



# SEE ME

EVALUATION REPORT 2020/21



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# 1. Introduction and context

## 1.1 Introduction

The reduction of stigma and discrimination is foundational to good mental health. Stigma and discrimination present barriers to prevention, early intervention and recovery and have a direct impact on the care and treatment people receive. Mental health stigma and discrimination lead to significant inequalities in health and affect overall life outcomes for individuals, families and communities. The See Me programme in Scotland is at the forefront of international efforts to eliminate mental health stigma and discrimination. The programme aims to equip individuals, communities,

practitioners and organisations with the necessary language, skills, and confidence to talk about mental health and take action to tackle stigma and discrimination.

The See Me programme is underpinned by a human rights-based approach, with a focus on co-production, recovery and intersectionality. The programme works on an evidence-based, social contact model, with the voice of lived experience at the core.

This summative report is an overview of the final year of Phase 2 of the See Me Scotland programme (April 2020 – March 2021). Throughout Phase 2 of the programme (November 2016 – March 2021), See Me has consolidated and built on evaluation, learning and evidence from MHF and other partners and embedded key strategic principles and approaches within its work. This is illustrated by the suite of Phase 2, **three year evaluation** and learning reports delivered by MHF in October 2019.

Phase 2 of the programme has seen a change of strategic direction for See Me. Increased emphasis has been placed on the implementation of a behaviour change approach at the individual, community and socio-cultural level. Cross programmatic working has increased, with a move towards a settings and population group approach, with less siloed intervention at individual programme level. There has also been a shift from direct delivery of interventions towards supporting and influencing others



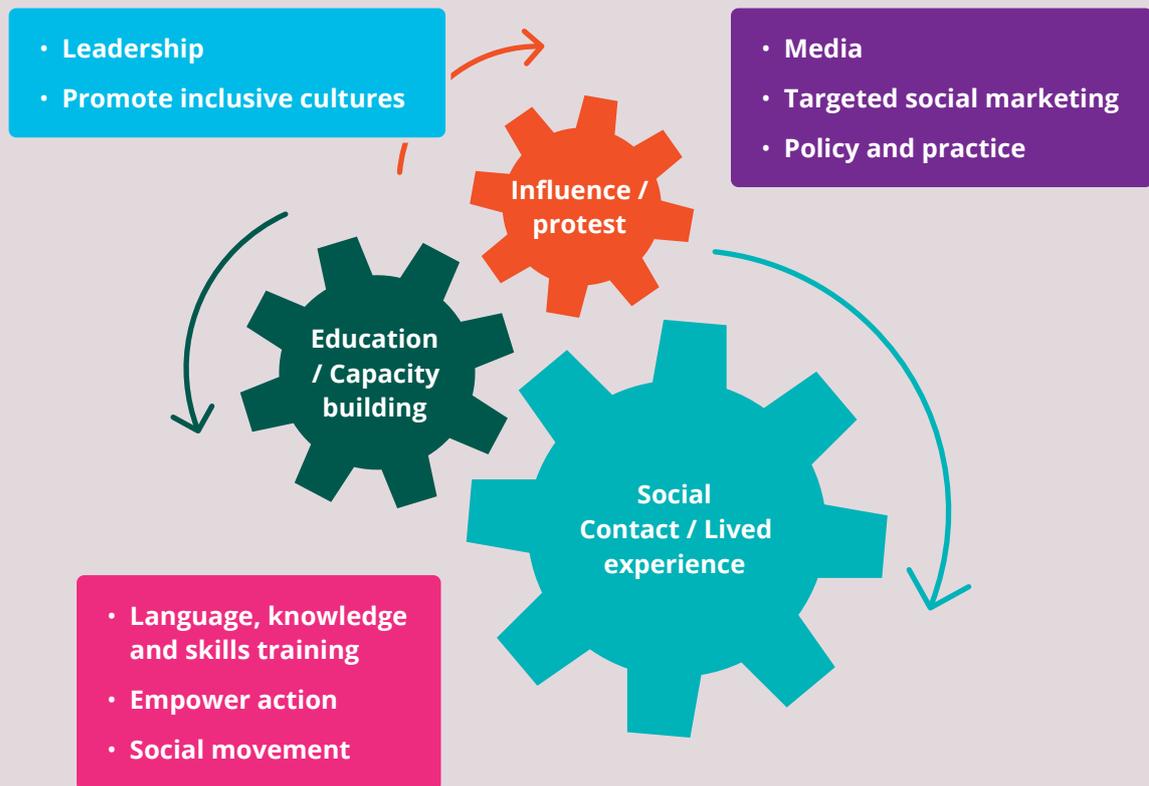
to take action to challenge stigma and discrimination in their own systems, settings and communities. Social movement is now understood as a key overarching principle and communications as a core function of the programme. Further, an increased focus on developing and embedding tools and resources across the programme has enabled See Me to continue to deliver its ambitious programme in a more streamlined and sustainable way.

This report presents an overview of See Me and programmatic work over the last 12 months. Evaluation findings are then presented by outcome and workstream. The report goes on to discuss these findings

and to reflect on key learning, successes and challenges for See Me over the past four years, and how the programme has developed and progressed in response to these. Finally, the report concludes with a series of practical and solutions-focused recommendations that draw on learning from Phase 2 and offer support for See Me's transition into Phase 3.

This report is accompanied by a learning paper: What Works to Tackle Mental Health Stigma and Discrimination? This paper explores in depth the mechanisms for change that have emerged across Phase 2 of the programme that work to challenge stigma and discrimination.

**Diagram 1: Mechanisms for Change**



## 1.2 Context

The wider context within which the See Me programme operates in Scotland is outlined in the 2020 Cross Cutting Themes evaluation report<sup>1</sup>. This outlines the challenges and pressures on the mental health system in Scotland, the impact of deep rooted inequalities on mental health and the intersectional nature of mental health stigma and discrimination; with negative experiences of stigma and discrimination significantly higher when a mental health problem is combined with one or more protected characteristic.

In the past year, many of these inequalities have been exacerbated as a result of the extraordinary challenges arising from the COVID-19 pandemic<sup>2</sup>. It is widely reported the psychological effects of the crisis will be severe and long lasting with the full impact on mental health stigma and discrimination not yet clear<sup>3</sup>.

Recent results from the Mental Health Foundation Mental Health in the Pandemic study<sup>4</sup> shows that one year on from the first lockdown the crisis has had wide and deep emotional impacts on Scottish adults. Whilst there are positive signs, with the study showing falling levels of anxiety, from **64%** of those surveyed in March 2020 to **44%** in February 2021, the overall picture is more mixed. In particular we know that feelings of loneliness and hopelessness have increased. In addition that young adults (18-24 year olds), full-time students, single parents, people who are unemployed and those with pre-existing problems with their mental health continue to be significantly more likely to be feeling distressed, across a range of measures, compared with Scottish adults generally.

The COVID-19 pandemic has not only impacted on emotional and mental health but in the availability of services and supports.

This includes many organisations having to quickly respond to greater need but with no or limited face to face contact. It has also impacted on children and young people's mental health with important peer connections and the stability and safe space that school offers to many not being there due to national and local lockdowns. The medium to long-term impact of this is still unknown<sup>5</sup> however increasing levels of resources are being developed to support parents, teachers and young people themselves. In addition, the Scottish Government has prioritised support for mental health and wellbeing over the next year with their mental health transition and recovery plan<sup>6</sup>. The plan reiterates the Scottish Government's commitment to tackle mental health stigma and discrimination and echoes many of the fundamental principles of the See Me programme including utilising a human rights-based approach and putting lived experience at the heart of any new developments.

It is within this context that the See Me programme has been delivering its work over the past year and moves forward into the next phase.

## 2. See Me programme overview

### 2.1 Programme vision

The programme vision that guided Phase 2 of the See Me programme was:



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

### 2.2 Long and medium term outcomes

<p><b>Changing minds</b></p>	<p><b>People will live in a society where they needn't feel ashamed of a mental health problem.</b></p> <ul style="list-style-type: none"> <li>• People individually and collectively will increasingly challenge self-stigma and discrimination.</li> <li>• People will increasingly feel safe, confident and inspired to speak about their mental health and seek help.</li> </ul>
<p><b>Changing policy</b></p>	<p><b>People with lived experience are valued and enabled to contribute fully to society and their rights are realised in the settings that have the biggest impact on their lives.</b></p> <ul style="list-style-type: none"> <li>• People will feel increasingly confident to claim their rights.</li> <li>• Increased understanding of nature, source and impact of stigma and discrimination, rights based approach and what works in tackling it.</li> </ul>
<p><b>Changing practice</b></p>	<p><b>Stigma and Discrimination will be reduced among communities and organisations to have a positive impact on the lives of people with mental health problems and support recovery.</b></p> <ul style="list-style-type: none"> <li>• Diverse leaders and organisations champion the elimination of stigma and discrimination and take relevant action themselves.</li> <li>• Negative stereotyping is reduced in targeted settings.</li> </ul>

**Diagram 2: Evolution of See Me**



### 2.3 Evolution of the See Me programme

2.3 The evolution of the See Me programme captured in Diagram 2 illustrates how See Me has developed since its inception. The most current phase of the programme from November 2016 – March 2021, provided an opportunity to consolidate the learning from previous phases of the programme and embed core approaches from a number of different models and available evidence.

See Me’s mission is to end mental health stigma and discrimination. To achieve this See Me has moved over time from a social marketing campaign to become a complex and multi-layered programme. It combines community development, equality and

human rights principles and approaches, based on social contact theory, to influence change in policy, practice, attitudes and behaviours within a wide range of domains at national, local and community levels.

See Me’s evaluation suggests the best conditions for reducing mental health stigma and discrimination are where there is a focus on empowering lived experience, set in a context of inclusive cultural change; where there is leadership commitment, work to build confidence and capacity to address needs and issues, and there is a realistic expectation of the time required to create lasting cultural and behavioural change. The evaluation reinforces the value of addressing stigma and discrimination as a fundamental part of wider mental health improvement activity.

## 2.4 Research, learning and evaluation team

The See Me Research, Learning and Evaluation team is led by the Mental Health Foundation (MHF) in Scotland. It is led by a Senior Research Manager and comprises of a number of Research Officers and Assistants who work flexibly across the programme, responding to its research, learning and evaluation needs as required. The model ensures that research, learning and evaluation activities are embedded within See Me activity, whilst remaining objective from programme delivery.

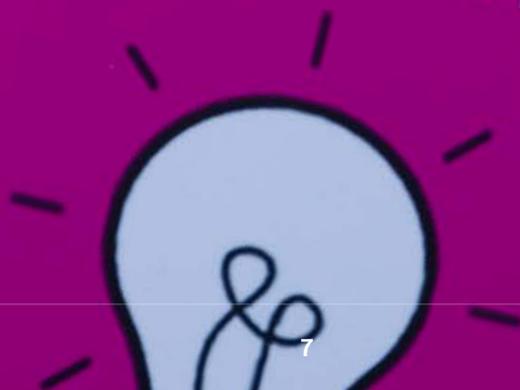
## 2.5 Research and evaluation aims

The underpinning aim of the Research, Learning and Evaluation function delivered by MHF is to gather evidence to demonstrate whether the See Me programme is meeting its intended outcomes, and it is guided by the question: what works to tackle and eliminate mental health stigma and discrimination. This overarching question is explored through learning derived from within the programme and externally from partners and other anti-stigma movements and is addressed in a companion learning paper.





**MENTAL HEALTH IS PART OF  
EVERYONE'S LIFE**



## 3. Findings: Progress towards outcomes

The scope and description of See Me work evaluated by MHF and presented in this report are set out below. This report largely comprises the evaluation of initiatives ongoing or completed during 2020/21, however much of this work may have been underway and building momentum prior to

that and in some cases will continue into the next phase of the programme.

The work has taken place with a variety of partner organisations in five programmatic areas.

### 3.1 Overview of work

Programme Area	Title of work
<b>Workplace</b> 	<ul style="list-style-type: none"> <li>• <b>Police Scotland</b> – partnership work between Police Scotland North Division and See Me to improve awareness of mental health and reduce stigma &amp; discrimination.</li> <li>• <b>Law Society Scotland</b> – partnership work between LSS and See Me to improve awareness of mental health and reduce stigma &amp; discrimination.</li> <li>• <b>E-learning</b> – free e-learning training for workplaces raising awareness of mental health and stigma &amp; discrimination.</li> </ul>
<b>Social Movement</b> 	<ul style="list-style-type: none"> <li>• <b>Anti Stigma Summer Sessions</b> – a series of online events facilitated by See Me volunteers, encouraging people to keep talking about mental health and take action to tackle stigma and discrimination during lockdown.</li> <li>• <b>Pass the Parcel</b> – See Me volunteers sent a parcel containing See Me items and materials to start conversations around mental health and challenge stigma, as well as small gifts, to contacts to support their wellbeing.</li> <li>• <b>Scottish Mental Health Arts Festival</b> – Scotland’s celebration and exploration of mental health through art.</li> <li>• <b>The Voice Behind the Picture</b> – a series of acted monologues focusing on experiences of mental health.</li> <li>• <b>Feniks</b> – a piece of peer-led research designed to highlight the high suicide rate among Polish men in Scotland.</li> </ul>

<p><b>Communications</b></p> 	<ul style="list-style-type: none"> <li>• <b>Pass the Badge</b> – participants share a digital badge (#passthebadge) with an image to share their experiences and stories about mental health and why it is important.</li> <li>• <b>See Me Podcast</b> – a series of podcasts with See Me volunteers and partners talking about their own mental health and about mental health stigma and discrimination more broadly.</li> <li>• <b>Time to Talk Day 2021</b> – Time to Talk Day aims to get people all around the country talking about mental health to challenge stigma and discrimination.</li> </ul>
<p><b>Education &amp; Young People</b></p> 	<ul style="list-style-type: none"> <li>• <b>Toolkit</b> – consists of three linked modules, delivering mental health literacy and anti-stigma and discrimination training.</li> </ul>
<p><b>Health &amp; Social Care</b></p> 	<ul style="list-style-type: none"> <li>• <b>NHS Education Scotland (NES)</b> – See Me worked with NES to embed the See Me Mental Health Inclusion Suite of Resources into their learning repository.</li> <li>• <b>The Royal Pharmaceutical Society (RPS)</b> – See Me worked with RPS to open up conversations on mental health inclusion in pharmacies and to put the See Me Mental Health Inclusion Suite of Resources on the RPS website.</li> <li>• <b>University of the West of Scotland</b> – See Me worked with UWS to build the full suite of See Me Mental Health Inclusion Suite of Resources into its first and second year Nursing Degree programme.</li> <li>• <b>Support In Mind Scotland: Early Intervention in Psychosis</b> – See Me worked with Support In Mind Scotland to carry out the Early Intervention in Psychosis Engagement Project.</li> <li>• <b>Scottish Ambulance Service</b> – See Me has been consulting with SAS on its equality outcomes for 2021-2025 and supporting it to advance a mental health strategy and patient needs assessment. Direct delivery of stigma and discrimination work within SAS has been delayed due to COVID-19.</li> <li>• <b>The Scottish Community Development Centre (CHEX)</b> – See Me worked with SCDC and CHEX to develop a communications campaign based around the See Me Mental Health Inclusion Suite of Resources.</li> <li>• <b>The Alliance and Self-Directed Support Scotland (SDSS)</b> – See Me worked with the Alliance and SDSS to explore how to address stigma and discrimination issues.</li> </ul>

## 3.2 Progress towards outcomes

The next section of the report takes an outcomes-focused approach to the See Me initiatives that MHF has evaluated during 2020/21. Work that contributes to each of See Me's six Phase 2 medium term outcomes is discussed. This section provides insight into

where the See Me programme is achieving programme outcomes and the processes and impact associated with this. For an in depth consideration of the themes that emerged from this evaluation as mechanisms for change in terms of tackling mental health stigma and discrimination, please refer to the learning paper that accompanies this report.

### Outcome 1: People individually and collectively will increasingly challenge self-stigma, stigma and discrimination



#### Workplace

##### Police Scotland (N Division) partnership

The Police Scotland (N Division) partnership with See Me was established in 2017 after senior leaders within the Division identified the need to improve mental health and strengthen support for staff. See Me supported Police Scotland (N Division) to implement the See Me in Work baseline survey and from the findings of this, to develop a two-year action plan. The project commenced in January 2020 and finishes in January 2022 and includes the appointment of a Health and Wellbeing Project Officer.

The Health and Wellbeing Project Officer worked quickly within the parameters of their appointment to adapt a range of See Me tools and resources to get employees

talking about mental health and to break down barriers that lead to stigma and discrimination. Senior leaders and the Health and Wellbeing Project Officer observed that some employees are more likely to talk about their mental health and issues around stigma and discrimination since the Health and Wellbeing post came into operation.

Examples of initiatives used by N Division to tackle mental health stigma and discrimination include See Me campaigns (Power of Okay; Pass the Badge) delivering activities around World Mental Health Day and Suicide Prevention Day. A video was created and launched on World Mental Health Day 2020 and details one officer's story of lived experience of mental health problems at work, and was used to encourage conversations about mental health, stigma and discrimination.

*"The impact [the Police Officer's] video had was huge. People were talking about it, coming forward, and being very quick to say even in meetings, 'Oh, yes, well I've had mental health.' Even out of the meeting you'll hear people say, 'That would never have happened before.'"*

**Police Scotland, N Division, senior leader**

The N Division Pass the Badge campaign demonstrates how participants can individually and collectively challenge self-stigma and stigma and discrimination in the workplace. It allowed participants to share images and stories about their own experiences of mental health, challenging stigma on an individual level. Those who took part in the campaign also contributed collectively to challenging stigma and discrimination through creating awareness about the importance of mental health in a positive and visible way.

*"I felt positive and energised that we can make a difference."*

*"...I was part of a bigger, stronger and very positive movement."*

**Police Scotland Pass the Badge survey respondent**

Senior leaders from N Division involved in the evaluation emphasised that the partnership with See Me acted as a catalyst for identifying and tackling mental health stigma and discrimination in the organisation. Leaders highlighted that the Health and Wellbeing Project Officer delivered initiatives enabling people to have more open conversations about mental health and also to challenge stigma and discrimination where they see it.

See Me supported North Division to identify and understand the issues, by providing an expert lens with a focus on stigma and discrimination.

*"I suppose it's quite bold for an organisation...the organisation's got to be, I suppose, open enough to say, 'I think there is a problem here. I think there will be stigma in our organisation and, therefore, working with someone like See Me, to end any stigma or discrimination is the right thing to do.' So you've almost got to do that, a bit about that self-assessment and show out your dirty washing type approach."*

**Police Scotland, N Division, senior leader**

A number of Police Scotland eLearning participants who responded to the post training evaluation survey commented that the modules enabled them to better understand what stigma and discrimination looks like in the workplace and therefore have a better understanding of how to challenge stigma and discrimination. This included calling out the use of careless language at work around mental health and inclusive planning for employees returning to work after a period of absence due to poor mental health.

*"How office banter can be so damaging if not challenged."*

*"I found all the training very useful particularly about stigma and discrimination in the workplace regarding potential attitudes of other people."*

**Police Scotland eLearning post evaluation survey respondents**

## Law Society Scotland

As part of its Lawscot Wellbeing work, Law Society Scotland (LSS), an umbrella body that many legal organisations across Scotland are affiliated with, partnered with See Me in 2019 and used the **See Me in Work survey** to collect data about mental health stigma and discrimination in the legal profession in Scotland. A total of **1,242** respondents completed the survey. A concerning **24%** of respondents had directly observed or were aware of stigmatising attitudes and **23%** said that they had observed or were aware of mental health discrimination within their own organisations, indicating that there was a concerted need for improvement in this area. The findings from this have helped inform a **three-year action plan** to tackle stigma and discrimination and increase knowledge and awareness of mental health. The action plan has included taking forward several different See Me initiatives within LSS including Pass the Badge, Time to Talk and Mental Health Awareness Day.

It was reported in interviews with LSS members that working with See Me has been hugely beneficial for driving forward its anti-stigma agenda, due to the expertise that See Me provides in promoting resources, practical initiatives and support, and encouraging a wider awareness and commitment to challenging stigma within LSS. See Me initiatives such as Pass the Badge and Time to Talk Day encouraged participants to engage in safe and supported but visible activity to reduce mental health stigma and encourage people to champion discussions about mental health. Interviews with LSS members undertaken as part of this evaluation suggested that See Me initiatives were received by those who participated.

*"Invaluable to have See Me as a partner because it provides the direction and expertise and that we lack".*

**LSS evaluation interviewee**



 **Social Movement**

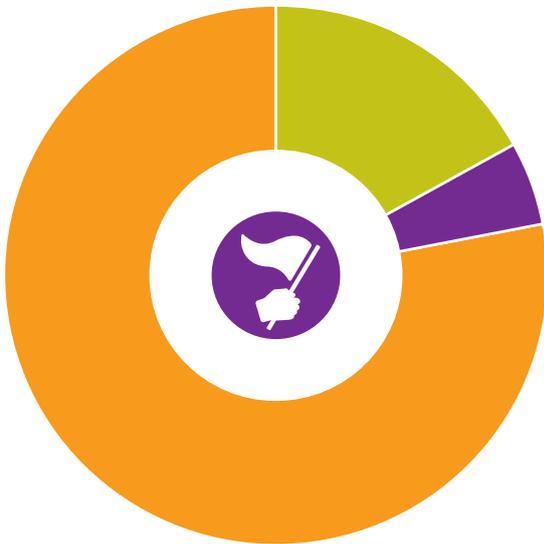
**Anti Stigma Summer Sessions**

The **Anti Stigma Summer Sessions** were informed by the successes of online volunteer led events facilitated by See Me during Mental Health Awareness Week 2020. With the COVID-19 pandemic and

related social restrictions, events had to be moved online but despite this, the events experienced good levels of engagement from people who wanted to continue to challenge stigma and discrimination and stay connected during lockdown and beyond. The majority of a small sample of participants who participated in the evaluation survey reported that the events made them feel able to take action to challenge mental health stigma and discrimination.

**Has this event made you feel able to take action to challenge mental health stigma? (N=18)**

**Has this event made you feel able to take action to challenge mental health discrimination? (N=18)**



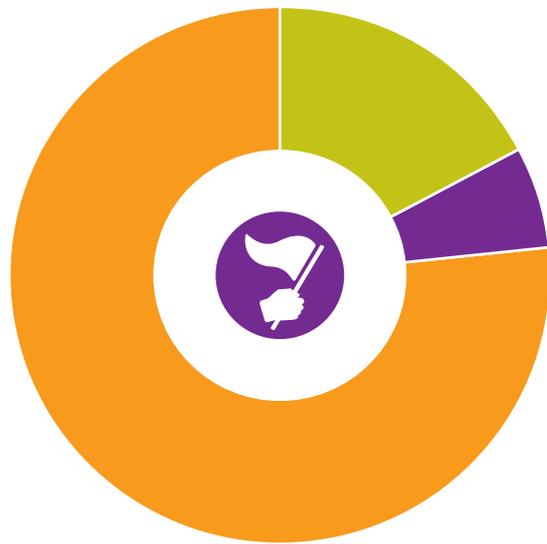
- **78%** Yes

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- **5%** No

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- **17%** Undecided



- **75%** Yes

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- **6%** No

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- **19%** Undecided

## Pass the Parcel

See Me's **Pass the Parcel** project was led by Community Champions and supported people to create connections and stimulate conversations about mental health during the COVID-19 pandemic. The initiative provided an opportunity for participants to send a parcel which included information and materials developed by See Me about mental health and stigma as well as gifts of their own, to someone who they felt might be struggling with their mental health. This resulted in a 'soft touch' approach to reaching out to people who were experiencing mental health problems and providing them with useful and relevant information to make them aware of the support that is available and that it is 'okay not to be okay'. Survey respondents reported that participating in the project made them feel more able to challenge mental health stigma.

## The Voice Behind the Picture

The **Voice Behind the Picture** was a project designed to challenge stigma and negative stereotypes about people living with mental health problems through writing and theatre. The project provided **14** emerging writers with the opportunity to create monologues with a focus on mental health during the pandemic, supported by an accomplished director and performed by professional actors. The purpose of the monologues was to create greater knowledge and awareness and share stories of lived experience of mental health problems with a wider audience, during the pandemic. The monologues were screened live as part of the Traverse Theatre's virtual programme in 2020 and featured as part of the Scottish Mental Health Arts Festival in 2020.

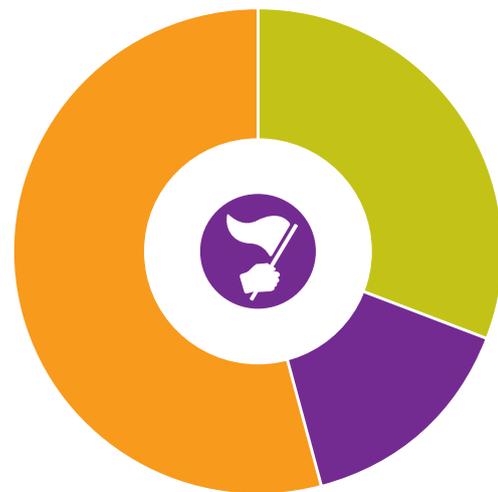
A small number of audience members who watched the monologues and who completed an evaluation survey reported that The Voice

Behind the Picture made them feel differently about mental health, in that it made people more aware of different mental health conditions, that stigma and discrimination is still pervasive in society, and they developed a greater understanding of the issues.

*"It's opened my eyes to more complex recovery journeys."*

**Audience survey respondent**

**Did the event make you think differently about mental health? (N=13)**



**54% Yes**   **15% No**   **31% Not sure**

## Scottish Mental Health Arts Festival (SHMAF)

The **Scottish Mental Health Arts Festival (SMHAF)** has been running for 15 years (since 2007) and is the largest mental health arts festival in the world and one of Scotland's most diverse cultural activities, attracting around **25,000** attendees from across Scotland each year. SMHAF transitioned

quickly from its planned face-to-face delivery to an online format in 2020, as a result of the COVID-19 pandemic, engaging with around **166** artists and creative practitioners, with an estimated audience reach of **10,529**<sup>7</sup>.

One of the core aims of SMHAF is to challenge preconceived ideas about mental health and for individuals and collective society to challenge and stigma and discrimination. Through engagement with artists, creating connections and collaborations across communities and celebrating the artistic work of people with lived experience of mental health problems, SMHAF creates an artistic platform to explore creativity and promote positive mental health and wellbeing through art.

As part of the evaluation of SMHAF in 2020, surveys were carried out with audiences and artists. Audience survey respondents were asked if engaging with SMHAF 2020 made them feel more empowered to challenge mental health discrimination and if SMHAF empowers groups and communities to challenge mental health stigma and discrimination. Survey results found that:

- The majority of audience survey respondents (**78%**) either agreed or strongly agreed that SMHAF made them feel more empowered to challenge mental health discrimination. A minority (**15%**) neither agreed nor disagreed and **7%** disagreed or strongly disagreed.

*“That is a statement worth considering in itself – people empower themselves, others provide the resources etc for them to do so.”*

**Audience survey respondent**

- Three quarters of audience survey respondents (**75%**) either agreed or strongly agreed that SMHAF made them feel more empowered to challenge mental health stigma. A minority (**15%**) neither agreed nor disagreed and **10%** disagreed or strongly disagreed.

*“Opening the conversation and encouraging discussion from a young age about mental health, I am a primary school teacher and many of the techniques learned will be used in my classroom and to deal with my daily work.”*

**Audience survey respondent**

- We asked audience survey respondents if they felt that SMHAF empowers groups and communities to challenge mental health stigma and discrimination. The majority of survey respondents (**71%**) either agreed or strongly agreed that SMHAF does empower groups and communities to challenge mental health stigma and discrimination.

Some audience members who were interviewed as part of the SMHAF 2020 evaluation told us that engaging in the festival helped solidify their ambition of pursuing their own artistic work challenging mental health stigma and discrimination and submit this to future festivals.

*“It has inspired me to persevere...It has made me more committed and determined.”*

**Audience survey respondent**

## Feniks

Evaluation participants who engaged with the network formed to address **Feniks' research findings** and recommendations about the high rates of suicide among Polish men in Scotland reported that the research has been successful in raising awareness of the issues and has encouraged people to collectively challenge self stigma and stigma and discrimination, according to feedback from a sample of qualitative interviews with research participants. The research has been disseminated with the support of See Me and over **30** organisations that have participated in the network and that have expressed an interest in getting involved in a range of ways. There are **48** active members of the network,

some of whom reported their appreciation that the research findings were being translated into action, and that this action is evidenced by the research. While many of the issues highlighted by the research were not necessarily new to participants, solutions to address them were.

*"...the research "laid out the issues" that were not necessarily new but brought them back into focus...We know the issues, we don't know what to do."*

**Feniks evaluation participant**



## Feniks: Case Example



Some organisations have taken some very practical actions to address the research findings and challenge stigma and discrimination, for example providing training, materials and guidelines for services to help them to more effectively engage with Polish men. NHS 24 recently developed an equality outcome for Polish Men, reviewed its accessibility and mental health services and how to best deliver information to this population group. Police Scotland has shown interest in using See Me resources to review the process of Polish people in the custody service and to develop better relationships with Polish communities.

Other organisations recognised that awareness raising of stigma had to be addressed from within the Polish community and to build capacity “to mobilise and support the Polish community to take action to end mental health stigma and discrimination themselves”. People involved in the Feniks research acknowledged that a dual approach is required. And each approach is dependent on the other – creating a social movement within the Polish community to challenge stigma and discrimination will only be effective if services are ready to accommodate them. If help seeking behaviour increases then the services need to be there to support.



*“...stigma related to mental health can come from within the Polish community, from community members. There is also professional discrimination and racism from health and social care services) and we need to address both.”*

**Feniks evaluation participant**



## Education & Young People

### Chattering High School

Following the delivery of See Me training to senior pupils at five schools in North and South Lanarkshire in 2019, the newly trained pupils embarked upon implementing learning and challenging stigma in their school communities. Due to the COVID-19 pandemic, follow-up data collection with these schools was not feasible. One school

however, provided insight into the success of the See Me programme training in their school community and how they have continued their fight to eliminate stigma and discrimination via a whole school approach. On the following page is a case example of the achievements of this school in Lanarkshire and the demonstrable impact of See Me. For anonymity purposes, the school has been given a pseudonym.



### Chattering High School: 18 Months and One Global Pandemic Later: A Case Example of how a whole school approach can affect change



Following See Me programme training, Chattering High School has adopted a whole school approach to the elimination of mental health stigma and discrimination in their community. Since engaging with See Me, the language of communication around mental health has 'changed completely'. The See Me trained senior pupils — or 'Mental Health Ambassadors' — assisted in the transition of S1 pupils, which then evolved into a referral system, so that pupils could reach out to the ambassadors if they needed support. The whole school engaged in See Me's Time to Talk Day; they hosted a coffee morning and suspended lessons to engage in mental wellbeing practices. The ambassadors were present at the school's curriculum evening – they had a stand and engaged pupils and parents about their work in the school and the work of See Me. The Mental Health Ambassadors also helped vulnerable younger pupils and held a very successful and well-attended lunchtime group pupils in need of wellbeing support. Following See Me staff engagement, the staff body has also mobilised to work with the pupils to eliminate stigma and discrimination. Chattering High now has 15 Mental Health First Aid trained staff, who are driving forward an agenda of pupil, staff and parental engagement in mental health, stigma

and discrimination. These staff work closely with the See Me trained ambassadors and collectively call themselves The See Me Team'.

Co-production is at the heart of the whole school approach. Staff meet regularly to discuss ambassador plans and how they can 'open up the conversation from a young person's point of view.

As a result of working with See Me, communications at senior leadership level in the school are now 'much more transparent and open around mental health.' This having a positive impact on staff, who are now aware of counselling referral systems, more willing to have open conversations and to disclose relating to their own mental health.

Chattering High continues to work towards eliminating stigma and discrimination in their school. Staff are currently working towards offering SQA Mental Health certification to S3-S6 pupils, with the intention that all sixth year pupils will have an SQA Mental Health Award at National 5 level, This year, they hope to engage with the new See Me Toolkit and continue to share and implement learning throughout the school and the wider community.



## Health and Social Care

See Me has developed a suite of new tools and resources designed to facilitate improvement around mental health inclusion and reduce stigma and discrimination in its Health and Social Care programme. See Me's new **Mental Health Inclusion Suite of Resources** is designed to be flexible and adaptable to any healthcare setting. In addition to the production of the resource, significant work has been undertaken to establish and advance numerous partnerships within See Me's Health and Social Care programme, to achieve delivery or commitment to delivery of mental health inclusive health and social care. See Me has successfully partnered with numerous organisations to explore how they can best adopt See Me training and resources at different levels, to increase mental health inclusion and reduce stigma and discrimination. These organisations include:

- NHS Education Scotland (NES).
- The Royal Pharmaceutical Society.
- University of the West of Scotland.
- Support In Mind Scotland: Early Intervention in Psychosis.
- Scottish Ambulance Service.
- The Scottish Community Development Centre (CHEX).
- The Alliance and Self-Directed Support Scotland (SDSS).

Despite not having been widely promoted yet – due to piloting and the impact of the COVID-19 pandemic – tools available within the new See Me *Mental Health Inclusion Suite of Resources* have been downloaded from the website over **345** times since November 2020.



## Communications

### See Me Podcast series

See Me supports a growing social movement across Scotland made up of people who are passionate about ending mental health stigma and discrimination. The **See Me podcast series** facilitated in 2020 gave partners and volunteers the opportunity to share their views on mental health and stories of living with mental health problems, in an accessible way that audiences were able to engage with despite social restrictions due to the COVID-19 pandemic. The podcasts enabled participants to speak out about stigma and discrimination that they and others have faced and offer suggestions and solutions in tackling it. Participants who created podcasts reported that they experienced increased confidence and self-esteem through the process, which in turn positively impacted self-stigma by allowing individuals to showcase their achievements that the challenges they have overcome. Collectively, the podcasts provide a clear narrative and lived experience perspective of both the impacts of and actions taken against mental health stigma and discrimination.

*"Taking part in things like the podcast, it's actually crazy that I went from not having anybody to speak to, to participating in something that could reach thousands of people and feel so comfortable and confident in doing it. It's actually crazy how far I've come and how that's all down to See Me, and the people that support you in doing that."*

**See Me Podcast participant**

## Time to Talk Day

People and partners who participated in **Time to Talk Day 2021** and completed an evaluation survey were positive about having the opportunity to challenge stigma and discrimination through a remote campaign despite the challenges of the COVID-19 pandemic. Most Time to Talk Day participants said they took part in order to raise awareness about mental health stigma and discrimination, to start conversations about mental health, to promote the messages of Time to Talk Day and to support vulnerable groups and individuals to access and benefit from the campaign. Those who participated in the campaign and evaluation described a range of activities that enabled them to raise awareness and take action to challenge stigma and discrimination. These included:

- Displaying Time to Talk Day materials including posters and postcards.
- Distributing Time to Talk Day bags to staff in workplaces.
- Using social media to promote Time to Talk Day messages online.
- Talks in school assemblies and reading recommended books in class to encourage children and young people to encourage to think about the issues, consider who they can talk to about their own mental health and take part in related activities.
- Signposting groups and individuals to Time to Talk Day resources.



## Outcome 2: People will increasingly feel safe, confident and inspired to speak about their mental health and seek help



### Workplace

#### Police Scotland

The Police Scotland N Division partnership with See Me was designed to support staff and officers to talk about mental health and seek help when they need it at work. The Health and Wellbeing Project Officer and senior leaders involved in this evaluation highlighted that Police Officers deal with high levels of trauma on a regular basis which can compound mental health problems that many do not feel able to talk about.

The Health and Wellbeing project comprises of initiatives that equip staff and officers with the skills and confidence to talk about and share experiences of mental health to help tackle the stigma that surrounds it. Leaders involved in this evaluation also highlighted the importance of employees seeing their managers and senior staff within the Division talking about their own mental health. Evidence collected to date about a range of interventions suggests that the project has resulted in more open conversations about mental health.

*"We've seen some really good examples of discussion...the opportunities are there to talk if they want to. They're not ashamed."*

**Police Scotland Senior leader**

The N Division Pass the Badge campaign is one initiative used that demonstrates how participants can be equipped to feel more confident to speak up about mental health. Pass the Badge survey respondents were asked if engaging with the campaign increased their confidence to talk about mental health at work. Responses were divided, however the largest minority (**40%**) reported that it did increase their confidence while **30%** said it did not, and **30%** were not sure.

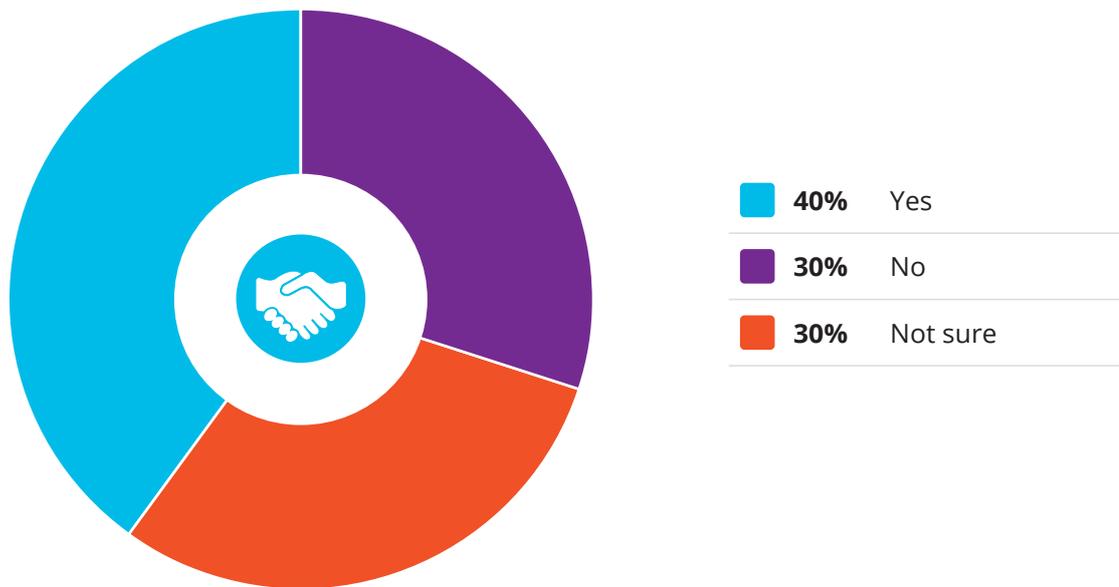
When asked what made Police Scotland Pass the Badge survey participants feel more confident to talk about their mental health at work many reported that sharing an image related to mental health was inspiring and helped them to engage in wider discussion and that the campaign had created more awareness about mental health and the opportunity for more honest conversations.

*"...put this subject in the spotlight and made people more aware and more able to speak openly about things."*

*"Once I had gone public with my picture...it felt quite easy to follow this up with more discussion around mental health as the team knew my thoughts and that initial first conversation had been had."*

**Police Scotland Pass the Badge survey respondents**

### Did engaging with this campaign increase your confidence to talk about mental health at work? (N=20)



Considering a different See Me tool incorporated into the Police Scotland N Division Health and Wellbeing project, Police Scotland eLearning questionnaire respondents indicated the impact that the training had on how comfortable they felt talking about their own mental health in the workplace. Before the training, **67%** of participants agreed with this, which rose to **75%** after the training.

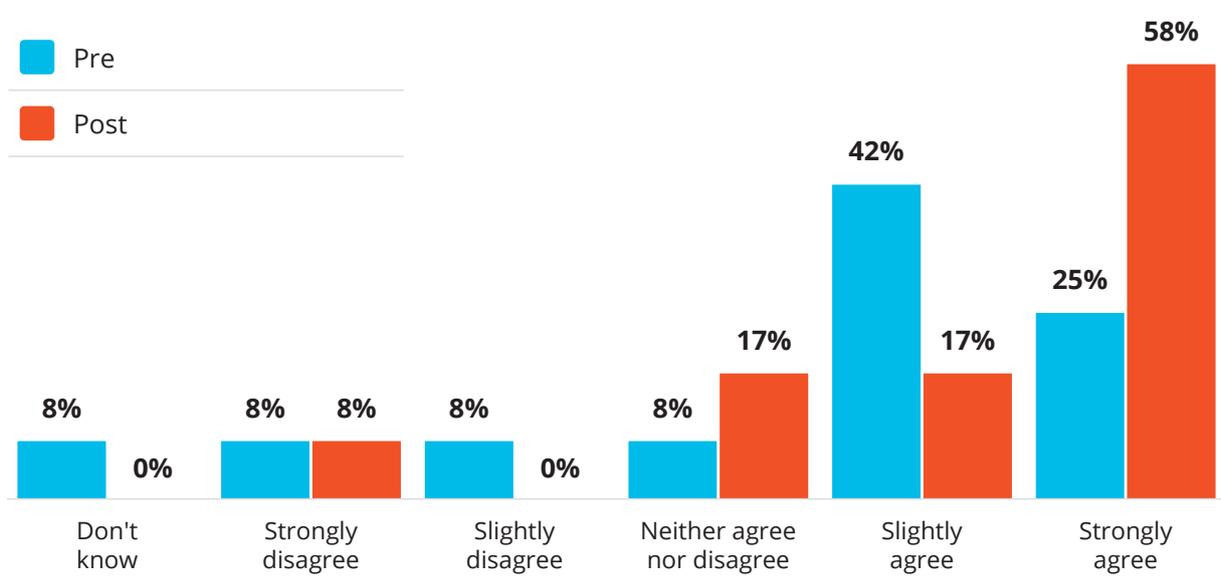
While a relatively small number of participants had taken part in the training at the time of the evaluation (**31**) and **39%** of these completed pre and post training questionnaires, this indicates that participants who completed pre and post questionnaires felt more comfortable talking about their mental health and wellbeing in the workplace after the training.

Police Scotland eLearning questionnaire respondents indicated that the training has potential to positively impact on the

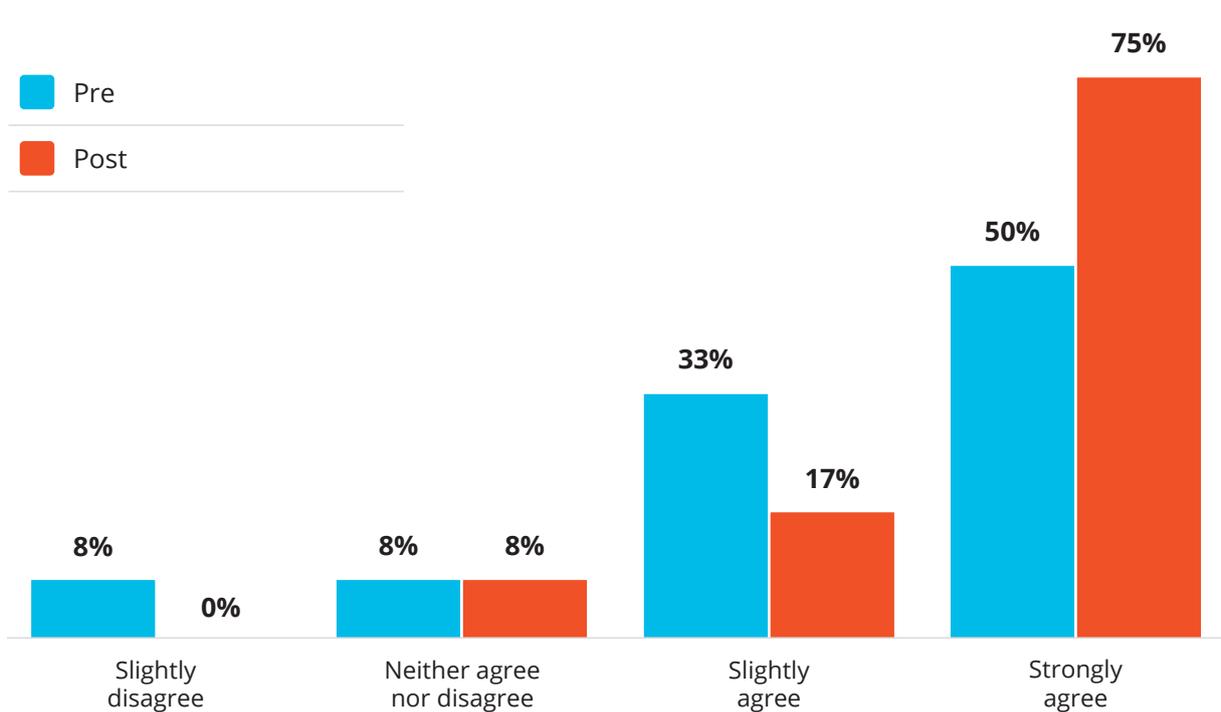
knowledge of eLearning participants, about where to find support for their mental health at work. Prior to the training, **83%** of respondents reported that if they were worried about their mental health, they would know where to go for support. This rose to **92%** after the training, an increase of **9%**. This suggests that participants would be more confident about where to find support, and seek it out, as a result of eLearning.

More widely, the Health and Wellbeing Project Officer recruited to N Division and senior leaders acknowledged that there can be a stigma associated with seeking help for mental health problems within Police Scotland for fear that it might harm their reputation or career. The partnership with See Me was a means by which to offer alternative sources of support for employee mental health and wellbeing should they wish to look outwith the organisation for that.

**I feel comfortable talking about my own mental health and wellbeing in the workplace** (Pre N=12 / Post N=12) (N=20)



**If I was worried about my mental health, I would know where to go for support** (Pre N=12 / Post N=12)



## Law Society Scotland

A key aspect of the partnership with See Me for Law Society Scotland (LSS) was to support staff to feel safe to speak about their mental health and seek help. It was identified in the 2019 LSS See Me in Work Survey (N=1,242) that over a third (**37%**) of respondents would be concerned about talking openly about mental health problems at work for fear of a negative reaction from colleagues and that **45%** would fear a reaction from a manager. Nearly a third (**31%**) felt that disclosing a mental health problem could impact on future career prospects.

With such high numbers of survey respondents voicing concerns about disclosure, See Me was in a strong position to be able to provide resources to inspire and promote discussions about mental health, whilst having the expertise and experience to ensure that these tools promoted disclosure in a safe way.

The LSS Pass the Badge campaign was identified in interviews and focus groups as providing a visible platform for wellbeing and mental health to be highlighted, championed and discussed. Not only were pictures shared, but many participants made and shared videos documenting their involvement which offered a more in-depth exploration of the reasons participants felt discussions about mental health were important – demonstrating participants confidence to talk about mental health.

*“Pass the Badge was a great way to get people talking”.*

**LSS evaluation interviewee**

Additionally, the campaign and the wider work with See Me was highlighted as being only the start of the journey to create a workplace where people feel safe and confident to talk about their mental health. That the LSS President and senior leadership team were visibly active in taking part in Pass the Badge and other See Me initiatives, and willing to talk about mental so publicly, was felt to have paved the way for future discussions and actions in the future. Interview and focus group respondents asserted that it was very important that this message came from a senior level.

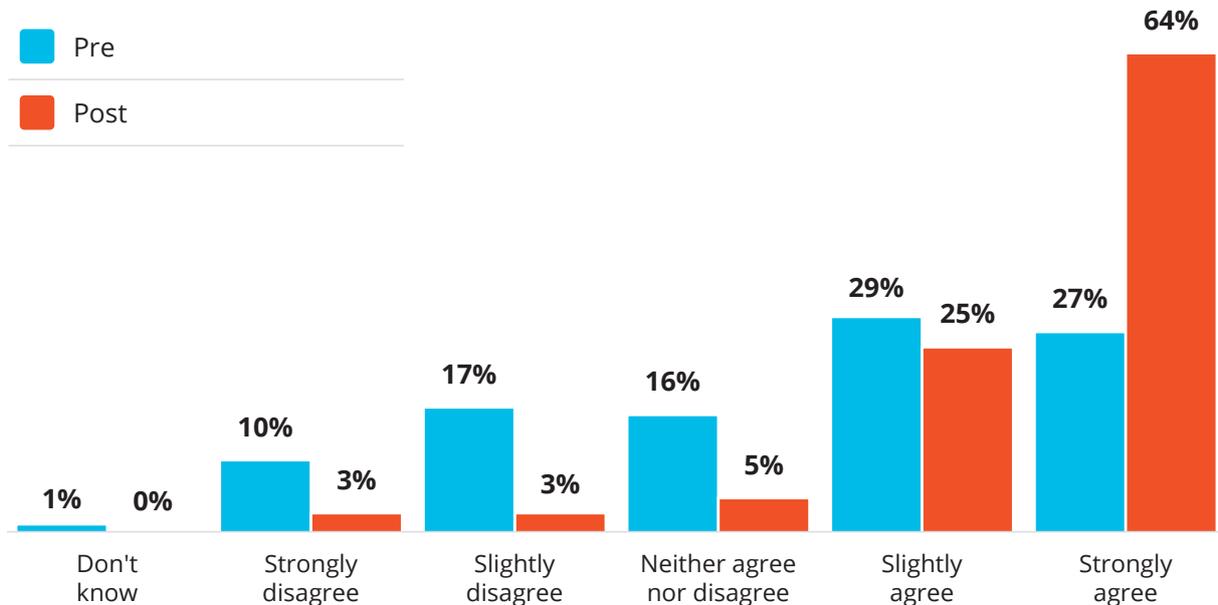
## eLearning programme

See Me's **eLearning programme** is designed to increase participants' knowledge and awareness about mental health stigma and discrimination in the workplace. During Phase 2 of the programme (November 2016 – February 2021) over **2,330** participated in the training.

Pre and post knowledge and awareness questionnaires completed by **861** participants between tell us about the immediate impact of the training on different elements of mental health.

- Prior to training, just over half of eLearning participants (**56%**) agreed with the statement: *'I feel comfortable talking about my own mental health and wellbeing in the workplace'*.
- After completing training, a significant majority of participants (**89%**) agreed that they feel comfortable talking about their own mental health and wellbeing in the workplace – an increase of **33%**.
- Those who disagreed with this statement decreased by **21%** and participants who neither agreed nor disagreed decreased by **15%**.

### I feel comfortable talking about my own mental health and wellbeing in the workplace (Pre N=861 / Post N=861)



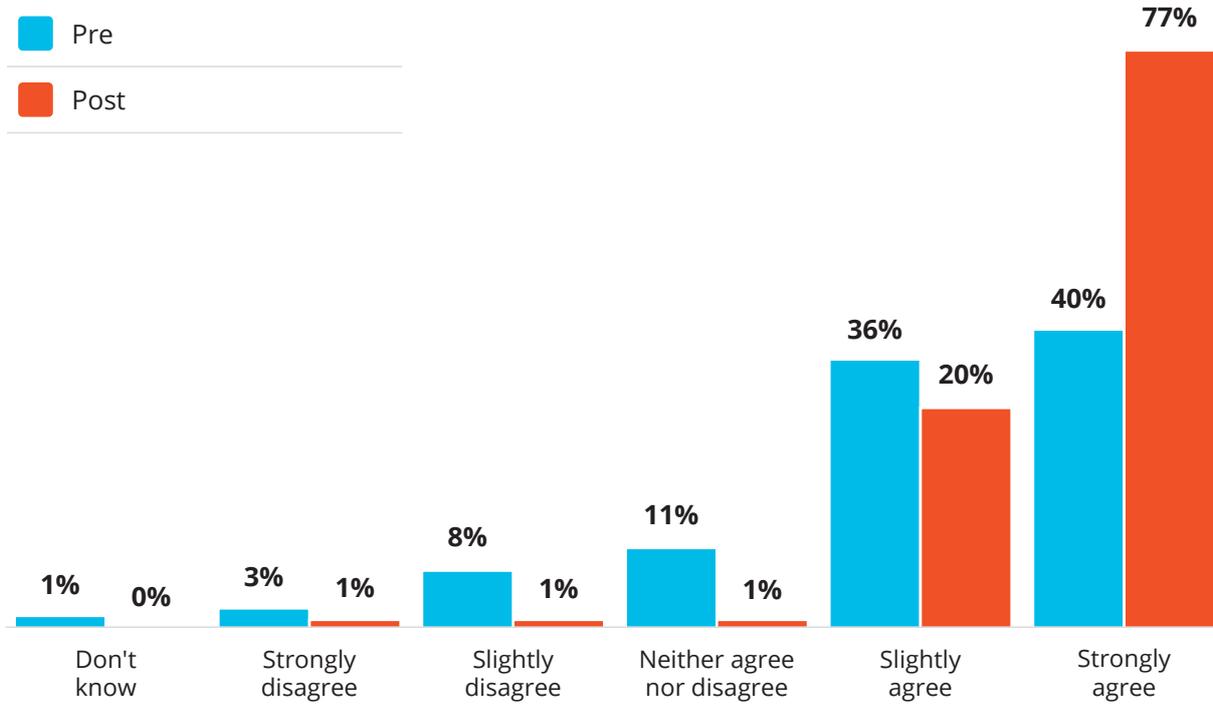
This indicates that the training has had a significantly positive impact on empowering people to feel comfortable to talk about their own mental health at work. Given that See Me's eLearning training maintains consistently high levels of engagement, it would appear that the resource is of significant value to those who engage with it.

eLearning participants responded to the survey statement: *'If I was worried about my mental health, I would know where to go for support'*. This is an important question given that if people feel able to talk safely and confidently about their mental health, they are more likely to seek help should they need it.

- Prior to eLearning training, over three quarters of participants (**76%**) agreed that if they were worried about their own mental health, they would know where to go for support.
- After the training, the number of participants who agreed that they would know where to go for support if they were worried about their mental health rose by **21%** to almost all respondents (**97%**). This indicates that the training is having a positive impact on participants in terms of helping them to consider what sources of support are available to them at work.

**If I was worried about my mental health, I would know where to go for support**

(Pre N=861 / Post N=861)





## Communications

### Pass the Badge

The most recent national See Me **Pass the Badge** campaign, delivered in March 2020 had messages that were tailored to reflect the impact of the pandemic on mental health, including potential loneliness and isolation, and was used as a vehicle to continue conversations about mental health during a time of mental health vulnerability for many, and to challenge stigma and discrimination.

*"It's allowed me to continue talking openly and feel confident in doing so."*

*"It makes me feel like I am part of the solution by sharing my experiences and trying to educate to stop the stigma."*

**Pass the Badge survey respondents**

### See Me podcast series

Participants shared their stories of lived experience of mental health problems in a series of podcasts, discussing issues of stigma and discrimination. The podcasts demonstrated that participants felt safe, confident and inspired to speak about their mental health and seek help if required. A number of factors contributed to this, including the support that podcasters received from See Me to participate in a safe and confident way. This was an innovative way of sharing stories about mental health, that participants on the whole appreciated. They stated that the podcasts enabled them to speak openly about their experiences of mental health problems and about the mental health of others.

### Time to Talk Day

A core aim of Time to Talk Day is to create environments in which people feel empowered to talk about mental health. Participants of the 2021 campaign were confident that, despite the challenges of COVID-19, more conversations about mental health were being had. The more conversations that take place, the more barriers are broken down, helping to end the feelings of isolation, shame and worthlessness that result from mental health stigma and discrimination. Some Time to Talk Day survey respondents reported that they would have more conversations about mental health and engage in more mental health related activities because of the campaign. They also described how they used the theme of the campaign and materials and resources provided to encourage conversation, particularly with those who may be struggling with their mental health.

*"Checked in with people who I was aware were having issues and being open with them and hopefully encouraging them enough to be honest (I think that I succeeded)."*

*"...sent some [postcards] to friends and neighbours to spread the message and let them know I'm there for them, especially in these difficult times."*

**Time to Talk Day 2021 survey respondents**

 **Social Movement**



**Anti Stigma Summer Sessions**

In project evaluation interviews of the **Anti Stigma Summer Sessions**, many participants reported that the online sessions increased their confidence to

talk more openly about their experiences of mental health. This was partly due to the See Me staff and volunteers leading the events who were very confident when talking about their own experiences of mental health problems, which helped participants to disclose their own experiences within a safe space. For some participants, connecting with

others remotely online felt safer and more comfortable than in person, and provided a forum that enabled them to disclose issues related to their mental health. This was partly due to the level of anonymity that online workshops provided which supported disclosure and discussion.

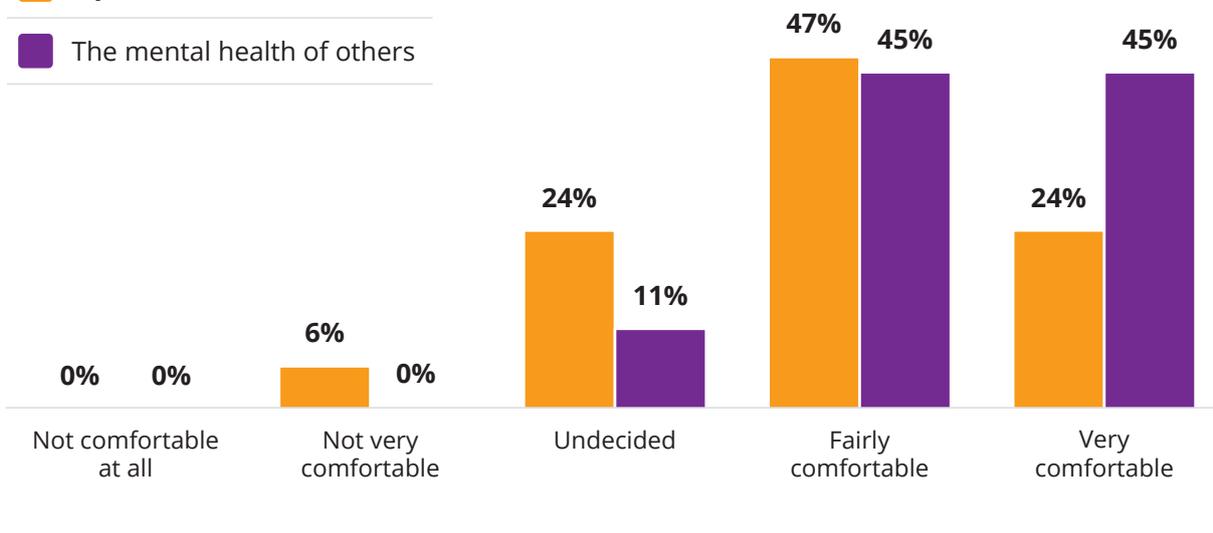
*"Felt good talking about my mental health issues. Knowing that there are others who have the same issues, that we can relate too."*

*"Having lived with mental illness for almost my entire life, I still find it difficult to speak about, for fear of not being believed as has happened..."*

**Anti Stigma Summer Sessions survey respondents**

**How comfortable did you feel about talking about mental health? (N=18)**

- My own mental health
- The mental health of others

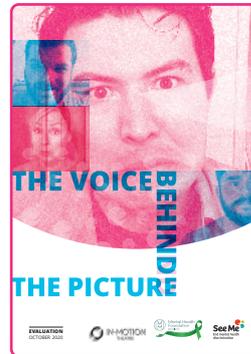


## Pass the Parcel

The Pass the Parcel initiative aimed to support people to talk about mental health in an innovative way. The resources included in the parcels provided accessible information about mental health for those who felt they needed support. Sending and receiving a parcel was a creative and personal approach to starting positive conversations about mental health. Participants felt that sending parcels helped to reinforce social support networks and relationships during the pandemic, that in turn helped to reignite and strengthen connections. Participants believed that this might make it more likely that people would feel safe and confident to talk about their mental health and aware that support was available for them. Project participants were confident that the approach would help to break down barriers regarding mental health stigma, as the parcels encouraged participants and recipients to actively reach out to people and encouraging them to think and talk about mental health.

*"It can break down barriers if people are thinking more about mental health."*

**Pass the Parcel participant**



## Voice Behind the Picture

**The Voice Behind the Picture** delivered in partnership by In Motion Theatre Company and See Me, provided a space for participants to explore mental health

issues through spoken word monologues. Writers who took part in the evaluation reported that they felt supported and inspired to express, create and showcase their work. It provided them with a platform to share their own stories of lived experience, and to share the stories of others. Audience survey respondents reported that The Voice Behind the Picture encouraged discussion about mental health, with its variety of powerful stories, messages of hope and recovery, relatable characters and awareness raising content. An indicator of how successful this work has been in enabling people to feel safe, confident and inspired to speak about their mental health is illustrated by a book that a participant published after taking part in the project.

*"The project gave me the confidence and motivation to do this."*

*"It got my family and I talking about it lots after we watched it. My teenaged children and husband said it helped them understand some of my "black dog" days better."*

**The Voice Behind the picture  
Participants**

## Scottish Mental Health Arts Festival (SMHAF)

Audience and artist survey respondents who engaged with SMHAF 2020 told us about the ways in which the festival facilitated discussions about mental health. Starting conversations about mental health was a common theme emerging from both quantitative and qualitative evaluation data collected. Some revealed that this had a positive impact on their own mental health and help seeking behaviour. It was highlighted by evaluation participants that SMHAF creates a “safe and encouraging space” to talk about mental health.

Artist survey respondents and interviewees involved in the evaluation of SMHAF 2020 reported that the festival encouraged discussion about mental health through showcasing thought-provoking work with a focus on mental health, enabling open and honest discussions and supporting audiences and artists to engage in the subject matter in a safe and comfortable way.

*“It allowed us to have a conversation about mental health and to be part of a bigger conversation about mental health.”*

**SMHAF artist interviewee**

In interviews with audience members who engaged with SMHAF 2020 some revealed that the festival had a positive impact on some respondents’ own mental health, inspiring them to engage in positive help seeking behaviour and have a “truthful conversation” about how they were feeling.

## Feniks

The Feniks research offered Polish men the opportunity to come together in focus groups and encouraged them to talk about their mental health in a safe space. This came with its challenges, as the project lead explained that Polish men do not often feel comfortable talking about mental health or verbalise how they are feeling emotionally. However, the high levels of buy in to the research suggested that some participants were ready to talk about mental health problems, even if they required the support to enable them to do so. The research lead achieved this by framing the focus groups in a generic way, as talking about men’s issues, rather than talking about mental health. Some who attended Feniks networking events agreed that Polish men often do not ‘have the vocabulary’ to talk about mental health, therefore breaking it down into its physical components – guilt, shame, lack of motivation, exhaustion, stress – can help.

*“I don’t know what language to use to talk about mental health. It will be nice to talk about this but we just don’t know how.”*

**Feniks research participant**

*“It is the way just to make them realise that they are vulnerable as well, and then they can feel vulnerable, and that it’s not that they are anything worse because they’re vulnerable and weak.”*

**Feniks project lead**

*“Using simple language or physical language can help people express feelings about their mental health, such as ‘It isn’t my fault’”.*

**Feniks evaluation participant**

## Outcome 3: People will feel increasingly confident to claim their rights

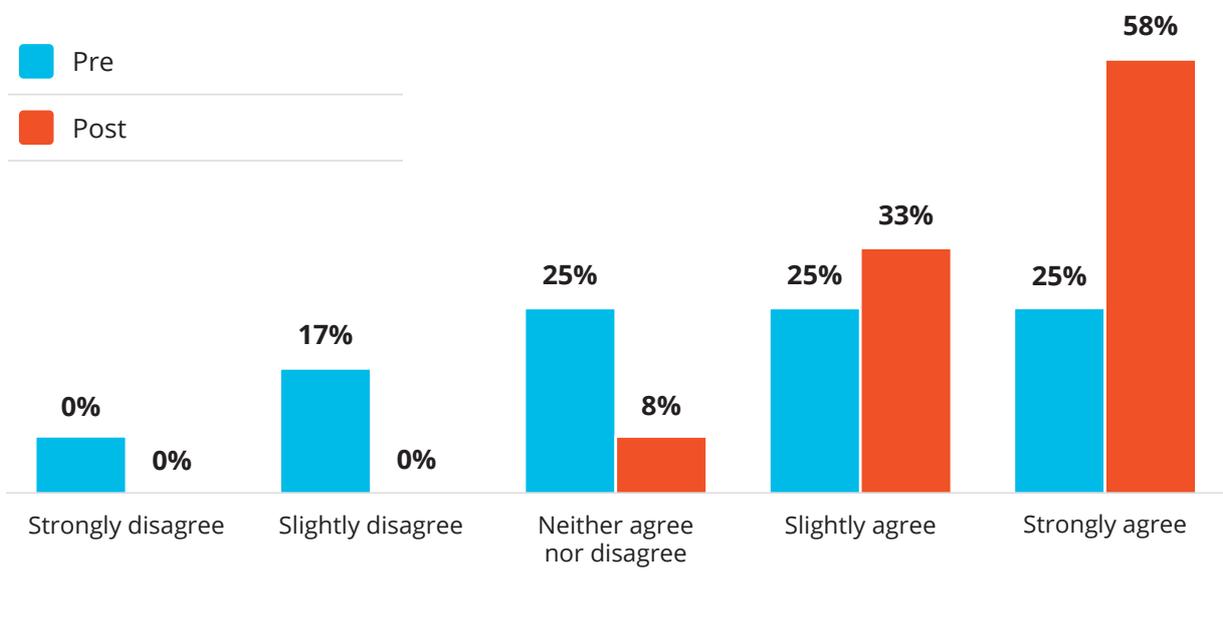
### Workplace

#### Police Scotland (N Division) partnership

Police Scotland eLearning participants who completed pre and post questionnaires demonstrated a greater awareness of their rights and confidence to claim them after completing the training. eLearning questionnaire respondents reported that their confidence to talk about their rights when discussing mental health and wellbeing in the workplace increased as a result of the training.

Before the training, **50%** of respondents agreed that they felt confident to talk about their rights when discussing mental health and wellbeing in the workplace. This rose to **91%** after the training, an increase of **41%**. While the sample of participants is small, at **39%** of those who completed eLearning training, it gives a positive indication that the training did impact positively on participant confidence to talk about their rights relating to mental health and wellbeing in the workplace, and may have the potential to do so on a larger scale should the programme be rolled out further.

**I feel confident to talk about my rights when discussing mental health and wellbeing in the workplace** (Pre N=12 / Post N=12)



Another example of increased confidence is demonstrated by eLearning participants who responded to the training surveys and asked to rate their levels of agreement with the statement: *'I understand that employers are not allowed to discriminate against anyone because of a range of protected characteristics including mental health which is classified as a disability'*:

- Before the training, **81%** of participants agreed with this statement, which rose to **100%** after the training, and increase of around one fifth.
- Those who disagreed (or neither agreed nor disagreed) fell from **19%** to none.

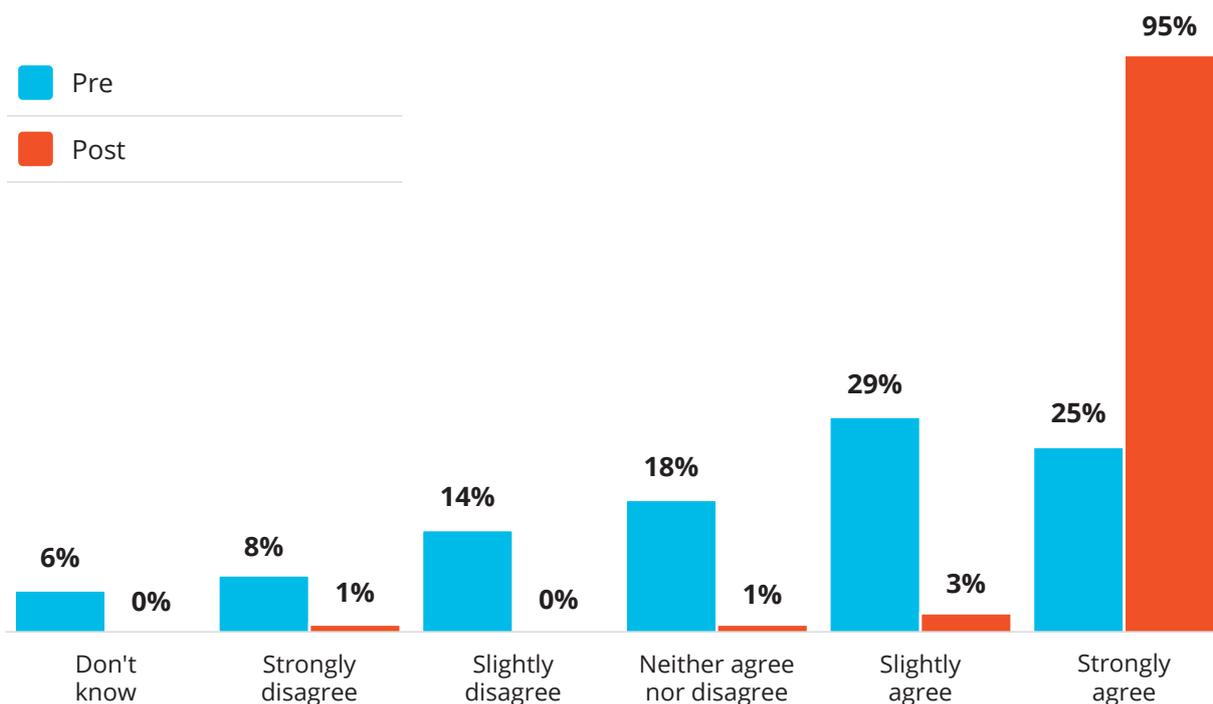
eLearning within N Division therefore appears to have positively impacted participant understand of the responsibilities of employers towards employees

experiencing mental health problems. This further contributes towards achieving See Me's outcome that people will feel increasingly confident to claim their rights.

### eLearning programme

More broadly across See Me in Work organisations, eLearning training aims to increase knowledge and awareness about employee rights in relation to mental health when applying for a job, in work and returning to work after an illness. One of the core objectives of the training is to enable participants to feel increasingly confident to claim their rights. Prior to undertaking the training, participants rated their levels of agreement with the statement: *'I understand my rights about disclosing a mental health problem when applying for a job.'*

#### I understand my rights about disclosing a mental health problem when applying for a job (Pre N=861 / Post N=861)



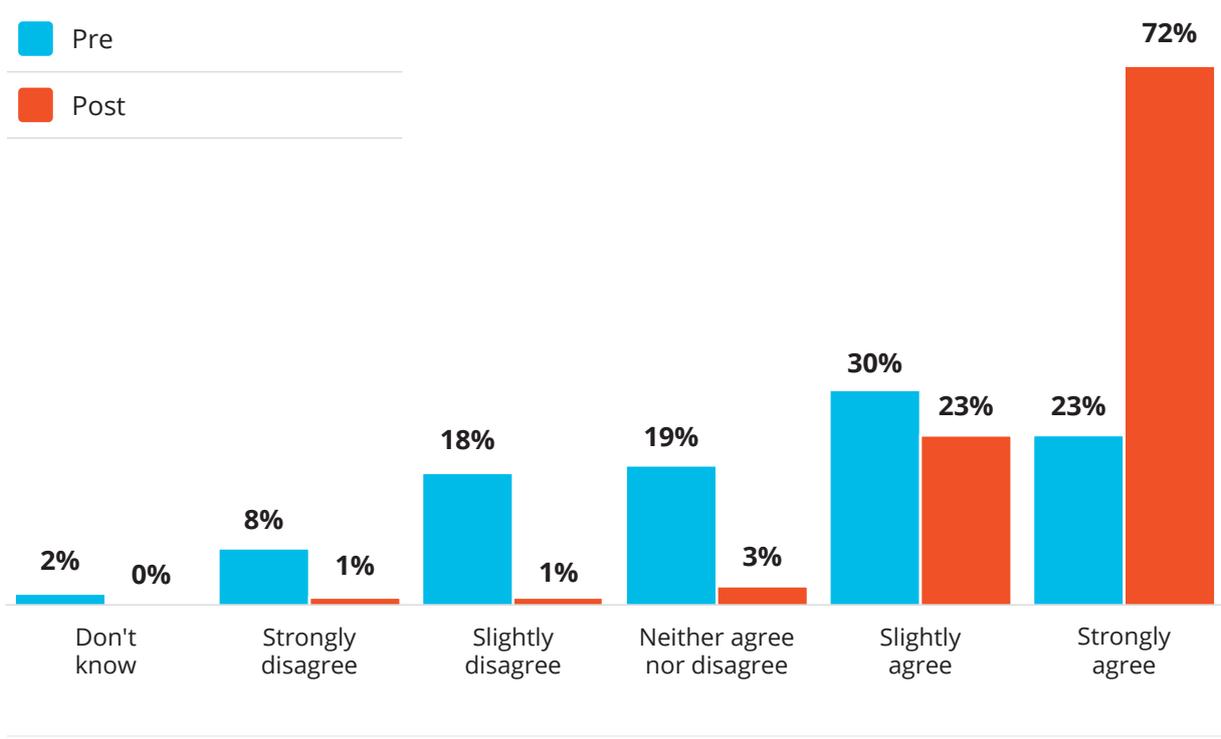
- Prior to the training, just over half of participants (**54%**) agreed with this statement and just under a quarter (**22%**) disagreed.
- After completing the training, almost all participants (**98%**) agreed that the training enabled them to understand their rights about disclosing a mental health problem when applying for a job – an increase of **32%**. Those who disagreed with this statement after the training decreased by **21%**.

challenging concept to understand. eLearning is therefore one of See Me’s key tools for supporting people to understand their employment rights in relation to disclosing a mental health problem.

Phase 2 eLearning participants further demonstrated increased confidence to claim their rights as a result of the training. Participants responded to the statement: *‘I feel confident to talk about my rights when discussing mental health and wellbeing in the workplace’*.

According to the findings of the pre and post training questionnaires, understanding rights was the area of the training that had most impact on participants. This is a hugely positive finding as previous See Me evaluation has found that this can be a

**I feel confident to talk about my rights when discussing mental health and wellbeing in the workplace** (Pre N=861 / Post N=861)



Prior to starting the training:

- Over three quarters of participants (**53%**) agreed with this statement, while over a quarter (**26%**) disagreed.
- After completing the training, a significant majority of participants (**95%**) agreed with this statement (an increase of **42%**) while the proportion who disagreed decreased by **24%**.

A very practical example of people feeling more confident to claim their rights is an understanding of the responsibilities that employers have regarding reasonable adjustments for staff who are experiencing difficulties because of their mental health, at recruitment, when in work or on returning to work. When people are aware of employer duties around reasonable adjustments, the more likely it is that they will feel able to

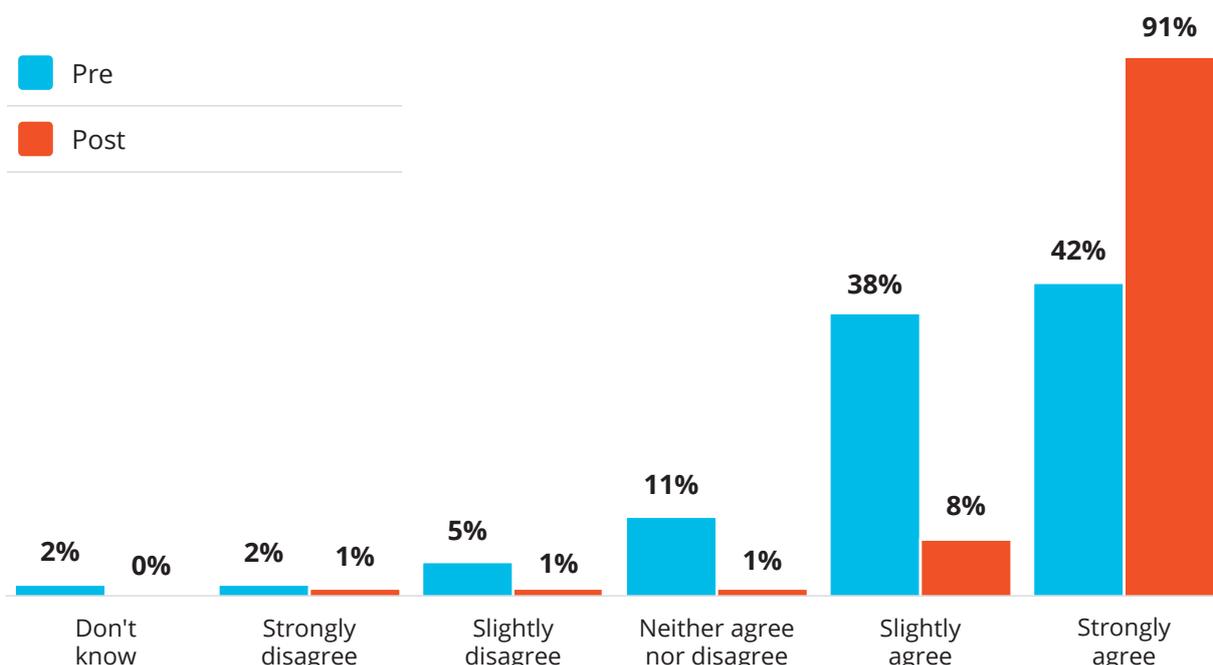
assert their rights. Some respondents to the eLearning post evaluation survey reported that one of the most useful part of the training was finding out about their rights.

*“As someone with a history of mental illness, it is useful to learn about examples of reasonable adjustments and things to ask about when applying for a new role.”*

**eLearning post evaluation survey respondent**

Prior to training Phase 2 participants rated their levels of agreement with the statement: *‘I understand the responsibilities that employers have regarding reasonable adjustments for staff who are experiencing difficulties because of their mental health, at recruitment, in work or on returning to work’*:

**I understand the responsibilities that employers have regarding reasonable adjustments for staff who are experiencing difficulties because of their mental health, at recruitment, in work or on returning to work** (Pre N=861 / Post N=861)



Before the training, **80%** of participants agreed that they understood employers' responsibilities regarding reasonable adjustments for staff experiencing mental health problems.

After the training, almost all participants (**99%**) agreed that they understood the responsibilities of employers in this respect (an increase of **19%**).

*"Finding out your rights as an employee and the responsibilities of your employer to ensure the working environment is supportive, to enable to do your job if at any time you were having mental health issues."*

*"I am more confident now in knowing what rights people have when it comes to coming back to work after time off for mental-ill health."*

**eLearning post evaluation survey respondents**



## Health and Social Care

### Early Intervention in Psychosis Engagement Project

The Early Intervention in Psychosis Engagement Project was extremely successful and over **130** people attended three workshops, took part in interviews and carried out a survey, exploring the experience of clinical attendance with a first episode of psychosis. See Me had an instrumental role in planning, delivering and reporting on this project, which the EIP project lead described as having '*highlighted the need for a public dialogue about psychosis.*' The project report, which See Me collaborated on, was submitted to the Scottish Government and, as a direct outcome, Healthcare Improvement Scotland are taking the work forward into a second phase, developing services at two sites within local authorities to address early intervention in psychosis.

The Scottish Government estimates national incidence of first episode of psychosis to be approximately **1,600** cases per year. See Me have directly contributed to an engagement project that has given voice to this population and resulted in direct change in service provision. The Early Intervention in Psychosis Engagement Project report can be found [here](#).

**Outcome 4:** Increased understanding of nature, source and impact of stigma and discrimination, rights-based approach and what works in tackling it

 **Workplace**

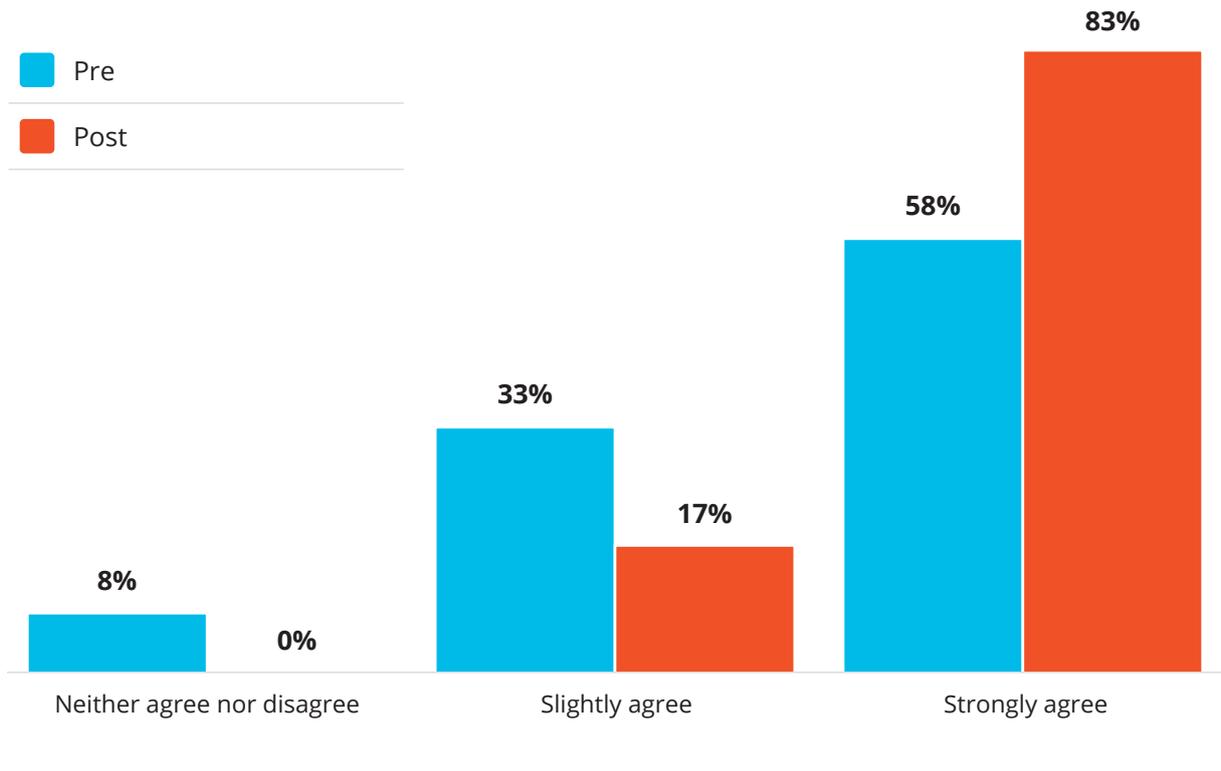
**Police Scotland (N Division) partnership**

Police Scotland eLearning participants who completed pre and post training questionnaires indicated increased understanding of the nature, source and impact of stigma and discrimination in the workplace. When asked: *'I understand how mental health problems can impact someone in the workplace'*, prior to the training, **91%**

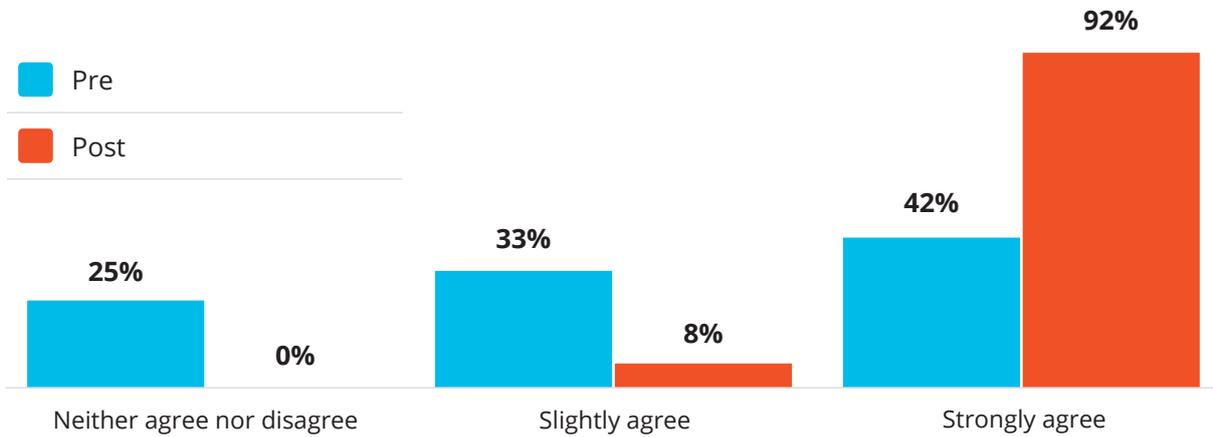
of participants agreed. After the training this rose to **100%** of respondents. This suggests that eLearning can have a positive impact on participant understanding of the impact of mental health problems at work.

Police Scotland eLearning participants demonstrated increased understanding of how people can experience mental health stigma and discrimination at work. When asked: *'I understand how someone can experience mental health stigma and discrimination in the workplace'*, before the

**I understand how mental health problems can impact someone in the workplace**  
(Pre N+12 / Post N=12)



**I understand how someone can experience mental health stigma and discrimination in the workplace** (Pre N=12/ Post N=12)

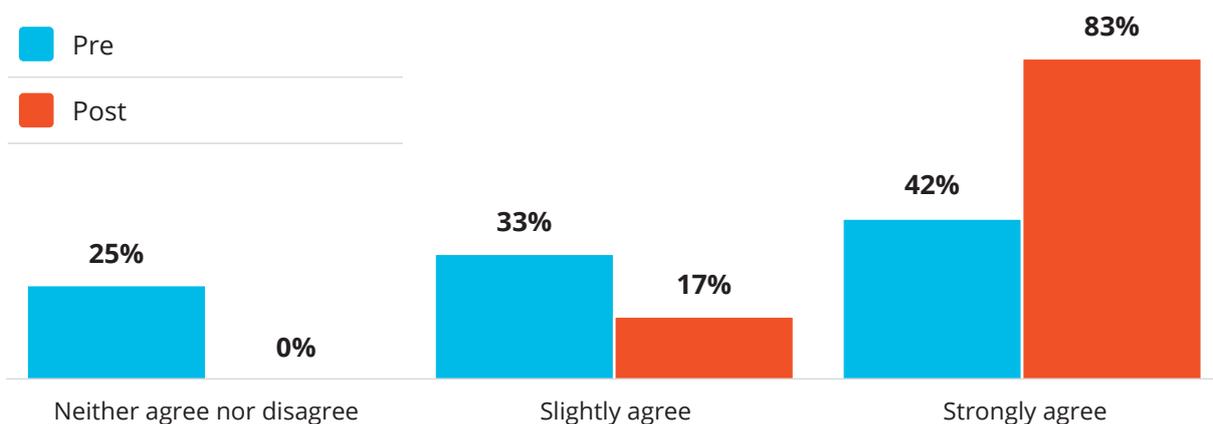


training, **75%** of respondents agreed with this statement. After the training this rose to **100%** of respondents, an increase of **25%**. This is a positive indicator that the training can make a difference to participant understanding of how people experience stigma and discrimination in the workplace.

Police Scotland eLearning participants who responded to the pre and post training surveys were asked to rate their agreement

with the statement: 'I understand the potential impact of stigma and discrimination in the workplace on someone who experiences mental health problems'. Before the training, **75%** of respondents agreed with this statement. After the training this rose to **100%**, an increase of **25%**. This is an illustration of how the training can result in a better understanding of the potential impact of stigma and discrimination at work among participants.

**I understand the potential impact of stigma and discrimination in the workplace on someone who experiences mental health problems** (Pre N=12 / Post N=12)



**TOO MANY PEOPLE WITH MENTAL  
HEALTH PROBLEMS FACE STIGMA  
AND DISCRIMINATION**

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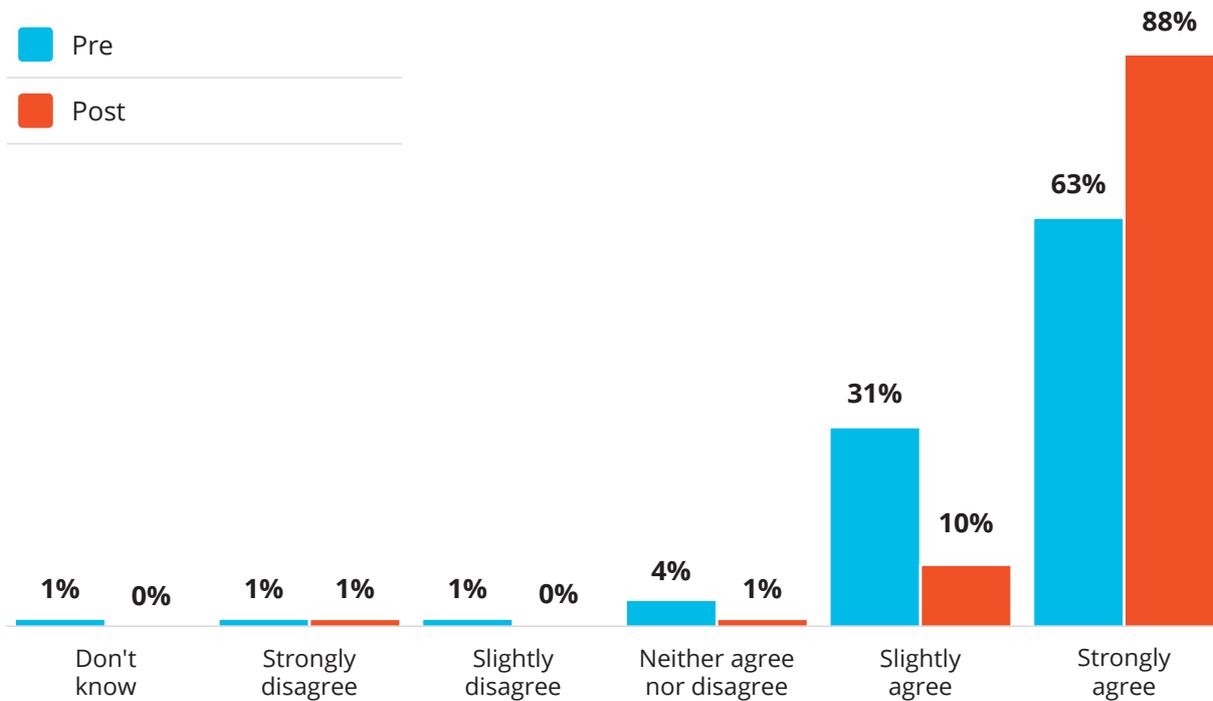
**CHANGING THAT STARTS  
WITH YOU**

MESCOTLAND.ORG  
SCOTLAND

### eLearning programme

Phase 2 eLearning participants across organisations demonstrated an increased understanding stigma and discrimination through pre and post questionnaires and an evaluation survey. To explore participant understanding about the potential impact of stigma and discrimination in the workplace, on people who experience mental health problems, they were asked to rate their levels of agreement pre and post training with the statement: *'I understand the potential impact of stigma and discrimination in the workplace on someone who experiences mental health problems'*.

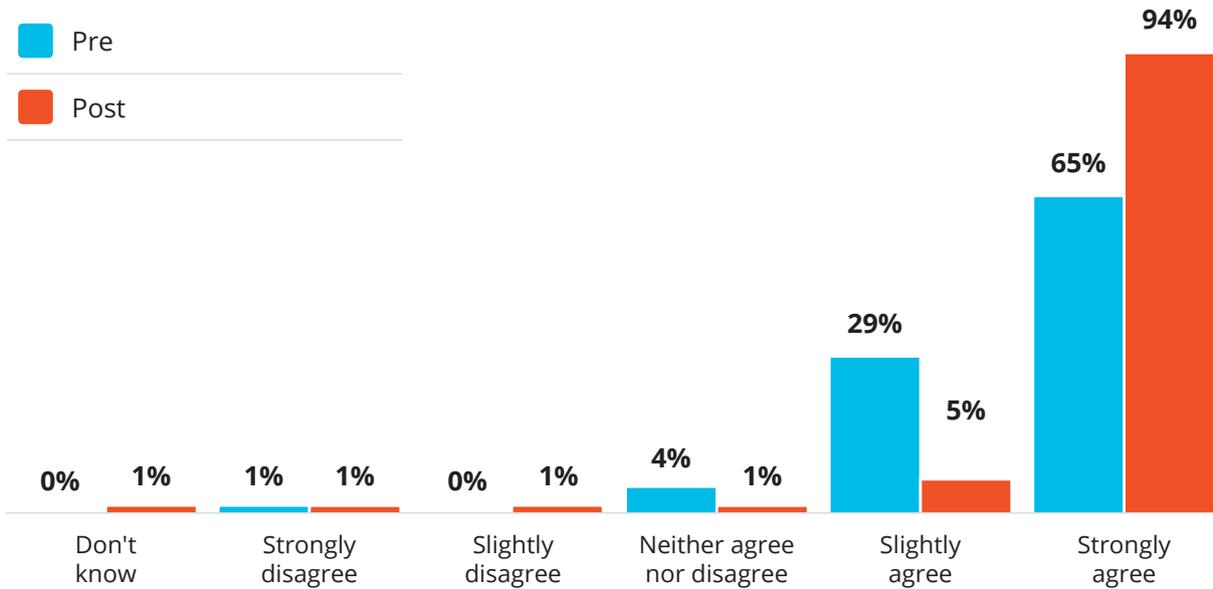
**I understand the potential impact of stigma and discrimination in the workplace on someone who experiences mental health problems (Pre N=861 / Post N=861)**



Before the training, the majority of eLearning participants (**94%**) in Phase 2 of the programme agreed that they understood the impact of stigma and discrimination in the workplace. After the training, almost all participants (**98%**) agreed with this statement. This indicates that participants developed a good understanding through the training of how stigma and discrimination in the workplace could impact people who experience mental health problems.

When asked about their understanding of how people can experience stigma and discrimination in the workplace participants were asked to rate their levels of agreement pre and post training with the statement: *'I understand how someone can experience mental health stigma and discrimination in the workplace'*.

**I understand how someone can experience mental health stigma and discrimination in the workplace** (Pre N=861 / Post N=861)



Before the training, the majority of participants (**94%**) agreed that they understood how someone can experience mental health discrimination in the workplace. After the training this rose to **99%**.

This demonstrates understanding on the part of eLearning participants not only of the potential impact of stigma and discrimination in the workplace, but also how people might experience it. It could be argued that this indicates a better understanding of what stigma and discrimination is, how to tackle it, and people's rights in relation to mental health at work.





## Education & Young People

### The Toolkit

Whilst the pilot of See Me's EYP *Toolkit* is still ongoing, results from one local authority who have engaged with the *Toolkit* demonstrate a modest, yet important, increase in mental health literacy, demonstrating an increased understanding of mental health stigma and discrimination among senior pupils who took part in the online training. The average mental health literacy among **28** pupils who completed the questionnaire at both time points increased from **138** to **142**, out a possible total score of **160**. Importantly, the increase in total scores ranged from **3** to **13** points amongst most pupils, indicating increased understanding of mental health and the nature, source and impact of mental health stigma and discrimination. The following questions showed the greatest change in score over time:

**Q23: *People with a mental illness are dangerous.***

For the cohort, total scores for this question changed by **16** points from pre to post (from **112** to **128**), indicating that the training had a positive impact on pupil understanding of people with mental illness.

**Q25: *If I had a mental illness, I would not tell anyone.***

For the cohort, scores for this question changed by a total of **9** points in a positive direction. It is also worth noting that scores for this question pre and post survey were amongst the highest (i.e., pupils mostly disagreed with this question). This indicates that help-seeking behaviour intention is high

amongst the cohort and increased slightly following training.

These findings should be treated with caution given the small number of survey respondents. More detailed analysis of change over time in Mental Health Literacy scores for senior pupils taking part in the Toolkit training will be available in the final pilot evaluation report, due in Autumn 2021.



## Communications

### See Me podcast series

The See Me podcast series provides a space for discussing all aspects of stigma and discrimination, bringing in both a lived experience perspective from participants and professional perspective from staff and partners. By covering different topics and different people's experiences, and sharing these discussions with a wider audience, the opportunity for increased understanding of the nature, source and impact of stigma and discrimination has been created.

*"It's nice to have a platform where you can help and put your views forward and just give a different perspective."*

***See Me Podcast interview participant***

**The PANEL principles** underpinned the creation of the podcast series, ensuring that it adopted a right based approach and that the rights of participants were supported throughout the process.

## Scottish Mental Health Arts Festival (SMHAF)

The evaluation of SMHAF 2020 demonstrated that artists and audience members who participated did display an increased understanding stigma and discrimination. Audience members (**68%** of survey respondents) and artists (**87%** of survey respondents) demonstrated high levels of knowledge and awareness of mental health as a result of engaging with and participating in the festival. One artist commented that involving in SMHAF allowed them to learn about mental health conditions that “I didn’t know existed”.

*“I have a greater understanding of different perspectives on mental health issues and experience.”*

*“I found the discussions and films hugely illuminating and learned an awful lot from the programme.”*

**SMHAF audience survey respondents**

Artist survey respondents and audience members (**67%** of survey respondents) and artists (**47%** of survey respondents) also reported that their perceptions of people who experience mental health problems had positively changes as a result of the festival. And many thought differently about their own mental health as a result on engaging (**58%** of audience survey respondents; **46%** of artist survey respondents).

The main factors leading to increased knowledge and awareness of mental health for audience members were reported to be engaging with SMHAF events, hearing lived experience voices and stories through SMHAF artworks and educational and signposting materials. The view that art can play a part in tackling stigma and discrimination was further consolidated for artists.

*“Art can change perceptions.”*

**SMHAF artist interviewee**

## Feniks

The research that Feniks carried out into the high rates of suicide among Polish men living in Scotland was the first of its kind. A participant survey was launched first, followed by focus groups. When the themes emerging from the survey and the focus groups aligned the research lead was confident that they were collecting data that would tell Feniks more about stigma and discrimination looks like for Polish men, and how they experience it.

*“Then we thought okay, let’s focus on the problem, the sources of that problem, some of the barriers, and then Polish men’s approach to different sources of support...”*

**Feniks research lead**

## Outcome 5: Diverse leaders and organisations champion the elimination of stigma and discrimination and take relevant action themselves



### Workplace

#### Police Scotland (N Division) partnership

The Police Scotland (N Division) partnership with See Me was initiated by senior leaders in the organisation who were committed to championing and taking action to eliminate stigma and discrimination. While central health and wellbeing provision is available, leaders identified a gap in local tailored provision to support staff and officers struggling with their mental health. Senior leaders in N Division felt that elements of central provision combined with a local approach would offer greater choice to and personalisation for employees seeking support for their mental health.

*"...it maybe worked okay in central belt but see if you're here in the middle of Barra or you're up in Shetland and you don't have that face-to-face now...it's very generic... there's no personal touch."*

**Health and Wellbeing Project Officer**

Senior leaders in N Division showed a passion for driving forward the continuous improvement of mental health and wellbeing initiatives. Contact with See Me was first initiated when a senior leader attended an event about health and wellbeing in Inverness.

*"...I thought this could work for us a Division."*

**Police Scotland N Division senior leader**

Leaders within N Division recognised that tackling the issues highlighted in the survey would need additional capacity so as not to appear tokenistic and so the Action Plan was the catalyst for recruiting a Health and Wellbeing Project Officer.

*"The reality was, for me to deliver on it, I had to allocate a resource to it. Some of these things were so key and the energy that we needed to apply to move things along, you were never going to achieve that. It's tokenistic if you do it in terms of, in addition to your day job..."*

**Police Scotland (N Division) Senior leader**

The Health and Wellbeing Project Officer emphasised the commitment from senior leaders in N Division to the work. They believed that this commitment was a contributing factor to the success of the work. Leading by example set the tone and direction for the project and visible leadership involvement made it genuine for staff and officers.

## Law Society Scotland

In the 2019 LSS See Me in Work survey (N=1,242), just **24%** of respondents thought that their line manager knew how to support staff in relation to mental health and would be able to confidently signpost them to support if necessary. This indicates that **76%** of respondents did not think that their line manager would know how to support employee mental health at work. Publicly engaging leadership teams encouraging leaders and organisations to champion the elimination of stigma and discrimination and take action to support mental health, was therefore an important See Me outcome for LSS to address.

In interviews and focus group discussions, it was emphasised that the LSS senior leadership team took a very active role in the partnership work with See Me and that involvement had come about as a direct result of senior leaders wanting to show commitment to tackling mental health stigma and discrimination and take action in response to the issues that had been raised by LSS members around the challenges for disclosing mental health problems in the workplace.

*"Allowed us to get the message out and say we know that there is a problem".*

**LSS focus group participant**

That senior leaders were prepared to actively engage and publicly take part in See Me activities, such as Pass the Badge and writing blog articles, helped to demonstrate the integrity of engagement between LSS and See Me and the commitment of LSS leadership to take action to challenge mental health stigma and discrimination. An interview with

a member of the LSS wellbeing steering group that led the partnership work with See Me, highlighted that having senior leaders in the steering group was very positive in supporting the partnership and efforts to challenge stigma and discrimination, as the steering group members were in a position widely advocate the work of See Me throughout LSS:

*"It's really helped because our steering group is made up of very high-level individuals as well or people who have very good access within their workplaces...I think the people we have are quite well positioned to then reach out to others within their network."*

**LSS focus group participant**



## Health and Social Care

### Scottish Ambulance Service

See Me successfully carried out a patient needs assessment for Scottish Ambulance Service (SAS), which was also the largest piece of engagement work that the organisation has ever undertaken. **711** members of the public, including previous patients, completed a mixed-method survey on how SAS have and could better provide a good patient experience to those presenting with a mental health issue. The results of this survey are currently being used to inform the forthcoming SAS Mental Health Strategy.

See Me also responded to the recent SAS Equality Outcomes consultation and its response directly influenced the new SAS Equality Outcomes, published in 2021. See Me ensured that mental health, stigma and discrimination were considered in the key outcomes. Specifically, See Me directly edited or drafted the following outcomes:

- There is an increase in the use of alternative methods of booking transport and accessing emergency service for disabled patients, including those with mental health problems.
- Patients in mental health crisis calling 999 are referred to the most suitable care pathway including mental health hub / hospital as appropriate.
- Revise and devise methods of recording episodes of distress / mental health to enable better analysis of care provided.
- Mental health patients are offered the most appropriate support.
- Resources available to support mental health are utilised.

- Staff are supported and mental health stigma is reduced.

The involvement of See Me is mentioned directly in the report and the new outcomes make explicit reference to a commitment to tackle mental health stigma and discrimination in the organisation.

### Royal Pharmaceutical Society

Following engagement with See Me, The Royal Pharmaceutical Society (RPS) has housed the *See Me Mental Health Inclusion Suite of Resources* on its website and launched a parallel mental health inclusion campaign. The organisation is championing the elimination of stigma and discrimination for staff and patients of its pharmacies and working with See Me to provide mental health inclusive care. As with many partners, delivery has stalled due to the pandemic; however, over the coming year, RPS plans to further engage with a mental health inclusion agenda through See Me learning events and training in the resource for staff as part of the UK and Ireland Anti Stigma Alliance.

### Healthy Minds Network

See Me ensured that the eight successful bids in the recent Healthy Minds Network funding call were projects most likely to lead to impact on the elimination of mental health stigma and discrimination. As a result, funding has been allocated to eight anti-stigma projects in Greater Glasgow and Clyde, including a social contact and lived experience project at a community garden and a project to ensure the accessibility of mental health and wellbeing messages for deaf people. See Me also now facilitates a learning group with the eight projects and deliver learning sessions.

## NHS Tayside

See Me attended every strategic board meeting in the development of the **NHS Tayside Mental Health and Wellbeing Strategy**, which was initiated and completed during the COVID-19 pandemic. See Me was instrumental in embedding an emphasis on the reduction of mental health stigma and discrimination in the strategy and directly influenced the output as a valued equal member of the partnership:

*"I wanted See Me to hold us accountable in terms of that piece of work...Were we taking things forward, recognising discrimination, recognising stigma?...So the stigma and discrimination agenda for me was where the contribution from See Me came in particular...and the very pivotal role that they played in the production of the strategy."*

*"I asked See Me... from a human rights perspective... to go through the strategy line by line and give comments as to how we could improve the document from a stigma and discrimination point of view".*

**Strategic Lead, NHS Tayside/NHS Lanarkshire**

See Me is directly mentioned throughout the NHS Tayside Mental Health and Wellbeing Strategy and, as well as a commitment to tackle mental health stigma and discrimination featuring as a distinct section of the document, this commitment is embedded throughout the various chapters of the strategy. Further, actions to progress work that aims to eliminate stigma have been identified as part of a wider strategic response to the strategy.

## University of the West of Scotland

In March 2021, the first cohort of undergraduate nursing students at The University of The West of Scotland (UWS) received the full suite of *See Me Mental Health Inclusion Suite of Resources*, which were embedded as a core component in the Undergraduate Nursing Values and Practice module. Across UWS campuses, the resources were delivered in partnership with ACUMEN, a lived experience organisation, and by module staff to all **800** first year nursing students. The resources now form a key component of undergraduate nursing training at UWS and will be delivered annually to first- and second-year undergraduates.

## Outcome 6: Negative stereotyping is reduced in targeted settings



### Social Movement

#### Anti Stigma Summer Sessions

The specific aim of See Me's Anti Stigma Summer Sessions was to explore and learn about mental health and negative stereotyping through online sessions by using different approaches – arts-based, community activism, discussions. This was used to engage and connect an online community passionate about improving mental health. Interview participants identified that the Anti Stigma Summer Session events helped to normalise issues about mental health, and this helped to challenge the stigma and discrimination that is common across society.

*"It broke down the negative stereotypes that are often portrayed in the media – it helps to combat that."*

**Anti Stigma Summer Sessions interviewee**

The different sessions provided a range of targeted information with a variety of resources from See Me staff, volunteers with lived experience of mental health problems and artists, all collaborating to deliver informative and engaging content challenging mental health stigma and negative stereotyping.

Where those we interviewed told us that normalising issues about mental health helped to challenge mental health stigma, the same people felt that Anti Stigma Summer Sessions events they attended had the potential to tackle discrimination.

#### Scottish Mental Health Arts Festival

Artists and audiences involved in the SMHAF 2020 evaluation described how art that is created to raise awareness of mental health can not only empower individuals and communities to challenge stigma but also enable them to take action to tackle negative stereotypes of people with lived experience of mental health problems. Artists agreed with the positive role of SMHAF in providing a collective platform that creates awareness of mental health problems, while also breaking down stereotypes about mental health.

While SMHAF was established in 2007, See Me's arts-based anti-stigma work is a relatively new approach. Building on the lessons learned from SMHAF, See Me has been inspired to develop a portfolio of creative projects that aim to challenge stigma and discrimination and tackle stereotypes about people with mental health problems, through art.

## Feniks

The Feniks research lead used focus groups as part of the work to break down stereotypes of Polish men. One exercise used was called 'the man' and involved participants completing character sheets describing a typical Polish man and think about the problems they might face. The enabled participants to talk about the issues face by Polish men without having to tell their own stories directly.

Additionally, the research lead highlighted the need for health professionals such as GPs to undertake specialist training about how to communicate with Polish men and identify issues that might not be immediately apparent. Polish men often present to GPs with physical symptoms that mask mental health problems, and practitioners might benefit from training around that.

*..." so there is awareness raising of cultural differences, that they may be coming with a pain in the back, but they might be struggling...I learned that Polish men might be suicidal, but they will not tell you that. I think they might not come with this question by themselves, but if they are asked they are open about it..."*

**Feniks research lead**



## Communications

### See Me podcast series

The See Me podcast series provided an opportunity to engage with audiences through a different medium of communication using an innovative platform and for participants to express themselves openly, safely and through an accessible format. With the podcasts being shared widely across different streaming sites and social media, there is the potential that a large audience can be reached. The knowledge and learning about mental health shared through the podcast series can be used by diverse actors to champion the elimination of stigma and discrimination in Scotland.



## 4. Discussion

This section of the report discusses overarching and cross-cutting, themes for the See Me programme, drawn from learning over the last year, and from learning and evaluation across Phase 2 of the programme. These cross-cutting themes have been identified during Phase 2 as being important

to tackling mental health stigma and discrimination and should be considered as Phase 3 of the programme progresses. See Me's successes, challenges and response in relation to each theme as they have emerged over the last four years is also discussed.

### 4.1 Supporting people to challenge stigma and discrimination through the social movement

See Me supports a growing social movement that includes people from across Scotland. See Me's movement for change is for everyone who is passionate about ending mental health stigma and discrimination. The social movement has evolved steadily across Phase 2 of the programme. People who self-identify as having lived experience of mental health problems are supported through the programme to develop their skills, confidence and capacity to share their experiences and affect change in their own behaviour and in the behaviour of others. See Me has implemented a range of behaviour change initiatives to support people to take action to become part of its social movement and effectively challenge mental health stigma and discrimination. See Me has historically delivered direct training to volunteers, however during Phase 2 it was recognised that to grow the social movement and increase reach and scale a partnership approach would be required.

#### 4.1.1 Successes

Successes of supporting people to challenge stigma and discrimination with stories of lived experience and social contact are well documented through this and previous programme evaluations. For example, in the Social Movement **three-year programme evaluation** report (2016-2019), the volunteer journey was examined in terms of how volunteers are engaged in See Me's social movement and how their involvement is sustained. Largely volunteers are attracted to See Me because they have struggled with their own mental health and want to help others experiencing mental health problems, or they wish to tackle the unjust behaviour / discrimination they experienced as a result. Where volunteers have felt supported to be a part of See Me's social movement and effectively tackle stigma and discrimination, genuine co-production and peer led approaches are evident. Volunteers value being equipped with the skills, knowledge and training they require to develop and deliver anti-stigma activities. Some of these opportunities to lead and engage in activities include:

- Volunteer led, co-produced projects and events such as those delivered as part of the Anti Stigma Summer Sessions and Pass the Parcel.
- Peer led arts-based initiatives including those provided through See Me's partnership with In Motion Theatre Company (The Voice Behind the Picture).
- National campaigns encouraging local and settings-based action such as Pass the Badge and Time to Talk Day.

#### 4.1.2 Challenges

The biggest and most recent challenge faced by See Me in terms of strengthening its volunteer base and growing its social movement has been the COVID-19 pandemic. The pandemic forced an unplanned pause on planned volunteer training in 2020 and reduced opportunities for face-to-face social contact and directly sharing stories of lived experience. Until this point, a success of See

Me's social movement has been in person training and events, including anti-stigma and discrimination activities and volunteer gatherings.

#### 4.1.3 See Me response

As highlighted, See Me devised a range of new and creative ways to engage volunteers, create connections and opportunities for remote social contact during the pandemic. Despite physical distancing, a number of online anti-stigma initiatives flourished in response, such as the Anti Stigma Summer Sessions, online lived experience theatre projects, Pass the Parcel and the See Me podcast series, to combat social restrictions imposed by the pandemic. While these events and activities were planned and delivered quickly due to the nature of the pandemic, rich learning has been gained allowing See Me to build on this in the future.



## 4.2 Moving towards a whole systems approach

It has become evident that a whole systems approach, largely facilitated by strategic and multi-agency partnership working, has yielded positive results across programmatic areas. A whole systems approach has been increasingly adopted by See Me as Phase 2 of the programme evolved. This is illustrated by See Me's anti-stigma and discrimination work in schools with strategic oversight at local authority level, with sector-specific membership bodies and divisions of large organisations. The successes of See Me's whole systems approach within its Education and Young People programme is described in more detail in a briefing paper produced by MHF in 2020<sup>8</sup>. See Me has adopted this approach to increase its scope and scale and more efficiently achieve outcomes, through a cascade style model of influence.

### 4.2.1 Successes

During Phase 2, See Me has been exploring a systems change approach, working with large organisations, membership bodies and local authorities to test the parameters of how a whole systems approach can be adopted to more effectively tackle mental health stigma and discrimination in different environments. Successes of the approach are demonstrated by a number of key pieces of work, including:

- Embedding anti-stigma and discrimination principles within local authority-based approaches in the education system and schools, including Scottish Mental Health First Aid, What's on Your Mind and the Toolkit, involving cascade training.
- Supporting community-based partners such as Moray Wellbeing Hub to influence systems change at locality level, by gaining

influence with key decision-making bodies, and embedding anti-stigma and discrimination messages.

- Influencing changes in systems and settings, for example increasing awareness of services accessibility issues experienced by minority ethnic communities.
- Working with large organisations at divisional and sectoral level for example See Me's partnerships with Police Scotland (N Division) and Law Society Scotland.

### 4.2.2 Challenges

Challenges that See Me has encountered in terms of a whole systems approach have primarily occurred when anti-stigma work in different programme areas lacks strategic oversight and partnership working. We know that a strategic approach involving the right partners works best to avoid focusing efforts and resources on, for example, departments within large organisations and individual schools and services, where impact and influence may be limited and lack scalability and sustainability. Working at strategic level to achieve outcomes has come with its challenges. For example, access to and the shifting of local authority agendas can be a barrier for community organisations to take forward anti-stigma work. It should be considered – when thinking about a whole systems approach – that individual parts of a wider system or setting (such as individual organisations that are part of a sector-based membership body) might require stigma and discrimination tools that are tailored to their specific needs and contexts. This is connected to the flexibility of See Me resources, and that they are developed in a way that enables

them to be adapted relatively easily while retaining core processes and messages. This becomes ever more significant as See Me asks partners to take forward its tools and resources without hands on support.

### 4.2.3 See Me response

More recently See Me has adopted a shift in approach, working at divisional and sectoral levels within the Workplace programme, in order to maximise effort, resources and reach, using existing messages, campaigns, tools and resources. It is envisaged that a continued move from direct delivery to influencing does not completely replace, but complements, the more traditional See Me

approach. This is intended to increase reach, scope, diversity, impact and sustainability of the work of the programme. For example, within the Education and Young People programme, See Me assisted in establishing, and subsequently embedded itself in a strategic mental health operational group in a local authority, comprised of multi-agency partners and representatives from education, health, third and social care sectors. This group has produced a number of successes, including consistency and sustainability in rolling out anti-stigma initiatives at scale (the Toolkit). The keys to success have been involving the right people, lived experience voices and decision makers to come together to address system wide issues.

## 4.3 Moving from direct to sustainable delivery

See Me has been exploring ways to maximise resources and impact and to scale up anti-stigma and discrimination work through a shift from direct and resource intensive delivery to capacity building and influencing. Phase 2 marked a gradual change in programme direction to a more strategic model including approaches such as cascade training and influencing to embed stigma and discrimination into policy and practice. Over Phase 2 of the programme and particularly in the last year, See Me has been developing and strengthening its anti-stigma tools resources across programme areas as a way to increase reach and achieve sustainability.

### 4.3.1 Successes

During Phase 2 of the programme See Me has tested and refined its tools and resources designed to tackle stigma and discrimination within a range of programmes and population groups. Prior to and during 2020/21 See Me's digital tools and resources have become increasingly important in the context of an emphasis on influencing rather than direct delivery and in light of the COVID-19 pandemic. Recent See Me work in partnerships with organisations across programme areas has embedded its tools and resources at the core of existing and new developments and activities. In hindsight, See Me's drive towards developing and consolidating its tools and resources, and making them adaptable and accessible online, has been beneficial during the pandemic and will serve it well as the recovery process begins.

### 4.3.2 Challenges

See Me's journey from direct to sustainable delivery has taken time to establish. It has been a significant transition with work still to be done to find the ideal balance between direct and indirect delivery. The programme will continue with selected delivery interventions such as communications and volunteer training. The challenge will be to translate that direct delivery into something with greater reach and impact than See Me could achieve alone. Other challenges related to this shift in approach include a lack of complete control over See Me branded messages, tools and resources in uncontrolled environments, which could present a risk to See Me's brand and reputation, and challenges in tracking the progress and impact of indirect delivery through partner organisations where data collection could potentially be less robust. Processes might be put in place to encourage delivery partners to capture information and evidence that demonstrates progress towards outcomes, such as a suite of self-evaluation templates and tools.

### 4.3.3 See Me response

See Me has invested time and effort over recent years in building the capacity of partner organisations across programmes, to support them in achieving change from within organisations and communities. See Me has been working with partners to equip them with the skills, knowledge and expertise to tackle mental health stigma and discrimination in their own environments, with support and guidance. This is becoming more established as a successful approach, as evidenced in See Me's partnerships with LGBT Health & Wellbeing (See Me Proud), Feniks, Police Scotland (N Division) and Law Society Scotland, among others. As previously highlighted, See Me's work on revising, digitalising and making its tools and resources more accessible to organisations in the form of an online DIY platform is another example of creating opportunities for partners to 'do it themselves.' This comprehensive digital portfolio, which will launch in July 2021, is a way to assess the readiness of partners and organisations to engage in anti-stigma work and consolidate tools and resources that have been developed throughout the duration of the programme.

## 4.4 A progressive leadership culture

Evaluation of the See Me programme has demonstrated how anti-stigma and discrimination initiatives require leadership commitment to advance the process of tackling mental health stigma and discrimination in certain environments. Leadership can come in many different forms, and this is demonstrated throughout See Me's varied anti-stigma partnerships.

### 4.4.1 Successes

A previous three year evaluation of the See Me programme (2016-2019) found that senior leadership buy in is crucial to the success of anti-stigma initiatives in workplaces, services and communities. Senior leaders often provide the clout, consent and resources to initiate and sustain anti-stigma and discrimination activities within programme areas such as Workplace, Education and Young People and Health and Social Care. Examples of where this has worked well over the last year of Phase 2 include the Police Scotland (N Division), Law Society Scotland and North Ayrshire Mental Health Operational Group partnerships, in which senior leaders have translated their intentions to improve the mental health of their workforces and services into action – through initiating joint work with See Me and committing resources to address identified issues.

Evaluation of See Me delivery over the last year supports the evidence that leadership creates cultures and conditions of change (for example, through role modelling and leading by example) required to enable the development of inclusive, mentally healthy environments. The **See Me in Work Peer**

**Network** has been strengthened in order to enable employers to share learning, provide and access support, and develop a culture of collaborative leadership.

Peer leadership has also come to the fore as an equally important mechanism for change in challenging mental health stigma and discrimination, in certain environments. There are examples throughout the programme of where peer led work has resulted in positive impacts. These include See Me's partnerships with Moray Wellbeing Hub, LGBT Health and Wellbeing and Feniks. Previous evaluations of the See Me programme have detailed the importance of peer leadership in mobilising people to take action to challenge stigma and discrimination at a local grassroots level. Evidence demonstrates that it can take an effective peer leader to motivate, inspire, support and guide people to make a difference in their own communities.

### 4.4.2 Challenges

Historically, and across programmes, achieving senior leadership buy-in and support for a mental health stigma and discrimination agenda has been challenging. Previous evaluations have found that senior leadership buy in to anti-stigma and discrimination work must be sustained for it to become embedded. Evaluation learning shows that where senior leadership commitment was not sustained, neither was anti-stigma work.

#### 4.4.3 See Me response

See Me has developed anti-stigma partnerships over the course of Phase 2 that demonstrate the significance of senior leadership commitment to progressing work to tackle mental health stigma and discrimination. For example, strategic partnerships with Police Scotland (N Division), Law Society Scotland, Support in Mind and UWS, among others. The evidence suggests that taking a strategic approach at the outset of a project can result in greater engagement overall. For example, Police Scotland's (N Division) health and wellbeing programme, supported by See Me, was initiated by senior leaders, without whom securing project funding would have been unlikely. Once funding and a dedicated post was in place, senior leaders continued to visibly participate (and encourage participation in) project activities which was well received by the rest of the workforce.

A recommendation in the **Cross Cutting Themes** evaluation report (2016-2019) was that See Me's peer leadership model be expanded, creating broader opportunities for those with lived experience to contribute to and lead research and evaluation activities. See Me has responded to this recommendation by delivering a range of peer led opportunities for people with lived experience of mental health problems, particularly over the last year. See Me has also invested in and supported peer led work, such as Feniks' research into the high levels of male suicide among Polish men in Scotland and its well-established partnership with Moray Wellbeing Hub. Additionally, the See Me in Work Peer Learning Network was refreshed in 2020. The aim of the network is to support organisations involved with the See Me in Work programme and employers are invited to quarterly learning sessions. This offers leaders a safe facilitated space to share challenges and good practice around what works in tackling mental health stigma and discrimination in the workplace.



## 5. Recommendations

The findings of the See Me evaluation 2020/21 have produced a number of recommendations for See Me, MHF and others. Some of these sit within the context of delivery during the COVID-19 pandemic, whilst others reflect wider recommendations for the See Me programme.

- **Continuation of online delivery in a post-COVID world:** See Me should continue to build on the successes of online delivery across the programme during the COVID-19 pandemic. A shift to online delivery facilitated engagement in many projects – for example the Toolkit in schools, the Voice Behind the Picture and the Anti Stigma Summer Sessions, amongst others. Some people who may not have taken part in some initiatives in person – due to a range of barriers including geography, confidence, mental and physical health problems – were reached as a result of moving interventions online. While some evaluation participants would choose face-to-face engagement given the option, some expressed a preference for engaging online. See Me might consider a blended approach to delivery in future to maximise inclusivity and expand reach. If this method of engagement is to continue, it is recommended that See Me looks at the specific support required by partners and volunteers to engage in and use digital technologies more confidently and effectively.
- **Building on existing strategic partnerships:** See Me should build on existing strategic partnerships to influence system-wide thinking around mental health stigma and discrimination. It should reflect on the lessons learned from successful partnership working at strategic level to date, to enhance influencing opportunities. Some strategic partners involved in the evaluation indicated that they would endorse this development and would like to see similar initiatives established across local authority areas in Scotland, such as the Mental Health Operational Group established in North Ayrshire to oversee activity in schools.
- **Growing local social movements in response to specific community needs:** See Me should consider building on its approach of catalysing social movements at local level, working with community partners to upskill volunteers, to raise awareness and increase knowledge stigma and discrimination. This has been shown to equip and empower communities to identify local issues and tackle these at grassroots level, extending the communities approach. This involves investment in training and also in developing peer leaders. Previous evaluations have found that peer leaders are the driving force behind local social movements but are often not resourced to do so. Investing in community volunteers and leaders can lead to diversity and sustainability that is hard to achieve otherwise.
- **Growing the national social movement:** As See Me strengthens its volunteer base going into Phase 3 with the development of a volunteer strategy, renewed efforts to galvanise and diversify the volunteer base will follow. It is recommended that

See Me continues to support and resource its national movement for change. Having volunteers working nationally to challenge mental health stigma and discrimination can harness the power of lived experience storytelling translating it into action, and advance See Me's ambition to influence policy and practice at all levels in Scotland. Creating programme-wide volunteer opportunities will be crucial to achieving this. Working in partnership with partners will be key to extending reach, scope and scale of the social movement.

- **Developing leadership champions:** See Me evaluation has highlighted that buy-in from senior and peer leaders is vital to delivering meaningful anti-stigma and discrimination work. In an organisational context, evaluation evidence suggests that there can be a mistrust among middle managers and staff about the motivations of senior management when mental health initiatives are introduced. Evaluation learning indicates that visible leadership is essential to maximise levels of engagement in anti-stigma initiatives. It is recommended that See Me invests in training, resources and networks to support leaders in different environments to optimise the potential of cascade learning, achieve buy in from all levels across settings and communities and create mentally healthy and inclusive spaces.
- **Exploring remote social contact: It is recommended that See Me continues to explore the question:** how do we make social contact as authentic as possible in a time of physical distancing? Given the unique circumstances created by the COVID-19 pandemic, some online events and activities flourished. In Phase

3, See Me can consider where online social contact opportunities might be beneficial and for whom, and where they may limit participation. It would be useful to compare online and in person experiences for different audiences. See Me has experience of delivering proxy social contact opportunities – for example via the lived experience videos central to its eLearning programme – and there would seem to be further potential in this space.

- **Strengthening the behaviour change model:** It is recommended that See Me's model of behaviour change that is intended to influence behaviours at individual, socio-cultural and material / environmental levels (based on the ISM tool<sup>9</sup>) is positioned more centrally and prominently within Phase 3. A more visible behaviour change model at all levels will help See Me, stakeholders, partners and volunteers to better understand and recognise behaviours that are effective in reducing mental health stigma and discrimination. A behaviour change resource could be built into training with a focus on stigma and discrimination. This could clarify where change is expected and how it is to be achieved. This would also enable more robust evaluation of behaviour change interventions and advance a deeper understanding of what works to affect behaviour change at different levels. See Me might consider developing a Theory of Change that would provide a grounding for behaviour change aligned with strategy that would underpin the programme.
- **Strengthening internal evaluation expertise:** MHF should work more closely with See Me and partners to develop an understanding of evaluation

at programme and project level to allow See Me and partners to monitor and track the impact of anti-stigma work. As MHF works to streamline its functions, direct evaluation will become more selective due to capacity. MHF should work with See Me and partners to support internal and self-evaluation that is embedded into anti-stigma initiatives from the outset in an outcomes focused way. This will guide evidence collection aligned with indicators and enable See Me and partners to demonstrate their impact. This may involve a participatory research approach and create capacity for research and evaluation, in a peer led way, providing skills development opportunities for participatory researchers. This will ensure that See Me continues to be a genuinely inclusive programme, committed to and led by the voice of lived experience.

**Generating national stigma and discrimination data:** It is recommended that See Me and MHF continue to work closely with partners including the Scottish Government to encourage the collection of mental health stigma and discrimination data through existing and new tools. Recent reviews of stigma and discrimination data have demonstrated that there is a lack of available national evidence. It is advised that See Me invests in collecting population level data on experiences of mental health stigma and discrimination with partners including MHF, to understand which population groups are affected most across different life domains. Further, it is recommended that See Me in partnership with MHF, realises its ambition to become the recognised national hub for sharing learning, experience and evidence around an anti-stigma approach, facilitating knowledge into action.



# Appendices

## Appendix 2: Methodology

### Methods

A mixed methods approach was applied across the evaluation of the See Me programme. Both qualitative and quantitative data was collected and analysed over the last year (2020/21) to assess whether the medium-term outcomes of See Me are being met and to provide insight into the processes and mechanisms of change in key thematic areas, that have contributed to impact. The rise of the COVID-19 pandemic and subsequent lockdowns combined with social restrictions has had a significant impact on both the delivery of See Me initiatives and on how data collection for evaluation has been conducted. Face to face data collection was challenging over the last year due to social restriction measures and therefore data collection has largely been conducted remotely using video and telephone interviews and focus groups, online surveys and social media feedback.

Quantitative data was gathered directly from evaluation participants using Smart Survey. Data cleaning and analyses were undertaken using Microsoft Excel and SPSS. The pandemic restrictions impacted on achieving full cycles of baseline and follow up data collection meaning that both baseline and follow up survey data was collected in just two projects – the EYP Toolkit Pilot in schools and the e-Learning programme. For other projects, data was collected post intervention only. Where feasible, quantitative data collection was carried out using validated survey measures. This included the Mental Health Literacy Scale.

Qualitative data has been gathered from a wide range of stakeholders across key programme areas reflecting on the development and impact of See Me initiatives. Data was collected through in depth interviews and focus groups conducted via video technologies and telephone, and also through online platforms such as Facebook Live and Google Jamboard. All interviews and focus groups were transcribed and analysed thematically, either in NVivo or manually, using an outcomes focused approach. The themes that emerged from qualitative data collected during 2020/21 have been cross-referenced against previous Phase Two evaluation reports to explore commonalities and differences. This has enabled the research to identify reoccurring themes, new themes and See Me's response to these.

The limitations of data collection during 2020/21 were predominantly as a result of the COVID-19 pandemic and lockdown. With face-to-face data collection difficult, other methods had to be quickly employed and whilst online data collection methods were reported to have worked well for many respondents, some faced technical challenges in being able to take part fully in surveys or interviews. Digital connections issues, digital literacy and a preference for face-to-face engagement all presented potential challenges for data collection. Additionally, within the Education and Young People programme, school closures during lockdowns created challenges for baseline and follow up data to be collected from pupils and staff.

As a result of these challenges, the research, learning and evaluation team at the Mental Health Foundation were required to adopt new methods of data collection in a short time period which meant that best practice had to be developed and adopted whilst conducting ongoing work. Initial challenges with the implementation of remote data collection has however, created the opportunity for learning and the continued development and innovation of new data collection methods.

## Ethics

Ethical approval was obtained from the University of Strathclyde where appropriate, for example the Education and Young People evaluation. The evaluation for all programme areas adhered to high ethical standards to ensure data collection was robust and participant confidentiality and anonymity was respected. All participants involved in evaluation activities gave verbal and written consent to take part in online interviews, focus groups and surveys, and for these to be audio and video recorded. Participants were given an information sheet and asked to sign a consent form once they had the information and time to consider if they wished to take part in the evaluation. In addition to this at the end of every interview, focus group or survey each participant was presented with a list of contact details for external support providers to call if they experience any distress. Current GDPR best practice regulations were adhered to with regards to the storage and use of audio-visual and survey data.



## Summary of evaluation data collected 2020/21

Phase 2 Programme Areas	Qualitative Data	Quantitative Data	Secondary Data
 <p><b>Education and Young People</b></p>	<p>In depth interviews with key stakeholders: (n=3)</p> <p>Focus group discussion with See Me champions: (n=1)</p>	<p>Mental Health Literacy Survey with senior pupils: baseline (n= 132); follow-up (n= 37) (data collection ongoing)</p> <p>Mental Health Literacy Survey with senior pupils: matched baseline and follow-up surveys (n= 28)</p> <p>Senior Pupil Feedback Questionnaire (The Toolkit): (n=41)</p> <p>Teacher Feedback Questionnaire (The Toolkit): (n=8)</p>	<p>Briefing paper: Reducing Mental Health Stigma and Discrimination in Schools – the Benefits of a Local Authority Approach.</p>
 <p><b>Health and Social Care</b></p>	<p>In depth interviews with key stakeholders (n=10)</p>		<p>The Early Intervention in Psychosis Engagement Project Report</p> <p>NHS Tayside Mental Health Strategy</p> <p>NHS Lanarkshire Mental Health Strategy</p> <p>Scottish Ambulance Service Equality Outcomes</p>

 <p><b>Workplace</b></p>	<p>Law Society Scotland focus group: (n=1) with 7 people</p> <p>Law Society Scotland strategic interviews: (n=2)</p>		<p>Law Society Scotland: See Me in Work baseline survey findings and action plan</p>
	<p>Police Scotland in depth interviews with officers and senior leaders: (n=10)</p>	<p>Police Scotland Pass the Badge survey responses: (n=22)</p> <p>Police Scotland eLearning pre knowledge and awareness questionnaire: (n=12)</p> <p>Police Scotland eLearning post knowledge and awareness questionnaire: (n=12)</p>	<p>Police Scotland: See Me in Work baseline survey findings and action plan</p>
		<p>eLearning total participants: n=2,330</p> <p>eLearning pre knowledge and awareness matched questionnaires (n=861) (2016-2021)</p> <p>eLearning post knowledge and awareness questionnaire (n=861)</p> <p>eLearning evaluation survey (n=489)</p>	

 <p><b>Social Movement</b></p>	<p>Anti Stigma Summer Sessions: in depth interviews with participants: (n=3)</p> <p>Anti Stigma Summer Sessions feedback from See Me volunteer: (n=1)</p>	<p>Anti Stigma Summer Sessions survey responses: (n=18)</p>	<p>See Me Anti Stigma Summer Sessions evaluation report (MHF): <a href="https://tinyurl.com/voicebehind">https://tinyurl.com/voicebehind</a></p>
	<p>Pass the Parcel in depth interviews with participants: (n=4)</p>	<p>Pass the Parcel survey responses: (n=4)</p>	
	<p>Voice Behind the Picture in depth interview with project lead: (n=1),</p> <p>Voice Behind the Picture focus group with participants: (n=1) with 14 participants.</p>	<p>Voice Behind the Picture audience survey responses: (n=13)</p>	
	<p>SMAHF 2020 in depth interviews: (n=14)</p> <p>[artists: n=4, audience members: n=7, MHF staff: n=3]</p>	<p>SMHAF 2020 artist survey respondents: (n= 16)</p> <p>SMHAF 2020 audience survey respondents: (n=49)</p>	
	<p>Feniks in depth interviews with staff and network members: (n=11)</p>	<p>Feniks network member evaluation survey: (n=22)</p>	<p>Feniks: Mental health and suicides among Polish men in Scotland (research report): <a href="https://www.feniks.org.uk/project/suicides-within-the-polish-community-in-scotland/">https://www.feniks.org.uk/project/suicides-within-the-polish-community-in-scotland/</a></p>
 <p><b>Communication</b></p>	<p>Journey of Social Movement Podcast in depth interviews: (n=6)</p>		<p>See Me Scotland Journey of a Social Report: <a href="https://report.seemescotland.org/">https://report.seemescotland.org/</a></p>
		<p>Time to Talk Day 2021 evaluation survey: (n=27)</p>	

## Appendix 2: Overview of work evaluated in 2020/21

### Workplace initiatives evaluated 2020/21

<p><b>Police Scotland</b></p>	<p>The partnership with Police Scotland (N Division) was established in 2017, in response to senior leaders within the Division articulating a need to improve the mental health of its workforce at local level. See Me supported Police Scotland (N Division) to implement and analyse the See Me in Work baseline survey and to translate findings into a two-year action plan to address its key findings. N Division secured funding to appoint a two-year post (Health and Wellbeing Project Officer) to drive forward the action plan, supported by See Me tools and resources. The partnership has also seen the successful roll out of See Me initiatives such as Pass the Badge, the Power of Okay and Time to Talk Day. See Me's eLearning resource was trialled in some departments within N Division. Other Police Scotland Divisions have expressed an interest in getting involved in the work and have tried a test a range of See Me tools and resources. This partnership is an example of how See Me is working with a whole division (rather than team or department) within a large public sector organisation to achieve impact on a broader scale. The Mental Health Foundation has been evaluating the process and impact of the partnership and summative findings are reported in the end of year See Me report.</p>
<p><b>eLearning</b></p>	<p>See Me's free and easy to use modular e-learning resource for managers and staff aims to increase knowledge and awareness of how mental health stigma and discrimination impacts people in the workplace. The training informs participants about rights and good practice in relation to mental health at work – from recruitment, in work and when returning to work from a period of ill health. The eLearning programme is a training resource that supports employers to create a working environment where people feel safe and able to talk openly about mental health and continues to be one of See Me's most popular resources among workplaces. The Mental Health Foundation has evaluated the impact of eLearning on the knowledge and awareness of over 2,300 participants across Phase 2 (November 2016 – February 2021) of the See Me programme and the results have been consistently positive.</p>

**Law Society  
Scotland**

The See Me and Law Society Scotland (LSS) Partnership began in 2019, when as part of its Lawscot Wellbeing work, LSS collaborated with See Me in 2019 to implement the See Me in Work baseline survey, followed by the development of a three-year action plan based on the survey findings. The survey was used to give LSS benchmark data about mental health stigma and discrimination in the legal profession. This was the first survey of its kind to be carried out on a sector-wide basis in Scotland and identified areas of strengths and weaknesses within the sector, in relation to workforce mental health needs. The results from this helped to inform the Lawscot Action Plan that sets out a three-year timeline to deliver anti-stigma initiatives that will address issues identified and improve mental health knowledge and awareness.

The Action Plan outlined seven key building blocks for creating a workplace environment supportive of mental health and free from stigma and discrimination:

1. **Senior leadership commitment and engagement**
2. **Conditions for safe, effective and pertinent disclosure**
3. **Mental health awareness and literacy**
4. **Effective mental health training approaches**
5. **Confident and informed line management**
6. **Effective implementation of reasonable adjustments**
7. **Stigma-free organisational culture and ethos**

In order to meet the aims of the Action Plan, LSS has rolled out several See Me initiatives including Pass the Badge, Time to Talk and Mental Health Awareness Day. The Mental Health Foundation has evaluated the impact of initiatives during Phase 2 and this work continues into Phase 3 of the See Me programme.

### Social Movement initiatives evaluated 2020/21

<p><b>Anti Stigma Summer Sessions</b></p>	<p>Inspired by the high levels of engagement in See Me online events generated during Mental Health Awareness Week 2020, a series of online events was created called the Anti Stigma Summer Sessions, facilitated by See Me and volunteers. The volunteer-led sessions aimed to get people involved, keep talking about mental health and take action to tackle stigma and discrimination. The sessions included a wide range of online activities, such as arts and crafts, poetry, books and writing, film and theatre and community activism. The events were delivering using Facebook Live. The Mental Health Foundation conducted an evaluation into the impact that participation had for those that took part and to identify strengths and limitations of the project.</p>
<p><b>Pass the Parcel</b></p>	<p>See Me's Pass the Parcel campaign (#SeeMePassTheParcel) was developed to create connections and to stimulate and continue conversations about mental health during the COVID-19 pandemic. Participants used See Me materials and information, as well as adding personal touches of their own, to create a wellbeing parcel to send to someone who they felt might be struggling with their mental health. At a time of physical distancing and social restrictions this gave participants the opportunity to reach out and ask others if they are okay, demonstrate their willingness to talk about mental health and signpost people to information and other sources of support. The recipients of parcels were encouraged to pass a parcel to someone else to generate momentum within the campaign and continue conversations about mental health. Pass the Parcel aimed to strengthen social bonds and social contact during the pandemic. The Mental Health Foundation undertook a light touch evaluation of the campaign in 2020 to understand more about its process and impact.</p>

<p><b>Scottish Mental Health Arts Festival (SMHAF)</b></p>	<p>Now in its 15th year, the Scottish Mental Health Arts Festival (SMHAF) is one of Scotland’s most diverse cultural events featuring music, film and visual art, theatre, dance, and literature from artists based in Scotland and across the world that explores topics around mental health, stigma, recovery and resilience. While SMHAF sits within MHF, it is part funded by See Me and in 2020, MHF and See Me undertook a joint evaluation of the festival as it had transitioned from its planned face-to-face delivery into an online format in 2020, in response to the COVID-19 pandemic. This was a new and different way for audiences and artists to engage in the festival and the The Mental Health Foundation – See Me evaluation looked at the impact for audiences and artists, what worked well and what could have worked better.</p>
<p><b>The Voice Behind the Picture</b></p>	<p><b>The Voice Behind the Picture</b>, a project delivered by In Motion Theatre Company in partnership with See Me, offered emerging writers the opportunity to create theatrical monologues with a focus on mental health through a creative writing project. The Voice Behind the Picture was a five-week project that started during the COVID-19 lockdown. A total of 14 emerging writers created five-minute monologues focusing on themes of loss, lockdown, identity and acceptance. Each monologue was performed by a professional actor and filmed before being streamed as part of The Traverse Theatre’s Virtual programme in July 2020 and featured in the online 2020 Scottish Mental Health Arts Festival (SMHAF). The Mental Health Foundation carried out an evaluation of the work the end of year See Me report.</p>
<p><b>Feniks</b></p>	<p>A significant piece of intersectional work undertaken by See Me during 2020 was its partnership work with Feniks – an Edinburgh based Polish charity. See Me and the Mental Health Foundation worked in partnership with Feniks[i] to undertake a piece of peer-led <b>research</b> designed to highlight the high suicide rate among Polish men in Scotland, and to tackle mental health stigma and discrimination for the Polish community in Scotland. The Mental Health Foundation supported Feniks research planning with See Me and gathered views from stakeholders following the launch of the research to understand the impact of the research findings.</p>

**Communications initiatives evaluated 2020/21****See Me Podcast series**

See Me released a series of podcasts during 2020 as part of its Journey of a Social Movement work. The podcasts feature See Me volunteers and partners talking about their own mental health and about mental health stigma and discrimination more broadly. They offer another way in which to share views about and stories of mental health problems. As people like to receive information in different ways, this was a way in which to diversify communication channels that was particularly appropriate given the social restrictions of the COVID-19 pandemic. The Mental Health Foundation interviewed the podcasters to gather views on impact and experiences of being involved, which are highlighted in this report.

**Pass the Badge**

See Me's Pass the Badge campaign was started by Community Champions to change the way people view mental health. The campaign is designed to encourage conversations about mental health and allows participants to show their solidarity with people experiencing mental health problems. Participants are encouraged to share a digital badge (#passthebadge) with an image to share their experiences and stories about mental health and why it is important. An online national Pass the Badge Campaign was delivered in March 2020, that coincided with the first lockdown of the COVID-19 pandemic. The planned campaign messages were tailored to reflect the mood of people in Scotland in response to the pandemic and to start an online movement to show support and solidarity with people experiencing mental health problems. The Mental Health Foundation has worked with See Me to evaluate the impact of the campaign during 2020/21 in the various ways it was implemented.

**Time to Talk Day 2021**

Time to Talk Day, is an annual campaign devised by Time to Change England and adopted by the four UK and Ireland anti-stigma programmes has been led in Scotland by See Me since 2018. Time to Talk Day aims to get people all around the country talking about mental health to challenge stigma and discrimination. The campaign involves communities, workplaces, schools and individuals in raising awareness about mental health, breaking down negative stereotypes and perceptions of people with lived experience of mental health problems. This is another example of an initiative that has historically been delivered in person, therefore See Me had to adapt Time to Talk Day materials for digital use, and the many activities delivered on the day were done so remotely. The Mental Health Foundation analysed See Me's Time to Talk Day 2021 campaign survey completed by some of those who participated, and the findings of this are featured in this report.

**Education and Young People initiatives evaluated 2020/21****EYP Toolkit**

See Me have successfully developed and piloted a new *Toolkit* in schools, continuing to deliver mental health literacy and anti-stigma and discrimination training, despite the COVID-19 pandemic.

The *Toolkit* consists of three linked modules, aimed at Senior (S6) pupils and school staff. The first module focuses on mental health literacy and stigma and discrimination learning with senior pupils. The module involves a mixture of direct online delivery and self-directed learning that the pupils complete over the two-week period of the module. During this time, they also take part in online learning and discussion sessions, facilitated by See Me Youth Workers and Youth Champions, as well as online chat groups. The second module focuses on school staff and brings them together at online learning sessions also focused on mental health literacy and reduction of stigma and discrimination. The third module brings the trained senior pupils and trained staff together, to work collaboratively together and plan implementation of learning in their school communities.

The *Toolkit* has been piloted in schools across three local authorities in Scotland. The pilot is due to end in June 2021 and a final report will be available in Autumn 2021.

## Health and Social Care initiatives evaluated 2020/21

Organisation	Nature of Work	Ongoing/planned work
<b>NHS Education Scotland (NES)</b>	Learning and Development	See Me has been working with NES to embed its <i>Mental Health Inclusion Suite of Resources</i> into its learning repository. The resources are designed to be adaptable to any healthcare setting and flexible enough to be used for communications campaigns, learning and development and operational processes. They are structured to be adaptable to time availability, allowing healthcare professionals to engage for periods of time convenient to them.. Content includes learning materials, presentations, lived experience videos and participant and facilitator workbooks. The health inclusion resources are hosted on See Me's website and can be accessed <a href="#">here</a> .
<b>The Royal Pharmaceutical Society (RPS)</b>	Support	See Me has been working with RPS to open up conversations on mental health inclusion in pharmacies and to house the <i>Mental Health Inclusion Suite of Resources</i> on the RPS website. See Me are also carrying out learning events with RPS members, focussing on what mental health inclusion means for staff/workforce and what it means for patients.
<b>University of the West of Scotland (UWS)</b>	Education	See Me has been working with UWS to build the full suite of <i>Mental Health Inclusion Suite of Resources</i> into its first and second year Nursing Degree programme.

<b>Support In Mind Scotland: Early Intervention In Psychosis</b>	Support	In 2020-2021, See Me worked with Support In Mind Scotland to carry out the Early Intervention in Psychosis Engagement Project. Against the backdrop of a move in the national health and social care agenda towards more inclusive care, See Me sat on the working group that planned a series of lived experience workshops for people with experience of psychosis and their families. See Me guided the development, content and format of the workshops, as well as facilitating them. See Me embedded a focus on stigma and discrimination around early intervention in psychosis, building on the experience of <i>'care being done to you, rather than with you.'</i>
<b>Scottish Ambulance Service (SAS)</b>	Education and Support	See Me have been consulting with SAS on their equality outcomes for 2021-2025 and supporting them to advance a mental health strategy and patient needs assessment. Direct delivery of stigma and discrimination work within SAS has been delayed due to COVID-19.
<b>The Scottish Community Development Centre (SCDC) and Community Health Exchange (CHEX)</b>	Communication	See Me has been working with SCDC and CHEX to develop a communications campaign based around the full suite of <i>Mental Health Inclusion Suite of Resources</i> .
<b>The Alliance and Self-Directed Support Scotland (SDSS)</b>	Support	See Me have been working with the Alliance and SDSS to explore how to address stigma and discrimination issues. See Me ran a workshop at the SDSS conference around these issues and are linking in with The Alliance and SDSS on recommendations for the forthcoming Adult Social Care Review.

## Endnotes

- 1 <https://www.mentalhealth.org.uk/publications/see-me-cross-cutting-themes-report-three-year-programme-evaluation>
- 2 Niedzwiedz CL, Green MJ, Benzeval M, et al (2021) Mental health and health behaviours before and during the initial phase of the COVID-19 lockdown: longitudinal analyses of the UK Household Longitudinal Study. *J Epidemiol Community Health* 2021;75:224-231.
- 3 Matt Boden, Lindsey Zimmerman, Kathryn J. Azevedo, Josef I. Ruzek, Sasha Gala, Hoda S. Abdel Magid, Nichole Cohen, Robyn Walser, Naina D. Mahtani, Katherine J. Hoggatt, Carmen P. McLean. Addressing the mental health impact of COVID-19 through population health. *Clinical Psychology Review*, Volume 85, 2021.
- 4 <https://www.mentalhealth.org.uk/news/pandemic-one-year-landmark-mental-health-study-reveals-mixed-picture-scotland-anxiety-falls>
- 5 Ford T, John A, Gunnell D. Mental health of children and young people during pandemic *BMJ* 2021; 372 :n614 doi:10.1136/bmj.n614
- 6 <https://www.gov.scot/publications/mental-health-scotlands-transition-recovery/>
- 7 The estimated numbers of artists, creative practitioners and audience members who engaged in SMHAF 2020 were lower than in previous years due to the swift transition from an in person to online festival format in response to the COVID-19 social restrictions imposed by government and a reduction of activities and events.
- 8 Briefing: Reducing mental health stigma and discrimination in schools – the benefits of a local authority approach, Dr P Jenkins, Mental Health Foundation (November 2020).
- 9 [https://www.hutton.ac.uk/sites/default/files/files/29\\_Influencing%20behaviours%20and%20moving%20beyond%20the%20individual.pdf](https://www.hutton.ac.uk/sites/default/files/files/29_Influencing%20behaviours%20and%20moving%20beyond%20the%20individual.pdf).





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