will help them understand the structure of the program and set clear expectations.
- Start by walking them through the session schedule, outlining the key modules and topics to be covered.
- Next, explain the learning outcomes and objectives, emphasizing what they will gain from the program and how it connects to their personal and professional development. Ensure Learners have a solid understanding of what to expect and feel comfortable asking clarifying questions.
- Finally, Navigator should walk Learners through the description and rubric for the Final Portfolio assignment.
- Navigator should hand out the Pre-test for Empowering Futures and instruct Learners to complete it to the best of their ability. Navigator should explain that it is not for a grade, but rather to be able to see how much they learn in the course, as they will take the same test again at the very end.

Activity 2: Introductions & Icebreakers (20 minutes)

- Navigator leads Learners through 2 to 3 icebreaker activities of their choosing. Navigator can use some of the ideas below, and/or find other activities. Since this is the first session, icebreakers should encourage students to get to know one another and build rapport.

OPTION 1: Two Truths and a Wish (5-7 minutes)

- Ask Learners to think of two true statements about themselves and one wish or aspiration they have (something they want to achieve or experience).
- Allow one minute for Learners to think and write their statements if needed. (Provide Post-it notes)
- Pair Learners with someone they don't know.
- Each person shares their statements, and their partner tries to guess which is the wish.
- After pairs finish, ask a few volunteers to share something interesting they learned about their partner with the group.

OPTION 2: Common Ground (Post-it Connections; 5-7 minutes)

- Distribute three sticky notes to each Learner.
- Ask Learners to write down three hobbies or interests, one per sticky note.
- Once ready, instruct Learners to mingle around the room, sharing their sticky notes with each other.
- If Learners discover common interests, they group their notes together on the wall or board.
- Facilitate a brief discussion by highlighting interesting commonalities.

Activity 3: Community Norms Creation (25 minutes)

- First, explain to the Learners that it's important to create a set of guiding principles for your time together as a group. Explain that these are called community norms.
- Using the question *'What expectations would we like to set for ourselves as a group during this cohort experience?'* as guidance, the Navigator will hand out Post-it notes and pens/pencils to all of the Learners.
- The Navigator will instruct Learners to use the sticky notes in front of them to write at least three norms they think the group should follow throughout this Pre-apprenticeship curriculum. They should write one community norm on each sticky note. There's no need to write their name on the sticky note; these will be anonymous. Once they're done writing, Learners should go and stick these sticky notes up on the board in the front.
- After the Learners have stopped writing community norm suggestions, the Navigator will begin to read the suggestions aloud, one-by-one. Asking the Learners for input, the Navigator will start to physically move the Post-it notes so that similar suggestions are grouped together. Navigator will talk with Learners to come to a final decision for the wording for that community norm and will write it on Slide 10. This process will repeat until all Post-it notes have been read aloud and the group has come up with a draft of community norms.
- Navigator will show the Learners some sample community norms on Slide 11 and give them time to read through them. Navigator will ask the group if they'd like to add any of those community norms to the list. Navigator will then lead the group through a final review of the community norms.

Activity 4: Goal Setting Activity - KWL (15 minutes)

- First, Navigators will hand out the worksheet titled *Session 1: Goal Setting Activity with a KWL* to all Learners and explain that they will use it to set goals, and that they will return to this worksheet in their final session. They will explain that Learners will take 5-7 minutes to:
 1. Reflect on what they already know about themselves and mental health topics and careers; Learners will write down some of those thoughts in the **K**now box.
 2. Reflect on specific things they want to learn during this pre-apprenticeship curriculum; Learners will down these goals in the **W**ant to Learn box.
 3. Navigators will instruct Learners to **not** complete the **L**earned section of the worksheet.
- After giving the Learners 5-7 minutes to work on the KWL worksheet in silence, the Navigator will instruct them to talk through what they wrote down with a partner for 3-5 minutes.
- Navigator will ask Learners to share some of their answers aloud with the group (if they are comfortable). Navigator will provide verbal feedback/commentary on Learners' responses.

Activity 5: Mental Health and Mental Illness Pre-Activity (20 minutes)

- First, Navigator should split students into breakout rooms if session is held virtually, or groups if in-person. Then, Navigator asks them to try and come up with their own definitions of *mental health* and *mental illness* (i.e., be able to explain the differences between the two terms).

Note: This serves as a pre-activity and should be done *before* the Navigator provides Learners with the actual definitions of the two terms.

- Navigator should give the Learners at least 10 minutes to complete the activity; Navigator should encourage the Learners to do so without external resources first, and then after a few minutes, let them know that they can use the Internet and other resources to try to help them.
- Then, Navigator asks students to share their ideas and compare the definitions created by the different groups.
- Navigator should then go over the official definitions of mental health and mental illness from the Session 1 PowerPoint slides.

Activity 6: Unit 1.1 Content Coverage & Think-Pair-Share (20 minutes)

- Navigator covers Slides 14-15, taking time to let Learners reflect on how accurate their own definitions of mental health and mental illness were.
- After showing Learners some examples of mental illness on Slide 15, Navigator encourages Learners to chat briefly with someone next to them about what they know about those illnesses, or what they'd like to learn about them.
- Navigator also explains the mental health continuum on Slides 16-17.
- Navigator shows the Learners Slide 18 and instructs them to do a Think-Pair-Share with the discussion question:

What are some examples of big life events that could cause one's mental health to change (both positively and negatively) throughout their life?

Think-Pair-Share:

First, they'll take 1-2 minutes to think of possible answers to the question on their own. Then, they'll take 2-4 minutes to talk through possible answers in pairs. Then, everyone will share with the group.

Note: During the group debrief, Navigator should encourage students to go up to the board and write their answers in a list of big life events. Next to each big life event, Learners should indicate if they think it could positively impact one's mental health with a '+' next to it and a '-' sign next to those that could impact one's mental health in a negative way. If the learner thinks the event might impact one's mental health both positively and negatively, they can write a '+/-' next to the list item.

- Navigator covers the content on Slides 19-20.

Activity 7: Impact Chart Activity (20 minutes)

- Navigator will give the Learners time to work on filling out an Impact Chart, which has three columns (individual, family + friends, community). Learners will work together to brainstorm and discuss possible ways mental health and mental illness can affect the three different groups. They can draw on personal experiences if they feel comfortable doing so.
- Once complete, the Navigator will ask the Learners to share some of the examples they came up with.

Activity 8: Introduction to Mental Health Promotion (15 minutes)

- Navigator will cover the content on Slides 22-24 on mental health promotion.
- Navigator will play video on Slide 25 and will then guide students through a short discussion using the questions on Slide 26.
- Navigator will wrap up the discussion by going over Slide 27.

Empowering Futures:

A Mental Health Pre-Apprenticeship Program for Young People

Session 1: Goal Setting Activity with a KWL

Know <i>(Complete in Session 1)</i>	Want to Learn <i>(Complete in Session 1)</i>
<p>About myself & others:</p> <ul style="list-style-type: none"> • • • <p>About mental health & mental health-related career pathways:</p> <ul style="list-style-type: none"> • • • 	<p>About myself & others:</p> <ul style="list-style-type: none"> • • • <p>About mental health & mental health-related career pathways:</p> <ul style="list-style-type: none"> • • •
<p style="text-align: center;">Learned <i>(Complete in Session 16)</i></p> <p>About myself & others:</p> <ul style="list-style-type: none"> • • • • <p>About mental health & mental health-related career pathways:</p> <ul style="list-style-type: none"> • • • • 	

Empowering Futures:

A Mental Health Pre-Apprenticeship Program for Young People

Session 1: Mental Health vs. Mental Illness

Try to define the terms below with a partner or small group; include examples, if possible. Avoid using external resources at first, as this is an exercise to get a gauge on previous knowledge and lived experiences.

Then, take note of the definitions provided in the slideshow and see how they compare to what you drafted with your partner(s).

With a partner/ small group:	<u>Mental Health</u>	<u>Mental Illness</u>
Definitions from the slides:	<u>Mental Health</u>	<u>Mental Illness</u>

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The Individual	Their Family & Friends	Their Community

The Impact of Mental Illness on...

Session 2: Module 1.2 (Cultural Perceptions of Mental Health) & Module 1.3 (Stigma Reduction)

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 2_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of *Session 2: Written Reflection on Stereotypes, Stigmas, & Mental Health* (page 23 below)
- Physical copies (quantity dependent on total number of Learners; print enough for half of the total group) of *Session 2 Article 1_Amri and Bemak_Mental Health Help-Seeking Behaviors of Muslim Immigrants in the United States_Overcoming Social Stigma and Cultural Mistrust*
- Physical copies (quantity dependent on total number of Learners; print enough for half of the total group) of *Session 2 Article 2_Roberts_Mann_Montgomery_Mental Health and Sociocultural Determinants in an Asian Indian Community*
- Physical copies (quantity dependent on total number of Learners; print enough for 1 for every 2-3 students to share) of *Iyra_Recognizing and Addressing Mental Health Stigma at Work*
- 2 whiteboard markers (or chalk)
- Whiteboard (or chalkboard)
- Scrap paper and/or white paper for students to draw on
- Pencils/pens
- Phones/iPads/laptops and access to Internet for Learners, if available and possible
- Any necessary items for the icebreaker activity that you choose (See notes below.)

Preparation

- Read through all of the activities below.
- Print all of the necessary documents and worksheets for the session.
- Copy and paste Community Norms (agreed upon in Session 1) on Slide #3 of PowerPoint presentation.
- Research and choose 1 icebreaker that will last 5-10 minutes.

Instructions

Activity 1: Community Norm Review & Icebreaker (15 minutes)

- Navigator welcomes Learners and takes time to show the Community Norms to the group; these are the Community Norms agreed upon in their last session. Navigator asks Learners to take a moment to read them silently and asks if they have anything they want to add or change.
- Navigator then takes the group through an icebreaker activity of their choosing. Since the group is still getting to know one another, it is suggested that it be an icebreaker that focuses on getting to know your peers.

Activity 2: Minute to Win It - Session 1 Review (5 minutes)

- Navigator will divide the group into two teams. Navigator will explain that the team needs to nominate one person, who will go to the front of the space and will be the Team Writer.
- Once the Navigator begins the 1-minute stopwatch, both teams have 1 minute to write as many terms and concepts as they can remember from Session 1. The Learners who are not the Team Writer will need to yell ideas to the Team Writer to help them write as much as they can.

Note: This activity can get very loud. You might consider warning neighboring offices/groups that it will be loud for about 1 minute.

- After the minute is up, Navigator instructs the Team Writers to stop writing and takes the markers from them.
- Navigator starts to read aloud what Team 1 wrote on the board and asks them to explain some (not all) of the terminology and concepts they wrote up there. If the Learners respond with an incorrect definition or statistic, Navigator will correct them in a friendly way.
- Navigator will do the same thing with Team 2 and what they wrote on the board, inviting the Learners to engage in a dynamic review of the topics covered in the last class.

Activity 3: Cultural Stigmas Surrounding Mental Health: Think-Pair-Share (15 minutes)

- Navigator should prompt Learners to reflect on cultural attitudes toward mental health in their own communities or families. Divide Learners into small groups (in-person or virtual breakout rooms) to discuss the following questions:

1. *What are common beliefs or taboos about mental health in your culture or community?*
 2. *How do these beliefs affect individuals seeking help?*
- Encourage the Learners to reflect (think) on their own for 2-3 minutes and then share their thoughts with a peer for 5-7 minutes. After 10 minutes, reconvene as a larger group to share insights and lived experiences and compare perspectives.
 - During (or right after) the group discussion, Navigator will go over the content on Slide 8, highlighting how many cultures associate mental illness with shame, denial, and secrecy.

Activity 4: Written Reflection on Stereotypes (15 minutes)

- Navigator passes out the reflection worksheet to Learners and explains that Learners will use the next 8-10 minutes to do a written reflection in which they:
 1. list examples of stereotypes they have encountered or heard about mental illness;
 2. discuss how these stereotypes impact individuals' willingness to seek care.
- Navigator lets Learners know that they can use their phones (or tablets or laptops) to help them research possible stereotypes, if needed.
- After 8-10 minutes have passed, Navigator asks Learners to share and engages them in a group discussion.

Note: This can also be done in an online Forum or discussion board, if not delivered in a live meeting with the Learners.

Activity 5: Impact of Stigma & Article Breakdown (35 minutes)

- Navigator goes over the content on Slide 10, which covers the impact of stigma in relation to individuals seeking help for their mental health problems.
- Article Breakdown: Navigator divides the group into various small groups; Navigator gives half of the groups Article 1 and the other half of the groups Article 2. Navigator explains that they will take time to read through the article and work in their small groups to answer the following questions:
 1. *What specific subpopulation is the focus of this article?*
 2. *What are some of the stigmas or beliefs related to mental illness mentioned in the article?*
 3. *What are some of the reasons that this subpopulation doesn't seek out help?*

4. *What are other relevant pieces of data and trends mentioned in the article that relate to our discussion on cultural perceptions of mental health and stigma?*

- Then, after about 15-20 minutes of work in their small groups, the Learners need to get up and find the other small groups that were reading the same article. They will discuss the answers they came up with for the questions listed above, and work through any discrepancies. They will also decide which Learners will present the answer to questions 1-4 to the other half of the class.
- Navigator asks the Learners who read Article 1 to give a summary of their article for the other half of the group, and answer questions 1-4 out loud. Navigator then does the same with the Learners who read Article 2. Navigator provides time for Learners to ask their peers questions about the other article (if they have any).

Activity 6: Person-First Language and Its Importance (10 minutes)

- Navigator presents the concept of person-first language vs. identity-first language (Slides 12-13). Navigator provides a list of suggested alternatives to use from the [APA's Inclusive Language Guidelines](#).
- Navigator will lead a debrief during which they will lead the group to discuss how language influences perceptions and attitudes toward mental health.

Activity 7: Strategies for Challenging Stigma Against Mental Health (15 minutes)

- Navigator will ask Learners to draft a short public awareness campaign (e.g., a flyer, social media post, or event outline) targeting stigma reduction within a specific cultural context in small groups. Learners will share and discuss their ideas with the rest of the class, during which they must explain the specific cultural context they chose and why they designed their campaign as such; Navigators can encourage Learners to use free design tools like Canva if they have access to phones, tablets, or computers (and an Internet connection).

Suggested Brain Break: 5 minutes

Activity 8 Understanding Types of Stigmas, Stereotypes, & Misconceptions (15 minutes)

- First, Navigator covers content on types of stigmas on Slide 20; Navigator asks Learners if they can think of an example of each type of stigma mentioned on the slide.

- Navigator covers content on Slide 21 and introduces a question to begin a group discussion:
What are some stereotypes about mental health you've encountered, and how do they affect individuals or communities?

Activity 9: Stigma of Help-Seeking Behavior (5 minutes)

- First, Navigator covers content on Slide 22.
- Navigator introduces a question to begin a group discussion:
Why do you think stigma prevents people from seeking mental health support? Share examples from the media, firsthand experiences, or community observations.

Activity 10: Challenging Stigma (15 minutes)

- Navigator will ask Learners to draft another short public awareness campaign (e.g., a flyer, social media post, or event outline) aimed at reducing stigma, this time to a more general audience. They will do this individually.
- Learners will share and discuss their ideas with the rest of the class, during which they explain why they designed their campaign as such. Navigators can encourage Learners to use free design tools like Canva if they have access to phones, tablets, or computers (and an Internet connection).



Session 2: Written Reflection on Stereotypes, Stigmas, & Mental Health

You can use technology (phones, tablets or laptops) to help research possible stereotypes, if needed.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Session 3: Module 1.4 (Mental Health Conditions) & Module 1.5 (Recovery and Resilience)

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 3_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of *Session 3: Symptoms, Possible Causes, and Risk Factors of Anxiety, Depression, and PTSD* (page 28 below)
- Physical copies (quantity dependent on total number of Learners) of *Session 3: Example Scenarios* (page 29 below)
- Physical copies (quantity dependent on total number of Learners) of *Session 3: Recovery Case Study* (page 30 below)
- Pencils/pens
- Phones/iPads/laptops and access to Internet for Learners, if available and possible
- Any necessary items for the icebreaker activity that you choose (See notes below.)

Preparation

- Read through all of the activities below.
- Print all of the necessary documents and worksheets for the session.
- Copy and paste Community Norms (agreed upon in Session 1) on Slide #3 of PowerPoint presentation.
- Research and choose 1 icebreaker that will last 5-10 minutes.

Instructions

Activity 1: Community Norm Review & Icebreaker (15 minutes)

- Navigator welcomes Learners and takes time to show the Community Norms to the group; these are the Community Norms agreed upon in their last session. Navigator asks Learners to take a moment to read them silently and asks if they have anything they want to add or change.

- The Navigator then takes the group through an icebreaker activity (or two) of their choosing.

Activity 2: Mental Health Conditions: Think-Pair-Share (15 minutes)

- Navigator prompts Learners to reflect on their understanding of common mental health conditions using the following questions:
*What mental health conditions do you hear about most often in your community?
How are these conditions typically viewed, and how does this influence individuals and families?*
- Encourage the Learners to reflect (think) on their own for 2-3 minutes and then share their thoughts with a peer for 5-7 minutes. After 10 minutes, reconvene as a larger group to share insights and lived experiences and compare perspectives.

Activity 3: Overview of Common Mental Health Conditions (30 minutes)

- Navigator will show the names of the mental health conditions on Slide 7 and will tell Learners to discuss the following prompt with the person next to them for a few minutes:
What do you know about these mental health conditions? Have you observed their effects on individuals or families in your community?
- Then, Navigator will bring the discussion back to the larger group and ask pairs to share out what they talked about.
- Next, Navigator will click on the slide, which will initiate the animation for the definitions of those three conditions to appear on the PowerPoint slide; Navigator will cover said definitions with Learners and clarify if there are any questions.
- Then, Navigator will cover the definitions of symptoms, causes, and risk factors on Slide 8.
- Navigator will pass out the worksheet *Session 3: Symptoms, Possible Causes, and Risk Factors of Anxiety, Depression, and PTSD* to Learners and tell them to use technology (phones, tablets, or laptops) to look up the symptoms, possible causes, and risk factors of anxiety, depression, and Post-Traumatic Stress Disorder.

- After letting the Learners work on the worksheet for 10-15 minutes, Navigator goes over the worksheet and asks Learners to share aloud what they found online. Navigator should compare Learners' answers to the following resources:
- [Post-traumatic stress disorder \(PTSD\) - Symptoms and causes - Mayo Clinic](#)
- [Anxiety disorders - Symptoms and causes - Mayo Clinic](#)
- [Depression \(major depressive disorder\) - Symptoms and causes - Mayo Clinic](#)

Activity 4: Example Scenarios (15 minutes)

- Individually, Learners will read through four example scenarios on worksheet *Session 3: Example Scenarios* describing individuals experiencing mental health symptoms. Navigator explains that they need to try to identify the possible mental health illnesses/conditions based on the information given to them.
- Navigator explains that if they are unsure, it is OK to write "Unsure – Need more information." If they do write this, they need to try to think of a few more pieces of information that might help diagnose the person's condition.
- When they finish, Learners should turn to the person next to them and compare their answers and rationale for those answers.
- Finally, Navigator goes over the worksheet and asks Learners to share aloud what they found online.

Suggested Brain Break: 5 minutes

Activity 5: The Impact of Mental Illness (10 minutes)

- Navigator covers the content on Slide 12 about the impact of mental illness on individuals, families, and communities, and then engages Learners in a quick group discussion on the following question:
In what ways do mental health challenges ripple outward to affect families and communities? Share examples or observations.

Activity 6: Evidence-based Treatments (25 minutes)

- First, Navigator introduces the concept of psychotherapy with Slides 14 and 15, making sure to only show the three types of psychotherapy and not the definitions on Slide 14 at first. Navigator encourages Learners to use their phones/tablets/computers to look up what those three types of therapies are.

- After 5-7 minutes of research time for the Learners, Navigator calls on students to share what they found in their research about these three types of psychotherapy. Then Navigator clicks on the slide so the definitions appear.
- Navigator covers content on Slides 15 and 16, going over the different types of medications and lifestyle changes that can help treat mental conditions.
- Navigator prompts learners to reflect on the role of treatment accessibility using the Think-Pair-Share model. Navigator should encourage the students to reflect on their own for 2-3 minutes and then share their thoughts with a peer for 5-7 minutes. After 10 minutes, reconvene as a larger group to share insights and lived experiences and compare perspectives.

What role do you think treatment accessibility plays in addressing mental health challenges?

Activity 7: Recovery and Resilience Introduction (35 minutes)

- Navigator will ask students to reflect on what they think of when they hear the words ‘recovery’ and ‘resilience.’ Then Navigator will show Learners the definitions on Slide 20 and go over the principles of recovery on Slide 21.
- Navigator will go over the stages of recovery on Slide 22 with Learners.
- Navigator will hand out worksheet *Session 3: Recovery Case Study* which will contain a case study of an individual navigating mental health recovery (e.g., someone recovering from trauma or depression).
- In pairs, the Learners will analyze the stages of recovery and discuss how external support (community, family, workplace) can aid recovery. Learners should also discuss what could be improved in the support provided and brainstorm additional resources or interventions.
- Navigator will lead a group debrief of the case study and ask pairs to share what they discussed.
- Navigator will wrap up the session by thanking Learners for their active participation and asking if anyone has any final questions.

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Session 3: Symptoms, Possible Causes, and Risk Factors of Anxiety, Depression, and PTSD

	Symptoms	Possible causes	Risk factors
Anxiety			
Depression			
Post-Traumatic Stress Disorder (PTSD)			

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Session 3: Example Scenarios

Read through the following scenarios and try to identify what mental illness the individual is experiencing.

Scenario 1: Alex is a 22-year-old college student from Seattle. Recently, they've experienced increased stress from balancing coursework, part-time employment, and family expectations. Alex frequently feels overwhelmed, struggles to focus, and often experiences shortness of breath and panic before exams or social gatherings. Alex has started attending a campus counseling group to help manage symptoms and is learning new techniques like mindfulness and breathing exercises.

Possible mental health illness(es)/condition(s): _____

Scenario 2: Sofia, a 19-year-old Latina woman from San Antonio, recently moved to a new city for college. Being away from her family and community has deeply affected her emotional well-being, leaving her feeling isolated, fatigued, and uninterested in activities she once enjoyed. Sofia started therapy sessions through her university's mental health center and joined a Latina student organization to reconnect with her cultural community. She's gradually finding motivation again and learning to manage her episodes by staying connected with supportive peers.

Possible mental health illness(es)/condition(s): _____

Scenario 3: Mark, a 24-year-old African American man from Chicago, recently witnessed gun violence in his neighborhood, leaving him struggling with flashbacks, nightmares, and heightened anxiety in public spaces. He initially hesitated to seek support due to stigma within his community, but after encouragement from a mentor, Mark has started counseling at a local community center. He's working through coping strategies, including trauma-informed mindfulness and support group sessions specifically for young men of color affected by violence.

Possible mental health illness(es)/condition(s): _____

Scenario 4: Jordan feels a deep, lingering sadness that's impacted his studies, his friendships, and even his passion for making music—something that once brought him immense joy. Stressed by familial financial burdens and the pressure to do well in school, he also begins to experience a tight sensation in his chest at various times of the day, sometimes ending in episodes of panic.

Possible mental health illness(es)/condition(s): _____

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Session 3: Recovery Case Study

Read the following case study of an individual navigating mental health recovery (e.g., someone recovering from trauma or depression). In pairs, analyze the stages of recovery by highlighting and circling the excerpts, and discuss how external support (community, family, workplace) can aid recovery. You should also discuss what could be improved in the support provided and brainstorm additional resources or interventions.

Note: The excerpts below were taken from the following article, [“The Process of Recovery of People with Mental Illness”](#):

Noiseux S, Tribble St-Cyr D, Corin E, St-Hilaire PL, Morissette R, Leclerc C, Fleury D, Vigneault L, Gagnier F. *The process of recovery of people with mental illness: the perspectives of patients, family members and care providers: part 1*. BMC Health Serv Res. 2010 Jun 11;10:161. doi: 10.1186/1472-6963-10-161. PMID: 20540771; PMCID: PMC2902465.

3.1 How Lilly (patient) perceives her recovery: experience of anxiety disorder

Lilly is 28 years old. She has always been very successful in the various aspects of her life. She is a figure skater but had a hard time managing her nerves in competition. She has a bachelor's and a master's degree. She always did very well at school but feels that she had to put more time into her studies than other people did; she was unable to concentrate. She suffered a crisis when she started to work full time, but has never been hospitalized. She was afraid she would not close the door properly, so she refrained from going out. In 2006, she saw two or three psychologists who told her she had an obsessive compulsive disorder (OCD). She felt relieved by the diagnosis 1 year after the onset of the problem. At the same time, her mother told her she too had suffered from OCD when she was young. The information upset her because she never felt her mother gave her any support.

"Why didn't she ever support me when she knows what it is [...] I never felt she understood me or even supported me" (L 128).

Lilly now works in a dollar store, but feels a great deal of pressure from her parents to find a better job. She says she has always been motivated to make plans. She is gradually learning to enjoy herself and relax. She feels that she is playing a role in her recovery and that the plans she makes, her reading about the disorder, and the different methods she uses (yoga, walking) help her feel better. She feels she is in recovery because she has made a great deal of progress since being diagnosed, although there are still days she feels fatigued and irritable and has trouble concentrating. She gets out of the house more (something that used to make her anxious) and has new friends.

3.2 How Lilly's mother perceives her recovery: convergence and divergence

Mary, Lilly's mother, is 61 years old. She lives with Lilly's father, who owns a company. The couple work long hours there. Lilly's father was a high-achiever at work, a fact that put pressure on Lilly. Mary remembers that Lilly excelled in her studies at school and in figure skating. Mary is aware of the difficulties her daughter has gone through, but now she thinks that Lilly is "vegetating".

"She got through her studies by the skin of her teeth [...] but since finishing, she hasn't used her degrees. She's been vegetating for 5 years now" (L 66).

Though she has not admitted it to her daughter, Mary hopes she has no children because of the risk of passing on the illness. There is a divergence in perspectives in that Mary does not see Lilly's role in her recovery in the same way her daughter does. In her opinion, her daughter is better because of the medical follow-up, the passage of time and the breach in her isolation. In contrast to Lilly, Mary does not acknowledge the influence of any active role by her daughter in her own recovery. She thinks her daughter must feel guilty for not functioning normally and must face prejudices about mental illness. Lilly does not mention either issue in her interview.

3.3 How Lilly's care provider perceives her recovery: convergence and divergence

Sharon is an occupational therapist who has followed Lilly for one year after she was evaluated by a family physician and a psychiatrist. She explains how grave the prognosis was at the onset of the illness, a point neither Lilly nor her mother makes. Lilly no longer showered because she was afraid of contamination. She suffered from memory and concentration problems, intrusive rituals and very high anxiety. Lilly called her problem her "jail" because she had no freedom of action, and she wanted to pull herself out of it. Sharon points out Lilly's greater autonomy about her disorder and acknowledges her role in her recovery. She notes the reduction in symptoms and the progress Lilly has made, pointing out her greater sense of well-being. She notes that Lilly's relationship with her parents is very troubled since they do not express their emotions.

"The relationship with her parents was very cold. For them, life is meant for work and being successful" (L 81).

Lilly is in the process of rebuilding herself, Sharon says. *She supported Lilly in her choice of a job that is not demanding on a cognitive level so that she could re-establish contact with people.* Sharon notes that Lilly's medication seems to be working and that she manages her symptoms better.

Session 4: Module 1.5 continued (Recovery and Resilience) & Module 1.6 (Self-Care and Well-being)

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 4_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of *Session 4: Self-care Plan* (page 37 below)
- Posters or Post-it Super Sticky Easel Pad Sheets (see example [here](#))
- Pencils/pens, markers
- Any necessary items for the icebreaker activity that you choose (See notes below.)

Preparation

- Read through all of the activities below.
- Print all of the necessary documents and worksheets for the session.
- Copy and paste Community Norms (agreed upon in Session 1) on Slide #3 of PowerPoint presentation.
- Research and choose 1 icebreaker that will last 5-10 minutes.
- **Create a Google Doc that can be accessed and edited by all for the last activity; create a QR code for this Google Doc and paste the QR code onto Slide 22.**

Instructions

Activity 1: Community Norm Review & Icebreaker (15 minutes)

- Navigator welcomes Learners and takes time to show the Community Norms to the group; these are the Community Norms agreed upon in their last session. Navigator asks Learners to take a moment to read them silently and asks if they have anything they want to add or change.
- The Navigator then takes the group through an icebreaker activity (or two) of their choosing.

Activity 2: Minute to Win It - Session 1 Review (10 minutes)

- Navigator will divide the group into two teams. Navigator will explain that the team needs to nominate one person who will go to the front of the space and will be the Team Writer.
- Once the Navigator begins the 1-minute stopwatch, both teams have one minute to write as many terms and concepts as they can remember from Sessions 1-3. The Learners who are not the Team Writer will need to yell ideas to the Team Writer to help them write as much as they can.

Note: This activity can get very loud. You might consider warning neighboring offices/groups that it will be loud for about 1 minute.

- After the minute is up, Navigator instructs the Team Writers to stop writing.
- Navigator starts to read aloud what Team 1 wrote on the board and asks them to explain some (not all) of the terminology and concepts they wrote up there. If the Learners respond with an incorrect definition or statistic, Navigator will correct them in a friendly way.
- Navigator will do the same thing with Team 2 and what they wrote on the board, inviting the Learners to engage in a dynamic review of the topics covered in the last class.
- Navigator will choose 2 new Team Writers and will repeat this exercise.

Activity 3: Dynamic Recovery Review (10 minutes)

- Navigator will explain to Learners that they will continue in Module 1.5; to begin, they'll review some concepts covered in the last session. Navigator will tell Learners to briefly chat with someone next to them about what they remember about the definitions of recovery vs. resilience. Then Navigator will ask for volunteers to share their ideas, and then Navigator will click on the presentation on Slide 8 so that the definitions appear on the screen. Navigator will confirm/deny if the suggested answers were correct.
- Navigator will tell Learners to chat with their peers once more, this time to try to remember the 4 stages of recovery and brief descriptions for them. Then Navigator will ask for volunteers to share what they remember (one stage at a time) and then Navigator will click on the presentation (4 times total) on Slide 9 so that the four stages of recovery and their descriptions appear on the screen. Navigator will confirm/deny if the suggested answers were correct.

- Navigator will review the definition and purpose of resilience on Slide 10.

Activity 4: Resilience – Speed Dating Discussion & Group Debrief (20 minutes)

- Navigator will ask Learners to stand up and get into two lines facing one another. Each Learner should have another Learner standing in front of them. Navigator explains that they will show a discussion question on the board related to resilience, and the Learners will talk through the question in a pair for 3-5 minutes. Then, Navigator will tell one line to move down so that all Learners have a new partner, and they will repeat the activity with a new question. This will happen a total of 4 times in order to cover the following 4 questions:
 1. *How do hope and self-determination influence the recovery process for individuals facing mental health challenges?*
 2. *What personal or external factors contribute to building resilience in the face of adversity?*
 3. *Discuss a time when resilience helped you or someone you know overcome a difficult situation. What lessons can be applied to mental health recovery?*
 4. *How can workplaces, schools, or communities create environments that promote resilience and support recovery?*
- Navigator will encourage Learners to go back to their seat, and Navigator will go through all four questions and ask the Learners who would like to share what they talked about for each one of these questions (i.e., group debrief).

Activity 5: Resilience-building Brainstorm (15 minutes)

- Navigator will divide Learners into small groups and give each group a poster. Using the markers, poster, their own ideas, and research on the Internet, Learners should come up with different strategies to build resilience in different areas of one's life (emotional well-being, physical well-being, social well-being).
- Navigator will let Learners know that they will be expected to share these with the larger group.
- After allowing about 8-10 minutes of work time, Navigator will have each small group present their resilience-building ideas and provide verbal feedback.

Suggested Brain Break: 5 minutes

Activity 6: Self-care (10 minutes)

- First, Navigator will cover the definition of self-care on Slide 15. Then Navigator will click to make the question *'Why is self-care important?'* appear on the screen. Navigator will prompt the Learners with this question and invite them to share possible answers/their thoughts.
- Navigator will click so that the next text box (explanation of why self-care is important) appears on the slide.
- Navigator will cover the content on Slides 16 and 17.

Activity 7: Guided Relaxation/Mindfulness Exercise (25 minutes)

- Navigator will lead students through a relaxation/mindfulness exercise (or multiple, if time allows), choosing one from the guide titled [21 Mindfulness Exercises & Activities for Adults](#).
- One suggested exercise is #2 – The Body Scan, although the Navigator can choose to play the video for only 20 minutes instead of the full 30 minutes.
- After the exercise, Navigator asks Learners how they felt about the exercise, what they liked, what they didn't like, etc.

Activity 8: Self-care Continued & Written Reflection (20 minutes)

- Navigator will cover the content in Slides 19 and 20. Then Navigator passes out the reflection worksheet to Learners and explains that Learners will use the next 8-10 minutes to do a written reflection in which they reflect on the following question:
How can workplaces, schools, or communities support individuals in prioritizing self-care?
- Navigator lets Learners know that they can use their phones (or tablets or laptops) to help them research possible answers, if needed.
- After 8-10 minutes have passed, Navigator asks Learners to share and engages students in a group discussion.
Note: This can also be done on an online Forum or discussion board, if not delivered in a live meeting with the Learners.

Activity 9: Personalized Self-care Plan (20 minutes)

- Using a template, Learners outline a personalized self-care plan, identifying specific activities, goals, and schedules. Then Learners will pair up to review and refine each other's plans.
- Navigator should encourage Learners to compile any online resources or websites they find into a Google Doc that the entire cohort can have access to; Navigator should create, copy, and paste a QR code to this editable Google Doc onto Slide 22.

Possible helpful resources for Learners to use during this activity:

- [10 Empowering Mental Health Activities for Teens | Time Wellness Georgia](#)
- [Starting the Year Off Right: Essential Self-Care Ideas | The Jed Foundation](#)
- [Medito App](#)

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 Session 4: Self-care Plan

My Self-Care Plan

Area of self-care:	Activities and/or Strategies	Specific goal(s)	Frequency/ Schedule
Physical			
Emotional			
Social			
Financial			

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