ENGAGED OR ENCAGED:
CURRICULUM INFUSION TO RECOGNIZE THE SIGNS
AT THE END OF THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

- Define curriculum infusion (CI)
- Explain how curriculum infusion can be used to address student mental health and wellbeing
- Brainstorm possible ways to collaborate to utilize curriculum infusion.
What is your primary role on your campus?

- Faculty
- Student Affairs Administration
- Academic Affairs Administration
- Student Health/Counseling Services Staff
- Student
- Other
CURRICULUM INFUSION

- Curriculum infusion integrates important social issues such as substance abuse prevention, discrimination, and mental health and well-being into the academic content of courses that are regularly offered to enhance the learning environment for students (Lederman et al., 2007).

- Strengthens the safety-net by taking a campus-wide approach to prevention.
CURRICULUM INFUSION BENEFICIAL

STUDENT BENEFIT

▪ Promote healthy social, emotional, and behavioral development of students

▪ Understanding mental disorders and their treatments

▪ Decreasing Stigma

▪ Enhancing help-seeking efficacy

FACULTY/STAFF BENEFIT

▪ Deeper understanding of mental health issues

▪ Knowledgeable about mental health resources on campus

▪ Appreciation for the opportunity to collaborate in novel ways
Who is responsible for curriculum infusion?

- Faculty A
- Campus Mental Health Providers B
- Wellness Staff C
- Vice Chancellor/Provost D
MAKING CI WORK

- Faculty/Staff Training: QPR, Mental Health First Aid
- Gatekeeper Training: QPR, Mental Health First Aid
- Implement Curriculum Infusions (CI)
HOW TO USE CURRICULUM INFUSION

- Integrating mental health services and support throughout the curriculum:
  - Analyzing survey data
  - Researching the history of mental illness
  - Learning mindfulness
  - Service learning projects
  - Box breathing

- Assessing mental health needs through active learning strategies to include:
  - Reflective writings
  - Discussions
  - Debates
  - (breakroom talk)

APPENDIX D: FACULTY CURRICULUM INFUSION IDEAS

Faculty specific curriculum infusion ideas

Specific Curriculum Infusion Ideas:

Special Note: With all types of curriculum: active learning strategies to include brainstorming, behavior modeling, case studies, coaching, critiques, debates, demonstrations, discussions, drills, field trips, games, instruments, interviews, panel discussions, role playing, role plays, simulations, skits, study guides, and visualizations may be integrated as relevant to prevention.

English/Language Arts:
- Reading about and discussing depression may be integrated into language arts classes
- In language arts classes, students may read, discuss, write about and role play prevention strategies for depression.
- Engage students in “The Skin I’m In” online writing assignment (http://writingfix.com/Chapter_Book_Prompts/SkinImIn3.htm)

Math:
- Using math strategies to prevent depression/suicide/suicide prevention may be infused into the curriculum of math courses.

History:
- Students may participate in class presentations, group or individual research projects related to the history of mental health in the state or country. This could be expanded to include suicide awareness/prevention.

Social Sciences:
- Incorporate learning about protective factors, risk factors and warning signs into class discussions and presentations.
- Learning about the risk factors of bullying and substance abuse may be integrated into social science classes.
- In social science classes, students may read, discuss, write about and role play prevention strategies for prevention.
- In social science classes, students could engage in class with role playing exercises related to engaging another student/person who may be thinking about suicide.
- Incorporate class presentations, research and group projects related to de-stigmatizing mental health.
- Examine in class discussion, presentations, and group projects the impact of mental health issues and diversity.
HOW TO USE CURRICULUM INFUSION

- Providing access to behavioral and mental health services and programs:
  - Syllabus statement
  - “Don’t cancel that class,”
  - Class panels,
  - Guest speakers
  - (P.E.E.R. Advocate training)
HOW TO USE CURRICULUM INFUSION

- Building collaborative relationships between the faculty and student and communities:
  - Partnering to develop evening co-curricular activities
  - (Wellness Wednesday)
Engaged students are ...
Encaged students are ...
AFTER YOU KNOW THE DIFFERENCE

ENGAGED

▪ Identified signs of eustress
▪ Encourage self-care
▪ Empower

ENCAGED

▪ Identified signs of distress
▪ Approach student(s) – Privately and in-person
  ▪ C – Communicate Concern
  ▪ A – Ask questions
  ▪ R – Refer to resources
  ▪ E – Encourage help seeking
  ▪ S – Show support
▪ Encourage self-care
▪ Advocate
▪ Empower
CURRICULUM INFUSION – STRENGTHENING THE SAFETY-NET BRAINSTORM

- **Faculty/Staff**
  - Intentional
  - Select
  - Inject
  - Integrate
  - Connect
- **Students**
  - Process
  - Reflect
  - Aware
  - Empathetic
  - Efficacy
- **Faculty/Staff/Students**
  - Recognize
  - Respond
  - Refer
HOW TO USE CURRICULUM INFUSION

▪ Integrating mental health services and support throughout the curriculum

▪ Assessing mental health needs through active learning strategies to include:

▪ Providing access to behavioral and mental health services and programs

▪ Building collaborative relationships between the faculty and student and communities
How likely are you to implement curriculum infusion?

Very Likely

Likely

Not Likely

Undecided