



## Course outline

**Duration:** 3.5 hours including breaks

### Modules

#### 1. What is mental health?

**Learning objectives:** By the end of the module, learners will be able to

- give examples of clearly stigmatising language
- give examples of good language to use, and language to avoid
- agree that we all have a state of mental health at all times
- discuss definitions of mental health and what it means to them
- explain the difference between mental health and mental illness
- use the concept of the Stress Bucket to describe their own stress and general wellbeing
- use the Mental Health Continuum to describe the difference between someone functioning and not functioning whether or not they have a mental illness

### Adaptations

We will additionally use this section to explore our new stressors brought about by the COVID-19 outbreak as well as our new ways to keep well. We will also consider that if someone is not functioning well, what might that look like now?

#### 2. What is mental illness?

**Learning objectives:** By the end of the module, learners will be able to

- discuss definitions of 'mental illness'
- state that mental illness is common
- list signs and symptoms of general mental ill health
- briefly outline some common and less common conditions such as depression, anxiety, bipolar disorder, schizophrenia and personality disorders and state where they can learn more about them
- list different treatments, considering that mental illness is treatable and that there are many different options available but that some illnesses are harder to treat than others.
- discuss the bio-psycho-social model to explain potential causes and treatments.

### Adaptations

We consider signs and symptoms of general mental ill health and how this might show up in this new world of home-working and remote line-management since the COVID-19 outbreak. How might you spot poor mental health over email or the phone?

#### 3. Stigma and discrimination

**Learning objectives:** By the end of the module, learners will be able to

- challenge common-held stigmatising beliefs about mental illness that are often perpetuated by the media using facts



# Mental Health Awareness

- discuss the negative media portrayal of mental illness e.g. in news stories and their impact
- recall facts that contradict inaccurate links between violence and mental illness
- list ways they can challenge this stigma in their personal and professional lives

## 4. Communication

**Learning objectives:** By the end of the module, learners will be able to

- Describe a supportive conversation including:
  - a. Things to try and things to avoid and
  - b. recalling features of the 'RECEs' framework for having supportive conversations
- Identify places they could signpost a colleague to in a non-emergency
- Demonstrate these skills and use of RECEs using a scenario

### Adaptations

If you have spotted signs of poor mental health in a colleague, how do you have a conversation about it? This may seem particularly difficult if your way of working has changed recently. We consider how these conversations may be different over the phone or a video call where they would have previously been face-to-face. Delegates practice this with a scenario that we can work with you to create to ensure it is relevant to the employees we are training.

## 5. Looking after ourselves

**Learning objectives:** By the end of the module, learners will be able to

- identify signs of stress
- use the Stress Cycle to manage stress
- explain and complete a Wellbeing Plan
- describe the Five Ways to Wellbeing
- identify one thing they will start and/or do differently as a result of today

### Adaptations

What does stress look like for you and what can you do about it? This is especially important during the COVID-19 outbreak as our usual activities and pastimes may now be unavailable to us. We encourage delegates to consider what they **can** do now, rather than what they can't. Some tools that can support this include; the Stress Cycle to stop stress responses before they build, completing a wellbeing plan – recognising what wellbeing looks like to you and how you can proactively maintain it, and the Five Ways to Wellbeing and how they can still be engaged with during lockdown.