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UPA Makes the Difference

A school-based intervention to promote mental health literacy and combat mental illness stigma in young people

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UPA Makes The Difference – Main Results



Finding Space to Mental Health



Lack of information + Stigma

Are the major obstacles to the “promotion of mental health”

Schulze et al., 2003; Stuart, 2006; Pinfold et al., 2003, 2005

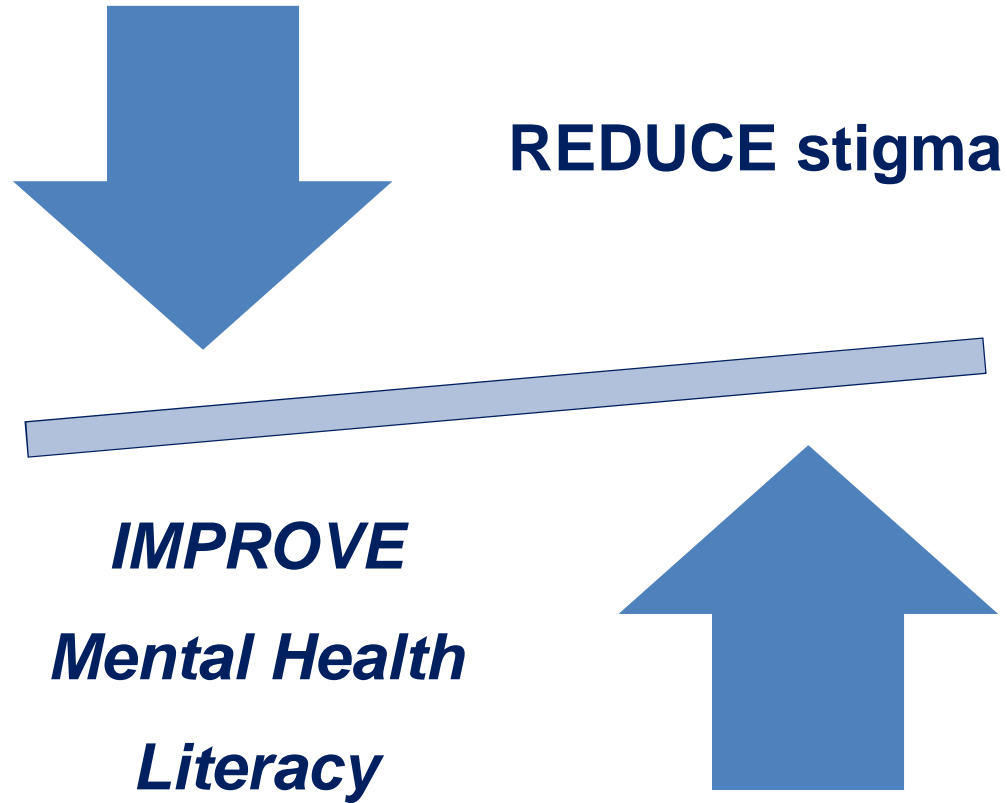
3 important reasons to promote mental health in young people:

1. Natural risk to develop a mental disorder
2. Most of the mental health problems are developed in the youth, even if only treated later (Kelly, Jorm & Wright, 2007; Patel, *et al.*, 2007)
3. Stigma associated with mental health problems seems to arise from the age of 5; (European Commission & Portuguese Ministry of Health, 2010), adolescence is the moment when attitudes can be changed (Corrigan & Watson, 2002).



Thornicroft, 2008

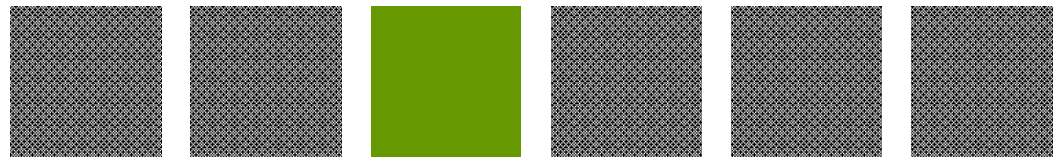
IN BOTH PROJECTS, WE AIM TO:



In order to:

- ✓ Encourage seeking help early
- ✓ Reduce stigmatizing perceptions
- ✓ Promote the adoption of behaviours that improve mental health

UPA Makes the Difference Project





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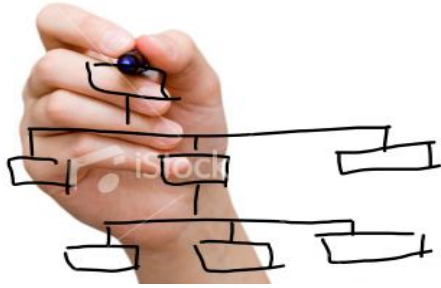
Pro Mental Health Sessions



FUNDAÇÃO
CALOUSTE
GULBENKIAN



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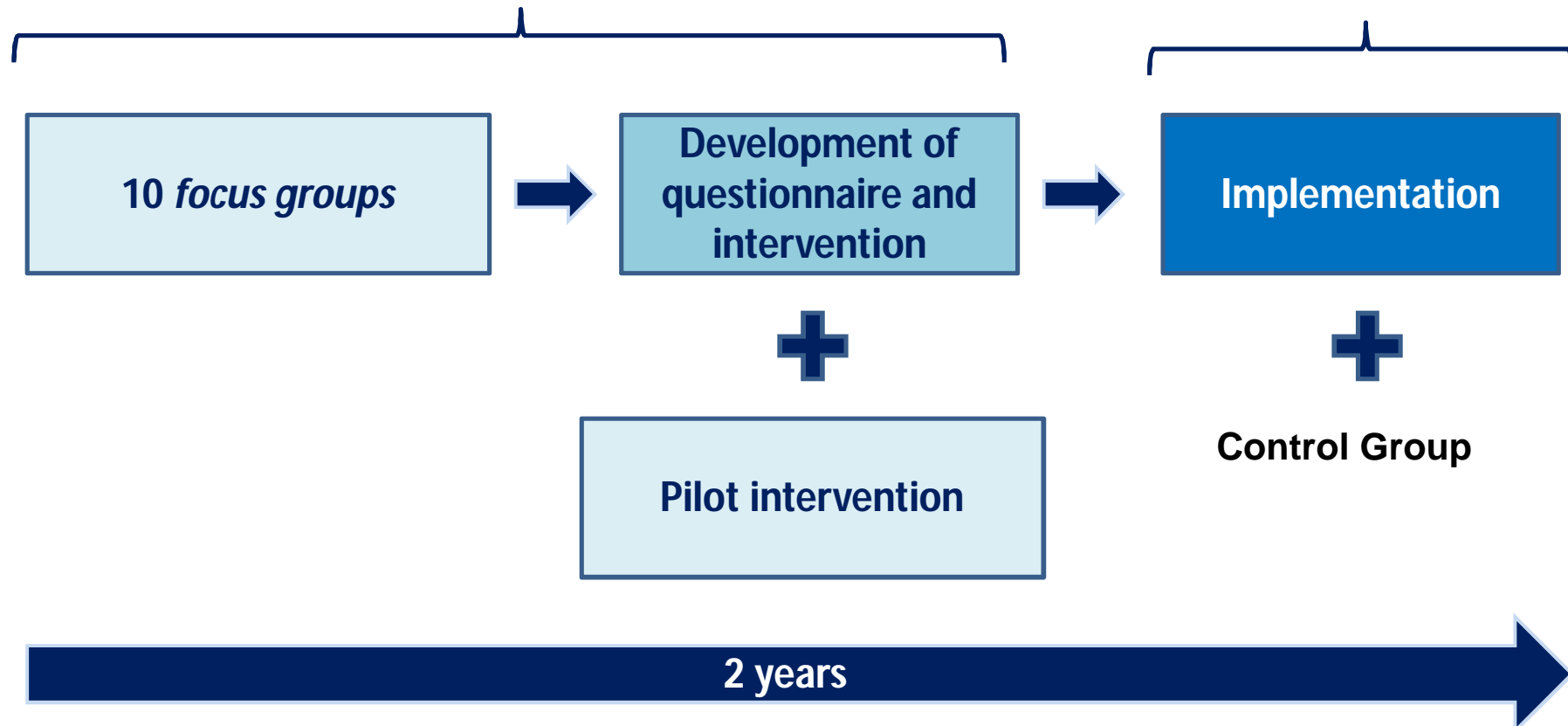
STUDY DESIGN

Pilot Study

November.2009 – May.2010

Experimental Group

September.2010 – June.2011





FOCUS GROUPS - STUDENTS

QUALITATIVE RESULTS

DIFFICULTIES AND CONCERNS

Definition of
mental
illness

"If someone told me to define mental illness, I wouldn't know how."

Definition of
mental
health

"I don't know..."

Impact of
diagnosis

"I think things change a little bit... I don't know how to explain."

Causes to
mental
illness

"I think it can also be hereditary but I don't know."



FOCUS GROUPS - STUDENTS

QUALITATIVE RESULTS

DIFFICULTIES AND CONCERNS

Prognosis to
mental illness

"Maybe there are people strong enough...
I don't know!"

Treatment

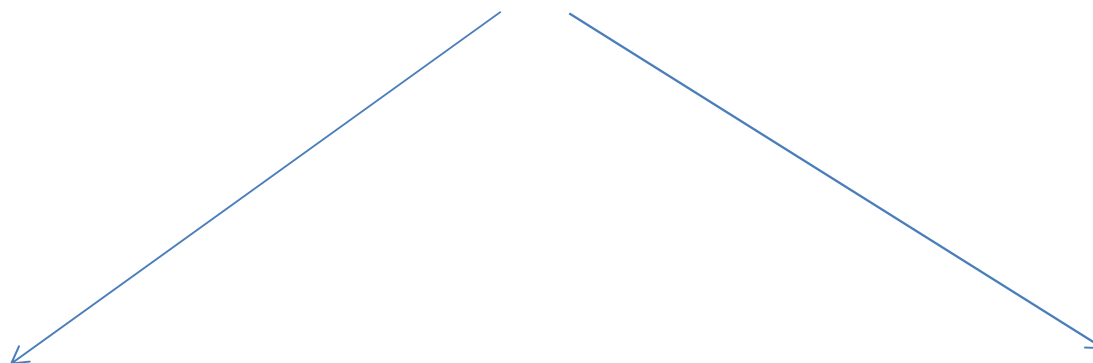
"I don't know if there is treatment..."

Examples for
mental illness

"Is Alzheimer a mental illness?"



BASED ON THE 10 FOCUS GROUPS WE DEVELOPED



UPA'S QUESTIONNAIRE

3 dimensions:

Knowledge perceptions
Stigmatizing perceptions
Behavioural intentions

UPA'S INTERVENTION

2 sessions

90 minutes each session
(with one week between
them)



INTERVENTION

Interactive sessions integrated within normal classes, using group activities and music, seeked to promote discussion, reflection and to clarify doubts.

MENTAL HEALTH PROBLEMS

- Signs and symptoms
- Types of treatment
- Associated beliefs

BEHAVIOURAL INTENTIONS

- Help seeking
- First aid skills

MENTAL HEALTH PROMOTION

- Adopt behaviours that can promote mental health



Dynamic group
to express
emotions

“I’m
anxious.”

“I feel
calm.”

“I’m
worried.”

“I feel
happy!”

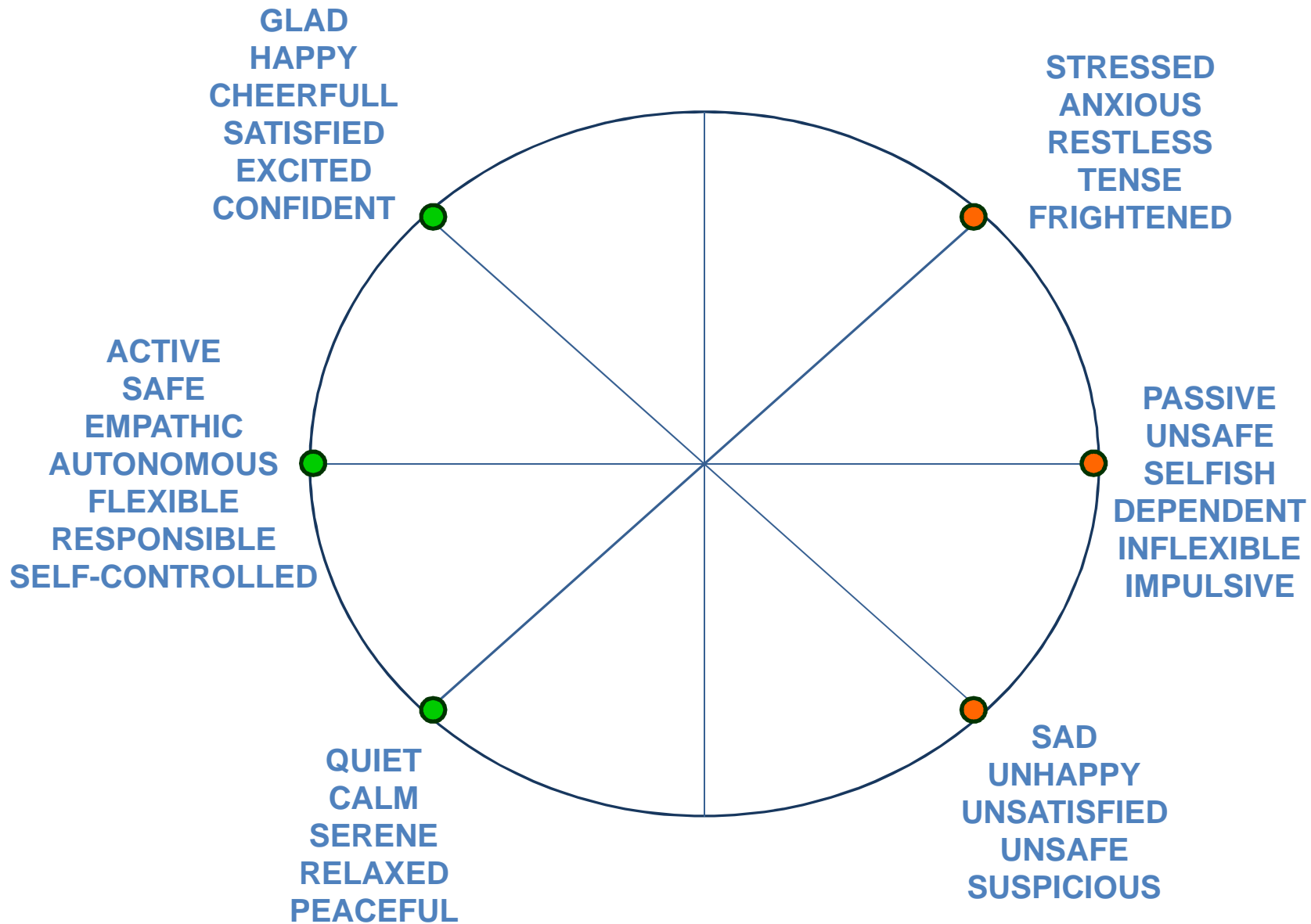


“I’m
relaxed.”

“I am sad.”

“I’m
motivated.”

“I feel
good.”



BAROMETER



AGREE!

DISAGREE!

**“DRUG USE CAN CAUSE MENTAL
DISORDERS.”**





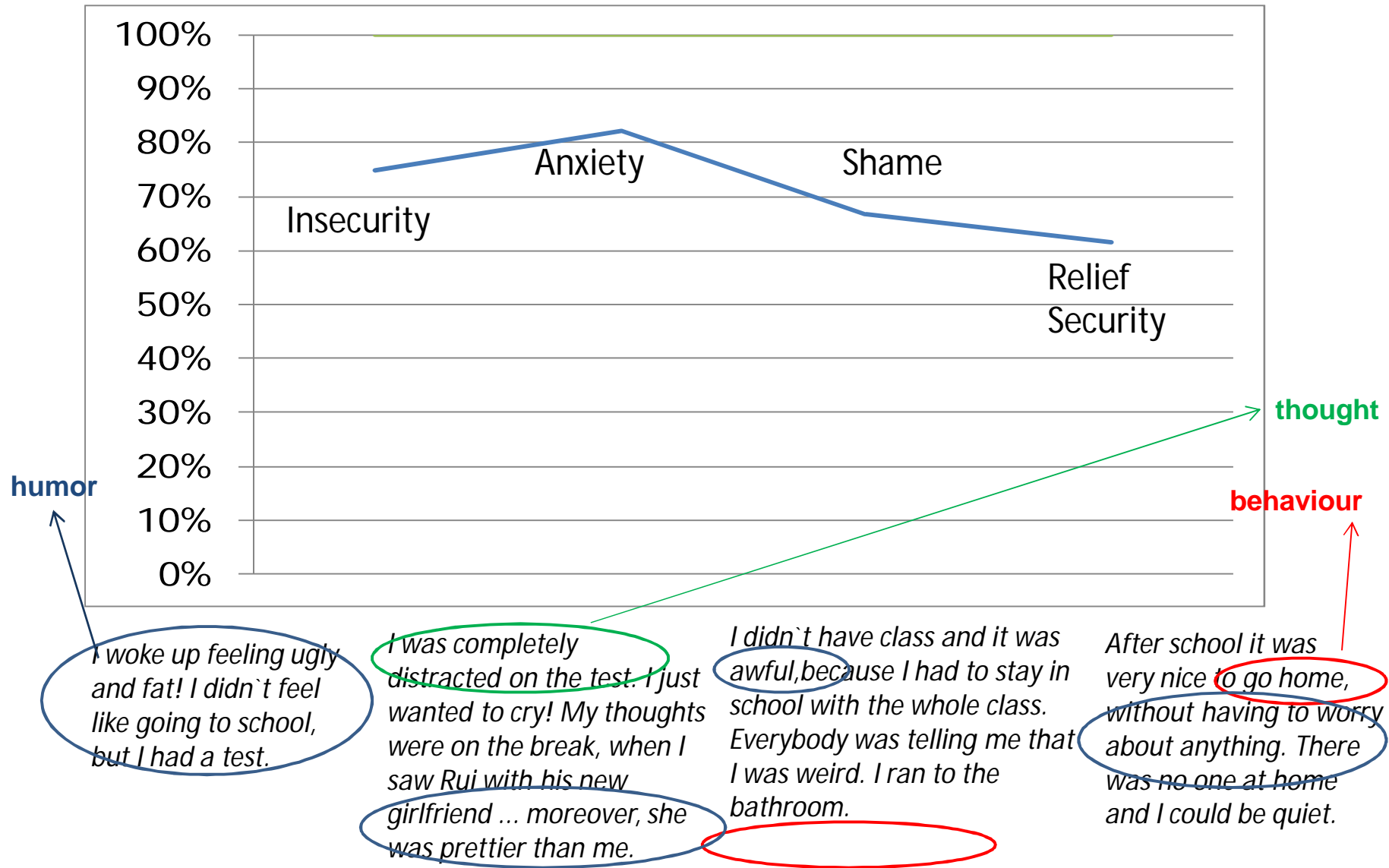
T...
P...
C...



Task for Upa Citizen

- They considered one day of the week
- They wrote down the main events and associated emotions
- And then, they made a graph

Example: Task for Upa Citizen





Something is
not right with
someone I
know...

WHAT DO THE LYRICS TELL US?





CIDADÃO UPA
STICKER ART BOOK

CONTRA A DISCRIMINAÇÃO
DAS DOENÇAS MENTAIS

COLA-TE A ESTA CAUSA



NÃO TE ESCONDAS.
ACEITA A JOUREÇA MENTAL
E TEM UMA VIDA NORMAL.

WWW.ENCONTRARSE.PT

Normal



UPA makes the difference

SAMPLE





SAMPLE

N = 1177 STUDENTS OF SECONDARY SCHOOLS

EXPERIMENTAL GROUP (EG): 611

CONTROL GROUP (CG): 560

↑

AGE (between 15 and 18 years old):

Average=16.25; Standard Deviation=0.99

GENDER:

MALE – 493 (41.9%)

FEMALE – 678 (57.6%)



METHOD

	Pre-intervention (Questionnaire UPA)	INTERVENTION (2 sessions with one week in between them)	Post-intervention (Questionnaire UPA)
Experimental group	x	x	x
Control group	x		x



IMPACT OF INTERVENTION

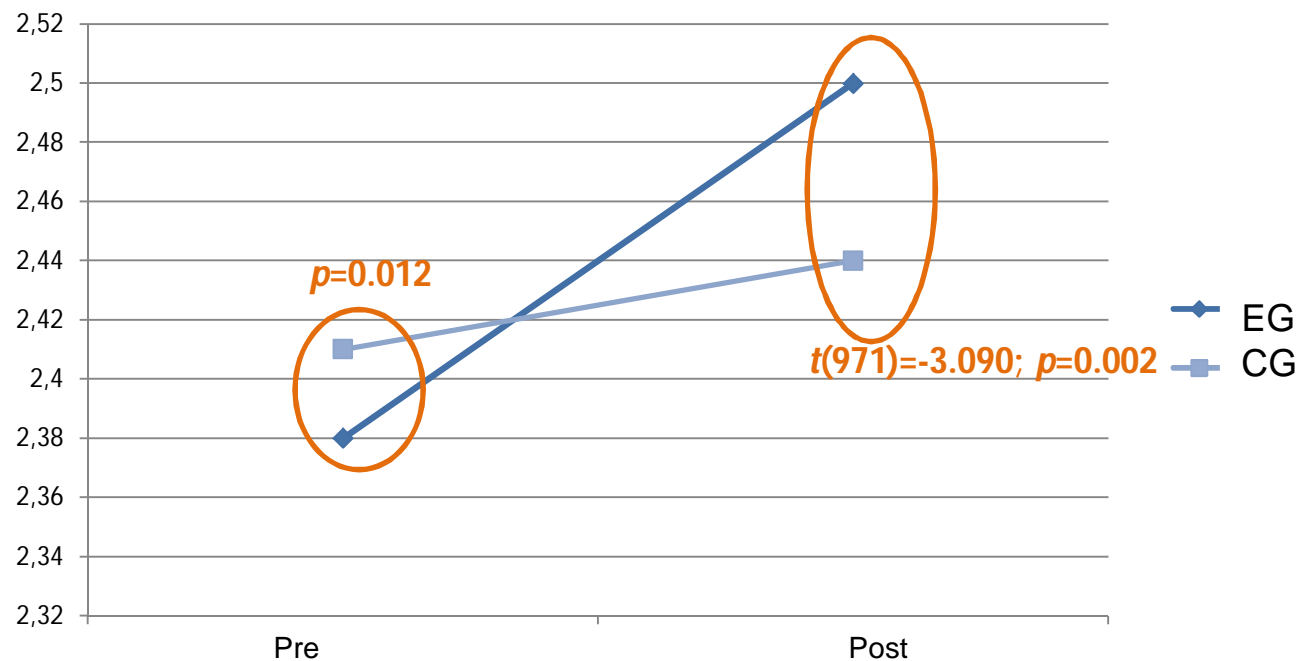


POST-INTERVENTION

STIGMATIZING PERCEPTIONS

EG (pre: M=2.38, SD=0.33; post: M=2.50; SD=0.33) showed a significantly higher improvement in positive perceptions, when compared with the CG (pre: M=2.41, SD=0.32; post: M=2.44, SD=0.34).

General Linear Model (GLM)



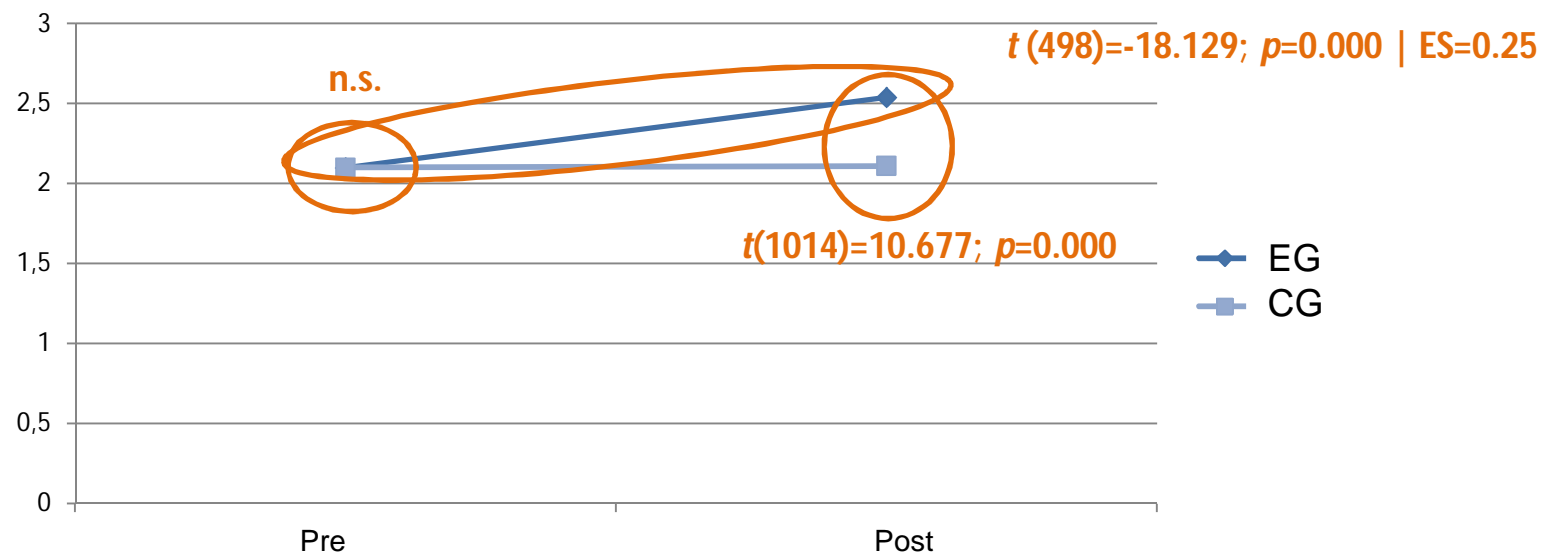


POST-INTERVENTION

KNOWLEDGE PERCEPTIONS

EG (pre: M=2.10, SD=0.65; post: M=2.54; SD=0.68) showed a significantly higher improvement in knowledge perceptions, when compared with the CG (pre: M=2.10, SD=0.62; post: M=2.11, SD=0.66).

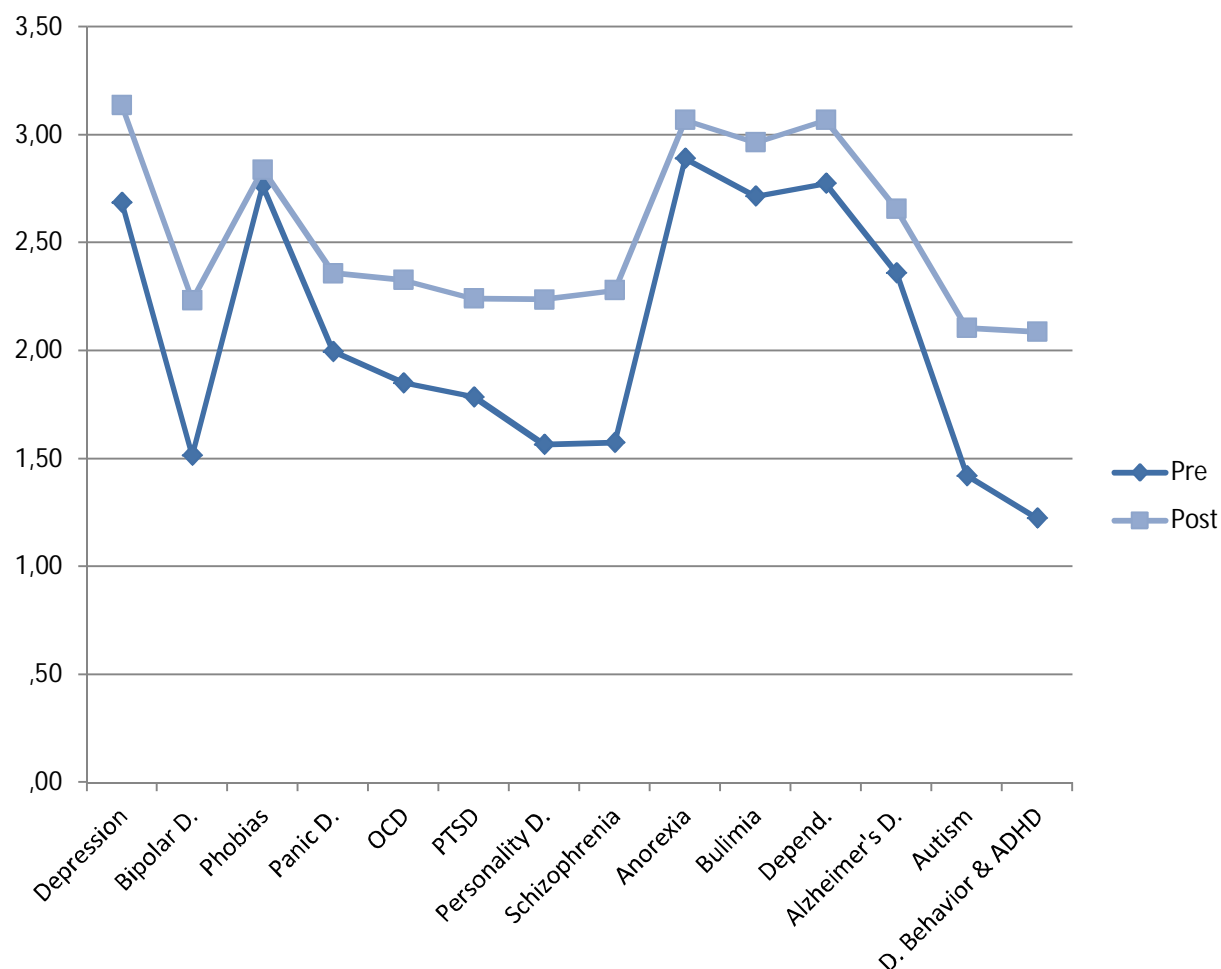
General Linear Model (GLM)





POST-INTERVENTION

KNOWLEDGE PERCEPTIONS



Bipolar D. – Bipolar Disease

Panic D. – Panic Disorder

OCD – Obsessive-compulsive Disorder

PTSD – Post-traumatic *Stress* Disorder

Personality D. – Personality Disorders

Depend. – Dependencies

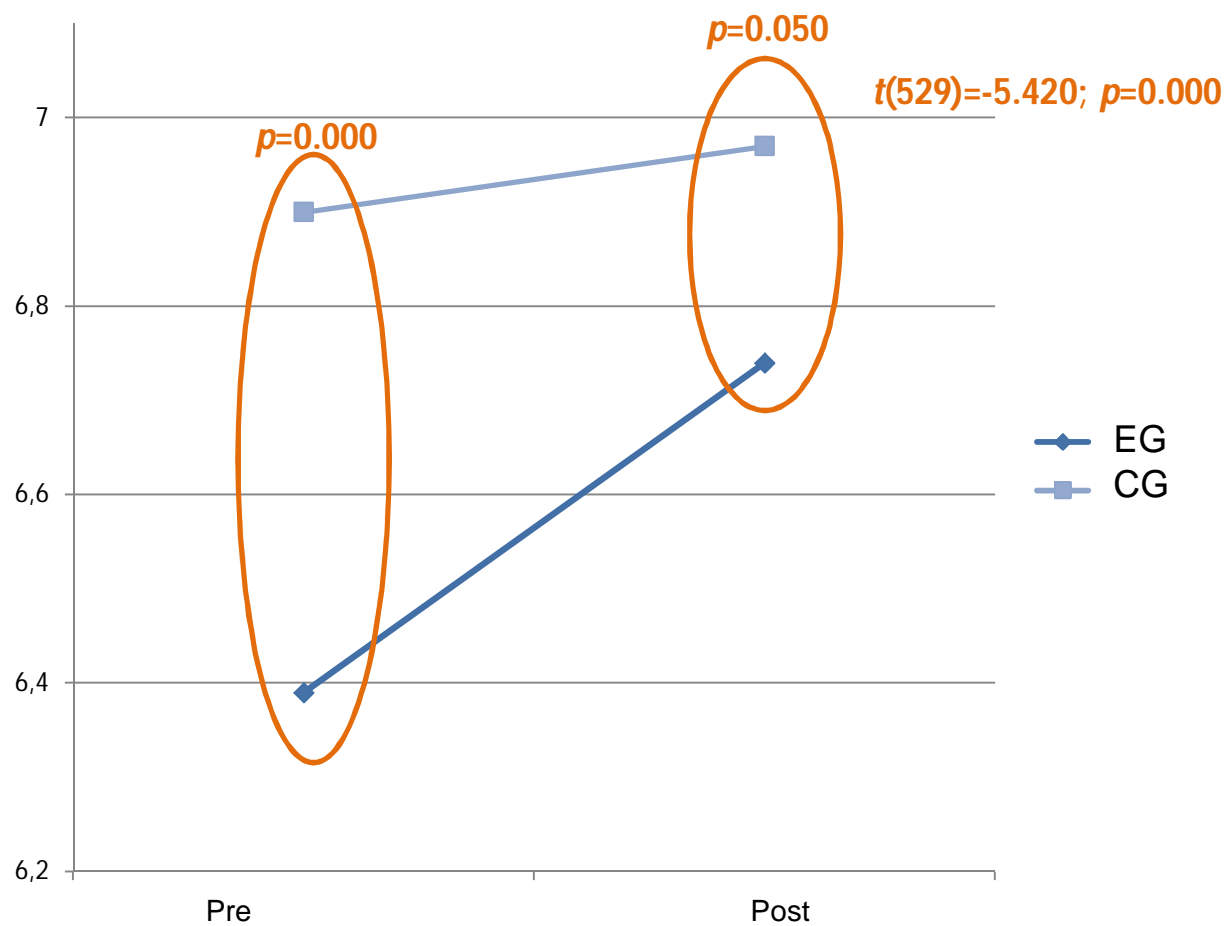
Alzheimer' s D. – Alzheimer' s Disease

D. Behavior & ADHD – Disruptive Behavior and Attention Deficit Disorder



POST-INTERVENTION

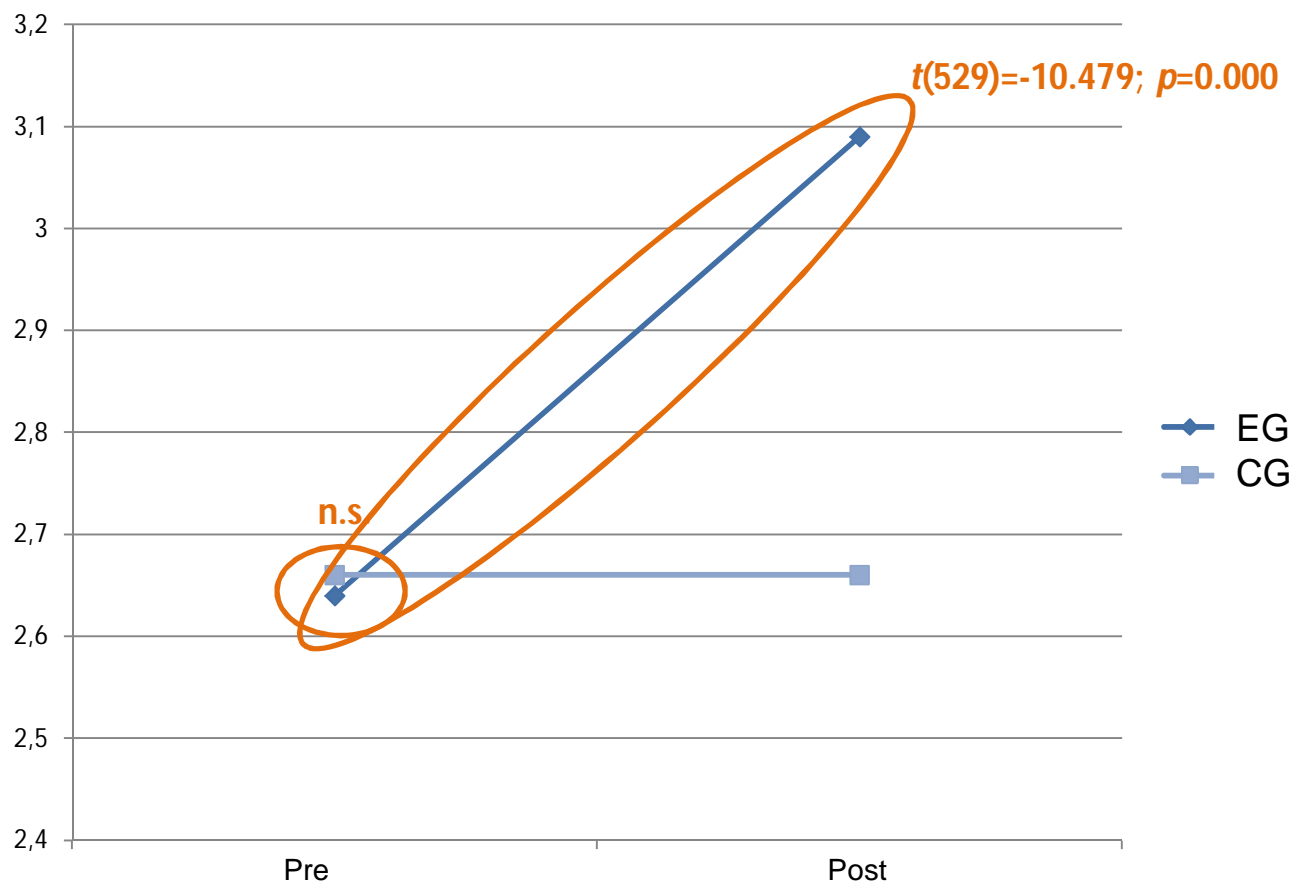
KNOWLEDGE PERCEPTIONS | CAUSES






POST-INTERVENTION

POSSIBILITY OF PEOPLE WITH MENTAL HEALTH PROBLEMS HAVE "A LIFE AS OTHER PEOPLE"





“UPA helped me realize that, as a person, I can make a difference, can be useful and add value to people suffering from a mental health problem”

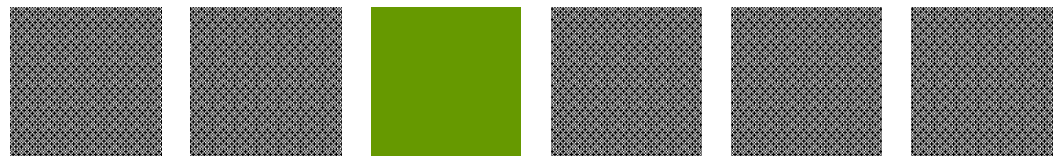
student – post-intervention



-
- Project honored with the 1st Prize for Best Practices in Health Education by the Portuguese Society for the Study of School Health (2011)



FINDING SPACE TO MENTAL HEALTH





Finding Space to Mental Health

**Promoting mental health in adolescents (12-14 year-olds):
Development and evaluation of an intervention**

FCT Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR Portugal



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OBJECTIVES

This project aims to provide a contribution in mental health promotion area by:

- 1) Developing a rigorous assessment instrument capable of assessing mental health literacy and stigmatized perceptions towards mental disorders, and also to work as an outcome measure on the intervention**
- 2) Developing an intervention intended to be effective in enhancing knowledge, attitudes and behaviour of 12-14 year-old students, in relation to mental health issues (“mental health literacy” and stigma)**
- 3) Implementing and evaluating the intervention’s effectiveness.**



TARGET SAMPLE

- 450 students
- 12 – 14 years old





MAJOR TASKS

T1

Develop of the assessment instrument and development of the intervention

T2

Implement a pilot-study

T3

Implementation and study of intervention's effectiveness

T4

Follow-up



WHAT HAVE WE DONE SO FAR?

APRIL, 2011 – FEBRUARY, 2012

LITERATURE REVIEW

3 FOCUS GROUPS
Students



Development
ASSESSMENT INSTRUMENT
+
TWO-DAY INTERVENTION

Thank you for your attention

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