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# Generic Principles of Effective Mental Health Promotion

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*Ollscoil na hÉireann, Gaillimh*

# Effective Mental Health Promotion

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- What do we know about effective mental health promotion programmes?
- What makes mental health promotion effective?
- Where to from here?



# Implementing Mental Health Promotion

Margaret Barry & Rachel Jenkins

CHURCHILL  
LIVINGSTONE  
ELSEVIER

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# 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

# 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

# Effective Mental Health Promotion

## 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

# Adopting a mental health promotion approach

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- Mental health promotion concepts are positive, dynamic and empowering
- Multidisciplinary - theories and methods
- Builds on the basic principles of health promotion

## 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)

# Adopting a Mental Health Promotion Framework

- Involves the population as a whole in the context of their everyday life
- Focus on protective factors for enhancing well-being and quality of life
- Addresses the social, physical and socio-economic environments that determine the mental health of populations and individuals

# Adopting a Health Promotion Framework

- Adopts complementary approaches and integrated strategies operating from the individual to socio-environmental levels
- Involves inter-sectoral action extending beyond the mental health services
- Based on public participation, engagement and empowerment

# Generic Principles of Practice

## Adopting a socio-ecological perspective

- interdependencies among social systems operating at different levels
- Bronfenbrenner's (1979) set of nested systems
- 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
- Settings approach - homes, schools, workplaces, communities, health services
- Synergistic impacts and outcomes

# Generic Principles of Practice

Weissberg et al. (1991) review of programmes for young people - critical ingredients of the most effective programmes:

- Focus on enhancing children's capacities, personal and social skills, attitudes and values
- Creating environmental settings and resources to support the development of young people's personal, social and health behaviours
- Example: Olds programme (1997)- Nurse Home Visitation Programme
  - child's socio-emotional and general development
  - mother's self-efficacy
  - positive and safe home environment

# Generic Principles of Practice

## Embracing an empowerment philosophy

- Process - style and manner of programme delivery
  - delivered in an empowering and participatory manner
  - 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 Practice

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## 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 Practice

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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

# Conclusions from effectiveness studies

## Accumulating international evidence base

- 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 and programmes - effective across diverse groups, settings and across the lifespan

# Characteristics of successful programmes (Barry & Jenkins, 2006)

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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, 2006)

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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, 2006)

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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

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## 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

# 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

# Needs Assessment

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- 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

# 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

Focus on enhancing generic social competences - coping skills, good peer relationships, cognitive skills training, problem-solving:

- 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

# 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) - 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

# Comprehensive programmes

- 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

# Generic Principles of Effective Mental Health Promotion

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- Adopt a socio-ecological approach - bring about change at the level of the individual, the family, social group/community and broader society
- Adopt a social competence approach - promotion of resourcefulness and generic coping and competence skills

# Generic Principles of Effective Mental Health Promotion

- Theory-based interventions - grounded on theories of human functioning and social organization
- Sustained interventions - once-off or short-term interventions are not likely to produce long-term effects
- High quality programme delivery - supportive implementation system

# Generic Principles of Effective Mental Health Promotion

- Evaluation - systematic evaluation methods (process, impact and outcome) contribute to ongoing improvement and sustainability of programmes
- Sustainability - organizational and system-level practices and policies that will ensure the long-term impact of high quality programmes

# Future Developments

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- Building and disseminating the knowledge and evidence base
- Translating best evidence into policy and practice
- Current approaches
  - user-friendly information systems and databases
  - developing best practice guidelines
  - targeted evidence briefings for policy makers

# Future Developments

- Translational process - bridge of communication in bringing the evidence base to life
- More active forms of dissemination - evidence needs to be contextualised and usable
- Application in context - IUHPE Getting Evidence into Practice Project
- Methodologies for integrating the evidence into the realities of current practice
- Provision of technical assistance and capacity building

# Future Developments

- Training in evidence-based programme planning and evaluation
- 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

# Reading Sources

- Barry M and Jenkins R 2006 *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
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