We tailor our evidence-based interventions, grounded in universal principles, to the specific needs of the community at hand.
# What are the Five Domains of Excellence?

<table>
<thead>
<tr>
<th>1. Department Committee</th>
<th>Consistent Care for your Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department committee is made up of representatives from all levels of an academic community and facilitates an ongoing driving force for culture and climate change.</td>
<td>This committee shall be established at the outset of working with Dragonfly Mental Health and will serve as the primary collaborative team with whom the tailoring of each intervention shall be conducted. The purpose of establishing this committee is to ensure the optimal delivery and monitoring of appropriate programs and the sustainability of these efforts in the years to come.</td>
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</tbody>
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<thead>
<tr>
<th>2. Peer Networks</th>
<th>Trusted Support Structures</th>
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</thead>
<tbody>
<tr>
<td>Peer Networks are peer-run groups that build a sense of community within the department. The mission of these groups is to build and provide sustained access to relevant resources.</td>
<td>No one understands the unique challenges of an individual department like peers in the same position. Establishment of peer mental health networks will result in sustainable peer-led organizations that can identify and address unmet needs, serve as an organized voice for concerns, and promote preventative mental health practices among and unique to each peer group.</td>
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<thead>
<tr>
<th>3. Mental Health Literacy</th>
<th>4. Fight Stigma</th>
<th>5. Skills Workshops</th>
</tr>
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<tr>
<td>There are many misconceptions about psychiatric disease, what causes it, who is at risk, and how it manifests. Ongoing access to information on mental health issues is a critical component of cultivating excellent mental health and normalizing the discussion of such issues.</td>
<td>Many people in academia express fear that if they experience mental health struggles they will not be successful or that they will be judged. Identifying and directly addressing stigma against mental health struggles improves community support and help-seeking behavior.</td>
<td>Knowledge and positive attitudes around mental health are necessary foundations for learning and practicing critical skills to improve preparedness to recognize, speak with, support, and refer community members that may be struggling with their mental health.</td>
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</table>
How Progress is Tracked

Department Committee
- Departmental standing committee with wide representation
- Funds allocated for mental health events
- Yearly evaluations of departmental issues and efforts
- Established protocols for reporting and responding to issues
- Postvention plan in case of suicide

Skills Workshop
- Rewards for participating in skills training
- Yearly assessments to measure impact
- Skills training for supporting others
- Skills training for self management and growth
- Evaluation for long-term impact

Peer Networks
- Peer networks focused on mental health
- Facilitation for peer-to-peer advice
- Organization for yearly training
- Inclusive events hosted regularly
- Alternative or restorative justice methods

Mental Health Literacy
- Mental health educational programming
- Surveys for mental health literacy
- Emergent and non-emergent contact information and services
- Literacy training offered as part of onboarding
- Resources for those who want to educate themselves further

Five Domains of Excellence

Fight Stigma
- Opportunities to hear from those with lived experiences
- Assessments of self stigma and social stigma
- Non-judgmental discussions
- Policies and procedures for mental health accommodations
- Regular visible communication

Progress is achieved by addressing one item from each domain to complete a Dragonfly:

Final Goal:
Dragonfly-Supported Path to Excellence

Year 1 Timeline

- Department Committee: Full Support
- Peer Networks: Full Support
- Mental Health Literacy
- Fight Stigma
- Skills Workshop

Year 2 Timeline

- Full Support
- Autonomous

Year 3 Timeline

- Semi-autonomous
- Autonomous
# Three Year Program: A Path to Sustainable Independence

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Departmental Committee</strong></td>
<td><strong>Peer Networks</strong></td>
<td><strong>Skills Workshops</strong></td>
</tr>
<tr>
<td>75+ hours of expert consulting to launch the Department Committee</td>
<td>Full support establishing peer networks at all levels</td>
<td>Delivery and facilitation of skills workshop(s)</td>
</tr>
<tr>
<td>Communications support</td>
<td>Mental Health Literacy</td>
<td>Fight Stigma</td>
</tr>
<tr>
<td>Monitoring and assessment of community needs and impact of programs</td>
<td>Delivery and facilitation of one or more mental health literacy talk(s)</td>
<td>Production of a custom anti-stigma film</td>
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<tr>
<td>Detailed documentation of initial set up and decisions for legacy support</td>
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<td></td>
</tr>
<tr>
<td><strong>Departmental Committee</strong></td>
<td><strong>Peer Networks</strong></td>
<td><strong>Skills Workshops</strong></td>
</tr>
<tr>
<td>25+ hours of expert consulting</td>
<td>Support of existing peer networks</td>
<td>Delivery and facilitation of skills workshop(s)</td>
</tr>
<tr>
<td>Coordination with local psychological services to address gaps in bridge-to-care pathways</td>
<td>Mental Health Literacy</td>
<td>Fight Stigma</td>
</tr>
<tr>
<td>Transition of community monitoring and assessment to the department</td>
<td>Delivery and facilitation of one or more mental health literacy talk(s)</td>
<td>Event communicating impact of Comprehensive Program</td>
</tr>
<tr>
<td>Co-design of long-term road map towards excellent mental health</td>
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<td></td>
</tr>
<tr>
<td><strong>Departmental Committee</strong></td>
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<tr>
<td>25+ hours of expert consulting</td>
<td>Support of existing peer networks</td>
<td>Facilitation of skills workshop(s)</td>
</tr>
<tr>
<td>Sustainability and contingency planning for continuity and independent operations</td>
<td>Mental Health Literacy</td>
<td>Fight Stigma</td>
</tr>
<tr>
<td></td>
<td>Facilitation of one or more mental health literacy talk(s)</td>
<td>Event based on community’s needs and response</td>
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</table>
### Example Program Content:

<table>
<thead>
<tr>
<th>Mental Health Literacy Talks</th>
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<tbody>
<tr>
<td><strong>Intro to Mental Health Literacy</strong></td>
<td>One-hour seminar and facilitated discussion delivering the basics of mental health including prevalence in academia, signs and symptoms, and the underlying science</td>
</tr>
<tr>
<td><strong>A Scientist’s Primer on Depression</strong></td>
<td>One-hour seminar and facilitated discussion delivering the basics of the biology of depression</td>
</tr>
<tr>
<td><strong>Mental Health in Isolation</strong></td>
<td>One-hour seminar and facilitated discussion explaining how our body and mind function during increased pandemic-induced isolation including tips and tricks to manage this novel stressor</td>
</tr>
<tr>
<td><strong>Imposter Syndrome</strong></td>
<td>One-hour seminar and facilitated discussion delivering the basics of imposter syndrome including symptoms and management strategies</td>
</tr>
<tr>
<td><strong>Basics of Burnout</strong></td>
<td>One-hour seminar and facilitated discussion defining the core components of Burnout including evidence-based strategies to treat symptoms and a discussion how to prevent work-related stress</td>
</tr>
<tr>
<td><strong>Mentoring as a Two-Way Street</strong></td>
<td>One-hour seminar and facilitated discussion of key components to establishing, maintaining, and resolving mentor-mentee relationships: introducing roles and best practices</td>
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</tbody>
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<table>
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<th>Skills Workshops</th>
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<tbody>
<tr>
<td><strong>Active Listening for Faculty</strong></td>
<td>Two-hour workshop that provides immediately usable knowledge and skills to improve leader preparedness to recognize, speak with, and refer trainees and team members that may be struggling with mental health issues</td>
</tr>
<tr>
<td><strong>Active Listening for TAs</strong></td>
<td>Two-hour workshop that provides immediately usable knowledge and skills to improve teacher preparedness to recognize, speak with, and refer students that may be struggling with mental health issues</td>
</tr>
<tr>
<td><strong>Managing Upwards for Graduate Students</strong></td>
<td>Two-hour interactive workshop introducing established strategies and techniques that will optimize student-supervisor communication to support mutual wellbeing and productivity</td>
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<table>
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<tr>
<th>Custom Anti-Stigma Film</th>
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<tbody>
<tr>
<td><strong>“Breaking the Stigma” Film</strong></td>
<td>One-hour multimedia presentation and discussion which involves the screening of a tailor-made film created to combat stigma around mental health struggles. Faculty and leaders within your community willing to discuss their own lived experience will be interviewed about their struggles, how they got through them and what advice they have for others.</td>
</tr>
</tbody>
</table>
Our Programs are Effective

<table>
<thead>
<tr>
<th>Mental Health Literacy</th>
<th>Skills Training Workshop</th>
<th>Anti-stigma Films</th>
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<tr>
<td>75-82% improvement in objective mental health knowledge</td>
<td>93-95% of participants felt more prepared to identify, speak to, and refer students</td>
<td>88-95% of viewers felt the film reduced stigma and was beneficial</td>
</tr>
<tr>
<td>80+ talks delivered</td>
<td>20 workshops run</td>
<td>2000+ viewings</td>
</tr>
</tbody>
</table>

Evidence Linking Mental Health and Performance

**Productivity**

- Improves productivity and lowers absenteeism
  (Kuroda & Yamamoto 2018, Hilton et al. 2010)
- Improves employee retention
  (Kuroda & Yamamoto 2018, Burnout reference)
- Decreases social isolation
  (Johnson 1991)

**Quality of Work**

- Decreases likelihood of errors and mistakes
  (Mazurek et al. 2018)
- Improves task performance
  (Wright et al. 1993, Hysenbegasi et al. 2005)
- Improves creativity and organization
  (Alonso et al. 2020)

Clients

Berkeley
University of Notre Dame
Johns Hopkins Bloomberg School of Public Health
Max Planck Gesellschaft
Society for Neuroscience
ascb
SPIE
EMBL
Where are you on the path to excellence?

Self evaluation survey –

Review the following 25 questions in the five domains of excellence and give yourself one point for each affirmative answer.

Total Score out of 25

Department committee

1. Do you have a departmental standing committee focused on mental health and/or wellbeing? Does it include representation from all career levels (Faculty, Staff, Postdocs, Students) and a cross section of identity (Underrepresented minorities, sexual orientation and gender minorities, first generation students, international, disability)? Does it have Departmental support and oversight?
2. Does your department allocate funds each year to supporting mental health events, workshops, supportive tools, department-specific resources, etc. and have established channels to acquire University level support when necessary?
3. Do you conduct at least yearly evaluations of departmental mental health issues and efforts including prevalence, mental health literacy, barriers to seeking care, and stigma against mental health challenges?
4. Do you have established protocols for reporting and responding to mental health policy violations or issues (e.g. identifying and correcting abusive PI or community member behavior, responding to bullying, etc.) in addition to those legally mandated by state or federal law or included in University-wide policies?
5. Do you have a current postvention plan in case of suicide, which includes compassionate communication and both short term and long-term community support strategies?

Peer networks

1. Do you have one or more peer networks (i.e. graduate student, postdoctoral, faculty, staff) specifically focused on mental health and wellbeing that has departmental support?
2. Do these peer networks facilitate ongoing peer-to-peer advice through mentoring, regularly updated websites, newsletters, and peer recommended resources and content?
3. Do these peer networks organize or receive yearly training to prepare peers to identify, support, and refer those that may be struggling? Examples might include Question, Persuade, Refer, active listening training, Psychological First Aid, or Mental Health First Aid.
4. Do these peer networks host regular (monthly or quarterly) inclusive events to encourage “real talk” or discussion of “tough topics” in order to educate and destigmatize mental health struggles and help seeking?
5. Do these peer networks have alternative or restorative justice methods of conflict resolution (non-title IX or official channels)?
Mental health literacy

1. Do you offer mental health educational programming on major and minor mental health issues and illnesses on at least a yearly basis? Are these programs culturally competent with regards to intersectional experiences of community members (i.e. international, LGBTQ+, URM/BIPOC, first generation, disabled, and neurodiverse individuals)?

2. Do you survey the mental health literacy of students, faculty, and staff?

3. Is local and general Mental Health emergent and non-emergent contact information and services readily available to your community, regularly updated, and provided in a variety of mediums (online links, flyers, emails)?

4. Is Mental health literacy training offered as part of onboarding for all students, faculty, and staff?

5. Do you maintain a set of mental health literacy resources for people who want to educate themselves further, in addition to the offered training (i.e. books, video workshops, static online resources, encourage book clubs or discussion group facilitation resources)?

Fight stigma

1. Do you host events and facilitate opportunities for your community to hear from those with lived experience of mental health struggles at least yearly?

2. Do you conduct regular assessments of the self stigma and social stigma associated with mental health issues? Do you assess the climate and culture that contributes to suffering or stigma?

3. Do you facilitate non-judgmental discussions for your entire community to reflect on and challenge stereotypes and stigma?

4. Do you have clear and publicly available policies and procedures for mental health accommodations (i.e. reduced benchmarks, extended timelines, facilitated mentoring sessions) for staff, faculty, and students with minimal barriers to access?

5. Do you have regular visible communication (i.e. email announcements, encouragement, and active engagement from all levels) on mental health initiatives and programs that normalize the incidence of mental health struggles, promote early identification, and encourage help seeking behavior?

Skills Workshops

1. Do you offer and reward participation in skills training workshops and opportunities at least yearly?

2. Do you conduct yearly assessments to measure the impact upon and satisfaction of participants who engage in skills training activities?

3. Do you offer skills training for supporting others in the community (i.e. active listening, recognizing and referring to signs of struggle in an academic setting, trauma informed teaching, allyship, etc)?

4. Do you offer skills training for self management and growth (i.e. self compassion, meditation, managing up, anti-supremacy, coping with negative emotions, active inclusion, etc)?

5. Do you evaluate the long-term impact of these trainings on outcomes of interest related to students, faculty and staff promotion and success?