

Department of Clinical Psychology
HIMS, SRHU

REPORT

Third Training Program on Capacity Building for Mental Health and Well-being for Non-Medical Teaching Faculty and Staff

Title: Mental Health and Well-being for Teaching and Non-Teaching Staff

Date: February 21, 2026

Venue: B.C. Roy Conference Hall, HIMS

Institution: Swami Rama Himalayan University

Organized By: Department of Clinical Psychology

Resource Person: Dr. Malini Srivastav, Head of the Department

Target Participants: Non-Medical Teaching Faculty and Administrative Staff

1. Introduction and Objectives

As part of the ongoing **capacity building initiative on mental health awareness and well-being**, the Department of Clinical Psychology organized the **third training program** for non-medical teaching faculty and administrative staff. The program aligns with the national emphasis on promoting mental health awareness in educational and institutional settings.

The objective of the training was to enhance participants' understanding of mental health issues, equip them with practical skills to recognize psychological distress, and enable them to respond appropriately in situations involving emotional crisis among colleagues or students.

The program also aimed to foster a supportive workplace culture that prioritizes psychological well-being and encourages early help-seeking behavior.

2. Program Commencement and Pre-Evaluation

The training session commenced with a **Pre-Evaluation Assessment** designed to measure the participants' baseline knowledge regarding mental health awareness, stigma, and institutional response mechanisms.

Participants completed a structured questionnaire focusing on:

- Basic understanding of mental health concepts
- Awareness of warning signs of psychological distress
- Knowledge of available referral mechanisms within the institution
- Attitudes toward mental health stigma

The pre-evaluation served as a benchmark to assess the impact of the training program. A short tea break followed before the beginning of the main training modules.

3. Core Training Modules

Module A: Understanding Mental Health and Addressing Stigma

The first session introduced participants to the concept of mental health as a **continuum of well-being rather than merely the absence of illness**.

Key areas discussed included:

- Understanding psychological well-being in workplace settings
- Addressing stigma and misconceptions surrounding mental health
- Promoting open conversations about emotional challenges
- Encouraging staff to view help-seeking as a sign of professional strength rather than weakness

The discussion emphasized the importance of creating a **psychologically safe environment within educational and healthcare institutions**.

Module B: Suicide Awareness and Response Protocol

A crucial component of the training focused on **suicide awareness and appropriate response strategies**.

Participants were educated about:

- Common myths and misconceptions related to suicide
- Risk factors associated with suicidal behavior
- Immediate steps to take when an individual expresses suicidal ideation
- The importance of staying with the individual and ensuring their safety until professional support is available

The session highlighted the importance of **early identification and compassionate communication** in preventing crisis situations.

Module C: Identification of Warning Signs and Red Flags

This module focused on enabling participants to recognize **behavioral, emotional, and verbal indicators of psychological distress**.

Examples discussed included:

- Behavioral indicators such as social withdrawal and decreased work performance
- Emotional indicators including irritability, anxiety, and sudden mood changes
- Verbal expressions of hopelessness or helplessness

Participants were also trained to differentiate between **normal workplace stress and signs of serious psychological crisis**, allowing them to respond with appropriate urgency.

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Module D: Psychological First Aid (PFA)

In this module, participants were introduced to the concept of **Psychological First Aid (PFA)** as an immediate supportive response to individuals experiencing emotional distress.

The session explained the “**Look, Listen, and Link**” framework, which involves:

- Observing signs of distress
- Listening with empathy and without judgment
- Connecting the individual with appropriate professional support services

Participants learned how to provide **practical, compassionate, and non-intrusive support** in workplace situations.

Module E: Institutional Referral Mechanisms and Support Systems

To ensure sustainable support within the institution, the training included a detailed explanation of **internal and external referral pathways**.

Participants were informed about:

- Institutional procedures for referring individuals for psychological support
- The role of the Department of Clinical Psychology in providing counseling services
- Available national mental health helplines and support services

Important resources shared during the session included:

- Tele-MANAS National Mental Health Helpline
- Vandrevala Foundation Mental Health Helpline

The module emphasized the importance of **timely referral to qualified mental health professionals**.

4. Self-Care and Stress Management for Staff

The final module focused on the well-being of the staff members themselves. The session highlighted the concept that **caregivers and professionals must prioritize their own mental health to effectively support others**.

Key topics included:

- Understanding compassion fatigue and secondary stress
- Developing personal resilience strategies
- Recognizing early signs of burnout
- Identifying situations where professional help may be required

The session concluded with a **guided deep breathing relaxation exercise**, providing participants with a simple and effective technique for stress reduction that can be used in daily life.

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5. Post-Evaluation and Feedback

At the conclusion of the program, participants completed a **Post-Evaluation Assessment** to measure the knowledge gained during the training.

Preliminary analysis indicated:

- Increased awareness of mental health issues
- Improved ability to recognize early warning signs of psychological distress
- Greater confidence in utilizing institutional referral pathways

Participants actively engaged in an interactive **question-and-answer session**, sharing experiences and discussing practical scenarios related to workplace mental health.

6. Conclusion

The third capacity building training program successfully enhanced awareness regarding mental health and well-being among non-medical teaching faculty and administrative staff. The program strengthened participants' understanding of mental health challenges, crisis response strategies, and available support systems.

Such initiatives play a significant role in promoting a **mentally healthy institutional environment** and encouraging early intervention in cases of psychological distress.

The Department of Clinical Psychology remains committed to continuing similar programs in order to foster **mental health awareness, resilience, and well-being within the university community**.



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