



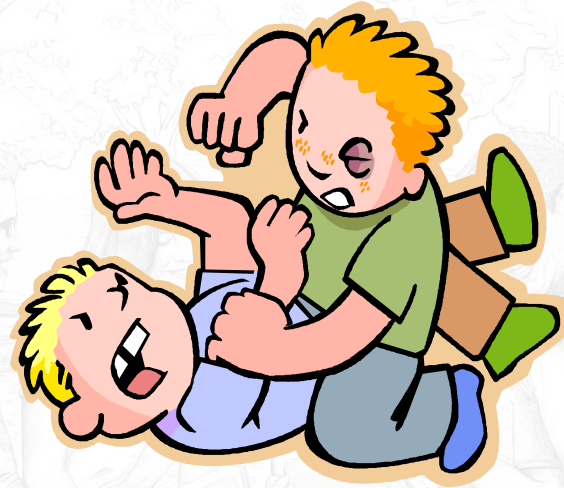
SCHOOL BASED MENTAL HEALTH LITERACY; FOUNDATION FOR PROMOTION, PREVENTION AND MENTAL HEALTH CARE

Cambridge MindED Trust Conference

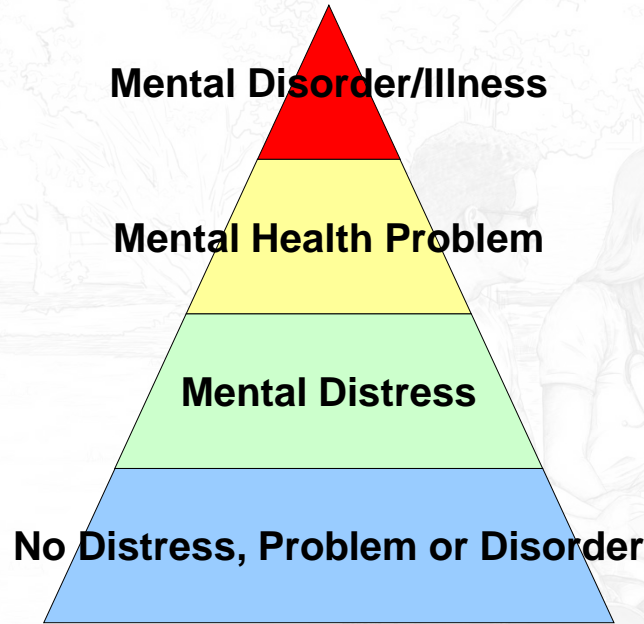
Professor Stan Kutcher
March, 2016

SEMANTIC CONFUSION

- Mental health condition
- Mental health issue
- Mental health illness
- Mental wellness illness
- Mental illness
- Mental health
- Mental wellness
- Mental well-being
- Mental wholeness
- Mental and social well-being
- Mental health problem
- Mental disorder
- Mental happiness and well-being



UNDERSTANDING MENTAL HEALTH STATES: WHAT THE WORDS MEAN



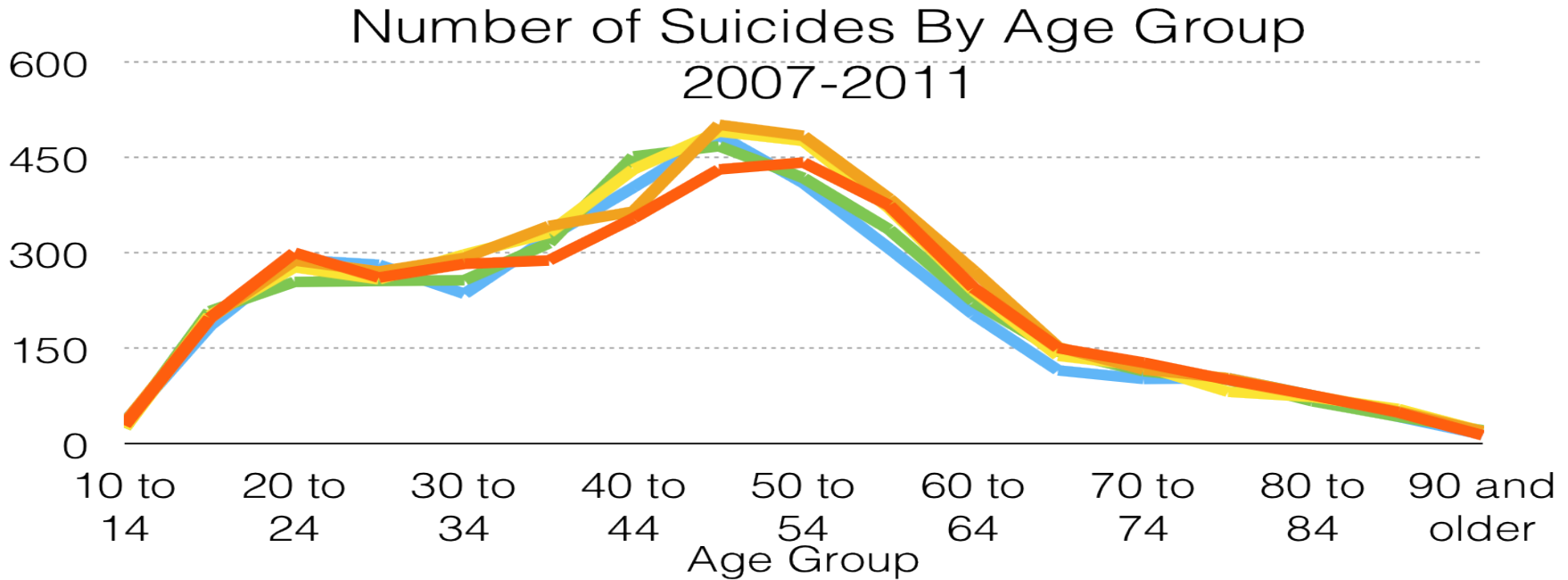
Mental Health State and Type of Action

- Enhancement of mental well being
- Health Promotion
- Addressing Distress
- Helping build resilience avoiding protection from stress
- Addressing Mental Health Problems
- Enhancing Supports, Prevention
- Addressing Mental Disorders
- Prevention, Best in Class Care



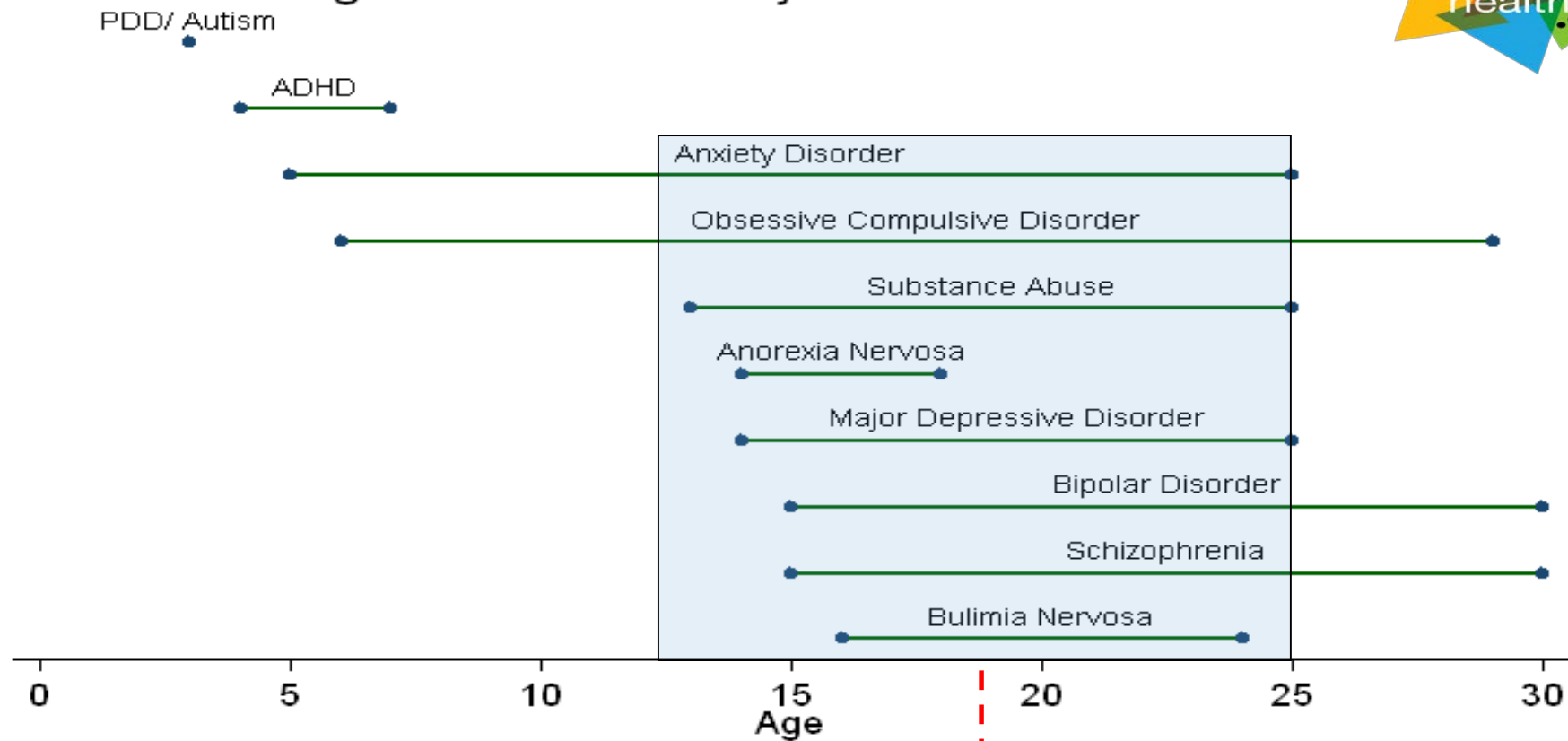
Number of Suicides by Age Group in Canada, 2007-2011

2007 2008 2009 2010 2011





Age of Onset of Major Mental Disorders



Source: DSM-IV, 2000

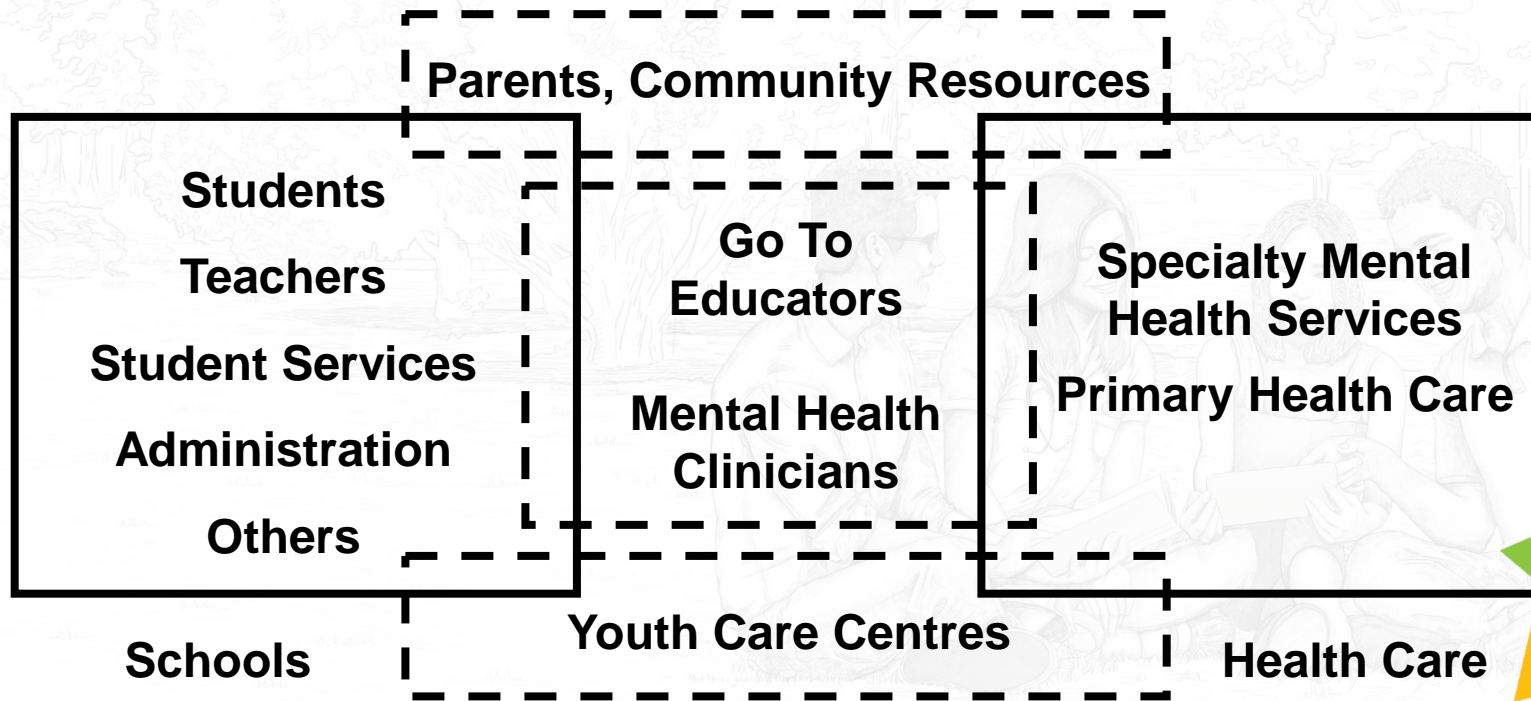
12-25

Setting the Stage: Healthy Lives...but

- The student population beginning in middle school
 - Highest risk for mental illness
 - Peak age of onset for most psychiatric disorders
 - -High rates of “risk for harm” behaviors
- ~One in five report symptoms of substance abuse and mood and anxiety disorders
- After motor vehicle collisions, suicide is the leading cause of death among Canadians aged 10-24
- BUT – over $\frac{3}{4}$ youth report MH as “very good” or “excellent”
- Over 70% Canadians have “FLOURISHING” MH



LINKING EDUCATION & HEALTH CARE SYSTEMS



Mental Health Journey: Steps to the Destination



Treatments and Care

Health Promotion

Prevention

Mental Health Literacy



What is Health Literacy?



Strong independent determinant of health

- Improves health outcomes (individuals/populations)
- Helps empower individuals to improve their health and enhance their health care experience (promotion, prevention, identification; access: self-care/management).
- Essential individual competency for transformation of health and health care
- Helps decrease health inequalities in populations



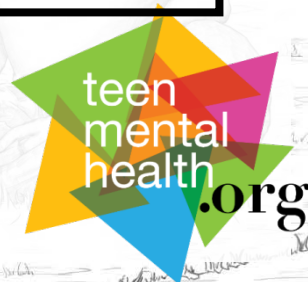
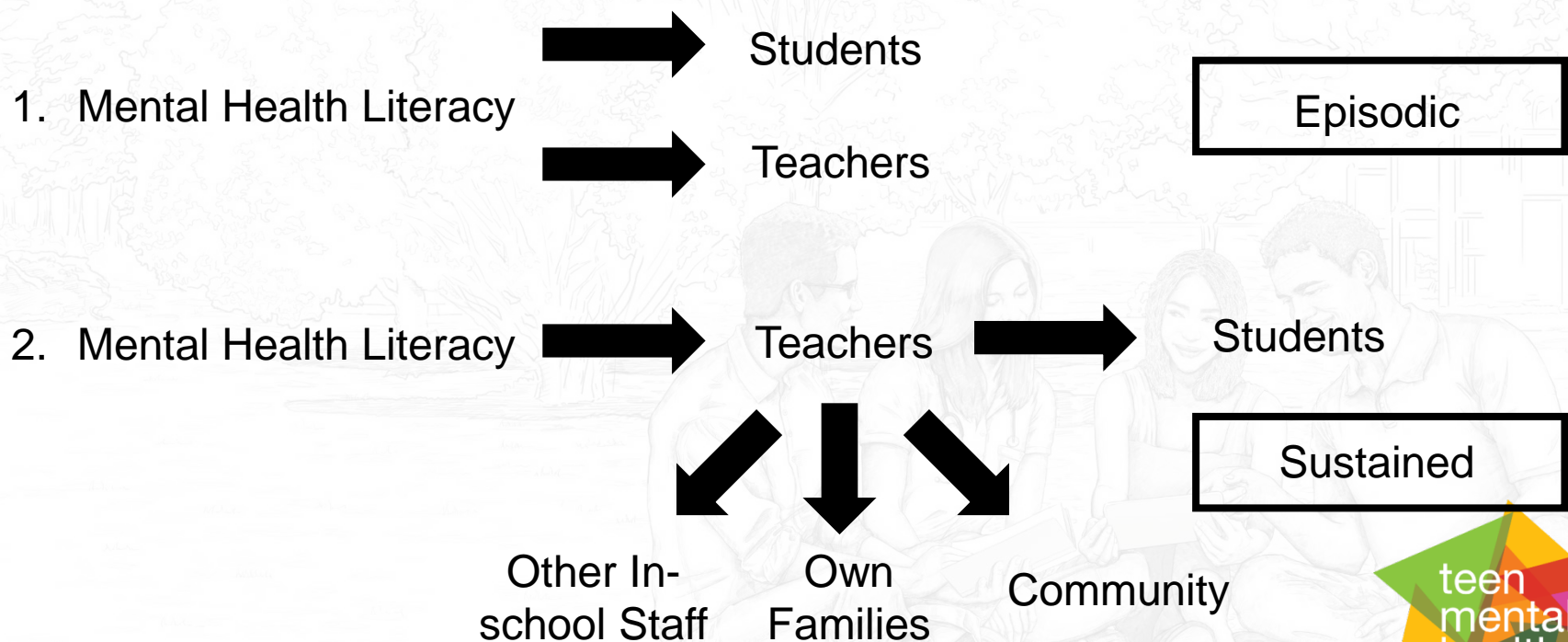
Impact of Health Literacy: WHO

“a stronger predictor of an individual’s health status than income, employment status, education and racial or ethnic group”. WHO; 2013

Mental Health Literacy: what is it EXACTLY?

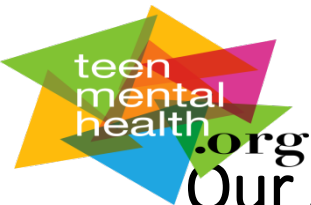
- Understand how to obtain and maintain good mental health
- Understand and identify mental disorders and their treatments
- Decrease stigma
- Enhance help-seeking efficacy: know where to go; know when to go; know what to expect when you get there; know how to increase likelihood of “best available care” (skills and tools)
- Kutcher and Wei; 2014; Kutcher, Bagnell and Wei; 2015; Kutcher, Wei and Coniglio, 2016.

SCHOOLS: MHL MODELS



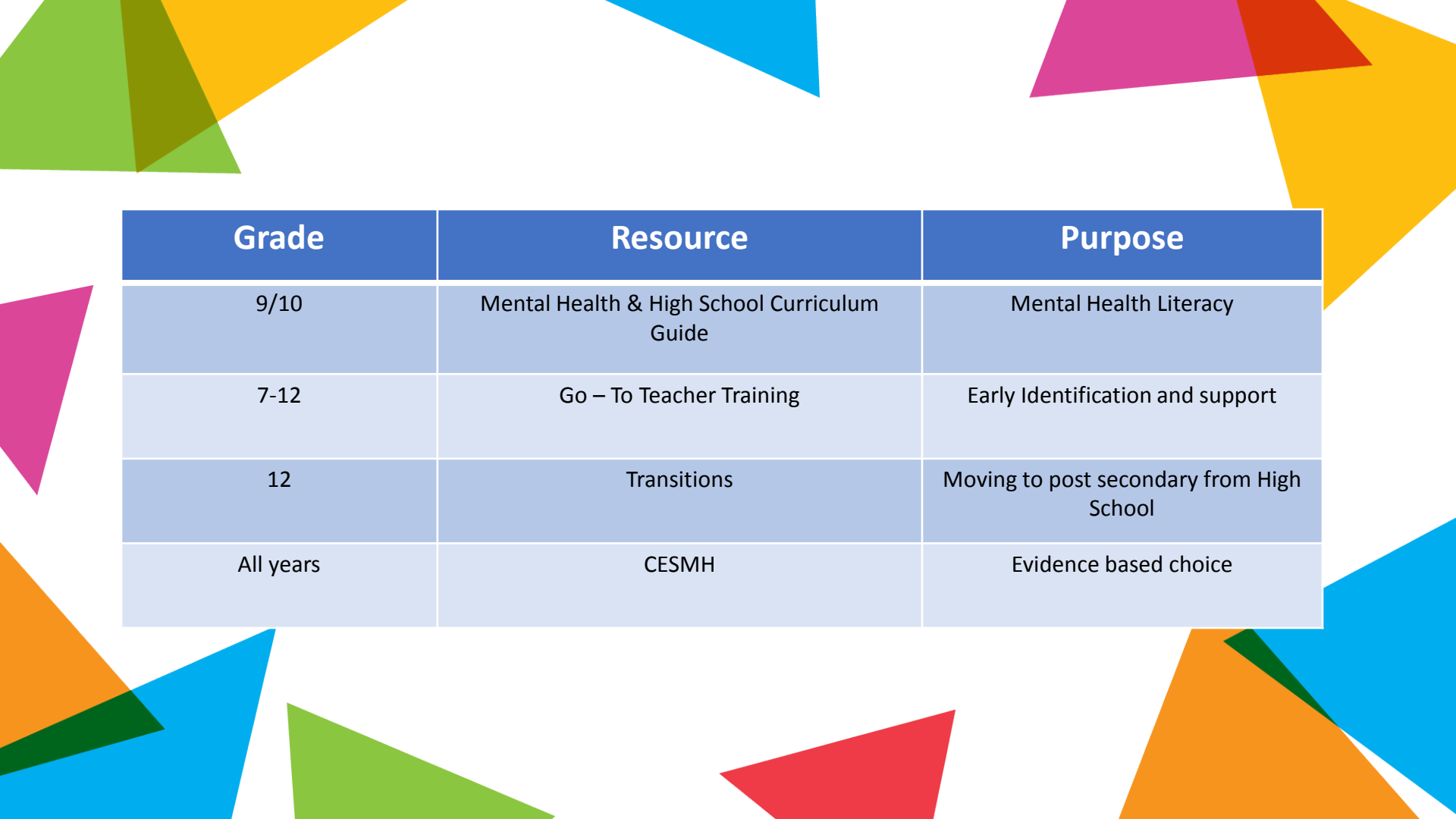
Developing the Mental Health Literacy Resource: Guiding Principles

- Must be integrated easily into ALL existing school ecologies, pedagogically familiar, resource sparing (fidelity of content not fidelity of application): sustainable
- Must deliver scientifically established improvements in BOTH teacher and student mental health literacy simultaneously
- Must build capacity: system strengthening, embedding competencies and resource (not parachuting of programs): **supports other MH activities**
- Must support horizontal integration of mental health care across education/health sectors – NOT STAND ALONE ACTIVITY

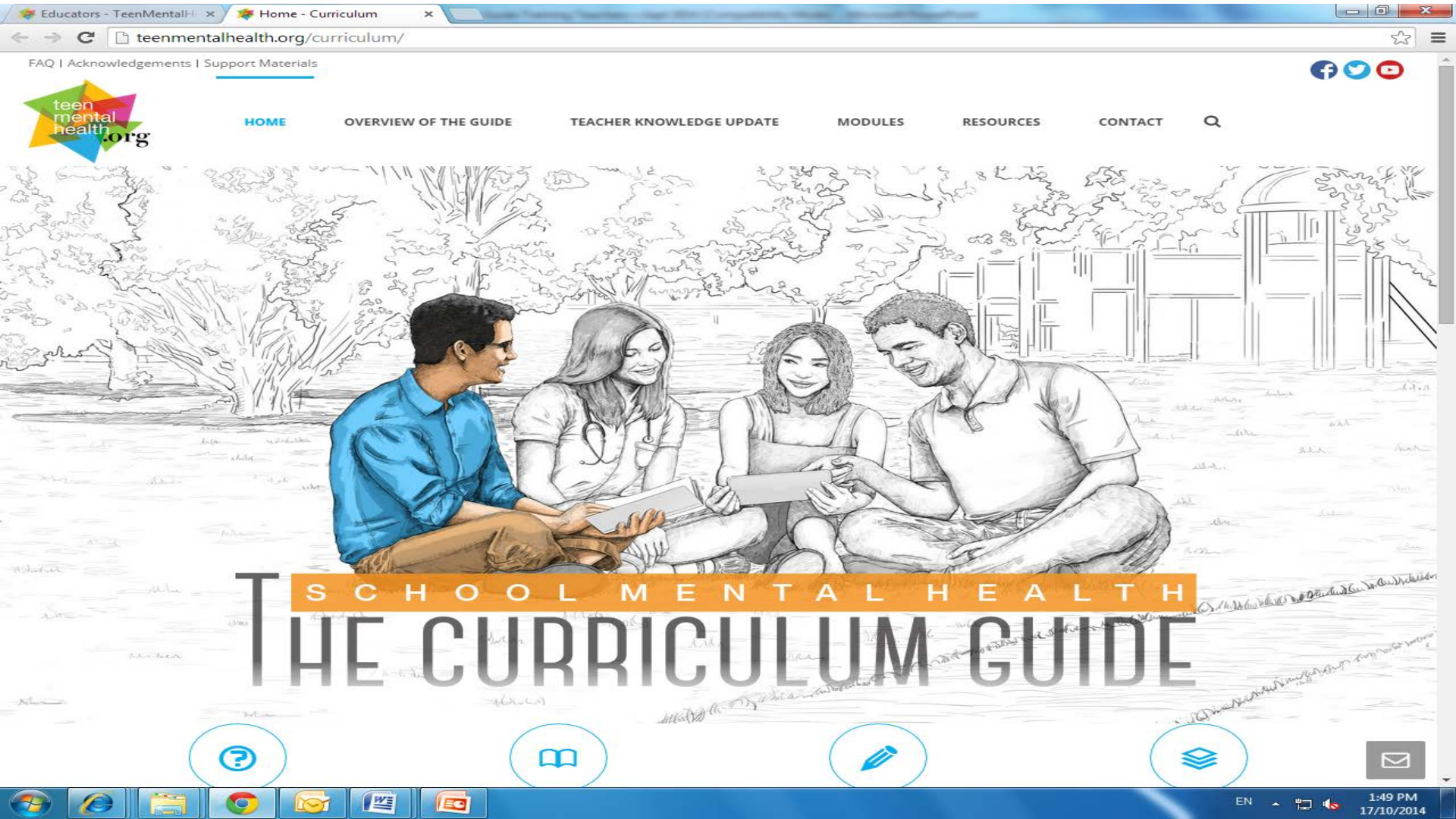


Our Approach to School Mental Health Literacy

- ➔ Create a mental health literacy resource for teachers to use in the classroom (the Guide)
- ➔ Teach the teachers how to use the resource in the classroom: usual Pedagogy
- ➔ Let the teachers teach their classes using the resource: Professionals
- ➔ Evaluate how well **BOTH** teachers and the students improve their mental health literacy because of this approach
- ➔ This does not require FIDELITY of application, is not expensive, builds capacity within the system, sustainable, geographically blind, can be integrated into whatever else you want to do
- ➔ What schools and teachers do – everywhere in the world: **sustainable**
CONSISTENT WITH FINDINGS OF THE TaMHS: UK 2013 evaluation

The background of the slide is white, decorated with several large, overlapping, colorful geometric shapes, primarily triangles, in shades of green, yellow, orange, blue, pink, and red.

Grade	Resource	Purpose
9/10	Mental Health & High School Curriculum Guide	Mental Health Literacy
7-12	Go – To Teacher Training	Early Identification and support
12	Transitions	Moving to post secondary from High School
All years	CESMH	Evidence based choice



SCHOOL MENTAL HEALTH

THE CURRICULUM GUIDE





Mental Health & High School Curriculum Guide Modules (WEB BASED*): www.teenmentalhealth.org

- The stigma of mental illness
- Understanding mental health and mental illness
- Information on specific mental illness
- Experiences of mental illness
- Seeking help and finding support
- The importance of positive mental health

Delivering the Guide Training Train-the-Trainer Model

Identifying trainers in each school board/district (classroom teachers, school health professionals, local mental health professionals)

Trainers receiving 1.5 day training from the program developers

Trainers delivering the Guide training to classroom teachers who will teach the resource to students
Trainers sustaining the training through ongoing support

Mental Health & High School Curriculum Guide

Training Outcome Results (website*)

- Program evaluation and research have shown very positive outcomes (examples):
 - Randomized controlled trial in Ontario (completed)
 - Longitudinal cohort study with Durham region Ontario (completed)
 - Longitudinal cohort study with Toronto District School Board, Ontario (completed)
 - Program evaluation in all 7 English school boards in NS (completed)
 - Randomized controlled trials, longitudinal cohort studies, cluster controlled studies and PE's ongoing in other provinces and other countries

TMH.ORG CURRICULUM

Province	Study type	Year	Participants	Increased Knowledge		Improved Attitudes		Improved help-seeking	
Nova Scotia	Pre/post test	2012-2013	218 Educators	Yes	p<0.0001, d=1.85	Yes	p<0.0001, d=0.51	Not assessed	
Ontario	RCT	2011-2012	362 Students	Yes	p=0.0001, d=0.46	Yes	p=0.0001, d=0.30	Yes	p=0.01; d=0.18
	Cross-sectional study	2012	409 Students	Yes	p<0.001, d=0.9; p<0.001*, d=0.73*	Yes	p<0.001, d=0.25; p<0.007*, d=0.18*	Not assessed	
	Pre/post test	2013	74 Educators	Yes	p<0.001, d=1.48	Yes	p<0.03, d=1.26	Not assessed	
	Cross-sectional study	2013	175 Students	Yes	p<0.0001, d=1.11; p<0.001*, d=0.91*	Yes	p<0.001, d=0.66; p<0.001*, d=0.52*	Not assessed	
Alberta	Pre/post test	2013	875 Educators	Yes	p<0.0001, d=2.03	Yes	P<0.001, d=0.21	Not assessed	



Hot off the press: BC pre-service teacher trainees (2015); FOE, UBC – paper in press

Assessment	Change	Pre - Post	Pre – 3 mont followup
Knowledge	Increased	P<0.001 d= 3.21	P<0.001 d=2.05
Stigma	Decreased	P<0.001 d=1.09	P<0.001 d=0.68
Help-seeking intent	Increased	N/A	P<0.001 d=0.46



CRITICALLY EVALUATING SCHOOL MENTAL HEALTH (CESMH) ONLINE REPOSITORY

BACKGROUND

Why

At present, there are no known national programs or services in Canada that partner mental health or education researchers with school professionals/schools/school boards for the explicit purpose of critically evaluating school based mental health promotion/prevention programs for safety, effectiveness and cost

What

CESMH* is an online repository that provides synthesis of evidence of school mental health promotion/prevention programs for educators across Canada to assist them in selecting the programs for their schools.

Who

CESMH is led by teenmentalhealth.org where the repository will be housed. Participants in the development of the repository include mental health, education, and research experts across Canada.

FINDINGS

- 1 There is a lack of evidence on the effectiveness of the SOS and the Yellow Ribbon suicide prevention programs for decreasing suicide rates
- 2 There are no studies available to investigate the cost-effectiveness or safety of the SOS or Yellow Ribbon suicide prevention programs



Yellow Ribbon suicide prevention programs



the Signs of Suicide (SOS) Prevention Program

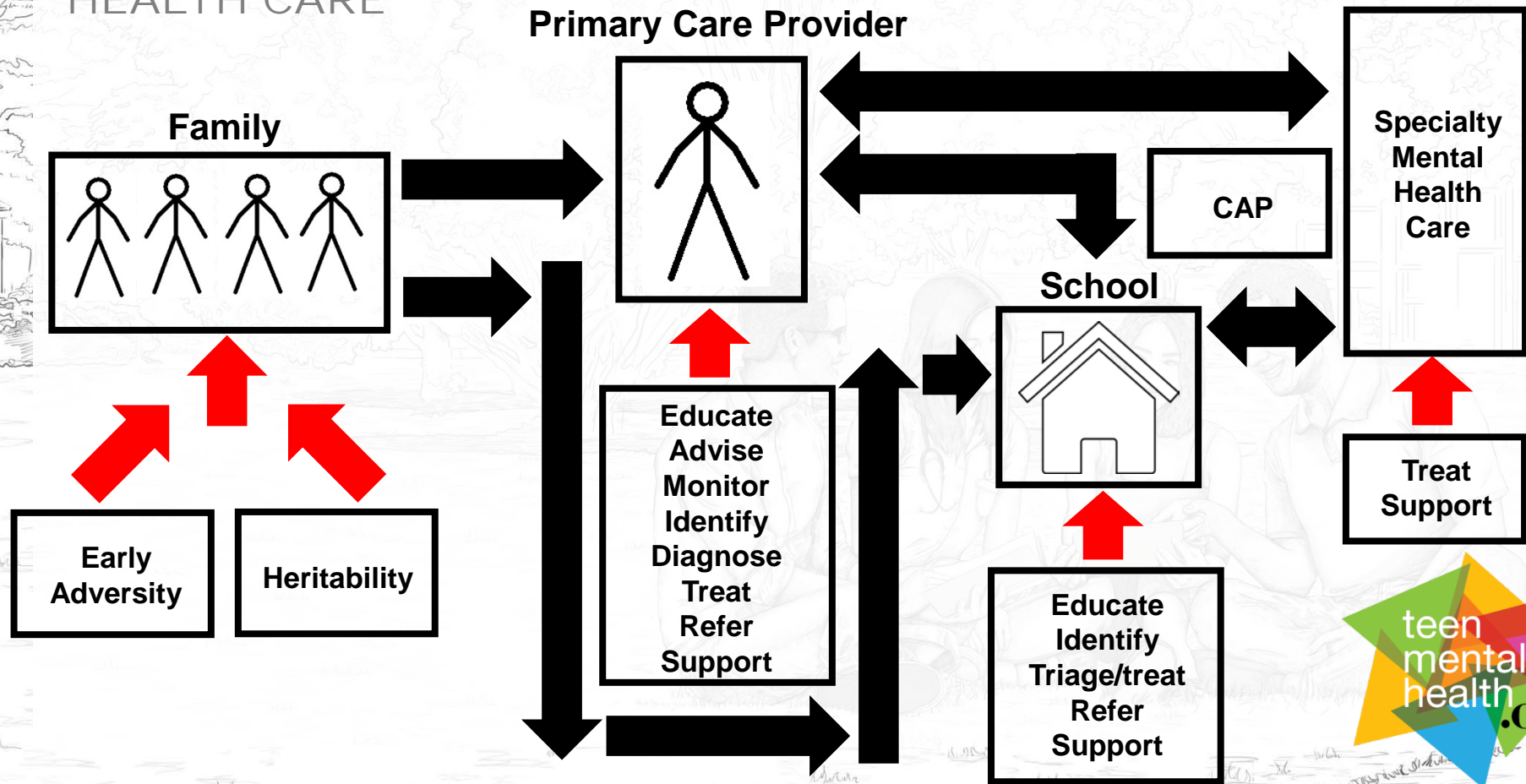


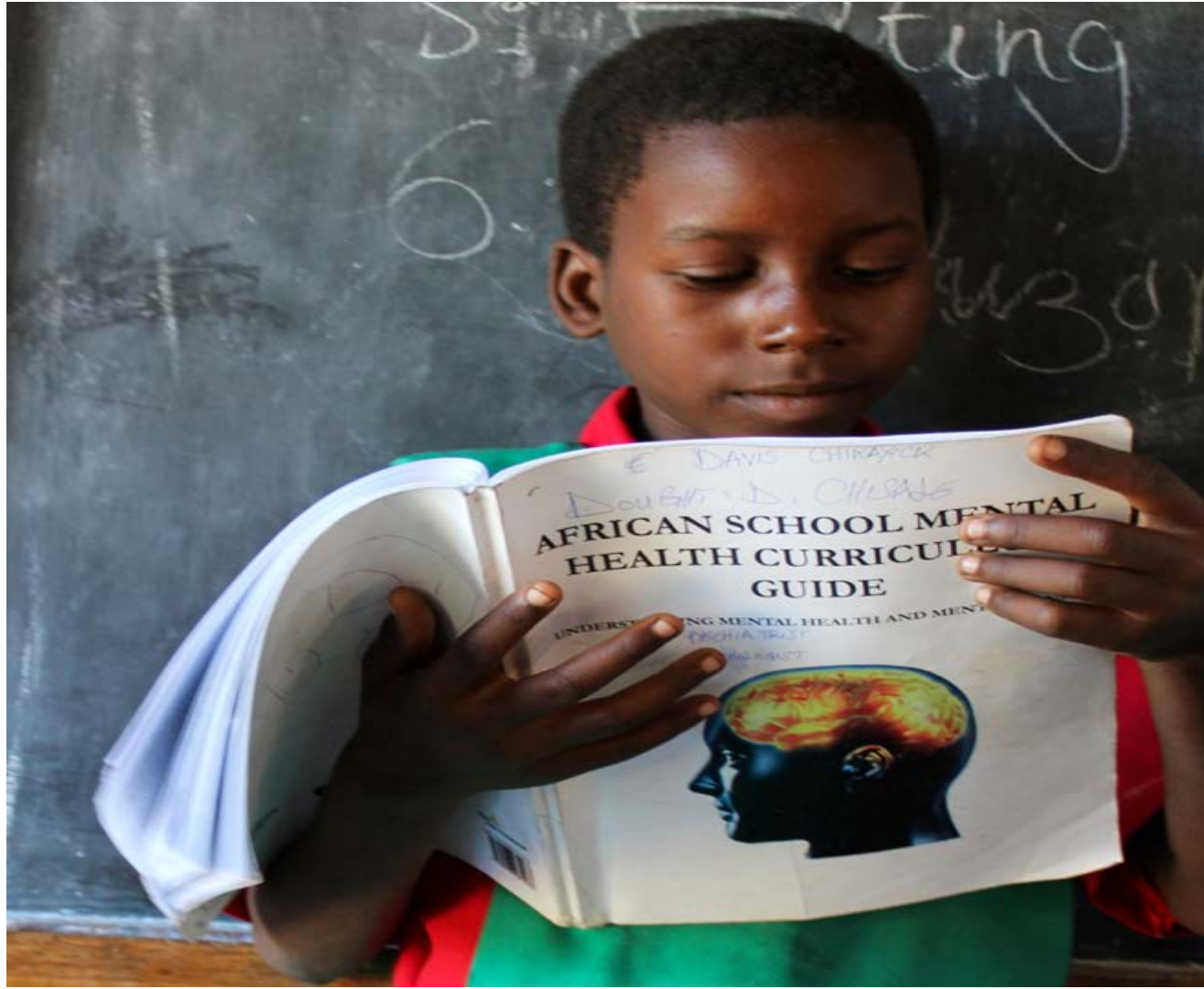
TRANSITIONS

- First evidence based resource of its kind in Canada
- Provides first-year students with information on topics including time management, relationships, sexual activity, mental illness, suicide and addictions.: **mental health by stealth**
- Includes mental health self-help information and contains recommendations where students can go to get help on their campus.
- Available in multiple formats:
 - Large Print resource
 - Small Print resource
 - eBook for the iPad
 - App for the iPhone



HORIZONTALLY INTEGRATED PATHWAY TO YOUTH MENTAL HEALTH CARE







TeenMentalHealth.org



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@TMentalHealth



info@TeenMentalHealth.org

