

# 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 One of Phase Two 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 systematic 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 greater level of mental health stigma and discrimination and have fewer resources by 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 tend 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 investigate 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 method approach.

The individual research methods used for the Social Movement, Education & Young People, Workplace and Health & Social Care programmes are outlined in each 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 include questions where participants are 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 Community Champions 26 pre and 24 post training surveys supplemented by 8 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

Participants in the Champions' training were asked to complete a baseline and follow-up survey 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.

**[The training is empowering because] it validates peoples' experiences. It empowers people because it celebrates their differences."**

Community Champion

For the in-depth interviews, See Me provided a list of active Champion volunteers so a random selection could be obtained which attempted to cover diversity in terms of cohort, gender and age.



## Reach of social movement programme (November 16 – October 17)

- 89<sup>1</sup> 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 report 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 to deliver across all participants.
- Qualitative findings report 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 community feedback.

1. 9 media volunteers; 33 Community Champions; 12 Speakers; 10 Community Youth Champions; 8 Walk a Mile Stewards and 2 Social Media Volunteers

# 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 training.**

## Outcomes aligned to Education and Young People programme

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

## 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 from the school lead. All participants who took part in the Scottish Mental Health First Aid Training were invited to complete a survey 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.

**"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**

School leads were contacted by the Mental Health Foundation to enquire about activities over the pilot year and to request an interview and arrange focus groups for pupils. The pupil interviews took the format of a focus group of between 2-4 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 resonates 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 Your Mind packs downloaded
- 5 pilot schools engaged
- 142 people trained in Scottish Mental Health First Aid (of which 61 are pupils)
- 42 staff attended peer workshops
- 349 pupils attended peer workshops
- It's Okay to not be Okay campaign (21st November 31st December 16) during this period:
  - It reached over 700,000 people on Twitter and Instagram
  - 12,000 page views with 1000 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

**"See Me gave us the tools but if we didn't have buy-in from the kids it would have fallen apart... and it's not that they don't listen to teachers, but they might think 'what does she know, she has not been in school for years'. But when 6th years do it they go 'oh, okay, this is fine, this is alright"**

Teacher

## Summary

- Pupils and teachers report an increase in knowledge and confidence to talk about their own and others mental health – this is particularly evident when they have taken part in Scottish Mental Health First Aid training and peer workshops.
- The data demonstrates improved mental health literacy for 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 limitation of the data such as desirability bias.
- Pupil and teacher interviews indicate 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' for 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 6 interviews with employers supplemented by relevant data from 3 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 among their staff.

The e-Learning resource ([www.seemescotland.org/e-Learning/](http://www.seemescotland.org/e-Learning/)) is recommended to employers.

All participants in the e-Learning programme were asked to complete a survey before and after the training and an e-Learning evaluation. See Me provided the contact details of employers who were engaged with the See Me in Work programme at various stages.

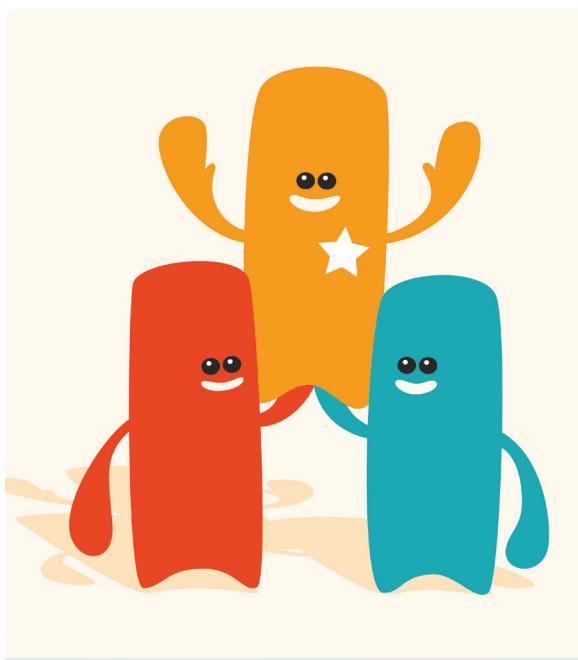
The Mental Health Foundation contacted the lead within the organisations to arrange interviews.





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

- 614 recipients of workplace newsletter
- 87 workplaces signed up to programme
- 748 people signed up to the e-Learning programme
- 442 participants in 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 the broader workplace.
- Management support, linking to wider campaigners and provision of a structured support package all facilitate engagement in programme. Time pressure and change in staff/staff role are often barriers.
- All parts of the See Me in work programme e.g. Health Check, Pass a Badge and Walk a Mile and e-Learning training are felt to be very helpful in supporting change.
- Activities that provide insight into personal stories and journeys are felt to have the greatest impact on changing staff understanding and promoting behaviour change.
- See Me in Work has 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 Two, 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.

## 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 Governments 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 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 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 to 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, rights based approach and what works in tackling it.

- Community Champions report increased understanding of stigma and discrimination and human rights based approaches and how it applies to See Me and what works to tackle stigma/discrimination.
- Pupil surveys report 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 stigmatizing 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 the SMHFA suggests it increases teacher and pupil confidence to talk openly about mental health.
- Pupil surveys and qualitative data demonstrate pupils feel increasingly confident to talk about mental health and report increased knowledge of and intention to use services.
- Example of teacher who undertook SMHFA training that now views mental health differently and now better able to talk about mental health with staff – resulted in 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 amongst 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 more difficult to assess 'what works' at this early stage.**

However, below is a list of the aspects of the programme that seem to be having a positive impact in 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 the organisation (including schools) are supportive of challenging stigma and discrimination.
- Training (SMHFA, e-Learning) is helping to build confidence and knowledge among key individuals. Powerful aspects of this are opportunities to hear others stories e.g. 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. Not yet clear what aspects of the programme have 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).
- Passionate, enthusiastic leaders (with lived experience).

## References

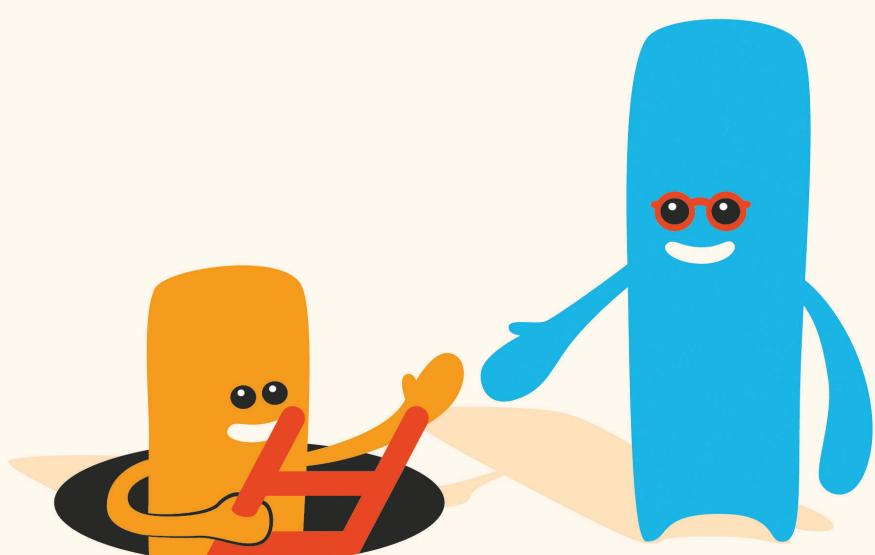


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