

Behind Happy Faces Implementation Guide

Thank you for choosing to facilitate Behind Happy Faces, a program designed to provide members with a better understanding of their own mental health. This comprehensive mental wellness program will provide collegiate members nine lessons to have healthy conversations about the topic. It is a peer-facilitated program that is most successful when members open up and engage in the conversation about mental health.

OVERVIEW OF LESSONS

Below are the learning objectives for all nine collegiate lessons. Chapter are encouraged to facilitate lessons 1, 2 and 3 before moving to other lessons. Starting with these three lessons provides a strong understanding of mental health before moving to advanced topics regarding mental health and supporting a sister need.

LESSON 1: UNDERSTANDING MENTAL HEALTH | 25 MINUTES

- State a correct definition of mental health.
- Identify personal barriers to seeking help, explore the sources of those and work on how to address them.

LESSON 2: YOUR MENTAL HEALTH | 17 MINUTES

- Classify mental health challenges into five categories.
- Identify where they are on the mental health spectrum.
- Connect how mental health challenges impact where a person is on the mental health spectrum.

LESSON 3: CHANGING INEFFECTIVE COPING | 25 MINUTES

- State a definition of coping.
- Differentiate between effective and ineffective coping.

LESSON 4: ACUTE STRESS VS. CHRONIC STRESS | 25 MINUTES

- Explain the difference between acute stress and chronic stress.
- Identify skills to reframe stress.

- Practice the ability to take power in some stress and slow down irrational thoughts.

LESSON 5: GOOD STRESS AND STOPPING PROCRASTINATION | 25 MINUTES

- Review the difference between acute/good stress and chronic/bad stress.
- Identify what skills a person can use to utilize acute/good stress in their daily life.
- Explain the role of emotional regulation in procrastination.

LESSON 6: SYMPATHY, EMPATHY AND COMPASSION | 25 MINUTES

- Explain the differences between sympathy, empathy and compassion.
- Interact with another person's story in order to better experience what it is like to live in someone else's perspective.
- Implement skills for sympathy, empathy and compassion.

LESSON 7: NEUROSCIENCE OF HAPPINESS | 25 MINUTES

- Explain four skills that can help improve a sister's mood.
- Practice new habits that can help a sister maintain positive mental health.
- Understand a basic explanation of neuroscience.

LESSON 8: TALK TO A SISTER | 23 MINUTES

- Demonstrate what actions are helpful to approach a sister, friend, family member or partner who needs help.
- Identify the differences between what a friend can do and what can only be done by a mental health professional.

LESSON 9: BEFORE THE BREAKDOWN | 18 MINUTES

- Identify warning signs of someone who may be experiencing a severe mental health breakdown.
- Identify the differences between what a friend can do and what can only be done by a mental health professional.

GETTING STARTED

If you're facilitating virtually, be sure to review the [Zoom Resource: Behind Happy Faces](#) to learn virtual engagement tools to assist in facilitating lessons.

With an expanded nine lessons, chapters can provide a more intentional educational experience for members throughout the year. Chapters can facilitate all nine lessons or select a few lessons to facilitate over the year. Our recommendation is chapters complete at least five lessons a year.

Lessons may be facilitated during chapter meetings. Review session lengths above to schedule lessons accordingly. The Behind Happy Faces lessons can also be implemented within chapter programming. These lessons can be used for sisterhoods, MyJourney sessions or the new member program.

IDENTIFY FACILITATORS

The VP risk management should assist in the planning and implementation of the program. She should work with her risk management committee to identify people who would be great facilitators. These members could include: chapter leaders, senior members, members interested in higher education, members interested in psychology and mental health awareness, members who are passionate about this type of programming, emerging leaders or members who are experienced facilitators. Facilitators should be finalized one week prior to the program so the VP risk management can review the lessons with them ahead of time.

LOGISTICS

- **Materials needed:** index cards, flip chart paper, markers, pens
- **Facilitation guides:** These can be found in the [Resource Center of the Alpha Chi Omega website](#). The facilitation guides should be emailed out to the facilitators at least one week prior to program.
- **Participant handouts:** Lessons 2, 3, 4, 5, 7 and 9 have participant handouts. These are located in the facilitation guides and on the lesson website page as downloadable PDFs to print or share with members.
- **Attendance:** There is no attendance requirement established by Alpha Chi Omega headquarters for this program.
- **Resources:** Please make sure to have contact information for the college/university counseling center, local community resources or [national support](#).
 - Things to think about: Does the counseling center offer free services? Is there an emergency line that students can call? Where is the counseling center located on campus? Does the counseling center offer support groups? Does the counseling center connect students to local community resources?
 - Invite a college/university counseling center or wellness office staff member to join lesson 9 to speak to available resources.

TIPS FOR FACILITATING VIRTUALLY

- Each facilitation guide will include language on how to adapt the experience to a virtual environment. The facilitator should review the red italicized text for these details.

- Before facilitating the lesson, read the facilitation guide in its entirety to be aware of any experiences that need to be adapted or if you will need to provide members a handout.
- The facilitator should identify a co-host to assist in the management of the virtual meeting platform. Both individuals should read the [Zoom Resource: Behind Happy Faces](#) to make sure they are aware of the platform's features mentioned in the facilitation guide.
- The facilitator should practice the presentation on the video conference platform to ensure the PowerPoint, video, microphone and sound are all working.

TIPS FOR FACILITATING WITH LARGE CHAPTERS

- Curriculum is designed for sessions of up to 150 members in a room. Should your chapter be larger than 150 members or should room capacity limits be smaller than your chapter size, split the chapter up and facilitate in different sessions. It is encouraged to have a mixed representation of members from all different member classes in each session.
- Have co-facilitators for each lesson to help manage the flow of the conversation and assist small groups with the activities.
- When small groups report out to the large group after activities, limit the number of examples or responses each group provides.
- Ask for members to separate from their common friend groups and mix with various member classes.
- Members of the risk management committee should assist with handing out materials and making sure small groups stay on task.

ADVISOR WORKSHOPS

As chapters facilitate the collegiate lessons, it is encouraged that the chapter advisory board members also complete the Behind Happy Faces Advisor Series in The Heights Learning Center, available fall 2020. These five online workshops were designed to provide an introduction to mental health and complement select collegiate lessons. When advisors participate in the online workshops, they have a better understanding of the Behind Happy Faces curriculum and how to support officers and members in continued conversations around mental well-being. This will also assist in a mutual understanding of mental health and how to support a member in need.