

## Opportunity

To partner with us and accelerate the development of this innovation through licensing or direct investment, contact

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# Bio-Dash: A wellbeing and optimal performance program

## The innovation

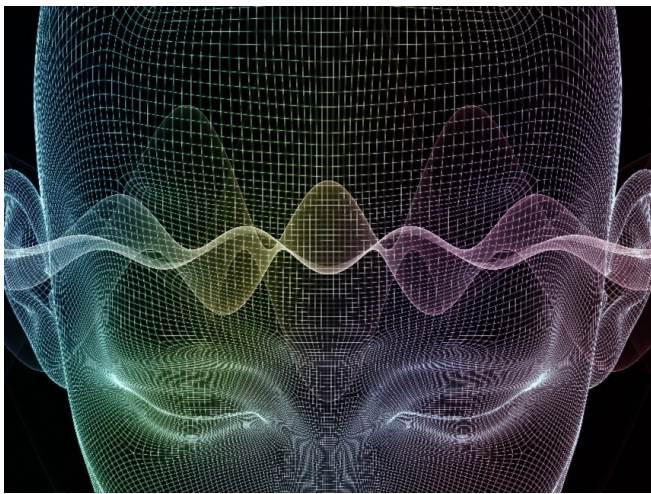
- Making learning about wellbeing engaging, personalised and tangible by using biofeedback to illustrate the mind-body connection.

## Market need

- Bio-Dash is a practical and engaging wellbeing program that equips individuals to self-manage their mental health using evidence-based strategies and personal feedback.

## Innovation status

- Bio-Dash is a teacher-facilitated wellbeing program for high school students with more than 35 online modules covering six wellbeing themes. It uses biodata and virtual challenges to reinforce the mind-body connection.



## Market need

There is a high incidence of mental health issues in Australia with more than two in five people having experienced a mental disorder at some stage in their life, and one in five having experienced symptoms in the past 12 months.

Poor mental health can negatively affect many life domains: academic, work, motivation, relationships, physical health and performance. It has been estimated that mental health issues cost the Australian economy up to \$60 billion dollars annually in health care, lost productivity and other costs. In addition, access to professional mental health services is limited due to high demand and social stigma, especially for young people. There is a need to provide contemporary and youth friendly solutions to help address the current mental health crisis.

Schools would ordinarily be well-placed to promote wellbeing education to all young people, however have limited capacity to add new programs and school staff are reluctant to take up new initiatives due to already feeling overcommitted.

## Solution

The Bio-Dash program is an evidenced-based wellbeing and optimal performance education program. It is innovative in that it uses biofeedback to illustrate the mind-body connection. It is designed to personalise individual strategy use to enhance wellbeing and manage everyday anxiety.

Brief online modules can be easily integrated into a crowded school curriculum and do not require specialist knowledge from teachers to deliver. The inclusion of personalised biodata – as well as youth-friendly content and activities that have been co-designed with students and teachers – will increase student engagement and school uptake.

Bio-Dash will equip young people, irrespective of their mental health status, with a suite of wellbeing strategies that can empower them to take control of their own wellbeing pathway.

## IP Status

With the use of UoM proof of concept funding and Melbourne Graduate School of Education (MGSE) funding, a prototype of Bio-Dash was developed with school staff and students from independent and public high schools. This led to the development of online content for Bio-Dash based on six core wellbeing themes. The secondary school online Bio-Dash program is currently in post-production after finishing filming with young professional actors. By late 2022 the program will be available on our new website which will allow password protected access to the content and resources. Further MGSE funding in 2022 has supported the post-production work and website development. We have also received early acceptance of a Bio-Dash trademark.

We intend to have several Bio-Dash versions that target areas of need such as workplaces, universities, sporting organisations, and the performing arts. The next step is to seek partners to help us fund the development and trialling of Bio-Dash in these specific markets. Not only will this meet a growing demand to address the wellbeing needs of individuals involved in these work sectors, but it will also enable organisations to exercise corporate social responsibility by helping to subsidise the school version of Bio-Dash. We seek partners who are willing to invest resources to tailor Bio-Dash specifically for their organisation.

## Publications

Allen, K. A., Furlong, M. J., Vella-Brodrick, D. A. & Suldo S. M. (Eds.). (2022). *The Handbook of Positive Psychology in Schools* (3rd ed.). Taylor and Francis.

Vella-Brodrick D. A, Gill A, Patrick K. (2022). Seeing Is Believing: Making Wellbeing More Tangible. *Frontiers in Psychology* 14; doi: 10.3389/fpsyg.2022.809108.

West, M., Patrick, K. & Vella-Brodrick, D. A. (2022) "Smart" technology has an important role to play in making learning about wellbeing in schools engaging and real for students. In K. A. Allen, M. J. Furlong, D. A. Vella-Brodrick, & S. M. Suldo (Eds.). *The Handbook of Positive Psychology in Schools* (3rd ed.). Taylor and Francis.

<b>Tech name and number:</b>	2020-084 Bio-Dash: A wellbeing and optimal performance program
<b>Researchers:</b>	Professor Dianne Vella-Brodrick, Dr Anneliese Gill, Dr Kent Patrick
<b>Registered Intellectual Property:</b>	Trade mark number: 2260277. Trade mark: Bio-Dash. Applicant name: The University of Melbourne. Filed on: 31 March 2022. Class: 9, 10, 41, 42, 44, 45
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