



Sharpen Course -- How to Teach “5 Minute Mindfulness” in the Classroom Setting (5MM), 4 hour

This course is a recommended companion for SMHL.

School Professionals, Administrators, Educators, School Staff and Coaches who participate in this course will:

1. Enhance their understanding of trauma-informed best practices
2. Learn techniques for improving resiliency, improving stress management and honing mindfulness techniques appropriate for K12 students in the classroom setting
3. Learn the research behind mindfulness and mindfulness-based stress reduction
4. Uncover recent implementation research on mindfulness practices in the classroom setting and practical activities that can be deployed in 5 minutes or less.
5. Participants will leave the workshop with a digital toolkit of resources they can use in the classroom setting.

History.

5MM was originally written and deployed by Robyn Husa Farrell in clinical settings, including eating disorder and substance use treatment centers in 2007, with the second edition published in 2018. A third edition is currently being written in collaboration with several researchers and clinical practitioners and will be published in 2023. One chapter from 5MM was published in the Routledge book: [Yoga and Eating Disorders](#) -- Ancient Healing for Modern Illness by Costin and Kelly. Other early publications include [Mindfulness & Meditation](#) Workshops for Eating Disorder Recovery -- A guidebook for RYT yoga instructors and licensed psychotherapists and [Healthy Selfitude](#): A practical approach to self-acceptance using performing arts and yoga techniques.

Between 2016-2022 the 5MM program was deployed to educators who participated in 3 day resiliency training including Adverse Childhood Experiences (ACEs) and primary prevention programs to build community resiliency, led by the University of South Carolina Upstate Child Protection Training Center. Husa Farrell served as the mindfulness / resiliency presenter on Day 3 of the Compassionate Schools / Resilient Schools summits between 2016-2019 and trained other facilitators how to lead the model between 2019-2023. The 5MM training for educators was a 1.5 hour component of the 3rd day of the Compassionate Schools initiative. After each workshop, educators received 5MM cards, scripts for deploying the program in the classroom, and digital access to 5MM through the “Sharpen” platform to explore more topics on childhood trauma and resilience, along with tools to increase their own self-care, mental health literacy and best practices for prevention (Parker et al, 2020).

In addition, the 5MM curriculum was deployed as an after-school resilience program for pre-K children (Bauer et al, 2019), as a 5 year peer resiliency initiative (see below), as a training program for school athletes (Patrizi et al, 2020) and as an MBSR program for medical students (Fadel et al, 2020 - present).

5MM Peer Resiliency.

Participants were trained on the 5MM peer led resiliency curriculum, then led mindfulness and other SEL / strength-based interventions for middle school students. Findings were presented as a poster in 2019 at American Psychiatric Association annual conference (Patrizi et al, 2019).



In addition for 5 years (2014-2019) the 5MM curriculum was incorporated into a peer resiliency program at Spartanburg Day School, and in District 7 Schools, Spartanburg. The model included specific curricula for high school Mentors and for the elementary and middle school mentees and received awards from the national ASTRA organization. This model was digitized and in 2022 launched as part of a peer resiliency program in Georgia where college students learned the curriculum, then led MBSR interventions for middle school and high school youth.

The above components are all within the Sharpen platform and are utilized for Sharpen peer-resiliency programming. Typically mentors participate in a 5 hour mental health literacy training program (SMHL) and receive a certificate of completion (Biber et al, 2022). They are then trained how to lead mindfulness activities for the mentees.

To date, the digital version of the 5MM curriculum deployed through Sharpen has reached over 20,000 audience members. These participants range from students ages 12 and up, foster parents, veterans, medical students, to frontline health workers.

Why 5MM?

The 5MM course helps school and community leaders, teachers and staff assess and address mental health needs of students and improve educational life outcomes by improving one of the key protective factors for mental wellbeing: mindfulness. In their groundbreaking 2020 report on childhood trauma and toxic stress, Nadine Burke-Harris and colleagues shared that "... robust evidence demonstrates that enhancing supportive relationships, regular exercise, access to nature, sufficient and high-quality sleep, balanced nutrition, mindfulness practices, and mental and behavioral healthcare, can mitigate the neurologic, endocrine, immune, metabolic, and genetic regulatory derangements of the toxic stress response" (Bhusan et al, 2020).

According to mindfulness expert, Jon Kabat-Zinn, mindfulness is defined as the act of being in the present moment without judgment. The thousand-year-old practice has modern benefits including use as a primary prevention resource AND as a treatment / tertiary prevention resource. Encouraging preliminary evidence suggests that mindfulness can affect a variety of processes thought to contribute to suicidal behavior (Luoma and Villate 2012) and that it has shown to improve attention control, problem solving and stress response and "thus strengthens the rationale for using mindfulness-based interventions with high suicide-risk individuals" (Chesin et al, 2016).

Participants learn techniques for building equanimity, cultivating loving kindness and self-compassion toward themselves, and to return to living each moment to its fullest (Luoma and Villate 2012).

Participants will also learn relevant mindfulness-based treatments and their evidence-base including acceptance and commitment therapy (ACT) and mindfulness (newer types of cognitive-behavioral therapy) that teach patients to focus on the present moment and follow actions guided by their values rather than by emotions and anxiety (Dindo et al 2017).

Finally, participants will be able to outline relevant benefits of mindfulness practices in schools— even just a few minutes per day — improves student self-control and increases their classroom participation, respect for others, happiness, optimism, and self-acceptance levels.

Sample Educator Participant Feedback from The 5MM Course

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Between 2015-2019 over 6,000 educators participated in the 5MM program as part of the Resilient Schools initiative (Parker et al, 2019).

A sample of the 5MM training post-program survey feedback for 25 school professionals, administrators and educators in the upstate of South Carolina in 2019 is listed below:

1. After today's training, I am more confident in my ability to practice self care and mindfulness (93%)
2. After today's training, I am more confident in my ability to lead a mindfulness activity for a student (91%)
3. As a result of today's training, I am more likely to bring the 5 minute mindfulness curriculum into my school/work to build resilience in students (94%)
4. After today's training, I understand the evidence-base around mindfulness based stress reduction techniques (91%)

B. We are interested in getting feedback about the trainings you received. Please indicate how much you agree or disagree with the following statements (scale 1-5)

1. I learned something new. (94%)
2. Participating in the trainings was a good use of my time. (94%)
3. I recommend this mindfulness/self care training to other professionals in my field (94%)

Sampling of organizations where 5MM has been deployed:

- Aurora Psychiatric Hospital, Milwaukee, WI
- Cherokee County School District, SC
- Cobb Collaborative, Atlanta, GA
- Edward Via College of Osteopathic Medicine – AL
- Edward Via College of Osteopathic Medicine – SC
- Edward Via College of Osteopathic Medicine - LA
- Edward Via College of Osteopathic Medicine - VA
- Furman University, SC
- Greenville (Prisma) Health System Children's Hospital, SC
- Kennesaw State University, GA
- Limestone University, SC
- Medical University South Carolina
- Meeting Street Academy, Spartanburg, SC
- Mental Fitness, Inc., SC



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- Monte Nido Treatment Center, New York, NY
- Resilient Richland, SC
- Resilient Schools, SC
- Santiago Charter Middle School, Orange, CA
- SC Alternative School Educators, SC
- SC Foster Parent Association, SC
- Sherman Chiropractic, SC
- Spartanburg Area Mental Health Center, SC
- SC Office of Suicide Prevention, SC
- SC School Social Workers, SC
- SC Social Workers, SC
- SC Vocational Rehabilitation Counselors, SC
- Spartanburg County School Districts 1, 2, 3, 4, 5, 6, 7
- Spartanburg Day School, SC
- Spartanburg Regional Healthcare System, SC
- United Way of the Piedmont, SC
- University Georgia, GA
- University West Georgia, GA
- Upward Sports, SC
- USC Upstate, SC
- Wofford College, SC
- YMCA Spartanburg

Relevant Conference and Workshop Presentations

Hussa Farrell, R. (April, 2023). “25 strategies for deploying 5 minute mindfulness in the classroom or school setting.” 2023 Southeastern School Behavioral Health Conference, Myrtle Beach, SC.

Hussa Farrell, R. (April, 2023). “Foster Parent Resiliency - Practical Strategies, Tips and Tricks.” SC Foster Parent Association Annual Conference, Columbia, SC.

Karydi, A., Davis, T., **Hussa Farrell, R.** (2017-2023). The Spartanburg South Carolina suicide prevention task force was created and led by Robyn Hussa Farrell in 2017 in collaboration with the Office of Suicide Prevention, led by Dr. Alex Karydi who wrote the suicide prevention plan for the state of South Carolina and for SC schools through the Department of Education. The 5MM program was deployed as a training for suicide prevention task force members in Columbia and Spartanburg and utilized as a core part of the suicide prevention toolkits available to youth.

Hussa Farrell, R. (2021, 2022). Trauma-informed best practices for schools. 2021 and 2022 Attachment & Trauma Network annual conference (virtual presentations).

Hussa Farrell, R. (2016 – 2020). “How to lead 5 minute mindfulness in the classroom setting.” Compassionate Schools / Resilient Schools initiatives, South Carolina.



Hussa Farrell, R. (2019). “How to lead 5 minute mindfulness in the classroom setting.” SC Vocational Rehabilitation Annual Conference, Columbia, SC

Hussa Farrell, R. (2019). “How to lead 5 minute mindfulness in the classroom setting.” SC Alternative School Educator Annual Conference, Columbia, SC

Hussa Farrell, R. (2018). “How to lead 5 minute mindfulness in the classroom setting.” South Carolina Office of Suicide Prevention. Columbia, SC.

Goebel, B., **Hussa Farrell, R.** (October, 2017). “Start:ME – Building Neighborhood Vitality through Small Business Development” Evidence-based strategies presented at Purposebuilt National Conference, Omaha, NE.

Dunleavy, K., **Hussa Farrell, R.**, Overton, S. (November, 2017). “WHERE THE RUBBER MEETS THE ROAD: How direct engagement empowers communities & builds relationships” presenting data and findings about success with implementation of a documentary style video project and direct community listening sessions at Southeastern Council of Foundations National Conference, Orlando, FL.

Hussa Farrell, R. (June, 2017). “Managing Serious Mental Illness and Eating Disorders in Schools.” Evidence-based strategies presented at SC Education and Business Symposium in Greenville, South Carolina.

Hussa Farrell, R. (July, 2017). “5 Minute Mindfulness Techniques for Classroom Setting” Evidence based strategies presented to educators at Resiliency Summer Summit, University of South Carolina – Upstate Child Advocacy Studies, Spartanburg, South Carolina.

Hussa Farrell, R. (2017). “Best practices in building mental fitness in schools.” SC Education and Business Summit, Greenville, SC, sponsored by SC Department of Education

Hussa Farrell, R. (2017). “How to lead 5 minute mindfulness in the classroom setting.” Mental Health and the Educator Experience State Summit, Spartanburg, South Carolina.

Hussa Farrell, R. (2016). “How to lead 5 minute mindfulness in the classroom setting.” South Carolina School Social Workers annual conference -- mindfulness techniques for classroom.

Hussa Farrell, R. (June – July, 2016; June-July, 2017). “Stress-Management and Mindfulness for Traumatized Children.” Data and evidence-based mindfulness techniques presented at Compassionate Schools Summer Summit, University of South Carolina – Upstate Child Advocacy Studies, SC.

Hussa Farrell, R. (October, 2016). “Stress-Management and Mindfulness for Traumatized Children.” Evidence-based techniques presented at South Carolina Association of School Social Workers Fall Conference in Pawleys Island, South Carolina.

Anderson, C.N., Holody, K.J., Flynn, M.A., & **Hussa Farrell, R.** (November, 2015). “Strong mind, strong body. The Mental Fitness approach to eating disorder prevention.” Paper presented at the 101th Annual National Communication Association (NCA) Conference in Las Vegas, Nevada.



Kim, N., Dempsey, M., **Hussa Farrell, R.**, Vazzano, K., (November, 2015). "Creating Change and Raising Awareness: New Thoughts on Advocacy Efforts in Eating Disorders." Data and findings presented at the 2015 National Eating Disorders Association (NEDA) annual conference in San Diego, California.

Hussa Farrell, R. (2013-2018). "5MM peer resiliency program for adolescent youth." Peer resiliency program for Spartanburg Day School, Meeting Street Academy and Spartanburg District 7 Schools, Spartanburg, SC.

Hussa Farrell, R. (2015). "Best practices for managing mental illnesses and eating disorders in schools." Reading Hospital Eating Disorders Trainings for K-12 Schools, Reading, PA

Hussa Farrell, R. (2014). "Best practices for managing mental illnesses and eating disorders in schools." Wisconsin School Nursing Association annual conference.

Hussa Farrell, R. (2013). "Best practices for managing mental illnesses and eating disorders in schools." South Carolina Social Workers annual conference.

Hussa Farrell, R., Smeltzer, D., Schaefer, J. (2012) Keynote lunch presentation. IAEDP annual conference, Charleston, SC.

Hussa Farrell, R. (2011). "Best practices for managing mental illnesses and eating disorders in schools." Wisconsin School Counselors Association (WSCA) annual conference.

Hussa Farrell, R. (2010-2016). Various trainings, workshops and presentations at NYU Silver School of Social Work, Common Day.

Hussa Farrell, R. (2009-2012). How to lead mindfulness interventions for patients in recovery from eating disorders. Various provider groups, New York, NY.

Hussa Farrell, R. (2009-2012). Mindfulness workshops for patients in recovery from eating disorders. Monte Nido, Brown Medina Nutrition, and other treatment centers, New York, NY.

Hussa Farrell, R. (2007-2010). Mindfulness workshops for patients in recovery from eating disorders. Aurora Psychiatric Hospital. Milwaukee, WI.

References Cited

Biber, D., Rothman, R., Abel, C., Hussa-Farrell, R. (2022, in review). Evaluation of Sharpen Mental Health Literacy Training Program for College Females. Submitted for publication to Pedagogy in Health Promotion: July, 2022.

Bhushan D, Kotz K, McCall J, Wirtz S, Gilgoff R, Dube SR, Powers C, Olson-Morgan J, Galeste M, Patterson K, Harris L, Mills A, Bethell C, Burke Harris N, Office of the California Surgeon General. Roadmap for Resilience: The California Surgeon General's Report on Adverse Childhood Experiences, Toxic Stress, and Health. Office of the California Surgeon General, 2020. DOI: 10.48019/PEAM8812.



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- Dindo, L., Van Liew, J. R., & Arch, J. J. (2017). Acceptance and Commitment Therapy: A Transdiagnostic Behavioral Intervention for Mental Health and Medical Conditions. *Neurotherapeutics : the journal of the American Society for Experimental NeuroTherapeutics*, 14(3), 546–553. <https://doi.org/10.1007/s13311-017-0521-3>
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- Parker, J., Olson, S. & Bunde, J. The Impact of Trauma-Based Training on Educators. *Journ Child Adol Trauma* 13, 217–227 (2020). <https://doi.org/10.1007/s40653-019-00261-5>.
- Patrizi, J., Jones, A., Bishop, B., Stoner, AM., Fadel, N., Bendyk, H. Courtside Mindfulness—Keep Your Head in the Game: The Effects of 8-Week Mindfulness Training on Adolescent Volleyball Athletes. American Psychiatric Association Annual Conference, San Francisco. Poster Presentation. May 2019.

About Sharpen

Sharpen® is an evidence-based, trauma-informed mental health platform that has shown to improve mental health outcomes through the provision of technology that delivers individually-focused, award-winning, and community-driven content (Hussa-Farrell et al, 2021). Sharpen focuses on improving shared protective factors of both individuals and communities by increasing resiliency, mental health literacy, and productivity of users (Hussa-Farrell et al, 2021). Sharpen and its library of over 100 award-winning courses has been used for over five years as professional development training tools for licensed clinicians, educators and peer mentors and has shown to improve suicide prevention best practices (Karydi et al, 2017-2021), improve confidence and competence in assisting an individual or student who may be struggling (Anderson et al, 2017; Patrizi et al, 2019; Fadel et al 2020), decreasing shame and stigma around mental health topics (Fadel et al 2020), improving mental health literacy for school professionals and educators (Anderson et al, 2017), pediatricians (Haddad et al, 2015), and medical students (Fadel et al, 2020). Most notably, the Sharpen system was used to train elementary educators how to lead mindfulness interventions for children ages four to seven in Title 1 schools. The program not only improved health outcomes, but academic outcomes including increased literacy and decreased disciplinary action (Bauer et al, 2019; Parker et al, 2021). Sharpen contains the award-winning peer resiliency program, *Flourish*: a disordered eating prevention program designed and led at Spartanburg Day School in South Carolina, created in collaboration with



pediatricians and licensed mental health professionals. The program ran over the course of five years, with over 15 students each year who were trained on the curriculum and then went to mentor elementary aged children in building protective factors such as improving body esteem, mindfulness, social emotional learning and mindfulness based stress reduction (Hussa Farrell 2015-2020).