

See Me

Evaluation of Process and Impact: Phase 2 Year 1



Mental Health
Foundation



**IT'S OKAY TO
ASK FOR HELP**





This report provides an overview of the impact of See Me Scotland's national anti-stigma and discrimination programme from Year 1 of Phase 2 which covers the period November 2016 until October 2017. See Me is jointly managed by the Scottish Association for Mental Health (SAMH) and the Mental Health Foundation (MHF) with funding from the Scottish Government and Comic Relief.

See Me vision

To end mental health stigma and discrimination, enabling people who experience mental health problems to live fulfilled lives.

May 2018

See Me



Context

The tactics employed by See Me to challenge and eliminate mental health stigma and discrimination are informed by the best available evidence into what supports attitude and behaviour change generally at the individual, community and socio-cultural level as well evidence on what works specifically to reduce mental health stigma and discrimination. It is also informed by a number of key principles:

- **Human Rights Based Approach (HRBA)** to empower people to know and claim their rights and increasing the ability and accountability of individuals and institutions who are responsible for respecting, protecting and fulfilling these rights.

It is ensuring that international human rights standards are at the heart of the programme. Central to this are the PANEL principles of participation, accountability, non-discrimination, empowerment and legality.
- **Coproduction** to ensure an equal and reciprocal relationship between professionals, people using services, their families and their neighbours to become far more effective agents of change.
- **Intersectionality** to recognise that there are systemic patterns of discrimination and disadvantage that people face due to aspects of their identities or social circumstances, such as race, ethnicity, economic status, gender, age, sexual orientation or disability.

This is important to See Me as it identifies that many people within the wider community experience dual or multiple forms of discrimination. They may experience a greater level of mental health stigma and discrimination and have fewer resources with which to tackle this prejudice.
- **Behaviour Change Approach** to enable meaningful action to take place See Me is required to not only improve knowledge and understanding but to impact on how people and organisations think (their attitudes) and how they act (their behaviour).

Literature that explores evidence for building a successful anti-stigma programme tends to agree that protest, education and social contact (interaction between people with direct experience of mental health problems and stigma and discrimination, and those in targeted groups e.g. employers, health care workers etc.) are some of the most effective approaches (Corrigan et al., 2001; Rusch et al., 2005), especially when combined (Link, 2001).



Methods

See Me is supported by a Research and Learning team based within the Mental Health Foundation. The team aims to identify whether the See Me programme is achieving its outcomes and to explore what works to tackle and eliminate mental health stigma and discrimination.

This is explored in relation to evident changes to practice, policy and culture in communities, organisations and wider society. An Academic Partnership with the University of Strathclyde has been developed to provide objective advice and oversight of methods to the Research and Learning team.

The qualitative evaluation across all programme areas used purposive sampling (Parahoo, 2014). Semi-structured interview protocols were developed for each programme, which focused on the experience of See Me processes, the activities undertaken, thoughts on any impact that the programme has made and thoughts on challenging stigma and discrimination in general. See Me was evaluated using a mixed methods approach.

The individual research methods used for the Social Movement, Education & Young People, Workplace and Health & Social Care programmes are outlined in each relevant section.

Analysis

All survey data were collated and inputted into SPSS. Data cleaning and descriptive analyses were then undertaken. The descriptive analyses focused on calculating and comparing baseline and follow-up mean values for the questionnaire items to assess overall changes in knowledge and attitudes. The majority of the surveys included questions where participants were asked to rate their agreement with a number of statements (both positive and negative) on a scale from strongly agree to strongly disagree, or don't know.

To allow comparison between the baseline and follow-up surveys, responses were given a numerical rating that includes reverse coding for negatively worded statements. For statements that were worded positively, agreement was rated from 1 to 5, with 1 corresponding to "strongly disagree" and 5 corresponding to "strongly agree". Therefore, higher values correspond to more positive attitudes.

The interviews and focus groups were recorded, lasting approximately 45 minutes with notes also taken during some of the interviews. Following the interview/focus group, the recording was transcribed, the majority of which were verbatim. The transcript was returned to the interviewee to ensure that it represented their views accurately and to invite them to add or alter any comments made. The qualitative data was analysed using a thematic analysis approach. Direct quotes are shared throughout the report, under their assigned themes to offer depth to the findings.

Social Movement



These are the key findings that emerged from the analysis of 26 pre and 24 post Community Champion training surveys, supplemented by eight in-depth interviews. The findings present data on the process of engaging with See Me followed by data on the impact of the Social Movement programme.

Outcomes aligned to Social Movement programme

- People individually and collectively will increasingly challenge self-stigma, stigma and discrimination.
- People will increasingly feel safe, confident and inspired to speak about their mental health and seek help.
- People will feel increasingly confident to claim their rights.
- Increased understanding of nature, source and effects of stigma and discrimination and what works in tackling it

“[After I completed my training, family and friends] are not as afraid to have a conversation about mental health. I have had a few people coming to me, interested.”

Community Champion

Data Collection

Community Champion participants were asked to complete a baseline and follow-up paper form assessing their understanding of the overall learning outcomes and outcomes from each session. Participants were given an evaluation wheel at each training session and asked to rate the degree to which they felt the outcomes were achieved at the beginning and end of each session.

See Me provided a list of active Community Champion volunteers so a random selection could be obtained which attempted to cover diversity in terms of cohort, gender and age. See Me also provided contacts identified via their monitoring data from the initial cohort of Champions to gather views on the evolution of the programme.

“[The training is empowering because] it validates peoples’ experiences. It empowers people because it celebrates their differences.”

Community Champion



Reach of Social Movement programme (November 16 – October 17)

- 89 volunteers engaged in programme
- 26 Community Champions trained in 2016/17 cohorts
- 29 pass the badge events
- 20, 667 badges have been passed
- 15 Walk a Mile events
- 1,865 Walk a Mile participants
- 1,253 sign ups to See Me Newsletter (8109 in total)
- 17,898 Facebook followers
- 4,296 Instagram followers
- 13,463 Twitter followers

“Before I did the training, I just felt like I was the only one and I kind of feel like everyone should do the champion training... because I feel everyone deserves that chance.”

Community Champion

“When we all get together we are a force to be reckoned with.”

Community Champion

Summary

- Community Champions reported several important motivations for becoming part of See Me; often passions or frustrations that inspired desire for change.
- Positive training experience with specific reference to the benefits of peer to peer support.
- Recognition of the potential triggers for volunteers during training and ensuring that support is provided throughout the training and beyond.
- Pre and post training evaluation shows improved knowledge, understanding and confidence among all participants.
- Qualitative findings reported improved sense of empowerment with the process of meeting others encouraging reflection and challenging of self-stigma.
- Wide reach of activities and campaigns across Scotland with some indication of positive community impact based on feedback.

Education and Young People



These are the key findings from the analysis of 471 pre and 322 post pupil surveys from five schools, 142 baseline and 120 follow up surveys for the Scottish Mental Health First Aid.

Outcomes aligned to Education and Young People programme

- People individually and collectively will challenge stigma and discrimination
- People will increasingly feel safe, confident and inspired to speak about their mental health and seek help
- Diverse leaders and organisations will champion the elimination of stigma and discrimination and take relevant action themselves

“It was fantastic; it was great meeting people in similar situations to me and helping See Me with their work... It has had a really positive impact on my own life.” Young Champion

“A lot of the younger pupils can struggle when they are coming up from Primary into Secondary School. Teach them mental health now so that they don’t have to wait until they are in 6th year.” Pupil

Data Collection

The sampling approach for the pupil health-check questionnaire was intended to be randomised. The Mental Health Foundation received a list of all classes within each school; each class was then assigned a separate code, with a sample of these being selected. For the follow-up pupil health-check, not all schools selected the same class groups with the sampling strategy being best described as purposive by the school lead.

All participants who took part in the Scottish Mental Health First Aid Training were invited to complete a survey both before and after the training. This was to assess participants’ confidence to talk about mental health; access to information and resources; how they would support others; and confidence to make changes.

School leads were contacted by the Mental Health Foundation to enquire about activities over the course of the pilot year, to request an interview and arrange focus groups for pupils. Pupil consultation took the format of a focus group of between two-four pupils in each group. Visual Inquiry was an additional method used with pupils and teachers.



The participants were asked questions such as: 'what is your understanding of mental health stigma and discrimination following the See Me programme in your school?'. They then selected an image that resonated with their thoughts on the question and explained why they selected that image.

Reach of Education and Young People programme (November 16 – October 17)

- 686 What's on Young Mind packs downloaded
- 5 pilot schools engaged
- 142 people trained in Scottish Mental Health First Aid (of which 61 were pupils)
- 42 staff attended peer workshops
- 349 pupils attended peer workshops
- It's Okay not to be Okay campaign delivered during this period (November 2016 - December 2016):
 - Reached over 700,000 people on Twitter and Instagram
 - 12,000 page views with 1,000 personal messages submitted
 - 63 media mentions with national and local coverage
 - Paid social content generated 3.5m impressions with 86,000 views of the film, 7,000 reactions and 1,000 shares
 - YouTube generated 459,000 impressions

Summary

- Pupils and teachers reported an increase in knowledge and confidence to talk about their own and others' mental health – this was particularly evident when they had taken part in Scottish Mental Health First Aid training and peer workshops
- The data demonstrated improved mental health literacy of pupils and an increased awareness of when, how and who to go to obtain support when/if needed;
- Findings from the pupil's health check survey indicated limited changes in understanding, experience and/or willingness to act on mental health stigma; this may be due to limitations of the data such as desirability bias;
- Pupil and teacher interviews indicated enhanced awareness and understanding of stigma and a willingness to act upon this;
- Current evidence from the evaluation suggests the mechanisms for change include; 'buy-in' from pupils and teachers, peer-to-peer learning, accessible resources and enthusiastic and supportive leadership from See Me.

See Me in Work



These are the key findings from the analysis of 270 pre and 234 post Mental Health Check surveys from four employers, 58 e-Learning evaluation surveys and six interviews with employers, supplemented by relevant data from three teacher interviews.

Outcomes aligned to See Me in Work programme

- Diverse leaders and organisations champion the elimination of stigma and discrimination and take relevant action themselves.
- Negative stereotyping is reduced in targeted settings

Data Collection

The sampling approach for the See Me in Work surveys was intended to cover whole organisations, but this was controlled by the lead within each organisation. Leads within each organisation were sent a link to the Mental Health Check survey by See Me, who then distributed this among their staff.

The e-Learning resource (www.seemescotland.org/e-Learning/) is recommended to employers. All participants in the e-Learning programme were asked to complete a survey both before and after the training and an e-Learning evaluation survey. See Me provided the contact details of employers who were engaged with the See Me in Work programme at various stages.

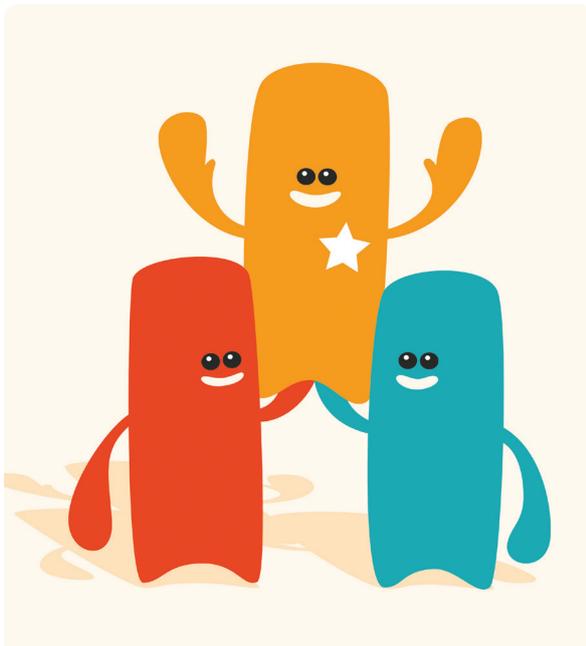
Additionally, the Mental Health Foundation contacted the lead within each organisation to arrange in-depth interviews with staff and managers.





Reach of See Me in Work programme (November 16 – October 17)

- 614 recipients of workplace newsletter
- 87 workplaces signed up to the programme
- 748 people signed up to the e-Learning programme
- 442 participants engaged in the e-Learning programme
- 4 workplaces completed full process



“I found the contributions from people who had direct experience of mental health issues to be very useful, illuminating and sometimes humbling.”

e-Learning participant

Summary

- e-Learning evaluation indicates this resource is the right length, with relevant content that inspires employees to change their own behaviour and that in broader workplace.
- Management support, linking to wider campaigns and the provision of a structured support package all facilitate engagement in the programme. Time pressure and changes in staff and staff roles are often reported as barriers to progression.
- All parts of the See Me in Work programme e.g. Health Check, Pass the Badge, Walk a Mile and e-Learning training were felt to be very helpful in supporting change.
- Activities that provide insight into personal stories and journeys were felt to have the greatest impact on changing staff understanding and promoting behaviour change.
- See Me in Work has the greatest impact on organisational culture encouraging a more open environment and promoting understanding and awareness of mental health stigma and discrimination and how to tackle it.

Health and Social Care



The progress with both the Health and Social Care programme and policy and partnerships is detailed in this section.

As these programme areas have been newly established for Phase 2, the first year of activity has been concerned with planning, obtaining the perspectives of stakeholders, reviewing evidence, maintaining and instigating new partnerships. As well as beginning to influence policy, securing senior leadership support and clear agenda setting have been important.

Outcomes aligned to Health and Social Care programme

- People will feel increasingly confident to claim their rights
- Increased understanding of nature, source and impact of stigma and discrimination, rights based approach and what works in tackling it.

“I liked the fact that it is okay to not be okay.” Student

“The fact that people are posting their experience – it’s amazing and inspiring.” Student

Activities of Health and Social Care programme

- Health and Social Care Engagement Event (23 delegates with people with lived experience)
- Health and Social Care Senior Leaders Seminar (30 delegates)
- Stigma Free September with Stigma Free Lanarkshire
- Distress Brief Interventions: See Me is a national partner supporting local implementation in four pilot sites
- Realistic Medicine: See Me is working with the central team on the citizens jury to ensure that Realistic Medicine is representative of people with a mental health problem
- See Me delivered four training sessions at Glasgow Kelvin College to a cohort of prospective nursing students
- Responded to Scottish Government’s socio-economic duty and the NHS Charter of Patient Rights and Responsibilities
- Identified policy and practice targets:
 - Mental Health Strategy
 - Mental Health (Care & Treatment) (Scotland) Act 2003
 - Social Security Reform
 - NMC Review of Nursing Education
 - 2030 Vision for Nursing

Outcomes and Implications



This section provides a summary of what the findings tell us about the extent to which See Me is meeting its outcomes and 'what works' in challenging mental health stigma and discrimination.

1

People individually and collectively will increasingly challenge self-stigma, stigma and discrimination:

- Community Champions feel a sense of individual and collective empowerment to challenge stigma, self-stigma and discrimination.
- Pupils have a better understanding of mental health to challenge self-stigma and stigmatising language.

2

People will feel increasingly confident to claim their rights:

- e-Learning surveys demonstrate improved staff understanding of rights and the ability to talk about their rights when discussing mental health in the workplace. This includes rights relating to employers not being allowed to discriminate on the grounds of protective characteristics and employers responsibilities on providing reasonable adjustments for employees. This is particularly important as over half of the participants in the survey identified as having lived experience of a mental health problem.
- Community Champions feel personally empowered and recognise the potential they have as a group to claim their rights.

3

Increased understanding of nature, source and impact of stigma and discrimination, Human Rights based approach and what works in tackling it:

- Community Champions reported increased understanding of stigma and discrimination, and Human Rights Based approaches, how these apply to See Me, and what works to tackle stigma and discrimination.
- Pupil surveys reported a slight increase in understanding of the impact of stigma and discrimination and in how to challenge mental health stigma and discrimination. Qualitative findings provide small but meaningful everyday examples of pupils and staff challenging stigmatising attitudes.



4

People will increasingly feel safe, confident and inspired to speak about their mental health and seek help:

- Community Champions feel more confident about helping to tackle stigma and discrimination in their communities. They feel they can inspire others to tackle stigma and discrimination and have identified the need for and ways to keep themselves and others safe during the process.
- Evidence from Scottish Mental Health First Aid training suggests it increases teacher and pupil confidence to talk openly about mental health.
- Pupil surveys and qualitative data demonstrated that pupils feel increasingly confident to talk about mental health and report increased knowledge of and intention to use services.
- Example of a teacher who undertook Scottish Mental Health First Aid training who now views mental health differently and is now better able to talk about mental health with staff – which resulted in a staff member getting help for depression.

5

Diverse leaders and organisations champion the elimination of stigma and discrimination and take relevant action themselves:

- There is evidence to suggest that diverse leaders from across various employment sectors (including education) and from different sized employers are championing the elimination of stigma and are taking actions themselves which have led to a change in culture within organisations (e.g. changing the way staff interact and having better, more open conversations about mental health in the workplace).
- Examples of young champions becoming leaders in their schools with a strong sense of purpose and confidence in challenging stigma and discrimination.
- Senior leaders within health and social care have demonstrated a willingness and enthusiasm to engage with See Me and pursue change within their specific areas of work.

6

Negative stereotyping is reduced in targeted settings:

- Increased awareness among pupils about stigmatising language and examples of pupils challenging others when they hear it inside and outside of school.
- Evidence of cultural change taking place within workplaces.
- Community champions challenge stigma in their communities; often 'one conversation at a time' and start a ripple effect.

What Works



The findings have provided some indication that change is taking place as a result of the See Me programme. There is less specific evidence on what aspects of individual programmes are bringing about this change, making it challenging to assess what works at this early stage.

However, highlighted below are elements of the programme that seem to be having a positive impact on creating the right environment for mental health stigma and discrimination to be effectively challenged:

- Pass the Badge and Walk a Mile events help to improve communication and create environments for more open conversations. Other communication and marketing approaches can be useful 'aides' in promoting that See Me activities are being undertaken and that organisations (including schools) are supportive of challenging stigma and discrimination.
- Training (Scottish Mental Health First Aid, e-Learning) is helping to build confidence and knowledge among key individuals. Powerful aspects of this are opportunities to hear others' stories, for example about the impact of social contact.
- For volunteers there is particular value in facilitating training and events that help to build peer to peer relationships.
- The schools programme is showing success in building mental health literacy. It is not yet clear what elements of the programme have the greatest influence on tackling stigma and discrimination.
- Changing the perception of mental health (i.e. not viewing it as a problem that needs to be tackled but something we all have and need to take care of).
- Developing passionate enthusiastic leaders, with lived experience.

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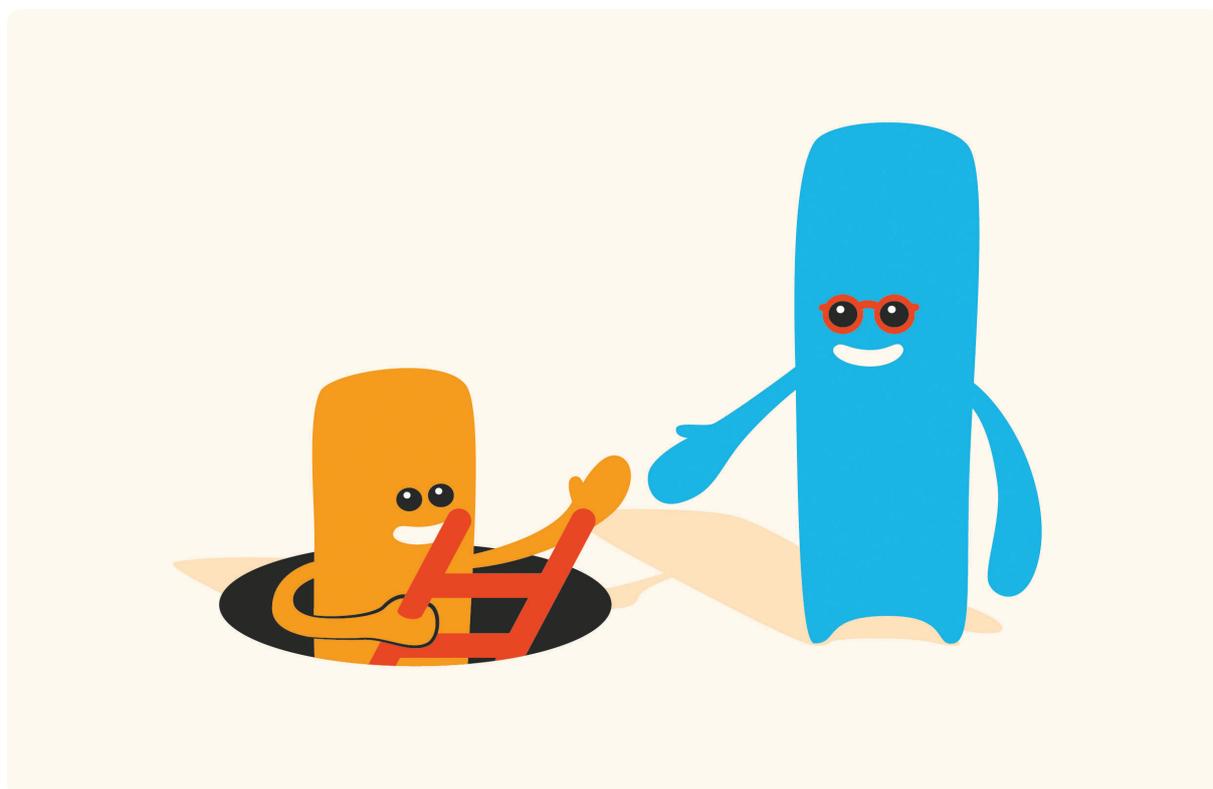


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