# MHC
Mental Health
Collaborative

# Mental Health Collaborative

## School-Based Mental Health Literacy Trainings: Go-To Educator & Curriculum

### Data Report

### 2022



**Mental Health Collaborative is a 501(c)(3) organization dedicated to building resilient communities through mental health education and awareness**

https://www.mentalhealthcollaborative.org/

# The Need for Mental Health Literacy (MHL)
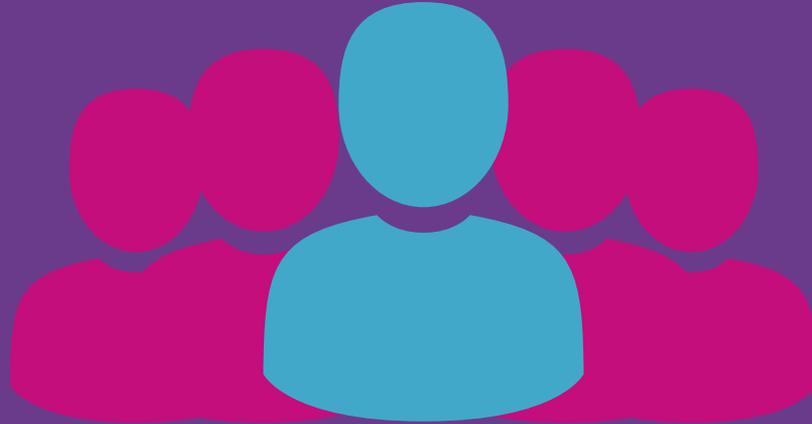
## 1 in 5 experience mental illness

75% of mental illnesses begin between the ages of 12-25. But the average delay between onset of symptoms and start of treatment is 8-11 years. Our students and teachers desperately need mental health literacy. Understanding the signs and symptoms of mental illness and knowing where to get help is essential to reduce this gap and take care of our kids.

**"80%** of school administrators are concerned or very concerned about student mental health and substance abuse [1] "

**"90%** of teachers reported that they didn't have adequate knowledge required to address student mental health needs [1] "

## Mental Health Collaborative's evidence-based programs can be life-saving

# About Our Programs

**Mental Health Collaborative adapted our programs from the evidence-based programs of Mental Health Literacy, a Canadian-based organization with more than 16 years of experience in more than 20 countries world-wide.**

*Across every culture and socio-economic background that Mental Health Literacy's programs have been studied in, the data show substantial, statistically significant benefits in short-term and long-term increases in overall MHL.[1]*

# Overall Benefits & Effectiveness of MHL Programming as Found in the Research

## Benefits

- **Increased knowledge & help-seeking efficacy, decreased stigma** in both educators & students after 1 day of training*[2, 3]
- **Earlier identification & referral** for students with mental health problems[1]
- **Decreased suicidality** in students[3]

- **Improved** educators' and educators' families' **mental health**[1]
- **More positive** school **culture** as reported by educators[1]
- **Increased confidence** in educators' ability to **identify & respond** to student mental health needs[4]
- **Increased comfort** with **talking about mental health** to students, staff, & parents[5]

## Effectiveness

- Gains in MHL were **sustained at 3-month** follow-up*[2]
- **Train-the-trainer** model led to **effective curriculum** delivery[2]
- **Effective** both **in-person & online** as compared to a control group*[3]

*See Table 1 in Appendix

In a review of mental health literacy education programs, none of the existing programs in the U.S. covered all 4 components of MHL.[6]

**To our knowledge, MHC is the only organization in the U.S. who provides comprehensive programs on all 4 components of MHL.**

# The 4 Components of Mental Health Literacy

Understand how to obtain and maintain good mental health

**1**

**2**
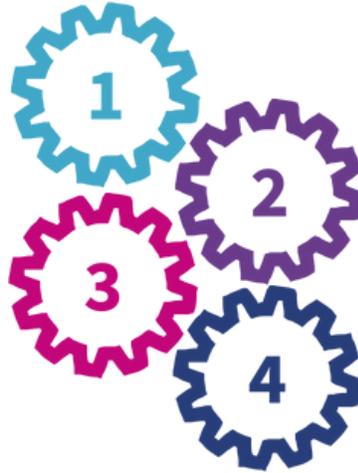
Understand and identify mental illnesses and their treatments

Decrease Stigma

**3**

**4**

Enhance help-seeking efficacy

## Data from MHC Curriculum Pilot with Hopkinton Middle School, 2021

reported an increased understanding of stress management strategies.

**92%**

**84%**

reported an increased awareness of the most common mental illnesses and their treatments.

reported an increased understanding of stigma and specific steps to employ to decrease stigma.

**98%**

**89%**

reported an increased awareness of when to seek professional help for their mental health and increased knowledge about how to access that help.

*Pilot data from 120+ 8th, 9th, and 10th grade students.*
*Data aligns with previous findings in Canada.*

# Data from MHC Curriculum 2022

*Program effectiveness measured by Boston Research Group*

## Self-Assessment of Overall MHL

*% indicating "Very" or "Somewhat Well" informed*

■ = Pre-test  ■ = Post-test

**Improvement**

| | Pre-test | Post-test | Improvement |
|---|---|---|---|
| Knowing where one might seek help for a mental illness | 63% | 71% | 13% |
| Knowing about different mental illnesses | 61% | 79% | 30% |
| Being able to recognize the stigma associated with mental illness when you see it or hear it | 57% | 80% | 40% |
| Knowing what to expect when seeking help for a mental illness | 57% | 68% | 19% |

## Knowledge  (key areas of improvement)

*% responding correctly to True/False items*

■ = Pre-test  ■ = Post-test

**Improvement**

| | Pre-test | Post-test | Improvement |
|---|---|---|---|
| Most (75%) mental illnesses become apparent when individuals are between the ages of 12... (T) | 57% | 70% | 23% |
| Occasional sadness and anger are signs of poor mental health (F) | 49% | 64% | 31% |
| If you are worried about someone who may be suicidal, do not ask about it; asking could... (F) | 46% | 52% | 13% |
| Most people who have a mental illness don't get well or stay well with treatment (F) | 44% | 59% | 34% |
| Physical symptoms such as headaches, stomach aches, and fatigue may be symptoms of... (T) | 43% | 49% | 14% |
| Medication and cognitive behavioral therapy are usually given together to effectively treat... (T) | 44% | 46% | 5% |

Feeling sad about a loss will often lead to depression (F)
- Pre-test: **40%**
- Post-test: **57%**
- Improvement: **43%**

Suicide in young people is mostly the result of the stress of being a teenager (F)
- Pre-test: **30%**
- Post-test: **37%**
- Improvement: **23%**

Mental illnesses are caused by usual stresses of everyday life (F)
- Pre-test: **27%**
- Post-test: **42%**
- Improvement: **56%**
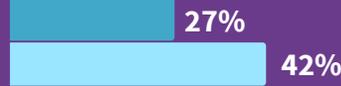
Most people who experience traumatic events such as a car accident will develop long... (F)
- Pre-test: **15%**
- Post-test: **27%**
- Improvement: **80%**
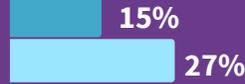
## Stigma

*% agree "Completely" or "Somewhat" with stigmatic attitude*

■ = Pre-test  ■ = Post-test

**Improvement**

I would not trust a teammate or classmate who had been treated for a mental illness
- Pre-test: **6%**
- Post-test: **5%**
- Improvement: **17%**
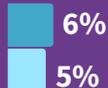
I would tend to avoid someone with a mental illness
- Pre-test: **8%**
- Post-test: **6%**
- Improvement: **25%**
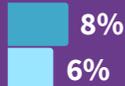
People with mental illness do not generally lead successful lives
- Pre-test: **8%**
- Post-test: **6%**
- Improvement: **25%**
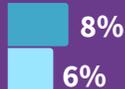
Most mental illnesses are treatable
- Pre-test: **12%**
- Post-test: **5%**
- Improvement: **58%**
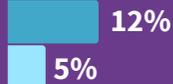
*for this item, disagreement indicates stigma*

Mental illness can be caused by weakness in an individual's character
- Pre-test: **13%**
- Post-test: **9%**
- Improvement: **31%**
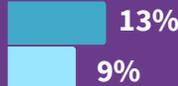
People with mental illness are more likely to be violent than those without mental illness
- Pre-test: **20%**
- Post-test: **16%**
- Improvement: **20%**

## Help-Seeking Efficacy & Health Promotion Strategies

*% "Critical" or "Very Important" to managing mental health*

■ = Pre-test  ■ = Post-test

**Improvement**

Physical self-care including diet, sleep, hydration, and exercise
- Pre-test: **84%**
- Post-test: **86%**
- Improvement: **2%**

Relationships with family members
- Pre-test: **80%**
- Post-test: **80%**
- Improvement: **0%**
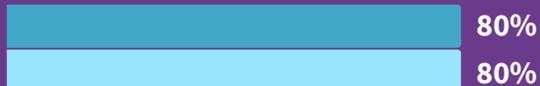
Knowing when to go for help with a mental health concern
- Pre-test: **77%**
- Post-test: **79%**
- Improvement: **3%**

| Metric | Pre | Post | Change |
|---|---|---|---|
| Knowing where to go for help with a mental health concern | 73% | 80% | 10% |
| Social relationships/connection with peer groups | 73% | 73% | 0% |
| Feeling comfortable discussing a mental health concern with family or friends | 71% | 73% | 3% |
| Responsible and appropriate use of technology including social media | 56% | 59% | 5% |
| Breathing exercises, meditation, and other calming techniques | 46% | 43% | -7% |
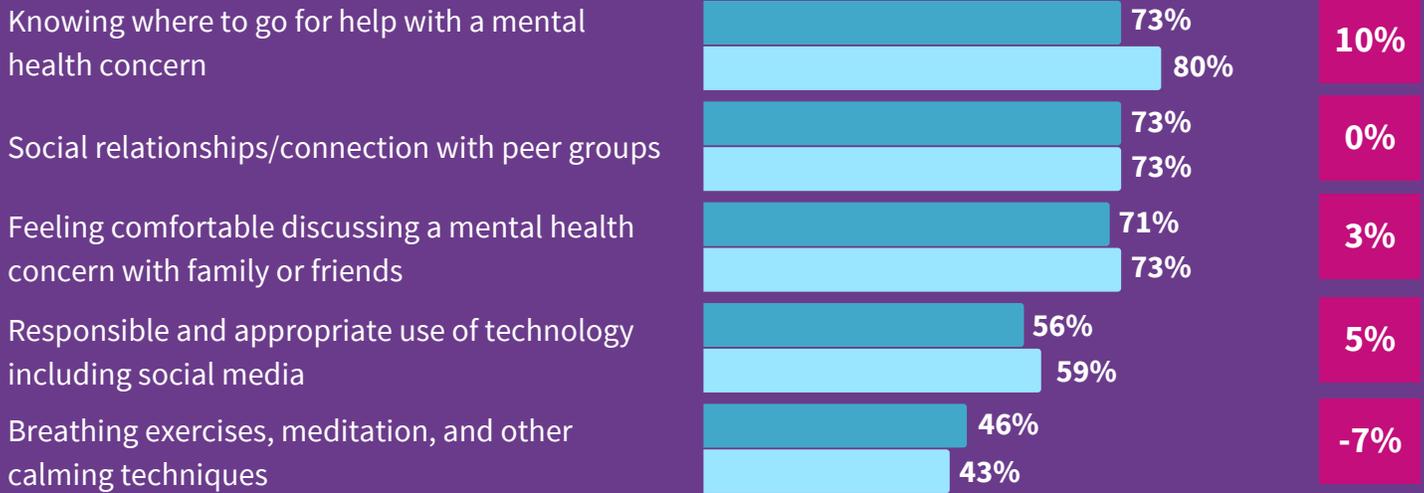
## Testimonials

*"One of the most relevant and well-presented professional trainings in my 15 years of teaching. I've successfully applied this content in my work with students, my relationships with others, and with my own children."*

- High School Educator

*"I knew something wasn't right, but I didn't have the words for it. This was the best class — with really important information that we all need!"*

- 8th Grade Student

# Testimonials
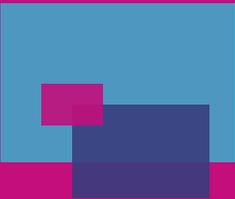
- Parent of a 9th Grader

*"Critical training for today's parents! This program provided me a clear framework for recognizing mental illness and knowing when to take action. As a result, I feel more confident navigating these conversations with my teens."*
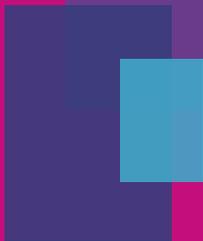
*"I had been searching for a research based mental health curriculum for our students. I was disappointed with the very few options that I found. The only one I considered before MHC was cost prohibitive and not nearly as comprehensive. When I learned about the MHC curriculum, it checked all the boxes. My teachers could hit the ground running with everything that was given to us AND we were also given more than enough materials and activities to expand on the units in the future. The best part - our students loved it!"*

- K-12 Wellness Director

# Appendix

## Table 1. Differences in Mental Health Knowledge, Stigma, & Help-Seeking at Pre-test, Post-test, & 3-month Follow-Up [3]

| | N | Mean (SD) | Mean (SD) | | p | N | Mean (SD) | Mean (SD) | | p |
|---|---|---|---|---|---|---|---|---|---|---|
| **Knowledge** | | | | | | | | | | |
| Control | 43 | 17.81 (3.74) | 17.79 (3.57) | (2, 117) 156.83 | .000 | 13 | 18.23 (3.32) | 19.92 (3.48) | (2, 79) 9.95 | .000 |
| In-Person | 35 | 19.20 (3.89) | 25.69 (2.54) | | | 31 | 19.07 (3.55) | 24.23 (3.39) | | |
| Online | 42 | 16.98 (4.17) | 25.02 (2.16) | | | 38 | 16.42 (4.12) | 23.00 (3.72) | | |
| **Stigma** | | | | | | | | | | |
| Control | 49 | 49.04 (5.07) | 48.37 (5.44) | (2, 141) 25.27 | .000 | 15 | 50.57 (4.99) | 48.60 (6.15) | (2, 95) 7.65 | .001 |
| In-Person | 47 | 49.94 (4.22) | 52.72 (3.36) | | | 38 | 49.36 (4.33) | 51.34 (3.89( | | |
| Online | 48 | 51.06 (3.52) | 52.92 (3.70) | | | 45 | 50.86 (3.59) | 52.91 (3.52) | | |
| **Help-Seeking** | | | | | | | | | | |
| Control | 48 | 28.19 (5.25) | 28.17 (5.41) | (2, 144) 12.82 | .000 | 14 | 28.79 (5.61) | 28.79 (4.93) | (2, 99) .559 | .012 |
| In-Person | 50 | 28.52 (4.50) | 30.72 (3.48) | | | 40 | 28.45 (4.45) | 29.35 (3.36) | | |
| Online | 49 | 29.55 (3.54) | 30.92 (3.11) | | | 48 | 29.64 (3.45) | 30.23 (3.84) | | |

## Sources

1. Wei, Y. & Kutcher, S. (2018). School Based Mental Health Literacy: Effectively Addressing the Need with Evidence Based Resources. *CAP Journal.*
2. Carr, W., Wei, Y., Kutcher, S., & Heffernan, A. (2018). Preparing for the classroom: Mental health knowledge improvement, stigma reduction and enhanced help-seeking efficacy in Canadian preservice teachers. *Canadian Journal of School Psychology.*
3. Wei, Y. (2020). Mental Health Literate Schools/Districts/Communities. [Powerpoint Presentation}.
4. Wei, Y., & Kutcher, S. (2014). Innovations in Practice: 'Go-to'Educator Training on the mental health competencies of educators in the secondary school setting: a program evaluation. *Child and Adolescent Mental Health.*
5. Mental Health Literacy. Impact of the Go-To Training Intervention on teachers and counselors: some examples. [Powerpoint Presentation].
6. Nobre, J., Oliveira, A. P., Monteiro, F., Sequeira, C., & Ferré-Grau, C. (2021). Promotion of mental health literacy in adolescents: a scoping review. *International Journal of Environmental Research and Public Health.*

# Contact Us

*Bring our programming to your school, organization, or community today!*

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**Mental Health Collaborative is dedicated to building resilient communities through mental health education and awareness.**

*All of our training programs are offered virtually and can be customized to meet the needs of your school and community.*