



# THE OHIO STATE UNIVERSITY

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## MENTAL HEALTH FIRST AID INSTRUCTOR INFORMATIONAL DOCUMENT



MENTAL  
HEALTH  
FIRST AID®

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## What is Mental Health First Aid?

Just as CPR helps those without clinical training assist an individual having a heart attack, Mental Health First Aid (MHFA) prepares participants to interact with a person experiencing a mental health crisis. Mental Health First Aiders (MHFAiders) learn a five-step action plan that guides them through the process of reaching out and offering appropriate support.

OSU MHFA Instructors are trained in both Youth and Adult modules of MHFA.

[Click here](#) to learn more about MHFA.

## Mental Health First Aid Definitions:

- **Youth Mental Health First Aid** (Youth MHFA) – designed to teach parents, family members, caregivers, teachers, school staff, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or substance use disorder challenge or is in crisis. Youth MHFA is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches the five-step action plan for how to help young people in both crisis and non-crisis situations.
- **Adult Mental Health First Aid** (MHFA) – appropriate for anyone 18 years and older who wants to learn how to help a person who may be experiencing a mental health related crisis or problem. Topics covered include anxiety, depression, psychosis, and substance use disorders.
- **ALGEE** – the 5-step MHFA action plan (**A**ssess for risk of suicide or harm; **L**isten nonjudgmentally; **G**ive reassurance and information; **E**ncourage appropriate professional help; **E**ncourage self-help and other support strategies. This is also the name of the MHFA koala mascot.
- **Mental Health First Aider** (MHFAider) – following the 8-hour MHFA training along with passing the quiz and submitting an eval, participants become certified MHFAiders. This certificate does not allow MHFAiders to teach the course. The certificate is valid for three years. For more information on recertification, please [click here](#).
- **Instructor** – a MHFA Instructor has gone through the weeklong training from a Nationally Certified Mental Health First Aid USA Trainer. MHFA Instructors must complete at least three MHFA trainings per year to keep their certification. Instructors cannot teach participants to facilitate the course, instead Instructors train participants to be MHFAiders.
- **Trainer** – a MHFA Trainer is chosen by the National Council for Behavioral Health to train MHFA Instructors.

## **New OSU MHFA Instructors**

OSU employees who are trained as MHFA Instructors through the National Council for Behavioral Health are welcome to join the OSU MHFA Team.

### **OSU MHFA Team Members have access to resources and support, which include:**

- Access to mental health resource guides for all of Ohio's 88 counties
- Instructor webinars/calls
- Free professional development opportunities
- Administrative entry of course information and evaluations in Portal
- Network of experienced Instructors

### **Next steps for new OSU MHFA Instructors following National Instructor Training:**

- Log into and explore the MHFA Instructor Portal. Check out the Instructor Portal Guide by logging into your account and [clicking here](#).
- Watch some of the webinars available on the portal by [clicking here](#).
- Complete the [OSU MHFA Instructor Team Application](#) to be added to the OSU MHFA Instructor Team and to receive access to the [OSU MHFA Team Box account](#).
- Explore the documents with in the OSU MHFA Team Box account, especially the [Master Training List](#).
  - Indicate your availability on the Master Training List.
- If you will be co-instructing Youth MHFA for the SAMHSA MHAT grant, there are training requirements. Please see the MHAT grant information on Page 4 of this document as well as in the Box folder to learn more.
- Attend any upcoming OSU MHFA Team meetings via Zoom.
- It's strongly suggested new MHFA Instructors co-facilitate with experienced MHFA Instructors.

## **Mental Health Resource Guides for Ohio's 88 Counties**

The Center for Public Health Practice (CPHP) in partnership with College of Public Health students and [Equita's Health Institute](#) have developed [Mental Health Resource Guides](#) for all of Ohio's 88 counties. This project was completed as part of the Center's and OSU Extension's SAMHSA Mental Health Awareness Training grant. More information on this project below.

# OSU Funding for Mental Health First Aid

## Funder 1:

Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services, Mental Health Awareness Training (MHAT)  
Grant number: SM81411 (Sept. 30, 2018 – Sept. 29, 2021)

## Overview:

The purpose of the OSU's SAMHSA Mental Health Awareness Training grant, the OSU Mental Health Awareness Project (MHAP), is to increase the capacity of 12 of Ohio's communities to recognize the risk factors and warning signs of mental health problems in youth and military veterans and assist the youth and military veterans experiencing a mental health crisis or challenge in accessing resources. Ohio State University Extension (OSUE) and College of Public Health's Center for Public Health Practice (CPHP) Instructors will provide Youth Mental Health First Aid® (Youth MHFA) and Adult MHFA for Military Members, Veterans and Their Families Module to 1,300 school personnel, Ohio Military Kids (OMK) camp staff and volunteers, and community members. Counties include Adams, Ashtabula, Belmont, Carroll, Coshocton, Hardin, Meigs, Miami, Monroe, Perry, Pike and Van Wert.

## Goals & Objectives:

- Annual goal for those in the workforce who receive MHFA (e.g., school personnel and other professionals who work with youth): 250
- Annual goal for community members who receive MHFA: 200
- Annual goal number of youth referred to mental health or related services as a result of the MHFA training: 25

## Evaluation & Referral Tracking

### *Youth MHFA Evaluation*

OSU MHFA instructors should always print the Youth MHFA course evaluation and distribute immediately following the course. Please collect all paper evaluations and sign-in sheets and either scan and email or mail to Colleen at [Fitzgibbons.11@osu.edu](mailto:Fitzgibbons.11@osu.edu)

or 1841 Neil Ave., 132 Cunz Hall, Columbus, OH 43210. Colleen or a College of Public Health student worker will enter your course evaluations.

#### *Additional Evaluation Questionnaire*

An additional evaluation page has been added to the Youth MHFA course evaluation in order to collect data on subpopulation of focus, which has been identified as the LGBTQ+ community as well as veterans. The additional evaluation page includes questions on sexual orientation, gender identity and veteran or active military member status. The additional evaluation page can be found attached to the Youth MHFA evaluation in [Box](#).

#### *Referral Tracking Survey*

Youth MHFAiders part of the MHAT grant are asked to complete an online survey whenever they make a referral called the [OSU Mental Health Awareness Project Referral Survey](#). Making a referral is defined as linking a young person to a mental health or related service, resource or support. Participants are encouraged to complete this survey each time they make a referral for a youth. They are able to enter into a quarterly \$25 Amazon eGift card raffle if they provide their email address on the last question of the survey. The survey consists of five questions and should take approximately five minutes to complete.

### **Inclusion**

One of the main goals of the OSU MHAP is to provide LGBTQ+ inclusive Youth MHFA, while still abiding by fidelity of the program. Funds were dedicated from the MHAT grant to provide professional development and training for OSU MHFA instructors on LGBTQ+ cultural competence. Another project was developing mental health resource guides with LGBTQ+ culturally competent providers for all 12 MHAT-participating counties.

#### *LGBTQ+ Culturally Competent Mental Health Care Providers*

By collaborating with [Equita's Health Institute](#) and Ohio State University College of Public Health student interns, we have identified LGBTQ+ culturally competent

providers in the 12 MHAT-participating counties' mental health resource guides available [here](#).

#### *LGBTQ+ Youth Cultural Competence Training*

Equitas' Ramona Peel provided an in-person training for instructors titled "The Importance of Language: Serving LGBTQ Adolescents with Cultural Competence" in November 2019.

***MHAT Teaching Requirement:*** All Youth MHFA instructors teaching under the MHAT grant are required to view the recording of the training. The recording of this training can be accessed at any time by [clicking here](#).

#### *Youth MHFA Training Consultation*

The second project involved providing Youth MHFA to Equitas' and [Mozaic](#) staff. Mozaic is an Equitas' wellness program and community space for transgender, gender non-conforming and non-binary people of color ages 13 – 29. The goal of this training was for Equitas and Mozaic staff to provide suggestions to MHAP instructors on how to facilitate a more inclusive learning environment of the LGBTQ+ community. These suggestions and tips are provided on pages 8 – 10 of this document.

In years two and three of the MHAT grant, the subpopulations of focus are people with disabilities and people of color. This document will be updated following work with consultants.

### **Social Marketing Campaign**

All MHAT grant participants receive swag, resources and a quarterly eNewsletter. Participants receive a wallet-sized "Referral Card" that includes the MHFA action plan, national helplines and websites as well as the URL for the [referral tracking survey](#). Each participant will also receive a koala-shaped stress ball (ALGEEs!) after completing the training. To receive the referral cards and koalas, please contact Colleen at [Fitzgibbons.11@osu.edu](mailto:Fitzgibbons.11@osu.edu).



Front of Referral Card

Back of Referral Card



The quarterly eNewsletter includes tips and refreshers on the information and skills learned in Youth MHFA as well as news and information related to youth and adolescent mental health. The newsletter also includes a reminder and a link to the referral survey. This is also where the winners of the quarterly raffle are announced. For those interested in submitting articles and events to the eNewsletter, please complete the [MHFAider eNewsletter Article/Event Form](#).

Be sure to like and follow us on [Facebook](#) and [Twitter](#)!

**Funder 2:**

Substance Abuse & Mental Health Services Administration (SAMHSA), ROTA – MORE INFO COMING SOON!

**Funder 3:**

NIFA PROSPER – MORE INFO COMING SOON!

## **Inclusive Mental Health First Aid**

OSU MHFA Instructors should always strive to provide a positive, safe, inclusive learning environment for MHFA participants. Below are tips OSU MHFA instructors have acquired by attending multiple professional development opportunities on LGBTQ+ cultural competence.

New instructors are encouraged to incorporate the following information and statistics into their trainings.

### *Facts/Statistics about LGBT Youth from the Trevor Project:*

- Suicide is the 2nd leading cause of death among young people ages 10 to 24.<sup>1</sup>
- LGB youth seriously contemplate suicide at almost three times the rate of heterosexual youth.<sup>2</sup>
- LGB youth are almost five times as likely to have attempted suicide compared to heterosexual youth.<sup>2</sup>
- Of all the suicide attempts made by youth, LGB youth suicide attempts were almost 5 times as likely to require medical treatment than those of heterosexual youth.<sup>2</sup>
- Suicide attempts by LGB youth and questioning youth are 4 to 6 times more likely to result in injury, poisoning, or overdose that requires treatment from a doctor or nurse, compared to their straight peers.<sup>2</sup>
- In a national study, 40% of transgender adults reported having made a suicide attempt. 92% of these individuals reported having attempted suicide before the age of 25.<sup>3</sup>
- LGB youth who come from highly rejecting families are 8.4 times as likely to have attempted suicide as LGB peers who reported no or low levels of family rejection.<sup>4</sup>
- 1 out of 6 students nationwide (grades 9–12) seriously considered suicide in the past year.<sup>5</sup>

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<sup>1</sup> CDC, NCIPC. Web-based Injury Statistics Query and Reporting System (WISQARS). (2010) {2013 Aug. 1}. Available from: [www.cdc.gov/ncipc/wisqars](http://www.cdc.gov/ncipc/wisqars).

<sup>2</sup> CDC. (2016). Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior Surveillance. Atlanta, GA: U.S. Department of Health and Human Services.

<sup>3</sup> James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). The Report of the 2015 U.S. Transgender Survey. Washington, DC: National Center for Transgender Equality.

<sup>4</sup> Family Acceptance Project™. (2009). Family rejection as a predictor of negative health outcomes in white and Latino lesbian, gay, and bisexual young adults. *Pediatrics*. 123(1), 346-52.

<sup>5</sup> CDC. (2016). Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior Surveillance. Atlanta, GA: U.S. Department of Health and Human Services.

- Each episode of LGBT victimization, such as physical or verbal harassment or abuse, increases the likelihood of self-harming behavior by 2.5 times on average.<sup>6</sup>



*The Trevor Project Research Brief: Data on Transgender Youth. Feb. 2019.*  
<https://www.thetrevorproject.org/2019/02/22/research-brief-data-on-transgender-youth/>

Compared with peers who could not use their chosen name in any context, youth who could use their name at school, home, work and with friends experienced <sup>7</sup>:

- 71% fewer symptoms of severe depression;
- 34% decrease in reported thoughts of suicide;
- 65% decrease in suicide attempts.

### *Additional tips:*

#### *Share your pronouns*

By including your pronouns in your introduction to the group can help create a safe place for everyone. Never force a person to share their pronouns. Share the importance of respecting a youth’s pronouns on their mental health. Learn more about the important of pronouns by checking out GLSEN’s [\*Pronouns: A Resource for Educators.\*](#)

#### *Point out gendered language*

The current version of Youth MHFA uses gendered language within the PowerPoint and manual (‘she/he’ rather than ‘they’). It can be helpful to point out on the slides where ‘he/she’ is used and stating that the slide should read ‘they.’

<sup>6</sup> IMPACT. (2010). Mental health disorders, psychological distress, and suicidality in a diverse sample of lesbian, gay, bisexual, and transgender youths. *American Journal of Public Health.* 100(12), 2426-32.

<sup>7</sup> Russell, S.T., Pollitt, A.M., U, G., Grossman, A.H. (2018) Chosen Name Use Is Linked to Reduced Depressive Symptoms, Suicidal Ideation, and Suicidal Behavior Among Transgender Youth. *Journal of Adolescent Health,* 63.

*Model the language & foster an inclusive environment*

Check out Ramona’s training “The Importance of Language: Serving LGBTQ Adolescents with Cultural Competence” that was recorded via Zoom back in November 2019. The recording of this training can be accessed at any time by [clicking here](#).

*Follow these steps via GLSEN if a MHFA participant makes anti-LGBTQ statements during the training:*

- *Address Name-Calling, Bullying or Harassment Immediately.* Concentrate on stopping the behavior in that moment. Sometimes it’s a simple response to hearing a derogatory term like, “That language is unacceptable in this classroom.” Remember: no action is an action.
- *Name the Behavior.* Describe what you saw and label the behavior. “That word is derogatory and is considered name-calling. That language is unacceptable.”
- *Use the Teachable Moment (or Create One).* Make sure to educate after stopping the behavior. Decide if you are going to educate in the moment or later, and if it will be publicly or privately. If you decide to educate later, you will need to create the teachable moment. You can then take this opportunity to teach participants about language and behaviors that are acceptable and those that are not.

*Attend professional development opportunities*

As an instructor or facilitator of any kind, attending professional development opportunities around cultural competence, implicit bias and diversity and inclusion are crucial to creating positive and safe learning environments for the diverse communities we teach in. At OSU there are always new and exciting learning opportunities. Be sure to keep a pulse on the upcoming trainings, seminars, workshops and conferences in the OSU community as well as community partners. OSU MHFA Team leaders will be sure to share via email any upcoming trainings and other learning opportunities around these topics.

*Resources from GLSEN for supporting Trans/Gender Non-Conforming (GNC) Youth:*

- [Webinar for Educators: Supporting Trans and GNC Students](#)
- [Be a Better Ally to Trans and GNC Youth](#)
- [Know Your Rights: A Guide for Transgender and GNC Students](#)

- Video on [genderfluidity](#) by one of GLSEN's National Student Council members
- [Blogs](#) on nonbinary identity and transgender binary-privilege
- [Make your GSA more Trans and GNC Inclusive](#)

If you are aware of any upcoming professional development opportunities that would be beneficial for MHFA instructors, please share with Colleen ([Fitzgibbons.11@osu.edu](mailto:Fitzgibbons.11@osu.edu)) or Jami ([Dellifield.2@osu.edu](mailto:Dellifield.2@osu.edu)).