

MENTAL HEALTH LITERACY

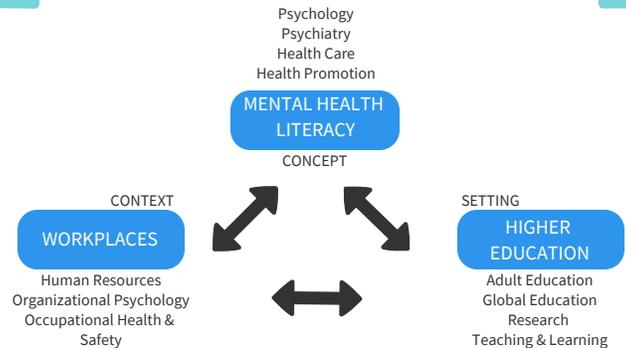
A REVIEW OF THE APPLICATIONS AND EFFECTIVENESS IN THE HIGHER EDUCATION WORKPLACE

BACKGROUND

A growing body of evidence indicates that **education, prevention efforts, and early intervention are critical to the mental health of our global populations.** These efforts are taking place across social systems and within organizational structures (e.g. public health, educational institutions, workplaces).

This project consulted the literature to uncover themes related to successful **workplace-based mental health literacy (MHL) programs,** specifically in the area of higher education. This poster showcases key themes from this literature review and highlights potential connections to higher education through a UBC case study.

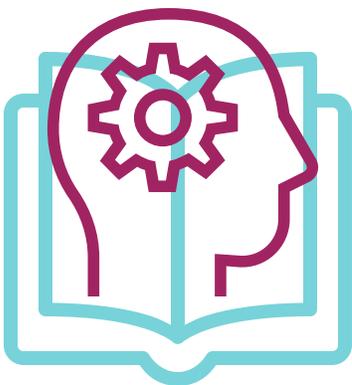
BODIES OF LITERATURE



MENTAL HEALTH LITERACY

Moving from awareness & understanding to fluency & action with respect to one's mental health.

FOUR COMPONENTS OF MHL



- ✓ Understanding how to obtain and maintain good mental health (1)
- ✓ Understanding mental disorders and their treatments (2)
- ✓ Decreasing stigma related to mental disorders (3)
- ✓ Enhancing help-seeking efficacy (4)

KEY LITERATURE FINDINGS



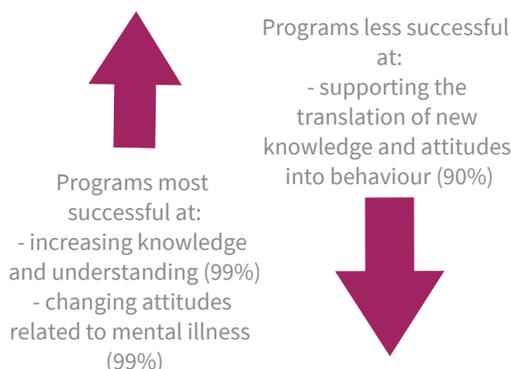
- Factors contributing to increased occupational stress in higher education workplaces: competition, supporting the student experience, the changing role of academics.
- Workplaces are well positioned sites of health promotion and mental health education.
- Positive outcomes of workplace MHL include: reduced stigma, increased wellbeing, cultural and attitudinal shifts, enhanced equity.
- MHL can be achieved within workplaces through: providing access to information and resources, offering evidence-based training, addressing social and structural stigma.
- A gap in current literature exists with respect to the impact of MHL outcomes within higher education workplaces.

CASE STUDY

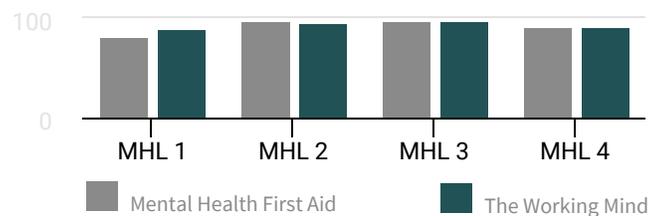
APRIL 2018-FEBRUARY 2019

Staff and faculty attended accredited MHL training programs (**Mental Health First Aid & The Working Mind**). 191 surveys were completed to assess program effectiveness in addressing the four components of MHL.

Programs scored **85%** or higher on all MHL components



When both programs were compared, **The Working Mind** rated equal to, or higher on all four MHL measures



Analysis: Unlike Mental Health first Aid, The Working Mind is both context specific, and effectively integrated into organizational structures at UBC. These represent two out of three requirements for successful application of MHL programs (as identified in the literature).

Future directions: The UBC case study begins to close the gap identified in the literature by demonstrating the importance, and effectiveness, of MHL training in higher education workplaces.