



includeme™
LEARNING OBJECTIVES

MISSION 1 - The Aware Leader – “Learning to Interpret Employee Behavior”

- Activity 1 - Myth busting of Common Misconceptions About Working with Those with Mental Illness
- Activity 2 – Interpreting Employee Behavior – Understanding that our own experiences and perception of events and people is not necessarily the reality of what one is observing. Observed behavior of someone with a mental health concern is often misinterpreted.
- Activity 3 – Being able to identify trends in employee’s workplace performance and trends in the workplace to alert employer/manager to check in with employees – knowing some of the signs for psychological distress in individual employees i.e. absenteeism, loss of motivation and commitment.
- Activity 4 – Understanding the impact of the work environment on an employee using the 13 Psychosocial Risk Factors. i.e. when employees can’t find balance in their lives this can result in withdrawal from work, increased stress and changes in behavior and motivation to work.
- Activity 5 – Noticing changes in behavior in employees. Employees have typical presentations of self and behavior and when that changes it should be addressed as there could be an underlying mental health concern or the employee is exhibiting signs of psychological distress.
- Activity 6 – Understanding that it’s important to not make assumptions about observed concerning behavior in employees and that these observations can be addressed through building employee trust through consistent dialogue with employee and using communication approaches such as Active Listening.
- Activity 7 – Understanding how to support someone with a disclosed mental health concern within the limits of the law.



MISSION 2 - The Engaged Leader – “Understanding the impact of poor mental health”

- Activity 1 – Learning to understand that your own feelings, previous experiences and some biological predispositions influence one’s interpretation of an observed event.
- Activity 2 – Understanding that not all mental health concerns are visible but that doesn’t mean someone isn’t suffering, i.e. just because someone puts on a happy face doesn’t mean they might be feeling different on the inside.
- Activity 3 – Understanding that life stressors create more stress or compound existing stresses resulting in a type of multiplier effect to all areas of life.
- Activity 4 – Learning who can get mental illness i.e. it is not specific to race, social class, biology or intelligence type.
- Activity 5 – Learning about how one’s mental health is on a continuum (i.e. health, reacting, injured or ill)
- Activity 6 – Understanding how poor mental health of employees or employer can impact the workplace and has a cost to the business i.e. through absenteeism, decreased performance of employees, breakdown of relationships between colleagues, etc.
- Activity 7 – Learning how to address life stressors (work and personal) with coping skills and resiliency strategies, i.e. building your own personal action plan to provide options of how to prevent and address stress when it happens.



MISSION 3 - The Inclusive Leader – “Making the business case for an inclusive workforce”

- Activity 1 – Learning about the cost of not addressing a workplace mental health issue or workplace performance issue in addition to understanding the duty to inquire.
- Activity 2 – Learning to develop a diverse perspective in order to make informed and good business decisions related to employee behavior.
- Activity 3 – Learning how to create a respectful and inclusive environment (i.e. some strategies and policies to start to implement (i.e. zero tolerance for harassment/bullying, open door culture, regular employee check in's)
- Activity 4 – Understanding that in order to create a thriving workforce, one has to understand basic human needs.
- Activity 5 – Understanding an employee's strengths and comforts to be able to discuss possible solutions for accommodation in the workplace in addition to understanding that employee does not have to disclose and in some cases the employee may not know they have a mental health concern.
- Activity 6 – Understanding how to address other employee concerns about seeing accommodations being made for an employee and being perceived as “special treatment.” Comparison is drawn between do you see a difference between accommodating for physical vs. mental health disabilities?
- Activity 7 – Understanding the direct benefit of applying workplace mental health practices/policies specifically related to applying the 13 psychological health and safety factors.



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