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# *Implementing Mental Health Promotion*

Professor Margaret Barry

Department of Health Promotion

National University of Ireland, Galway

*Ollscoil na hÉireann, Gaillimh*

# Introduction

- Demand for effective mental health promotion strategies - raise the standard of mental health promoting policy and practices worldwide
- Applying the existing knowledge base concerning mental health promotion and its effectiveness
  - what makes mental health promotion programmes work?
  - translate from research into effective programme implementation
- Evidence-based principles of effective practice
- Implications for future development of practice and policy

# Effective Mental Health Promotion

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- WHO Reports (2004/5)

*Promoting Mental Health: Concepts, Emerging Evidence, Practice.*

*Prevention of Mental Disorders: Effective Interventions and Policy Options.*

- clarify concepts of promotion and prevention
- review the evidence of effectiveness
- public health policy and practice implications

# IUHPE Special Issue, 2005

*“there is sufficient knowledge to move evidence into practice”*

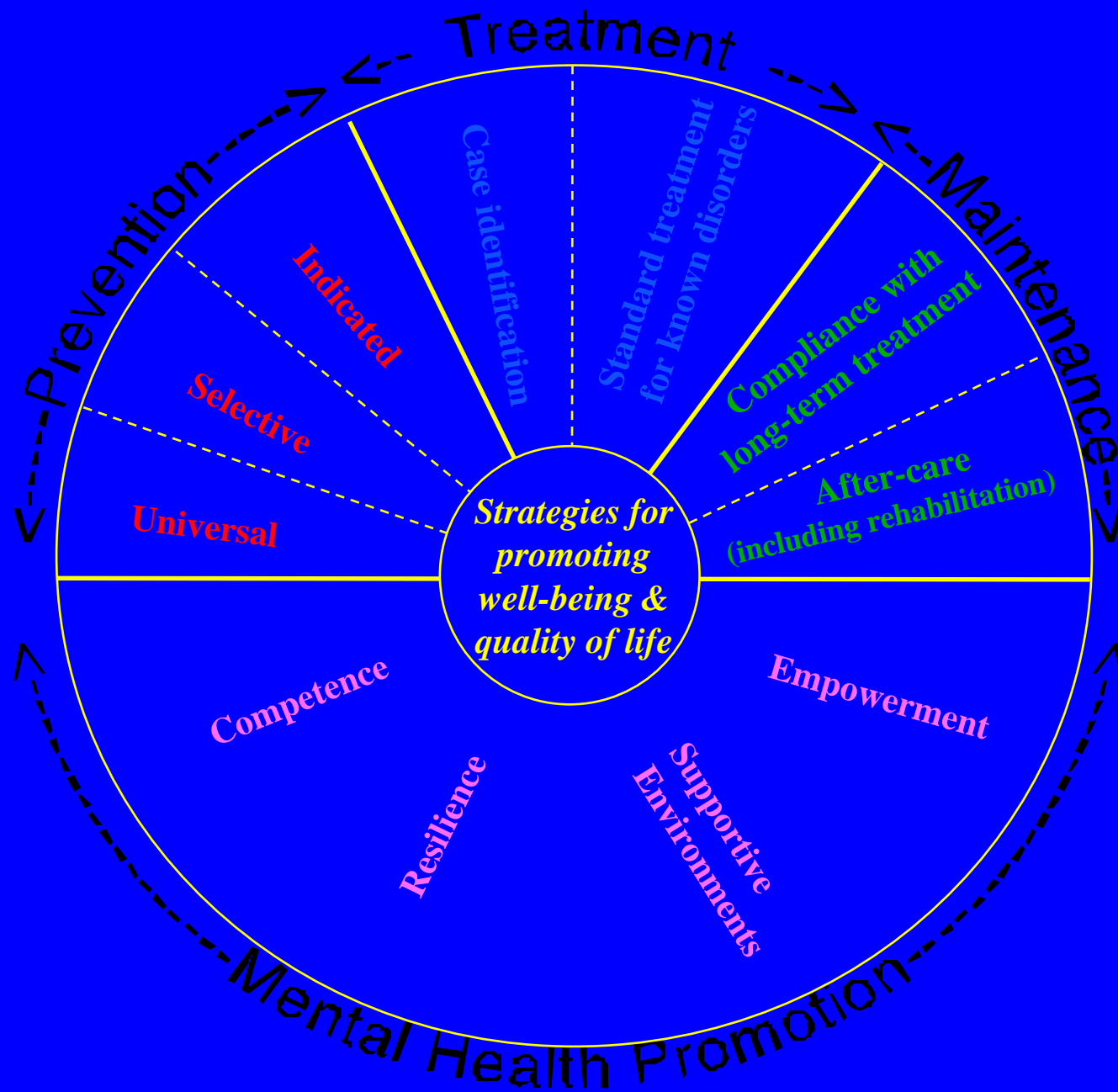
Jané-Llopis, E., Barry, M.M., Hosman, C. and Patel, V. (Eds.) (2005) *The Evidence of Mental Health Promotion Effectiveness*

- Momentum for mental health promotion
- Review of the international evidence base on effectiveness
- Principles of successful programme implementation and adoption
- Determinants - poverty and gender in a global society
- Why governments should promote mental health
- Integration into health promotion and public health

# Promotion and Prevention

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- **Mental health promotion**
  - › focus on positive mental health and quality of life across populations
  - › building strengths, competencies and resources
- **Prevention of mental disorders**
  - › concern with specific disorders - reducing incidence, prevalence or seriousness of a targeted problem
  - › mortality, morbidity and risk behaviours



# Adopting a mental health promotion approach

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- Mental health promotion concepts are positive, dynamic and empowering - focus on enhancing the strengths and competencies of individuals, communities and society
- Multidisciplinary - theories and methods
- Builds on the basic concepts and principles of health promotion
- Mental health promotion - socio-ecological model

## Health Promotion action areas

Build healthy public policy

Create supportive environments

Reorient health services

Strengthen community action

Develop personal skill

Assessment

Planning

Evaluation

Implementation

combined into Health Promotion strategies

## Systems

Policies

environment

organisation

community

person

## Systems scale

micro - macro

## Health Promotion Model (WHO Ottawa Charter)

*The process of enabling people to increase control over their health and the determinants of health*

**Health Promotion Principles** (participation, empowerment, equity)

# Generic principles of mental health promotion

## Adopt a socio-ecological approach

- Bring about change at the level of the individual, the family, social group/community and broader society
- Programmes need to be able to influence the enduring environments in which the individual, family, group or community is functioning
- The importance of supportive environments or settings
  - homes, schools, workplaces, communities, health services

# Generic principles of mental health promotion

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## Embracing an empowerment philosophy

- engage the active participation of programme participants
- build on existing strengths and skills of the programme participants
- enhance their sense of control over their lives
- address systems of socialisation and control (poverty, social injustice, discrimination)
- Multilevel construct - role of mediating structures

# Generic principles of mental health promotion

## Engaging in Consultation and Collaboration

- Partnership working and participation at all stages
- Hauf and Bond (2002) - community-based collaboration
- Promotes greater ownership
- Facilitates capacity building
- Supports development of inter-sectoral structures
- Improves chances of sustainability

# Generic principles of mental health promotion

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## Addressing Social Equity

- Social inequalities in the distribution of mental health problems
- Prioritise work with disadvantaged populations and settings - low-income, low education, minority and marginalised groups

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*Evidence-based principles of effective  
implementation*

# Evidence Reviews

- Mrazek and Haggerty (1994) - systematic review; Institute of Medicine Report *Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research*.
- Durlak & Wells (1997) - meta-analytic review  
*American Journal of Community Psychology*  
25(2),115-152
- Tilford et al. (1997) *Effectiveness of Mental Health Promotion Interventions: A Review*. HEA (UK)
- IUHPE Report (1999) *The Evidence of Health Promotion Effectiveness, Chapter 3*
- Friedli (2003) *Making it Effective: A guide to evidence based mental health promotion*. Mentality, UK

# Conclusions from Evidence Reviews

*“Effective interventions have been identified which promote the mental health of the population at large and those known to be at risk of mental health problems” (Tilford et al., 1997)*

**IUHPE Report (1999)** *The Evidence of Health Promotion Effectiveness.*

- mental health promotion programmes not only improve mental health and quality of life but also reduce the risk for mental disorder
- lasting positive effect on functioning in multiple domains
- clusters of risk and protective factors - cost-effective
- strategies - effective across diverse groups and across the lifespan

# IUHPE Special Issue, 2005

## *Mental Health Promotion Works: A Review*

- Draws on different sources of evidence
  - systematic reviews, process evaluations, ‘grey literature’
  - case studies from high, middle and low-income countries
- Reviews the evidence of effectiveness in terms of health, social and economic impacts
  - interventions across key settings - home, school, community, workplace and health services
- Positive outcomes across multiple areas of health and social functioning
- Sufficient knowledge to move evidence into practice

# Research Principles of Efficacy

What makes mental health promotion effective?

Eva Jané-Llopis and Margaret Barry - IUHPE Special Issue, 2005

- Adoption and implementation of evidence-based interventions - efficacy and effectiveness
- Evidence-based principles underpinning programme success
  - » sound theoretical and research base
  - » clarifying key goals and objectives
  - » programme provider training and support
  - » evaluation and high quality research methods
  - » infrastructural support from management
  - » programme fidelity versus reinvention
  - » transferability across countries and cultures



# Implementing Mental Health Promotion

Margaret Barry & Rachel Jenkins

CHURCHILL  
LIVINGSTONE  
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# Characteristics of successful programmes (Barry & Jenkins, 2007)

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- Programme development based on underpinning theory, research principles of efficacy and needs assessment
- A focused and targeted approach to programme planning, implementation and evaluation
- Address a range of protective and risk factors

# Characteristics of successful programmes (Barry & Jenkins, 2007)

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- Adopt a competence enhancement approach and an implementation process that is empowering, collaborative and participatory, carried out in partnership with key stakeholders
- Employ a combination of intervention methods operating at different levels

# Characteristics of successful programmes (Barry & Jenkins, 2007)

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- Comprehensive approaches that intervene at a number of different time periods rather than once off
- Include the provision of training and support mechanisms that will ensure high quality implementation and sustainability

# Theoretical base of effective programmes

## Clear articulation of programme theory

- Attachment theory
- Self-efficacy
- Resilience
- Stress and coping
- Social support
- Social learning theory
- Organizational theory

# Theoretical base of effective programmes

- Causative and prescriptive theories (Chen,1998)
- Causative theories - mechanisms underpinning the intervention
- Prescriptive theories - dynamic process of change
- JOBS depression prevention programme (Vinokur, Price & Schul, 1995)
  - causative theory based on models of stress and coping
  - prescriptive theory based on active learning and building of self-efficacy
- Adoption of the JOBS programme in Ireland (Barry et al., 2007 *Journal of Public Mental Health*)

# Needs Assessment

- Tailored to the needs of the participants and the local setting - ecological fit
- Age, gender and culturally sensitive programmes
- Example: Lara et al. (1997, 2003) - adapting a depression prevention programme for women in Mexico city
- Balancing programme fidelity and adapting to local needs
- Rural Mental Health Project (Barry et al., 2005)

# Focused approach to programme planning, implementation and evaluation

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- Example: Communities that Care initiative (Hawkins et al., 2002)
- Readiness phase - capacities and barriers
- Involving the community - organizational structure
- Compiling a community baseline profile
- Developing a comprehensive action plan
- Implementation and evaluation of the plan

# Competence enhancement approach

## Promotion of resourcefulness and generic coping and competence skills

- Greenberg et al (2001) promoting alternative thinking strategies (PATHS)
- Kellam et al (1994) Good Behaviour Game
- Gillham et al (1995) Penn Resiliency programme
- Resourceful Adolescent programme (Shochet et al, 2001)
- Depression prevention (Munoz, 1997; Clarke et al. 1995)

# Competence enhancement approach

Implementation approach that is empowering, collaborative and participatory

- Programme Examples:
- Community Mothers Programme (Johnson et al., 2000; Molloy, 2002) - parent empowerment
- Widow-to-Widow peer support programme (Silverman, 1986, 1988) - mutual help
- Patel et al. (2005) - poverty, gender equality, violence, literacy - community development and economic empowerment

# Address a range of protective and risk factors

- High/Scope Perry Preschool Programme (Schweinhart et al., 2005) - intellectual and social development in 3-4 year olds from disadvantaged backgrounds
- Cognitive and social co-operation skills
- Educational model - active learning, effective learning environment
- Positive long-lasting effects (ages 39-41)
  - school success - literacy, grades and completion rates
  - socioeconomic success - employment, earnings, home ownership
  - social responsibility - reduced crime levels
  - marriage and parenthood

# Multi-component comprehensive programmes

- The Midwestern Prevention Project (Pentz et al., 1997)
  - comprehensive community-based programme
- School component - student skills and school policies
- Parental programme - skills training, communication
- Community component- community leaders engaged in service planning
- Health policy change - local government leaders
- Mass media - supportive messages

# Adopt a comprehensive approach

- Effective school programmes - the school curriculum and pupils' knowledge and skills, the school ethos and environment, involving the parents and the local community (Lister-Sharp et al., 1999)
  - Australian MindMatters programme (Wynn et al., 1999) - whole school approach
  - Olweus et al. (1998) Bullying Prevention programme - school, classroom and individual level
- Workplace stress - organizational wide approaches

# Quality implementation support system

- Adopting a best practice programme does not in itself guarantee success
- Provide adequate resources for good quality planning and implementation - staff skills, training, supervision, organisational support
- Mobilise support of key stakeholders
- Identify core components of the programme
- Quantity and quality of programme delivery
- Invest in process as well as outcome evaluation
- Sustainability - organizational and system-level practices and policies that will ensure the long-term impact of high quality programmes

# Challenges for the Future

- Development and refinement of measures of positive mental health
  - mental health status and well-being; protective factors
- Evaluating ‘upstream’ interventions addressing the broader determinants of mental health
- Documenting wider health and social gain
  - integration of mental health in health promotion and public health initiatives; cost-effectiveness studies
- Developing methodologies that seek to capture dynamic interactions in context - process and outcomes
  - evaluation of programme implementation

# Challenges for the Future

- Building and disseminating the knowledge and evidence base - identifying and filling the gaps
- Translating the evidence into policy and practice - databases, evidence briefings, best practice guidelines
- Translational process - more active dissemination  
- evidence needs to be contextualised and usable
- IUHPE Getting Evidence into Practice project
- Methodologies for integrating the evidence into the realities of current practice - technical assistance and capacity building

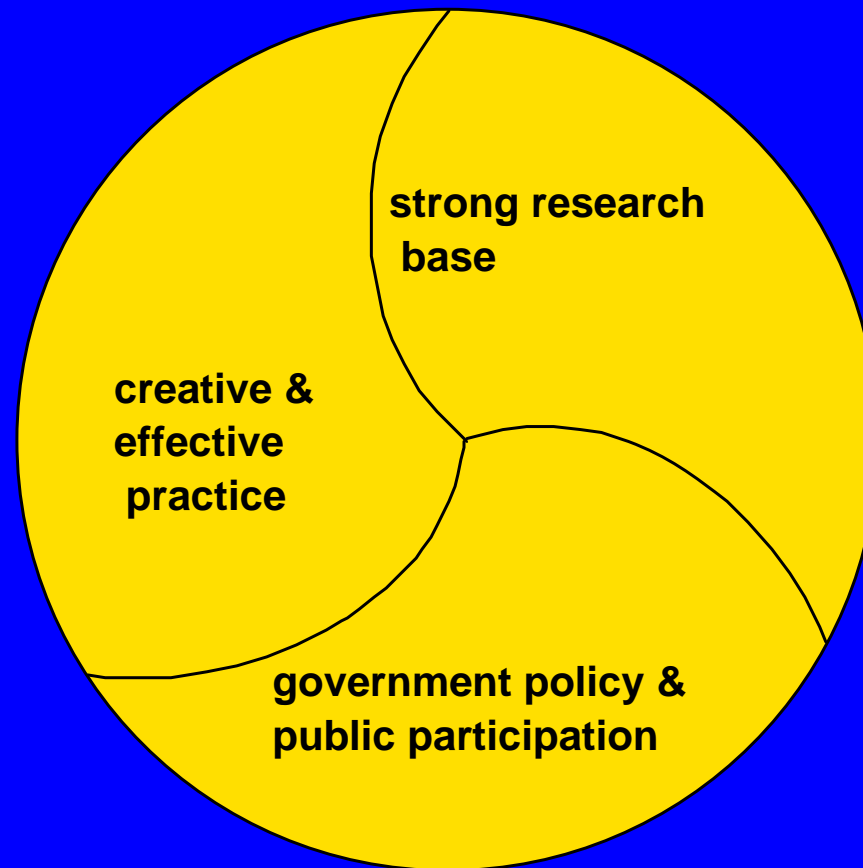
# Challenges for the Future

- Capacity building in programme adoption and implementation
  - training in evidence-based programme planning and evaluation
- Wider community participation
  - » 'removing the shadows' - stigma reduction and community awareness, media
- Collaboration and shared learning
- Two way process - capturing knowledge and learning from best practice and the policy making process
- Models of best practice - effective, feasible and sustainable in the local context
- Making knowledge work for improved mental health

# Strengthening the links between research, practice and policy

- The science of mental health promotion
  - the knowledge and research base for mental health promotion
- The art of enabling and creating positive mental health
  - empowering, participative and collaborative process
  - addressing the broader determinants of mental health
- The politics of effective action
  - » policy, research and practice are mediated through political processes
- Engaging the political will to promote mental health at a government policy level
- Mobilising a public demand for a mentally healthy society

# Art, science and politics of creating a mentally healthy society



# Reading Sources

- Barry M and Jenkins R 2007 *Implementing mental health promotion*. Elsevier, Oxford
- Jané-Llopis E, Barry M M, Hosman C, Patel V 2005 Mental health promotion works: a review. *Promotion and Education* suppl 2:9-25
- Herrman H, Saxena S and Moodie R (eds) 2005 *Promoting mental health: concepts, emerging evidence, practice*. WHO, Geneva. Available: [www.who.int/mental\\_health/evidence/en/promoting\\_mhh.pdf](http://www.who.int/mental_health/evidence/en/promoting_mhh.pdf)