

LEAD: Learn, Explore, Access & Develop

CURRICULUM AT A GLANCE

LEAD is a semester-long, collegiate resilience course that supports young adults learn and practice critical wellness and academic skills, explore their core values, strengths, and social identity, access meaningful resources and experiences, and develop a path to their unique goals and hopes. LEAD is an acronym that represents the heart of the course mission for students to learn, explore, access, and develop. The course is entirely focused on building skills and strengthening supports, so each class uses community-building activities to invite meaningful skills learning and practice. This LEAD curriculum at a glance provides you with a brief introduction to the 20 structured lesson plans.

LEAD has been implemented and adopted by various secondary and post-secondary education institutions and organizations around the globe by facilitators like you who value and understand the importance of supporting students' whole personhood. Throughout your journey of building and growing LEAD, remember you can rely on the LEAD curriculum development team at the Center for Psychiatric Rehabilitation at Boston University for technical assistance and support and the LEAD facilitators (LEADers) around the world for their wisdom having done what you're doing. We're here for you. Welcome to the LEADer family!

DOMAINS OF WELLNESS & READINESS FOR CHANGE

At A Glance:

In this class, students will get an orientation to the workshop content, expectations, and objectives. They will also explore the eight dimensions of wellness outlined by the Substance Abuse and Mental Health Services Administration (SAMHSA) and evaluate their satisfaction with and set goals around their wellness. Students will also learn about the framework of readiness for change and the core elements that support change readiness and sustainability.

Key Objectives:

- *Identify and explain course expectations and objectives.*
- *List and define eight domains of wellness.*
- *Explain interconnectedness of domains and influence of collegiate life on wellness.*
- *Evaluate and describe satisfaction with personal wellness across eight dimensions.*
- *Describe the core elements of change and assess readiness for change.*

BALANCING COLLEGIATE STRESSORS & SOCIAL SUPPORTS

At A Glance:

In class two, students explore the definitions, sources, and signs of collegiate stress and distress. Students also examine and evaluate their social relationships and identify people and systems that can offer health-promoting support in times of stress or distress.

Key Objectives:

- *List common signs and sources of collegiate distress.*
- *Define and differentiate between stress, distress, and eustress.*
- *Describe general and personal factors that influence wellness/collegiate wellness.*
- *Identify social connections that promote health, safety, and support.*

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INVESTIGATING & PRACTICING RESILIENCE

At A Glance:

In class three, students will examine Reivich and Shatte’s model of resilience with an emphasis on emotional agility and problem solving. Students will also examine resilience building skills for navigating challenging academic and work situations as well as explore and practice problem solving skills.

Key Objectives:

- *Identify and describe the factors of resilience.*
- *Describe the specific skills and environmental factors needed to foster resilience.*
- *Implement resilience strategies as a tool for problem solving.*
- *Practice problem solving skills for building collegiate resilience.*

PERSONAL WELLNESS PLANNING & NOTETAKING

At A Glance:

In this class, students examine personal markers of wellness as well as physiological indicators of stress and declining wellness. Students engage in personalized planning for managing classroom-based stressors including exercises like notetaking. Additionally, students examine the connection between stress and learning as they experience it individually.

Key Objectives:

- *Explain the relationship between wellbeing and learning.*
- *Define supports as people, places, things, and activities.*
- *Identify personal wellness strategies and supports.*
- *Identify and practice various notetaking strategies.*

SELF-EFFICACY & PROCRASTINATION

At A Glance:

In this class, students will explore reasons for and the impact of procrastination and identify, practice, and evaluate strategies for overcoming procrastination. Students will also practice a self-efficacy building exercise rooted in Edith Grotberg’s findings in the International Resilience Project and build goals around an undertaking on which they’re currently procrastinating.

Key Objectives:

- *Define procrastination and identify common, specific barriers that lead to procrastination.*
- *Identify and apply personally effective strategies to address procrastination.*
- *Define self-efficacy and describe the connection between procrastination and self-efficacy using Edith Grotberg’s “language of resilience: I have, I am, I can” exercise.*

THOUGHTS-FEELINGS-ACTIONS & ORGANIZATION

At A Glance:

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In this class, students will reflect on the connection between their thoughts, feelings, and actions and how they influence each other. Students will also examine and evaluate their approaches to organization that informs their wellbeing and performance as well as practice approaches that personally invite wellness and positive performance.

Key Objectives:

- *Describe and identify the relationship between thoughts, feelings, and actions.*
- *Rewrite or reframe unhelpful thought-feeling-action connections.*
- *Identify personal organization from disorganization.*
- *Apply personally helpful and meaningful organizational approaches.*

THINKING TRAPS & ATTENTION

At A Glance:

In this class, students will examine common, automatic negative thinking patterns, thinking traps, that can interrupt productivity and learning. Students will practice identifying and balancing those negative thought patterns. Students will also examine the impact of negative thoughts on attention and the influence on learning and other areas of functioning.

Key Objectives:

- *Identify and recognize negative thinking patterns, or traps.*
- *Reframe negative thinking traps with health promoting narratives and balancing statements.*
- *Identify best practices for monitoring, sustaining, and redirecting attention.*

EMOTIONAL AGILITY & FEYNMAN TECHNIQUE FOR STUDYING

At A Glance:

In this class, students revisit the skill of listening with empathy and explore ways to expand their emotional vocabulary as a tool to use for responding. Students also examine and practice a multimodal learning approach, the Feynman Technique, utilizing material they're currently learning in a course or life experience.

Key Objectives:

- *Identify and use accurate feeling words across various emotions and intensities.*
- *Incorporate feeling words when responding to others.*
- *Outline and apply the steps involved in the Feynman Technique.*
- *Explain the efficacy of the Feynman Technique for learning and assessing comprehension.*

MID-POINT STOP-START-CONTINUE & GOAL SETTING

At A Glance:

This class is designed to be delivered at the approximate mid-point of the class to offer students an opportunity to reflect on what's working and what's not as it relates to their experience in LEAD and how they're applying what they're learning. With this information, students can set or establish personal goals.

Key Objectives:

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- *Identify areas of satisfaction and dissatisfaction through a model of stop-start-continue.*
- *Set personal, meaningful goals to build and maintain wellness across all eight domains.*
- *Make progress toward goals through the practice of shared accountability.*

SOCIAL IDENTITY, BELONGING, & GROUP DYNAMICS

At A Glance:

Through interactive activities and discussions, students will examine various aspects of their social identity and how those areas of their personhood impact belonging across various settings including on teams and in group work projects. Students will also examine relationships and dynamics in group projects and learn about a group project they will manage as part of LEAD.

Key Objectives:

- *Identify categories of social identity and describe their relationship to belonging.*
- *List facilitators and barriers to working with others and skills needed to be an effective team member.*
- *Examine and describe personal strengths and challenges related to group work.*
- *Implement health-promoting strategies to enhance productivity with a group project.*

INTERPERSONAL COMMUNICATION & GROUP PROJECTS

At A Glance:

In this class, students will have an opportunity to examine their approaches to communication with various community members. Students will also practice interpersonal communication, research, and presentation skills as they continue to make progress on their group research project.

Key Objectives:

- *Describe effective interpersonal communication approaches around language and modality.*
- *Engage in health-promoting interpersonal communication with various community members.*
- *Practice collaboration and effective communication in group projects.*
- *Practice research and presentation skills.*

HELP-SEEKING & GROUP PROJECTS

At A Glance:

In this class, students will explore and practice self-advocacy tools given various scenarios. Students will also practice interpersonal communication, research, and presentation skills as they continue to make progress on their “coolest critter” group research project.

Key Objectives:

- *Define and describe self-advocacy and help-seeking.*
- *Describe the facets and function of a communication/help-seeking tool, DEAR MAN.*
- *Implement help-seeking through DEAR MAN.*
- *Practice collaboration and effective communication in group projects.*
- *Practice research and presentation skills.*

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ACCESS, ACCOMMODATIONS, & GROUP PRESENTATIONS

At A Glance:

In class 13, students will examine access through the lens of “choosing, getting, and keeping roles of their choice” as well as disability-related access. Students will also examine an assortment of work, school, and living accommodations and practice communicating a request for a reasonable accommodation or support. Students will give final presentations after a three-week group project.

Key Objectives:

- *Identify various work, school, and living accommodations.*
- *Describe processes involved in requesting and accessing reasonable accommodations.*
- *Communicate needs and self-advocate via email.*
- *Present on a researched topic.*

SOCIAL RHYTHMS, SLEEP, & TIME MANAGEMENT

At A Glance:

Students will explore their individual social rhythms, rhythm synchronizer, and rhythms disruptors. They will also examine their individual time-keeping cues, discuss the impact disruptions in social rhythms have on executive functioning and productivity and strategize how to reset social rhythms for wellness and academic/work persistence. Students will examine their personal time management tools and traps.

Key Objectives:

- *Define social timekeepers and social rhythms.*
- *List examples of common social timekeepers for college students.*
- *Explain the relationship between social rhythms, wellness, time management, and productivity.*
- *List individual environmental cues that run your “internal clock”.*
- *Explain sources and signs of a disruption to personal social rhythm.*
- *List strategies that help/hinder managing time-bound tasks and responsibilities.*

RESPONDING WITH EMPATHY & TEACHING & LEARNING MODALITIES

At A Glance:

Through interactive discussion, videos and roles plays, students will examine and practice empathy as a tool for cultivating health-promoting relationships and wellness. Students will also explore multimodal, inclusive teaching modalities as well as evaluate and practice a range of learning modalities.

Key Objectives:

- *Recognize empathic versus non-empathic responding.*
- *Recognize and implement behaviors associated with responding with empathy, including active listening, and identifying and using feeling words to communicate understanding about emotions.*
- *Explain the effectiveness of responding to someone with empathy.*
- *Describe and apply various teaching and learning modalities to optimize “classroom” engagement and learning.*

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VALUES & TEST PREPARATION

At A Glance:

In this class, students examine their personal values as well as the social and cultural factors that inform and influence the development and expression of values. Students will also explore their experiences with test preparation from effective, health-promoting strategies to the impact on their wellness, relationships, and routines.

Key Objectives:

- List and describe personal values.
- Identify and define the social and cultural factors that influence values.
- Describe and apply personally effective test-preparation strategies.
- Identify social, emotional, and academic impacts of preparing for high-stakes assessments.
- Notice and interrupt negative, maladaptive responses to test related stress.

FAIR FIGHTING & TEST TAKING

At A Glance:

In this class, students will explore the experiences behind conflict and fighting as well as practice the principles of “fair fighting”, or guiding rules that help navigate arguments that naturally occur in relationships. Students will also examine and evaluate approaches and strategies for effective test taking that can transfer to other high-stakes performance circumstances.

Key Objectives:

- List the principles of fair fighting and situational applications.
- Apply the guiding rules of fair fighting and explain their utility.
- Identify when fair fighting rules are not being applied and redirect the conversation.
- List and practice personally health-promoting test-taking strategies.
- Describe how test-taking strategies are transferable to other environments.

SUBSTANCES & RELATIONSHIPS

At A Glance:

In this class, students will have an opportunity to consider the effects and influences of substances and substance use including language students use to describe use, addiction, and recovery. Students will also cultivate awareness around their personally held biases and attitudes and the impact those have on relationships.

Key Objectives:

- List various substances and describe positive and negative effects from use.
- Recognize and interrupt stigmatizing language in a health-promoting, productive manner.
- Identify and respond to personal biases and attitudes.
- Describe the relationship language, biases, and attitudes have on personal relationships.

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MINDSET, MOTIVATION, & HIGH-IMPACT PRACTICES

At A Glance:

In this class, students will examine their mindset(s) and evaluate how mindset impacts their engagement in academics, relationships, employment, and extracurricular activities. Students will further examine their perception of and engagement in high-impact practices to support progress toward their academic, social, vocational, and wellness goals.

Key Objectives:

- *Define and describe mindset, motivation, and high-impact practices.*
- *Identify strong personal motivators and demotivators and apply motivators.*
- *Explain the relationship between high-impact practices and academic performance and persistence.*
- *Describe and follow pathways to getting involved in high impact practices.*

WRAP UP & REFLECTION: STOP-START-CONTINUE

At A Glance:

Students will review all the skills and tools they learned, practiced, and developed throughout the LEAD course. Students will have an opportunity to evaluate and share practices they'd like to stop, start, or continue to maintain wellness.

Key Objectives:

- *List wellness approaches, study strategies, and collegiate resilience tools.*
- *Describe personally helpful and unhelpful strategies and tools.*
- *Apply the concept of stop-start-continue for goal setting and evaluation.*

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