Instructor Notes and Details

	In Class	**Online Assignment Notes**	**Connections and Final Assignment Notes**	**Materials**
Week 1 **Mod1**	Instructor Lens/Considerations: Class meeting to set the tone, set expectations, possibly establish classroom guidelines with student input. Start to establish the function of this class- not to be a professional and licensed practitioner but a supporter. Establish reasons for joining the course. Welcome, syllabus review, introductions, the role of a mental health supporter vs. professional counselor or therapist- share experiences/positions/pi	<300 word discussion post - Define mental "health" for you - Thoughts on talking to others about these concerns or sharing your own story - Impact of stigma and/or vulnerability on mental health support Write post and then respond to at least two classmates.	4-5 page paper (not including references or cover page, whatever formatting desired by instructor) - Meaning of "mentally healthy"- how might you know when you or someone else is "mentally healthy" or not? - How does mental health show up in the work that you do? - What are your goals for supporting yourself and others? - How do you hold yourself accountable to those goals	Syllabus, possibly some sort of teambuilder activity selected by the instructor to learn names, basic info.

	tfalls/wins. Think Pair Share and share out.			
Week 2 **Mod1**	Instructor Lens/Considerations: Today is a day to reflect with others about their papers, and start to consider themselves in a supporting role and what that might look like for them in the roles they play on a regular basis. This could be a return conversation to why they are taking the class and what their community looks like. Important consideration as mental health as health. Our physical bodies and health include mental health.	<300 word discussion post - How do you show up in the world as a supporter right now? Or do you? If you do or do not, why? - What does vulnerability feel like in your body? - What has changed in the last week in how you are defining or viewing mentally "healthy" and mental "health"? Write post and then respond to at least two classmates.		Bhugra, D., Till, A., & Sartorius, N. (2013). What is mental health? *International Journal of Social Psychiatry, 59*(1), 3-4. Westerhof, G. J., & Corey, L.M.K. (2010). Mental illness and mental health: The two continua model across the lifespan. *Journal of Adult Development, 17,* 110-119. Simmons, L., Jones, T., & Bradley, L. (2017). Reducing mental health stigma: The relationship between knowledge and attitude change. *European Journal of Mental Health, 12,* 25-40. Breel, K. (2013, May). *Confessions of a depressed comic* [video]. TED Conferences. https://www.ted.com/talks/kevin_breel_confessions_of_a_depressed_comic Brown, B. (2010, June). *The power of vulnerability* [video]. https://www.ted.com/talks/brene_brown_the_power_of_vulnerability

	Reflect with partner on assignments- what came up as a theme or two? Vulnerability/transparency vs. supporter absent support - Thoughts on both? - Balance of the two - Knowing when to use which Discussion about stigma - What is it? How might it show up in your community/environment? Where does it come from? Why is it important to be aware of and how can you as an individual work to combat stigma?			

Week 3 **Mod2**	Instructor Lens/Considerations: This week is about getting students to start to understand their own development processes, where they are at now, where they have come from, where they are going, and how lifespan development might plan into their population that they serve or work with as a lens for this class. This is also a time to better understand the different theories and what makes sense for how they approach this work. Practice trying on different theoretical lenses or "hats" in	<300 word discussion post - What theory stood out to you and why do you think it resonated with you? - Why is human development and the lifespan important to understand when discussing mental health support? - What might these theorists be missing for consideration in present day realities/communities? Write post and then respond to at least two classmates.		Capuzzi, D., & Stauffer, M. D. (2016). *Human growth and development across the lifespan: Applications for counselors.* John Wiley & Sons, Inc. Dunkel, C. S. & Sefcek, J. A. (2009). Eriksonian lifespan theory and life history theory: An integration using the example of identity formation. *Review of General Psychology, 13*(1), 13-23.

	problem solving with class activity.			
Week 4 **Mod2**	Instructor Lens/Considerations: Culture is a tricky thing to define, but an important thing to consider when understanding ourselves and others. There are so many pieces to consider for how we show up in the world and how the world shows up for us, or not. Grounding in identities and defining determinants of health (and why understanding them is crucial for supporting others) for today's discussion is a good way to better understand ourselves and each other. Discussion about "culture" and social	Discussion post- visual representation of how you view "culture" and the things that make a culture, a culture with a brief explanation of your representation. Upload to LMS. Respond/give feedback/ask questions to at least two classmates.	4-5 page paper (not including references or cover page, whatever formatting desired by instructor) - Describe your population of those you might support. What do you know/what have you observed? - What do class readings tell you about your population? - How do social determinants play into your population? - What can you use from the first half of this class to inform how you support your population?	Capuzzi, D., & Stauffer, M. D. (2016). *Human growth and development across the lifespan: Applications for counselors.* John Wiley & Sons, Inc. Green-Moton, E. & Minkler, M. (2020). Cultural competence or cultural humility: Moving beyond the debate. *Health Promotion Practice, 21*(1), 142-145. Shim, R. (2020, June 5). *Social determinants of mental health across the lifespan* [video]. YouTube. https://www.youtube.com/watch?v=j2UpZ-ELxA8

	determinants. Perhaps bring an artifact that represents their 'culture' and share. Modern day show-and-tell. - What are social determinants of health? - Competence vs. humility - What is "culture"? - What is 'your' culture? 'Our' culture? - Why important to consider? - What does your community culture look like? What do you want it to look like in your context? - Possible art project for creativity			

Week 5 **Mod3**	Instructor Lens/Considerations: This is a tough topic for some- some who have been impacted in really difficult ways by privilege or marginalization, and those who may be opposed to the concepts. It is important to be aware of this when entering into discussions, being open, going back to classroom guidelines for respectful communication, openness, inviting in to conversation, and being willing to sit with discomfort if it arises. Discussion around identity - Who are you? What lenses do you look through?	<300 word discussion post - How you define privilege and marginalization? - Why important to consider these lenses and positions when supporting others? - How have your identities shown up in your work to support others? Write post and then respond to at least two classmates.		Ratts, M. J. (2017). Charting the center and the margins: Addressing identity, marginalization, and privilege in counseling. *Journal of Mental Health Counseling, 39*(2), 87-103. Williams, C. D., et. al. (2020). A lifespan model of ethnic-racial identity. *Research in Human Development, 17*(2-3), 99-129. Abes, E. S. & Wallace, M. M. (2020). Using crip theory to reimagine student development theory as disability justice. *Journal of College Student Development, 61*(5), 574-592. Jones, S. R. & Stewart, D-L. (2016). Evolution of student development theory. *New Directions for Student Services, 10,* 17-28.

	- Is how we identify even important when supporting others? - What role do proverbial "icebergs" play when supporting others?			
Week 6 **Mod3**	Instructor Lens/Considerations: Similar thoughts from last week. This may cause defensiveness, discomfort, anger, or something else completely. Important to recognize this is a tool, not an end-all-be-all, but no matter where we are at with these topics, it's important to discuss and consider as we enter into mental health support roles. Discuss Implicit Association Results with		4-5 page paper (not including references or cover page, whatever formatting desired by instructor) - Project Implicit Tests- take 2 or 3 - What is bias? How do you think about bias? - What do you think your biases are? Where do you think they came from? - How can being knowledgeable about bias support us in supporting others?	Houwer, J. D. (2019). Implicit bias is behavior: A functional-cognitive perspective on implicit bias. *Perspectives on Psychological Science, 14*(5), 835-840. Hockett, D. (2017, September). *We all have implicit biases. So what can we do about it?* [Video]. TED Conferences. https://www.youtube.com/watch?v=kKHSJHkPeLY Project Implicit (n.d.). https://implicit.harvard.edu/implicit/

	partner/small groups/class. Bias is part of who we all are- goal is to not have bias (i.e., favoring people of color when you identify as white is still bias).			
Week 7 **Mod4**	Instructor Lens/Considerations: All of this work is hard. And sometimes incredibly exhausting. We have to take care of ourselves to keep doing it, and that takes practice, habit, and sometimes figuring out new ways of practicing. Creating and keeping boundaries can keep us all going. Compassion Fatigue discussion	<300 word discussion post - What do you need to know about yourself in order to support others in your given community and space? - How can our own mental health get in the way of supporting others and how to address this ethical dilemma? - How can your beliefs/identities/assumptions impact how you support others and what can you do about it?	4-5 page paper (not including references or cover page, whatever formatting desired by instructor) - Identify ethical dilemma you have faced in your position - Share brief synopsis- players, issues, your role - What was the process/conclusion /resolution? - What might you have done differently considering what has been learned in this course?	Meara, N. M., Schmidt, L. D., & Day, J. D. (1996). Principles and virtues: A foundation for ethical decisions, policies, and character. *The Counseling Psychologist, 24*(1), 4-77. Hansen, E. M., et. al. (2018). Does feeling empathy lead to compassion fatigue or compassion satisfaction? The role of time perspective. *The Journal of Psychology, 152*(8), 630-645. Pfifferling, J-H., & Gilley, K. (2000). Overcoming compassion fatigue. *American Academy of Family Physicians.* https://www.aafp.org/pubs/fpm/issues/2000/0400/p39.html Dere, J. (2015, April). *Challenges and rewards of a culturally-informed approach to mental health.* [Video]. TED Conferences. https://www.youtube.com/watch?v=VrYmQDiunSc

			- Takeaways to consider for your next ethical dilemma?	
Week 8 **Mod4**	Instructor Lens/Considerations: It's always good to end with closure, especially in a class where these topics can create friction, new habits, and a new way of viewing themselves and the world. Make sure everyone has a chance to reflect and share. Closing Activity of instructor choice.	<300 word discussion post - Top 3 takeaways from class - How will you use what was gained/learned in class?	Final Course Project- 8-10 pages (not including references or cover page) - Your own roles and identities and how these shape your role as a helper - 2-3 of your own lifespan events that contribute to who you are and why - Supporting those similar to your identities or different- how to - How has your lens shifted or not during the course in how you support others? How will you utilize new knowledge? Are there things you still want to know or understand?	

			- How do you want to support yourself as a supporter?	

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