**TOPIC: INTRODUCTION TO THE MENTAL HEALTH AND WELLNESS PROGRAM**

|  |  |  |
| --- | --- | --- |
| **TIMEFRAME** | **GOALS** | **MATERIALS** |
| 30-60 minutes | 1. To provide students with an overview of the Mental Health and Wellness Program and the services available to them while in Job Corps.
2. To provide information on how to identify and respond to a mental health crisis.
 | Handouts that detail services offered. (Center to create own.) |

**LESSON OUTLINE**

1. **Center Mental Health Consultant (CMHC) Introduction**
	* Introduce the CMHC and describe his/her role on center.
2. **Overview/Purpose**
	* Connect with students and provide an overview of the Mental Health and Wellness Program.
	* Provide education and resources regarding developing healthy lifestyles.
	* Discuss the connection between mental health and employability.
	* Focus on handling stress, depression, anxiety, and low self-esteem.
	* Educate students on identifying and responding to mental health crises.
3. **Available Services**
	* *Assessment:* Let students know how the Social Intake Form (SIF) is used to help identify areas in which they may need support while at Job Corps. Discuss areas where the CMHC may be helpful.
	* *Promotion and Education:* Discuss services offered, including managing stress, sleep habits, depression, anxiety, and employability.
	* *Treatment:* Provide overview on short-term counseling, substance use concerns, transition difficulties, medication referrals, group referrals, off-center referrals, help during a crisis, and how to make an appointment.
4. **Identifying and Responding to a Mental Health Crisis**
	* Identify the challenges many students face in transitioning to Job Corps.
	* Normalize the need for support and the strength of being able to ask for help.
	* Discuss how to recognize mental health emergencies (e.g., when students may have thoughts of suicide or experience anger, aggression, and/or threaten violence).
5. **Preventing Suicide**
	* Provide general information on suicide: e.g., sometimes people experience such overwhelming emotional pain that they believe ending their life is the only way to feel better); most suicidal persons desperately want to live and have tried to communicate their pain to others; suicide is preventable.
	* Review warning signs of suicide and the importance of immediate intervention with key warning signs such as: threatening to hurt or kill self or talking about wanting to kill self; looking for ways to kill self; seeking access to pills, weapons, or other means of killing self; talking or writing about death, dying, or suicide.
6. **Anger, Aggression, Threat of Violence**
	* Overview of anger, aggression, and/or threat of violence.
	* List warning signs of violence with immediate action needed when these include threats to hurt others, comments about suicide, and talk of bringing a weapon to center.
7. **If a Student Is Having a Mental Health Crisis**
	* Overview how to handle a crisis including talking with staff, asking a friend for help, visiting the Health and Wellness Center (HWC), or calling a crisis line (provide a crisis telephone number and ask students to mentally identify who they would reach out to if experiencing a mental health crisis).
8. **Helping a Friend In Crisis**
	* Discuss the importance we all play in helping people in crisis (e.g., most people in crisis do not seek help from professionals, but often provide warning signs to their friends and family).
	* Review the three steps of QPR: Question, Persuade, Refer \*\*
	* *Question:* Review examples of direct questions about suicide or violence (e.g., “You look pretty upset. Are you thinking about hurting yourself or someone else?”)
	* *Persuade:* Encourage students to listen to friends who share upsetting thoughts or display troubling, harmful, or dangerous behavior, and encourage them to seek help from their RA, counselor, instructor, HWC, or other trusted center staff member.
	* *Refer:* Provide students with on-center and off-center resources (including what to do if crisis occurs in the evening/night; ensure that students know how to immediately get help if needed).
	* Discuss how to handle a situation if a person will not seek help.