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

Module 3

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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 diverse 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 (18+), 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
	5	Module 1 review 2.1 Active Listening	2.5 hours

3	6	2.2 Non-verbal Communication 2.3 Effective Communication	2.5 hours
4	7	2.3 (continued) Effective Communication 2.4 Conflict Resolution	2.5 hours
	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 Educational Pathways (continued) 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 3: Mental Health Support Strategies

3.1 Crisis Intervention: Learning How to Respond to Mental Health Crises and Provide Immediate Support

3.2 De-escalation Techniques: Creating a De-escalation Plan for Challenging Behaviors and Situations

3.3 Peer Support Frameworks: Understanding the Principles and Practices of Peer Support

3.4 Basic Counseling Skills: Learning Basic Counseling Techniques, such as Motivational Interviewing and Solution-focused Therapy

3.5 Cultural Competency in Care: Providing Culturally Responsive and Trauma-informed Care

Purpose

This module aims to equip young people with the essential skills and knowledge to become effective peer supporters in mental health. Through training in trauma awareness, crisis intervention, counseling techniques, and cultural competency, participants will learn to provide empathetic and responsive care. They will also gain a deeper understanding of mental health conditions, reduce stigma, and foster trust and community, empowering them to support their peers and promote well-being.

Learning Outcomes for Module 3

- Understand principles and practices of trauma awareness and peer support.
- Learn and apply crisis intervention and de-escalation techniques.
- Use basic counseling techniques, such as motivational interviewing.
- Demonstrate cultural competency in providing responsive care to diverse populations.
- Encourage self-reflection and help young people identify their core values as peer supporters.

- Demonstrate the importance of trust in peer relationships and build a sense of community within the group.
- Identify and describe common mental health conditions (e.g., depression, anxiety, trauma) including their symptoms, causes, and potential treatments. This includes understanding the impact of these conditions on individuals, families, and communities.
- Demonstrate a reduction in stigmatizing attitudes and beliefs towards individuals with mental health conditions. They will also exhibit increased empathy and understanding towards the experiences of those affected by mental illness.

Session 9: Module 3.1: Crisis Intervention & Module 3.2: De-escalation Techniques

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 9_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of *My Personal Safety Plan*
- 2-3 packs of Post-it/sticky notes
- Pencils/pens
- Any necessary items for the icebreaker activities that you choose (See notes below.)

Preparation

- Read through all the activities below.
- Print all 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 (10 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: Understanding Kinds of Mental Health Crises (18 minutes)

- Navigator will cover content on Slides 6-8 on anxiety and depression. Navigator will ask Learners what they know about these mental health illnesses; Learners can share personal lived experiences if they feel comfortable.
- Navigator covers content on Slides 9-11 about common disruptive behavior disorders.
- Navigator encourages Learners to pull out their phones/tablets/laptops and do some basic research on the disruptive behavior disorders discussed on the slides. Navigator asks them to share what they find.

Activity 3: Crisis Intervention Techniques (17 minutes)

- Once on Slide 12, Navigator asks Learners to do a brief Think-Pair-Share to discuss what they remember about active listening and how they would define it. After hearing from a few Learners in the audience, Navigator clicks on slide to make the definition pop up.
- Navigator proceeds to go over content on Slides 13-14.
- Navigator has Learners get into pairs and do role-plays of the different example scenarios on Slide 15. Learners take turns being the person in crisis and also the responder. Learners attempt to use active listening, validation, and summarizing & clarifying strategies to help the person in crisis.

Activity 4: Action Steps Needed to Create a Safety Plan (40 minutes)

- Navigator goes through the content on Slides 16-22, which details the action steps needed to create a safety plan.
- Navigator gives the Learners time to work on their personalized safety plan (see *My Personal Safety Plan* worksheet). Navigator shares possible resources with Learners on Slide 23. Then, Navigators instructs Learners to get in small groups and share their safety plans with each other for feedback.

Suggested Brain Break: 5 minutes

Activity 5: Safety Plan Gallery Walk (13 minutes)

- Navigator hands out Post-it notes to all Learners and instructs them to use the Post-it notes to cover their name on their Safety Plan. Then Learners should place their Safety Plans around the room.
- Navigator instructs Learners to stand up and walk around, doing a gallery walk to take time to read everyone's plans.
- Once complete, Navigator will encourage students to grab their Safety Plan and make any necessary changes they'd like to make after reading over their peers' plans and gathering new ideas.

Activity 6: De-escalation Techniques (17 minutes)

- Navigator covers the content related to empathy and active listening on Slides 27-34, asking Learners if they have clarifying questions along the way.
- Navigator encourages students to visit additional resources on de-escalation and scan the QR codes with their phone to go to these resources. Navigator encourages Learners to take a few minutes to read through some of the additional de-escalation techniques, and chat with the person next to them about the ones they liked the most/think they'll use moving forward.

[29 more phrases to help you de-escalate angry patients](#)

[De-escalation techniques and resources](#)

Activity 7: De-escalation Practice (30 minutes)

- The Navigator will guide learners through realistic scenarios involving challenging behaviors like anger, frustration, or defiance. These are listed on Slide 36. Learners will take turns stepping into different roles—the person experiencing the challenge, the person responding, and an observer.
- The goal is to practice de-escalation techniques in a supportive environment. The responder will focus on calming the situation and checking in with the individual while the observer takes notes on body language, tone, and overall approach.
- After each round, learners will reflect on what worked, what could be improved, and how follow-ups can help build trust and lasting change.

My Personal *Safety Plan*

<p>I know I'm triggered when I notice:</p> <p>(Warning signs)</p>				
<p>Some good ways to distract myself are:</p> <p>(Internal Coping Strategies)</p>				
<p>Some safe people I can reach out to are:</p> <p>(Support Network)</p>				
<p>Some places I can go to feel safe are:</p> <p>(Safe spaces)</p>				
<p>Resources I can use to get myself care:</p> <p>(Readily available resources)</p>				
<p>Ways to keep myself and my space safe:</p> <p>(Safe environment)</p>				
<p>Steps I'll take in I go through another crisis:</p>				

Session 10: Module 3.3: Peer Support Frameworks

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 10_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of *Session 10_Values*
- Physical copies (quantity dependent on total number of Learners; print 1 for every 2 students) of *Session 10_Scenario Cards*
- Posters or Post-it Super Sticky Easel Pad Sheets (see [here](#))
- Pencils/pens, markers
- Any necessary items for the icebreaker activity that you choose (See notes below.)

Preparation

- Read through all the activities below.
- Print all 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.
- **Cut the Session 10_Scenario Cards up, so there are 4 smaller cards.**

Instructions

Activity 1: Community Norm Review & Icebreaker (12 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: Modules 3.1 & 3.2 Review - Learners become the Teachers (23 minutes)

- Navigator divides the Learners into 4 groups and tells them to grab markers and a poster (Post-it note Easel). In their groups, they need to create an infographic related to the specific topic assigned to them, focusing on the key takeaways from the last session.

Group 1: Kinds of Mental Health Crises & Their Causes

Group 2: Crisis Intervention Techniques (Active Listening, Validation, Summarize & Clarify)

Group 3: Action Steps to Create a Safety Plan

Group 4: De-escalation Techniques

- Navigator has the groups take turns presenting their infographic/poster to their peers and explaining the topics to the peers.

Activity 3: Peer Support Frameworks (17 minutes)

- Navigator covers the content in Slides 7-8.
- Navigator hands out large Post-it posters and markers and tells students to use their phones to do research on the 2 peer support frameworks and write this info on that poster, which they will then present to the class. (Instructions for Learners are on Slide 9.)

Activity 4: Cultural Considerations & Values (23 minutes)

- Navigator covers the content on Slide 10.
- Navigator hands out the [Values Worksheets](#) from The Wellness Society (Session 10_Values) to the Learners and instructs them to take the next 15 minutes to do the exercises in the packet to reflect on their top values.
- Navigator leads a debrief with group on the activity and asks students to share their values, whether they were surprised or not, etc.

Activity 5: Building Trust with Your Peers (15 minutes)

- Navigator covers the content on Slides 12-14.
- For the activity detailed on Slide 15, Navigator should divide students into pairs. One student takes on the role of the "peer in crisis," and the other acts as the "support

person." Navigator should hand out the scenario cards from worksheet *Session 10_Scenarios*.

- One Learner should draw a scenario card. The "peer in crisis" acts out the scenario, expressing their distress. The "support person" practices building trust using the following techniques:
 - 1) **Active Listening**
 - 2) **Empathetic Responses:** "That sounds really difficult," "I can see you're going through a lot."
 - 3) **Creating a Safe Space**
 - 4) **Offering Support, Not Solutions:** "I'm here for you," "How can I support you right now?"
 - 5) **Using "I" Statements** to avoid sounding accusatory or judgmental.
- Navigator should debrief with Learners after the activity, asking them how it felt to use these techniques to try to build trust and de-escalate the situation.

Suggested Brain Break: 5 minutes

Activity 6: Case Study Analysis (15 minutes)

- Navigator explains the concepts of a case study and case study analysis on Slide 17. Then, Navigator explains the use of case studies in Peer Support programs on Slide 18.
- Navigator presents real-life case studies of successful peer support programs (Slide 19) and has Learners analyze strategies used and discuss how they could apply those principles in their own context.

Activity 7: Peer Support Action Plan (40 minutes)

- Navigator covers the content on Slides 20-22.
- Navigator hands out large Post-it posters and markers.
- Navigator divides students into small groups and explains that they are going to do some research of peer support plans.

- Navigator explains that Learners should use the resources provided on Slide 24 and others they find on the Internet as they create a peer support action plan for their school, workplace, or community.
[Community Toolbox](#)
[Peer Support Program Toolkit](#)
- Navigator asks groups to share their plans with the rest of the group; Learners provide feedback for one another.

Empowering Futures:
A Mental Health Pre-Apprenticeship Program for Young People
 Session 10: Scenario Cards

<p style="text-align: center;">Dealing with Distress</p> <p>You are working as a Mental Health Technician in a community support center. A client comes in visibly upset and agitated. They are pacing and raising their voice, expressing frustration about a recent setback in their housing situation. They are talking about how they feel like giving up.</p> <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Focus on de-escalation techniques. • Discuss active listening and empathy. • Explore appropriate boundaries and when to seek assistance from a supervisor. • What community resources could you direct this client towards? 	<p style="text-align: center;">Protecting Privacy</p> <p>You are a Peer Support Specialist leading a group session. During the session, one participant begins to share very personal details about another group member, including information about their substance use and family history. This information was shared in a previous, private conversation.</p> <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Emphasize the importance of confidentiality and ethical practice. • Discuss how to address the situation without shaming the participant. • Explore the potential impact of breaches of confidentiality. • What are the legal and ethical obligations in this scenario?
<p style="text-align: center;">Working Together</p> <p>You are part of a team working on a client's care plan. There are disagreements among team members about the best course of action. One team member is dominating the conversation and dismissing others' ideas. You have a suggestion that you think could be helpful, but you're hesitant to speak up.</p> <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Focus on effective communication and conflict resolution. • Discuss strategies for assertive communication and active participation. • Explore the importance of collaborative teamwork in mental health settings. • How can you communicate your ideas respectfully and effectively? 	<p style="text-align: center;">Knowing When to Ask for Help</p> <p>You are assisting a Case Manager with a client who is experiencing a significant mental health crisis. The client is expressing suicidal ideation, and you are feeling overwhelmed and unsure of how to proceed.</p> <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Emphasize the importance of recognizing one's limitations. • Discuss the importance of seeking supervision and support from experienced professionals. • Explore the process of reporting and responding to a mental health crisis.

Session 11: Module 3.4: Basic Counseling Skills

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 11_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of *Session 11_MHCF-MI-Guide*
- Physical copies (quantity dependent on total number of Learners) of *Session 11_Decisional Balance HANDOUT_University of San Francisco Learning Center*
- Physical copies (quantity dependent on total number of Learners) of activities you choose to do with Learners from *Session 11_National Society for the Prevention of Cruelty to Children_solution-focused-practice-toolkit*
- 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.
- **Go through the *Session 11_National Society for the Prevention of Cruelty to Children_solution-focused-practice-toolkit* and choose 1-2 activities you want to do with the Learners and print out the worksheets for those activities.**

Instructions

Activity 1: Community Norm Review & Icebreaker (10 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: Basic Counseling Skills – Motivational Interviewing (60 minutes)

- Navigator will cover the content on Motivational Interviewing on Slides 6 through 20, encouraging Learners to take thorough notes on this strategy and making sure they have time to write down everything they want to.
- Navigator will play the videos on Slides 21 and 22 to show examples (both good and bad) of motivational interviewing for the Learners. Between videos, Navigator will ask students to identify what went well (or didn't go well) in said videos in relation to the steps to MI.

Suggested Brain Break: 5 minutes

Activity 3: Motivational Interviewing, Continued (30 minutes)

- Navigator reviews MI strategies on Slide 24 and hands out the *Session 11_MHCF-MI-Guide* ([Motivational Interviewing Guide](#) from The National Council for Mental Wellbeing) to Learners. Navigator asks Learners to take 3-5 minutes to silently review the guide on their own and then asks Learners which strategies/techniques they're still unsure of, and Navigator works to answer their questions.
- Navigator hands out the *Session 11_Decisional Balance HANDOUT_University of San Francisco Learning Center* worksheet to Learners, and has them do the exercise on page 2 with a partner, but change it to 'Decision to ____' so that it is related to mental illness. (For example, 'Decision to Go to Therapy')
- Navigator asks Learners to share what they wrote on their Decisional Balance Handout with the larger group.

Activity 4: Solution-focused Therapy (45 minutes)

- Navigator covers the content on Slides 26-30 and encourages Learners to take thorough notes on the different kinds of questions that can be used in solution-focused therapy.
- Navigator encourages Learners to scan the QR code on Slide 31 and look through the National Society for the Prevention of Cruelty to Children's Solution-focused practice toolkit (*Session 11_National Society for the Prevention of Cruelty to Children_solution-focused-practice-toolkit*).

- Navigator leads Learners through 1-3 of the activities listed in the toolkit, asking them to pretend they are the child/young person receiving support.
- Navigator debriefs the session with Learners and asks if they have any final questions about MI or solution-focused therapy.

Session 12: Module 3.5: Cultural Competency in Care

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 12_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of *Session 12: Cultural Backpack*
- Posters or Post-it Super Sticky Easel Pad Sheets (see [here](#))
- Pencils/pens, markers
- Any necessary items for the icebreaker activity that you choose (See notes below.)

Preparation

- Read through all the activities below.
- Print all the necessary documents and worksheets for the session.
- Copy and paste Community Norms (agreed upon in Session 1) on Slide #2 of PowerPoint presentation.
- Research and choose 1 icebreaker that will last 5-10 minutes.
- **Read ahead to Session 14 and read over the required preparation tasks, as some will require some planning ahead of time.**

Instructions

Activity 1: Community Norm Review & Icebreaker (10 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: Module 3.4 Review - Learners become the Teachers (27 minutes)

- Navigator divides the Learners into 2 groups and tells them to grab markers and a poster (Post-it note Easel). In their groups, they need to create an infographic related to the specific topic assigned to them, focusing on the key takeaways from the last session.

Group 1: Motivational Interviewing

Group 2: Solution-focused Therapy

- Navigator has the groups take turns presenting their infographic/poster to their peers and explaining the topics to the peers.

Activity 3: Cultural Competency in Care (28 minutes)

- Navigator will cover the content on Slides 7-11, going over the 6 strategies for providing culturally responsive care.
- Navigator will provide Learners with the handout *Session 12: Cultural Backpack*, which contains a backpack. Navigator instructs Learners to decorate it with images and words that represent their identity (cultural background, values, significant life experiences).
- After 15 minutes of working on their backpacks, Navigator encourages Learners to get into groups of 2 or 3 and “unpack” the backpack together, discussing how these parts of their identity might influence how they interact with others and see the world, and how this might affect how they support their peers with mental illness.

Activity 4: Trauma-informed Care (10 minutes)

- Navigator will cover the content on Slides 13-18 on trauma-informed care.

Suggested Brain Break: 5 minutes

Activity 5: Trauma-informed Care Activity (15 minutes)

- Navigator briefly reviews the concept of trauma-informed care: recognizing that many individuals have experienced trauma and adapting practices to minimize re-traumatization.
- Navigator emphasizes the importance of creating a safe and respectful environment, especially in a potentially stressful hospital setting.

- Navigator explains that this activity will focus on small interactions, and how those interactions can have a large impact.
- Navigator will split the group into 4 groups and tell them that they will be doing a 2–3-minute role-play scenario in which they need to exemplify efforts to use trauma-informed care.

Scenarios:

Group 1: "A patient is visibly anxious and clutching their belongings tightly while waiting in the emergency room."

Group 2: "A patient is reluctant to make eye contact and answers questions in a very quiet voice during a routine check-up."

Group 3: "A patient is being moved from one room to another and is visibly startled by sudden noises."

Group 4: "A patient is having trouble understanding medical instructions and seems very overwhelmed."

- Navigator leads Learners through a group debrief during which each group shares their scenario and their proposed trauma-informed responses.

Activity 6: Final Portfolio Explanation (15 minutes)

- Navigator will remind Learners that their final portfolio is due in Session 16, which is quickly approaching. Navigator will read through the portfolio components and clarify any questions Learners might have.

Activity 7: Module 3 Review (40 minutes)

- Navigator will cover the content on Slides 22-23, reminding Learners what was covered in Module 3.
- Next, Navigator will lead Learners through the following activities to engage them in a dynamic review of the techniques and terminology covered in this module:
- **MI Practice:** Navigator will divide Learners into small groups (2-3 in a group). One of the Learners will play the client, while the other will pretend to be a mental health professional who uses MI techniques. If there is a third person in the group, they will observe.

Learners must do roleplays of the following situations, working to use the OARS technique to implement MI techniques (see below). Example scenarios:

- *A client unsure about starting therapy.*
- *A teenager reluctant to reduce social media use.*
- *A person contemplating reducing alcohol consumption.*

Open-ended questions (e.g., “What concerns you about making this change?”)

Affirmations (e.g., “It’s great that you’re thinking about your well-being.”)

Reflective listening (e.g., “It sounds like part of you wants to change, but another part is unsure.”)

Summarizing (e.g., “What I’m gathering is that you’re feeling stuck, but also hopeful about the possibility of change.”)

After a few minutes, the Learners should switch roles. When all scenarios have been acted out, Navigator should guide Learners through a debrief using some of the following questions:

What went well?

What could be improved?

When did you have the urge to correct or persuade the client? What did you do to stop yourself?

How did the MI techniques influence the conversation?

- **Solution-focused Therapy Practice:** Navigator will make changes to the previous groups that Learners were in so that they work with someone new. Navigator will put Learners in pairs. Once again, Learners will do roleplays; one of them will pretend to be a mental health professional (such as a therapist), while the other one acts as the client. They should rotate after each scenario so they both have the chance to practice in each role.

This time, instead of using OARS (MI technique), Learners will try to practice using scaling questions, exception-finding, miracle questions, and strength-based questions while acting out the following scenarios:

- *A student feeling overwhelmed with coursework.*
- *A person struggling to manage stress at work.*
- *A client unsure how to improve their relationships.*

If needed, Navigator should review what those types of questions are; see text below:

Scaling Questions: “On a scale of 1 to 10, with 1 being completely free of depression and 10 being the worst your depression has ever been, where would you say you are?”

Exception-Finding: “Tell me about a time when you didn't feel like depression was taking over your life. What was different then?”

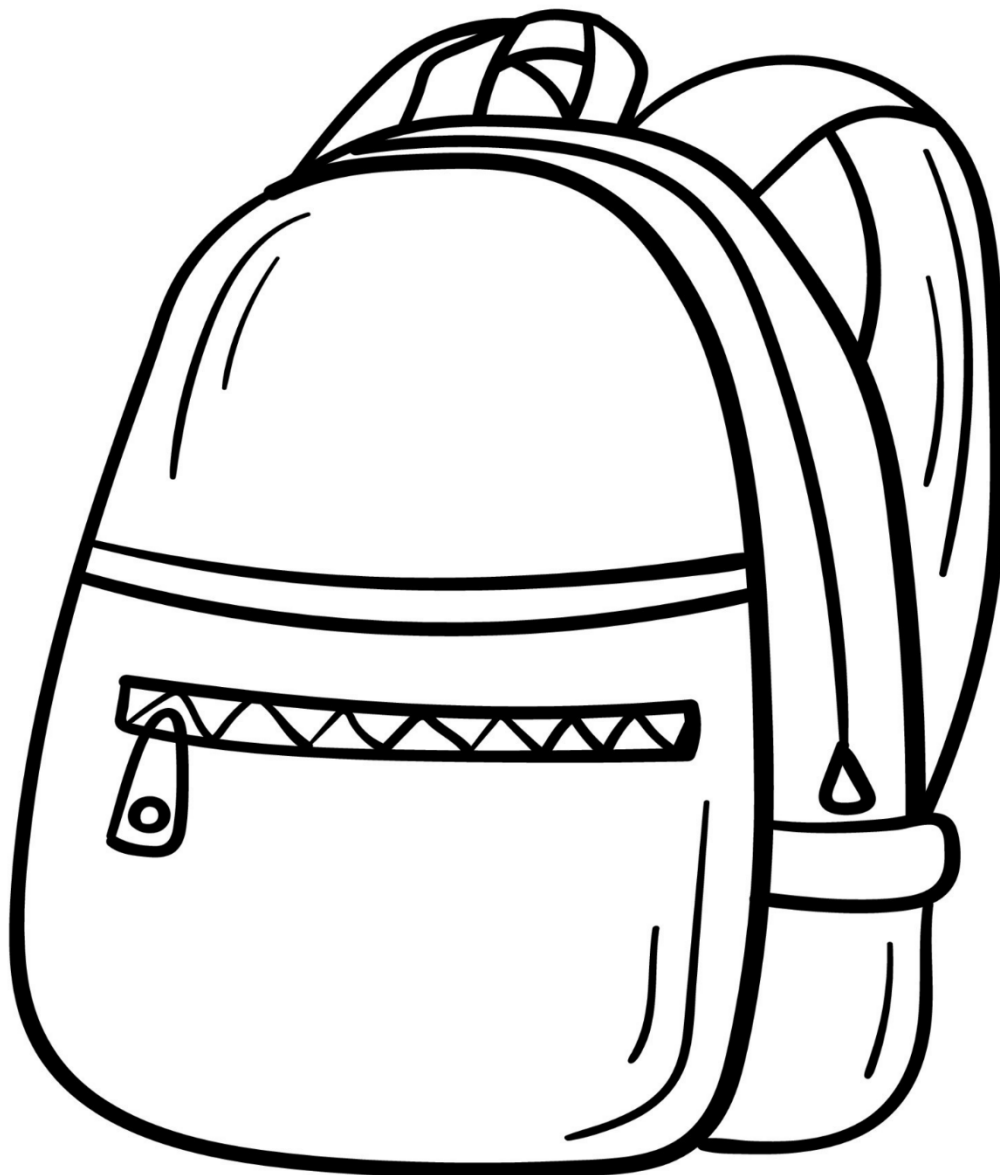
Miracle Question: “If you woke up tomorrow and you didn't have any debt or financial struggles or stress, what would be the first thing you'd notice?”

Strength-Based Questions: “What personal strengths and coping methods have helped you when you feel like you're in a depressive state?”

After, Navigator will lead a group debrief with students, asking them which types of questions were the easiest for them to use, and which type of questions they struggled to use. Navigator will also ask Learners if they have a preference between MI and solution-focused therapy.

Empowering Futures:**A Mental Health Pre-Apprenticeship Program for Young People****Session 12: Cultural Backpack**

Decorate the backpack with images and words that represent your identity (cultural background, values, significant life experiences). In 10 minutes, I will put you in small groups and you will “unpack” the backpack together, discussing how these parts of your identity might influence how they interact with others and see the world. Feel free to do this on Canva, if you prefer to make a digital backpack!



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