

# Stepping Out Towards Mental Health and Wellbeing

**ProMenPol**

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# Presentation

- Definitions and concepts
- Themes and principles
- A possible 'working' model
- Examples by settings
- Implementation actions
- A 'process' for implementation
- Some thoughts

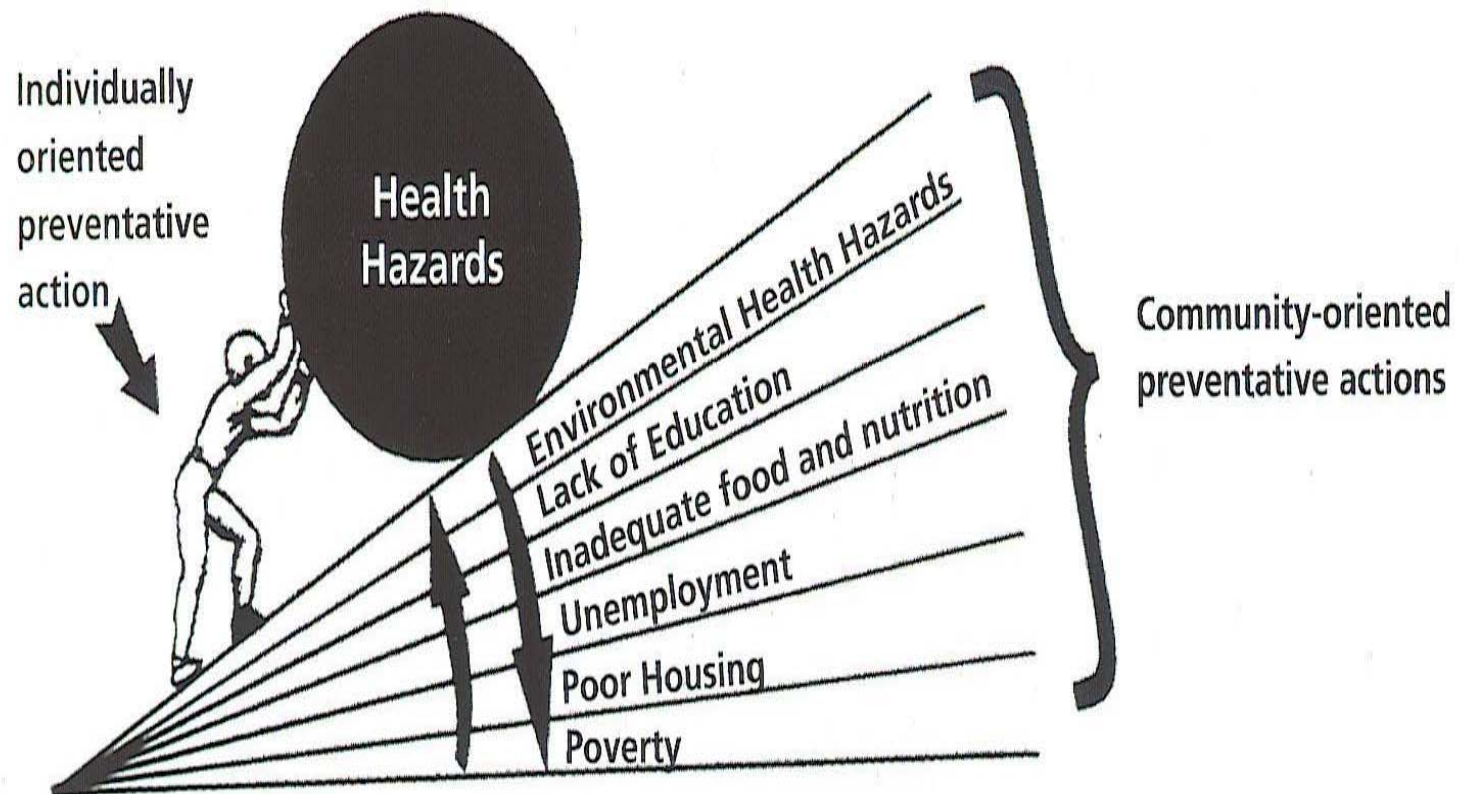
# A Few Words on Definitions and Concepts

- What is meant by 'mental health and wellbeing'?  
**Differentiate** between health and illness
- Determinants of 'health'?  
**Risk and protective factors**
- Which actions, activities?  
**Clarity** around promotion, prevention, care, treatment and support

# Themes and Principles

- Knowledge Management and Transfer
- Combining policy, evidence and practice
- Principles of 'community' engagement and involvement
- Avoiding 'exceptionalism' - moving to the mainstream
- Accentuating the positive
- Taking a systematic, comprehensive and integrated approach (multi - )

## Health, Individual and community oriented preventative actions



*Intersectoral action for Health WHO 1986*

# Emerging Examples

- Schools and educational settings for children and young people
- Workplace Settings
- Residential Settings for Older People

# Schools and Educational Settings

- Why? Trends, inequalities, rights and benefits
- Making the Case for ACTION
- Promoting emotional, mental health and wellbeing in schools and colleges – taking a ‘whole school’ approach. Universal and targeted – excluded, vulnerable and marginalised
- Developing life skills and resilience – moving to ‘protective factors’, accepting and responding to ‘live’s challenges’

# Schools and Educational Settings

- Peer to Peer models of support
- Working with Parents (self reflection and family connections) Creating opportunities to be involved 'hire the parents'
- Working with Teachers and other Educational staff (engaging and positive)
- Community connections (engagement and ownership)
- Key Messages – positive people, reward and recognition, developing skills and capacity



# Workplace Settings

- Why? Trends, risk and protective factors, changing nature of 'work', costs and benefits
- The case for ACTION
- Promoting mental wellbeing at work, an organisational approach, a whole 'workplace' approach
- Prevention, early identification, early intervention
- Support for return to work and reintegration

# Workplace Settings

- Training of 'line managers' – competency
- Workplace 'wellbeing' literacy
- Demands, control, autonomy, 'reward and effort', job insecurity, career advancement
- Work / Life balance
- Links to wider 'services'
- Changing 'age' profile

# Residential Settings for Older People

- Why? Trends, poverty, caregiving, models of care, protection from abuse, attitudes to old age
- Case for ACTION
- Whole System, Organisation / Setting approach
- Individual and group engagement, activity,
- Caregivers, family and community

# Residential Settings for Older People

- Early identification, early intervention and support
- Links to specialist services
- Assistive technologies
- Capacities and abilities
- Training – specialist and generalist staff
- Intergenerational possibilities

# Implementation Actions

- Integrate social, psychological and economic interventions and actions
- Combine risk and protective factors
- Be aware of good 'science' and evidence but also be aware of 'naturalistic' environments
- Combine individual and 'population' approaches
- Identify data collection and measurement tools
- Build in evaluation from the start

# A 'Process' of Implementation (Kotter)

- Understanding the context – past and present
- What needs to change and why and for whose benefit
- Developing the case (clearly)
- Coalition of interests (broad and 'powerful')
- Developing your vision (collectively)
- Empowering others (to act)
- Early actions, early impact (choose wisely)
- Imbedding actions (part of the 'mainstream')
- Review and still more change (emergence)

# Some Thoughts



Thank You

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