Comprehensive Program

Dragonfly
Mental Health

Five Domains of Excellence

Department Committee

Peer Networks

Skills Workshops

Mental Health Literacy

Fight Stigma

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?

1. Department Committee

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.

Consistent Care for your Community

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.

2. Peer Networks

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.

Trusted Support Structures

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.

3. Mental Health Literacy

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.

4. Fight Stigma

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.

5. Skills Workshops

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.

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How Progress is Tracked

Five Domains of Excellence
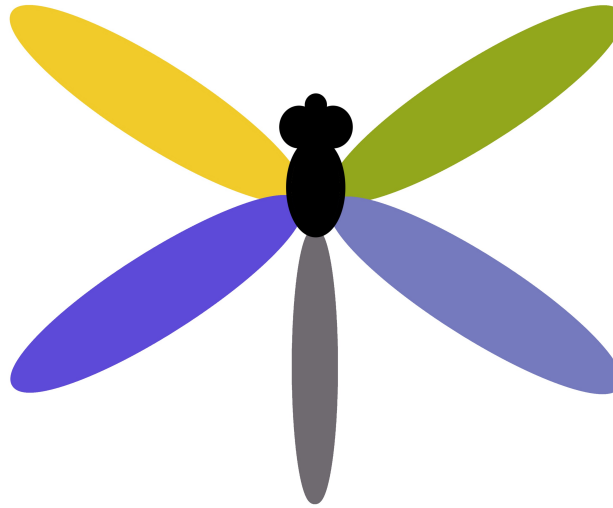
Department Committee

- 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

Peer Networks

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

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

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

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

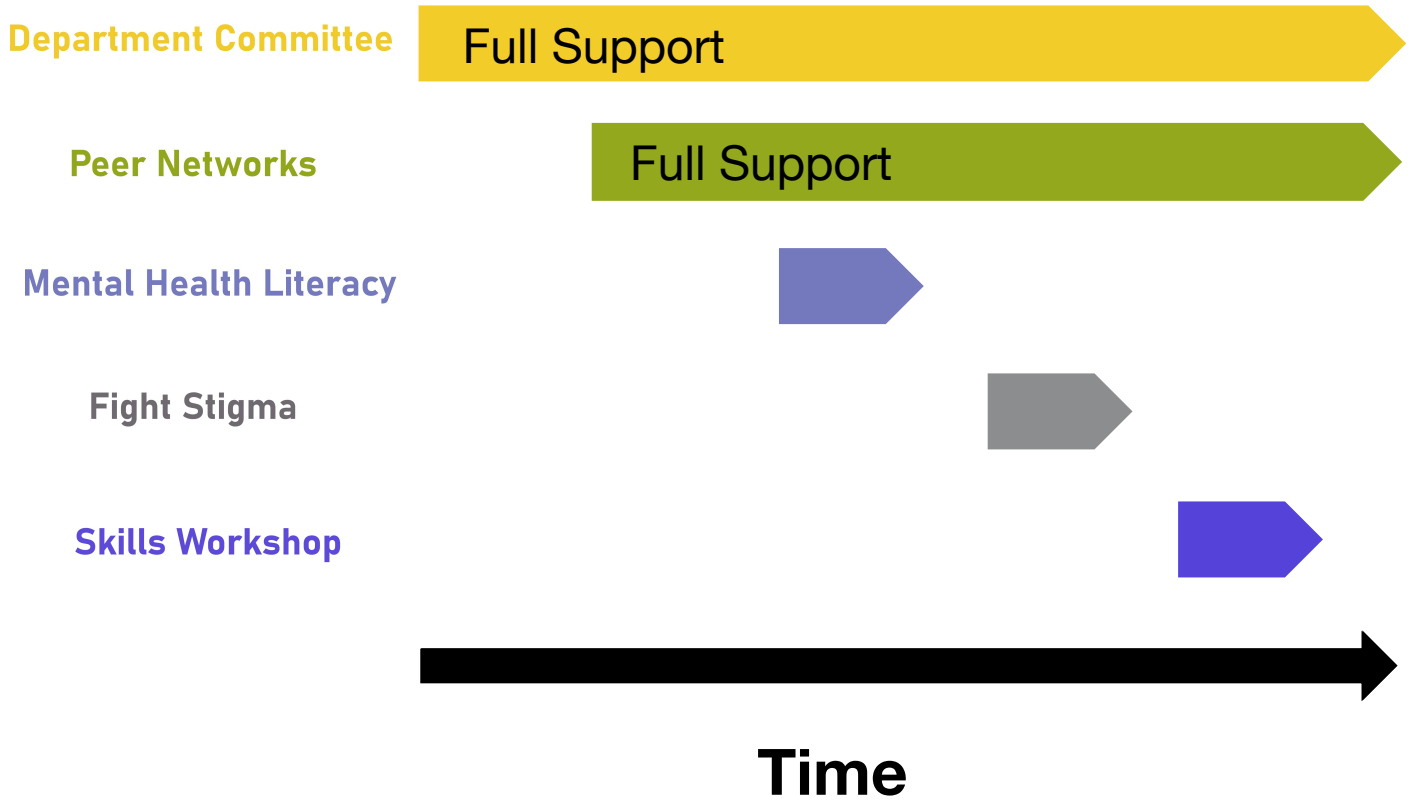## Progress is achieved by addressing one item from each domain to complete a Dragonfly:

Final Goal:

Dragonfly ❧ *Mental Health*
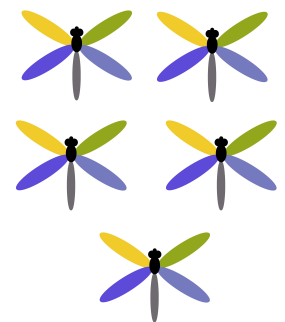
Dragonfly-Supported Path to Excellence

Year 1 Timeline

Department Committee — Full Support

Peer Networks — Full Support

Mental Health Literacy

Fight Stigma

Skills Workshop

→ **Time**

Year 2 Timeline

Full Support

Autonomous

Year 3 Timeline

Semi-autonomous

Autonomous
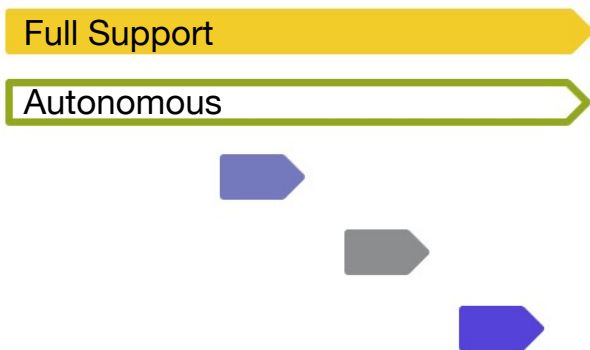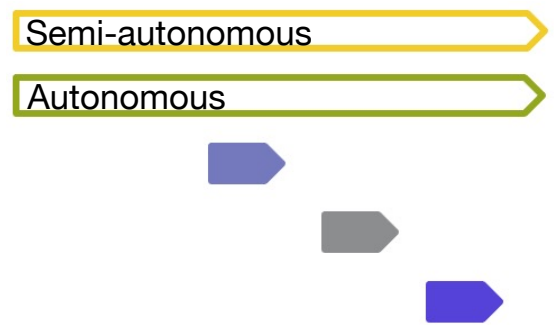
Three Year Program:
A Path to Sustainable Independence

Year 1

Departmental Committee
75+ hours of expert consulting to launch the Department Committee

Communications support

Monitoring and assessment of community needs and impact of programs

Detailed documentation of initial set up and decisions for legacy support

Peer Networks
Full support establishing peer networks at all levels

Skills Workshops
Delivery and facilitation of skills workshop(s)

Mental Health Literacy
Delivery and facilitation of one or more mental health literacy talk(s)

Fight Stigma
Production of a custom anti-stigma film

Year 2

Departmental Committee
25+ hours of expert consulting

Coordination with local psychological services to address gaps in bridge-to-care pathways

Transition of community monitoring and assessment to the department

Co-design of long-term road map towards excellent mental health

Peer Networks
Support of existing peer networks

Skills Workshops
Delivery and facilitation of skills workshop(s)

Mental Health Literacy
Delivery and facilitation of one or more mental health literacy talk(s)

Fight Stigma
Event communicating impact of Comprehensive Program

Year 3

Departmental Committee
25+ hours of expert consulting

Sustainability and contingency planning for continuity and independent operations

Peer Networks
Support of existing peer networks

Skills Workshops
Facilitation of skills workshop(s)

Mental Health Literacy
Facilitation of mental health literacy talk(s)

Fight Stigma
Event based on community's needs and response

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Example Program Content:

Mental Health Literacy Talks	
Intro to Mental Health Literacy	One-hour seminar and facilitated discussion delivering the basics of mental health including prevalence in academia, signs and symptoms, and the underlying science
A Scientist's Primer on Depression	One-hour seminar and facilitated discussion delivering the basics of the biology of depression
Mental Health in Isolation	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
Imposter Syndrome	One-hour seminar and facilitated discussion delivering the basics of imposter syndrome including symptoms and management strategies
Basics of Burnout	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
Mentoring as a Two-Way Street	One-hour seminar and facilitated discussion of key components to establishing, maintaining, and resolving mentor-mentee relationships: introducing roles and best practices

Skills Workshops	
Active Listening for Faculty	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
Active Listening for TAs	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
Managing Upwards for Graduate Students	Two-hour interactive workshop introducing established strategies and techniques that will optimize student-supervisor communication to support mutual wellbeing and productivity

Custom Anti-Stigma Film	
"Breaking the Stigma" Film	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.

Our Programs are Effective

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

Evidence Linking Mental Health and Performance

Productivity	Quality of Work
Improves productivity and lowers absenteeism (Kuroda & Yamamoto 2018, Hilton *et al*. 2010)	Decreases likelihood of errors and mistakes (Mazurek *et al*. 2018)
Improves employee retention (Kuroda & Yamamoto 2018, Burnout reference)	Improves task performance (Wright *et al*. 1993, Hysenbegasi *et al*. 2005)
Decreases social isolation (Johnson 1991)	Improves creativity and organization (Alonso *et al*. 2020)

Clients

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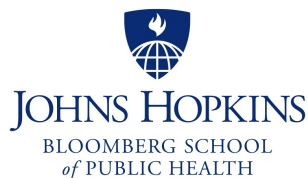
Where are you on the path to excellence?

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)?

Dragonfly Mental Health

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?