



BUILD THE RESILIENCE TO THRIVE

Mental Health Professional Development Programs

BaMidbar is working to ensure that Jewish youth and young adults have the confidence, skills, and community support that they need to navigate life's challenges and thrive in the face of adversity. BaMidbar's professional development programs are designed for youth and young adult-serving Jewish community professionals interested in expanding their understanding of mental health, wellness, and experiential learning in order to better support their students and actively promote social and emotional growth.

Programs target BaMidbar's five overarching learning objectives, which are designed to support professionals in being able to:

- 1) Understand experiential education frameworks
- 2) Promote Social and Emotional Health and development in the students whom they serve
- 3) Recognize when youth and young adults are at risk of experiencing mental health challenges
- 4) Intervene early and appropriately when mental health challenges arise
- 5) Practice self-care and prioritize their own mental health and wellness needs

Any combination of these sessions can be facilitated individually or in series.

Learning Objective 1: Understanding Experiential Education Frameworks

These sessions will introduce professionals to experiential education theory, and how professionals can help facilitate and manage an appropriate level of emotional exploration and depth through experiential programming. Possible workshops include:

Introduction to Experiential Education: What is experiential education? How can we as Jewish professionals use this philosophy to frame our methodologies when preparing programs for our students? In this workshop we will dive into the history of the experiential field, and learn about the major contributors and the foundational principles that have guided its evolution. (60 minutes)

- **KNOW:** Professionals will develop a foundational understanding of the historical and philosophical groundwork that led to our modern interpretation of experiential education and the major players who helped pioneer the field.
- **DO:** Professionals will craft a group definition of experiential education, and think critically about how Jewish values tie into the conversation.
- **FEEL:** Professionals will feel connection to a community of learners, excited about reframing ways in which an experiential learning model may fit into their context.

Making Meaning Through Metaphor: How can we adapt an activity, alter its objective, and thereby curate the take-aways to custom fit the needs of our group? How do we intentionally facilitate games and activities to support specific social and emotional learning and development? By leveraging the power of metaphor, we can empower students to grow, challenge themselves, and feel ownership over their personal narrative. This session will dive into transfer of learning and common experiential

metaphors, and explore how educators might be able to apply these concepts to Jewish ritual and practice to guide students' experience towards intentional personal growth. (90 minutes)

- **KNOW:** Professionals will be able to describe the three types of Transfer of Learning: specific, nonspecific, metaphoric.
- **DO:** Professionals will practice shaping programs, activities, and ritual to reflect the needs of the group and deeper outcomes.
- **FEEL:** Professionals will feel empowered to expand their toolbox, not by adding more tools, but by learning how to use the tools they already have in new and creative ways.

Learning Objective 2: Promoting Social and Emotional Health

Through an understanding of social and emotional learning, professionals will promote healthy social and emotional development in the students they serve. Possible workshops include:

Whole Health Wellness: What is “whole-health wellness”? What does Judaism have to say about it? In what ways can Judaism serve as a protective factor, reducing mental health challenges? Are there ways in which Jewish practices make it more difficult to maintain mental health and wellness? How do we bring a wellness lens to our understanding of Jewish tradition and our creation of programming? (60 minutes)

- **KNOW:** Professionals will be able to approach mental health through a multi-dimensional wellness lens, and gain an understanding as to a) why we and/or our students might find ourselves struggling with mental health, and b) how prioritizing wellness in multiple areas of our lives (social, emotional, physical, spiritual etc.) can help our mental health.
- **DO:** Professionals will explore ways in which they might be able to support student wellbeing through promoting protective factors and mitigating possible risk factors present in classroom and Jewish environments.
- **FEEL:** Professionals will feel empowered to diversify and support their own and their students' access to multiple areas of wellness.

Empowering Youth and Young Adults: Before we can positively impact student motivation, we need to understand what it is and how it works. This workshop explores the self-determination theory of motivation, and discusses the importance of three psychological needs (competence, relatedness and autonomy) in motivating our students and offers practical strategies that help professionals build motivation and empower youth and young adults. (90 minutes)

- **KNOW:** Professionals will learn a framework to understand motivation and will be able to name the basic psychological needs according to self-determination theory.
- **DO:** Professionals will apply knowledge of the basic psychological needs of self determination theory to develop strategies that will support student engagement.
- **FEEL:** Professionals will feel empowered to motivate students to engage in the programs that they offer and feel supported in better understanding how or why student motivation may fluctuate throughout the year.

Facilitating for Resilience: The history of the Jewish people is a narrative of resilience, but what does that mean and where does resilience come from? Using the story of the Exodus and research from Harvard University, this program offers tangible definitions and frameworks to understand resilience. Together we will explore key factors whose presence have proven to increase our ability to persist in the face of adversity, and share tools that can help strengthen those factors in the students whom we serve. (90 minutes)

- **KNOW:** Professionals will be able to explain what resilience is and what four factors help develop resilience.
- **DO:** Professionals will explore what it would take to construct an environment conducive to building resilience, and discuss what it would take and look like to apply those ideas in their particular context.
- **FEEL:** Professionals will feel capable of teaching and incorporating skills that bolster student resilience.

Learning Objective 3: Recognizing Mental Health Challenges

These sessions will help professionals recognize when the students they serve are at risk of experiencing mental health challenges. Possible workshops include:

Understanding Stress, Anxiety, and the Current Moment: While stress and anxiety have always been present, we are going through a uniquely stressful moment in time. What are stress and anxiety, and how do they impact teens and young adults? How do we mitigate the impacts of stress, and help teens and young adults expand their “resilience zone?” This session will provide a theoretical framework to understand the impact of stress on our mind and body, and will provide strategies professionals can take to create stress-informed, supportive environments. (90 minutes)

- **KNOW:** Professionals will build a foundational understanding of stress, anxiety and trauma and be able to describe and recognize their implications in various settings.
- **DO:** Professionals will be able to integrate knowledge of the neurosequential model into their facilitation technique in order to help students regulate stress and expand their resilient zone.
- **FEEL:** Professionals will feel empowered to focus on stress regulation in efforts to better support all brains.

Building Trauma-Sensitive Environments: Being Trauma-Informed does not mean we are providing therapy. Being Trauma-Informed means we are sensitive to the life experiences of the people we work with. This workshop creates a foundation for professionals by answering the following questions: What is trauma? How does trauma impact us? What makes an environment trauma-informed? How do we facilitate experiences that accommodate the needs of students who have experienced trauma? (90 minutes **This content can be expanded into a multi-session systems-wide workshop that supports institutions in examining how they might better design all aspects of their organizational structure to be sensitive to the mental health needs of their community.*)

- **KNOW:** Participants will be able to describe and recognize the 4 R's of a trauma sensitive environment.
- **DO:** Participants will begin to develop action plans to implement a trauma sensitive approach within the scope of their role and context.
- **FEEL:** Professionals will feel empowered to begin integrating Trauma-Informed principles into the structure of their day to day.

Introduction to Emerging Adulthood: Emerging adulthood is both an incredible adventure and a scary endeavor. For professionals working with this population, supporting emerging adults can be challenging. How can an understanding of this developmental stage help us better anticipate and support students' needs? What student behaviors are developmentally appropriate and what is unhealthy during this time of life? (60 minutes)

- **KNOW:** Professionals will develop a clear language and framework to understand the features and markers of emerging adulthood as a distinct life phase.
- **DO:** Professionals will explore how what we know of our students informs student needs and how they can play a role in helping to answer critical life stage questions.
- **FEEL:** Professionals will feel connected and tuned in to their students, so they can build empathy by knowing who they are and where they are in life.

Learning Objective 4: Early and Appropriate Intervention

These sessions will give professionals the knowledge, skills, and confidence to intervene early and appropriately when there are mental health challenges. Possible workshops include:

Communication Tools for Building Empathy and Rapport: Empathy and rapport are frequently connected to important outcomes in personal growth environments; however, they are rarely topics or skills that are effectively taught to new professionals. How can we use verbal and nonverbal communication strategies to align with our students? What is empathy? How do we respond empathetically when an individual shares a struggle? How can applying empathy help us build rapport with the students that we work with? Why is this important? How can this information help us through tough conversations? This session will give professionals the knowledge, skills, and confidence to communicate empathetically with students, and will explore specific strategies to connect students who are struggling with outside resources. (90 minutes)

- **KNOW:** Professionals will be able to explain why empathy and rapport are so critical for connecting with young adults who may be struggling.
- **DO:** Professionals will practice specific communication skills that allow for greater connection and cultivate rapport.
- **FEEL:** Professionals will feel as though they have agency to engage effectively with students.

Motivational Interviewing: What is motivational interviewing? How can we use it effectively in order to support students through their individual change process? (90 minutes)

- **KNOW:** Professionals will be able to describe motivational interviewing. They will learn the

stages of change and understand how they might apply this knowledge in their particular context.

- DO: Professionals will practice motivational interviewing and implement OARS core skills in role playing exercises.
- FEEL: Professionals will feel confident in knowing their role and helping students make positive change in their lives.

Suicide Prevention: The QPR Institute has a mission to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. This 60-minute certification program outlines three steps - question, persuade, refer - that anyone can learn and use in a crisis situation to help prevent suicide and save lives. Participants will receive a certificate that remains active for two years. (60 minutes)

- KNOW: Professionals will be able to accurately assess the threat of suicide and know the steps to take when they think an attempt at suicide may be imminent.
- DO: Professionals will practice intervening and asking questions in order to prevent potential suicides
- FEEL: Professionals will feel equipped and empowered to intervene when they may be working with someone who is at risk for self-harm or suicidal behavior, and confident that they can find and access additional help as needed.

Learning Objective 5: Self-Care for Professionals

These sessions will help professionals practice self-care and create cultures of support amongst their staff team. Possible workshops include:

Building Staff Motivation and Empowerment: In trying times and sustained challenging circumstances, many professionals develop an overwhelming combination of stress, frustration and disconnection with the passion and joy they used to associate with their work. This webinar will use Self-Determination Theory - a model of motivation - to understand the core psychological needs that are affected by the radical changes we are seeing in our workplaces. We will approach loss of motivation, identity, and drive as an understandable response to an environment that limits professionals' sense of independence, competence, and connection. This webinar will offer professionals simple, yet effective, strategies to understand and address the challenging effects of our changing world on workplace motivation and passion amongst staff. (90 minutes)

- KNOW: Professionals will learn a framework to understand motivation and will be able to name the basic psychological needs according to self-determination theory.
- DO: Professionals will apply knowledge of the basic psychological needs of self-determination theory to develop strategies that will support teacher motivation and wellbeing.

- FEEL: Professionals will feel empowered in understanding the impacts of COVID-19 on teacher motivation and optimistic about their ability to use that understanding to better support teachers during this time.

Vicarious Trauma and Compassion Fatigue: Commonly referred to as “compassion fatigue,” what happens when the stress of working in the midst of others’ stress and trauma begins to impact our own mental health? This workshop helps professionals learn the causes and effects of compassion fatigue and secondary trauma, and offers coping strategies, warning signs, and action plans to help minimize compassion fatigue. The workshop will help professionals personally answer the question: How do we balance our ability to empathize and be compassionate with others with our need to protect and sustain ourselves as professionals? In understanding compassion fatigue, we can also think about ways we might apply that knowledge in creating programming for students and staff. (90 minutes)

- KNOW: Professionals will be able to define and understand compassion fatigue and secondary trauma, the symptoms associated with it, and their personal and professional trigger points
- DO: Professionals will build skills to support students while maintaining healthy emotional boundaries
- FEEL: Professionals will feel empowered to say no and ready to ask for support when they need it.

Values, Burnout, and Boundaries: We are often drawn to the work that we do because we are passionate about it and have a strong desire to serve and support. With this good intention at heart, we sometimes find ourselves in situations where it becomes difficult to say “no,” and hold boundaries. This can lead to burnout, dissatisfaction, and decreased motivation. This session will guide participants to explore how the values that drive us can contribute to our burnout and will help participants personally answer the question: How do we balance our passion for our work with our need to protect and sustain ourselves as individuals? Placing our values along a continuum, we will investigate how and where our values are serving us and/or hurting us. We will practice recognizing our burnout trends and explore how to effectively hold boundaries. (90 minutes)

- KNOW: Participants will identify the values that drive us in our work, and explore how those values fuel or fight our tendency to feel burned out.
- DO: Participants will build strategies to implement realistic and effective boundaries to help fight personal burnout.
- FEEL: Participants will feel empowered in understanding their burnout trends and optimistic about their ability to use that understanding to better care for themselves.

Customized Programs

Interested in partnering with BaMidbar, but don’t see what you’re looking for? Email us to learn more, and work with us to create a program specific to your organization’s needs.

In addition to our professional development offerings, BaMidbar offers a variety of programs for the community to make space for personal reflection and growth, while teaching topics around mental

health, self-care, and whole-health wellness and the connections to Jewish practice and tradition. In order to better support our youth and young adults, community members (not solely Jewish communal professionals) must likewise prioritize their personal wellness, model positive self care practices, and have the tools to help others cultivate social and emotional skills. Please contact us at info@bamidbartherapy.org for more information.

Compensation*

Rate: Pricing ranges from \$525-\$975/hour and is dependent upon expected participant numbers and level of customization required for the program. Pricing assumes two BaMidbar facilitators and covers the cost of program development, preparation, coordination, delivery, and debrief.

Number of Participants	Up to 20	21-40	41+
Cost per hour of programming	\$525	\$750	\$975

**Does your organization have a budget under \$1,000,000? Let us know, and we're happy to discuss alternative pricing.*

Scheduling: If you are interested in scheduling a program or learning more about BaMidbar, please contact Emily Heeren at emilyh@bamidbartherapy.org or call (720) 409-0486.