

# Implementation of a comprehensive intervention for workplace mental health: lessons learned

Roosmarijn M.C. Schelvis<sup>1, 2, 3</sup>

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Thread 1: reduce risks  
Thread 2: promote positive work aspects

<sup>1</sup> Netherlands Organization for Applied Scientific Research TNO, Leiden, The Netherlands

<sup>2</sup> Body@Work, Research Center on Physical Activity, Work and Health, TNO-VU/VUmc, The Netherlands

<sup>3</sup> Department of Public and Occupational Health, the EMGO+ Institute for Health and Care Research, VU University Medical Center, Amsterdam, The Netherlands



# TEACHERS...

# TEACHERS...



**What my friends think I do**

# TEACHERS...



**What my friends think I do**



**What my mother thinks I do**

# TEACHERS...



**What my friends think I do**



**What my mother thinks I do**



**What society thinks I do**

# TEACHERS...



**What my friends think I do**



**What my mother thinks I do**



**What society thinks I do**



**What my students think I do**

# TEACHERS...



**What my friends think I do**



**What my mother thinks I do**



**What society thinks I do**



**What my students think I do**

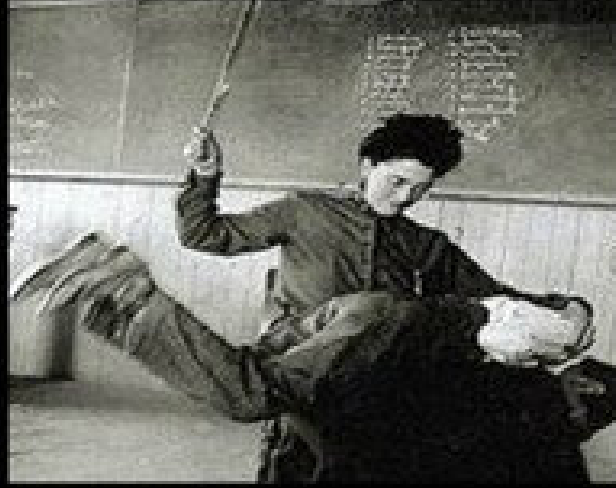


**What I think I do**

# TEACHERS...



**What my friends think I do**



**What my mother thinks I do**



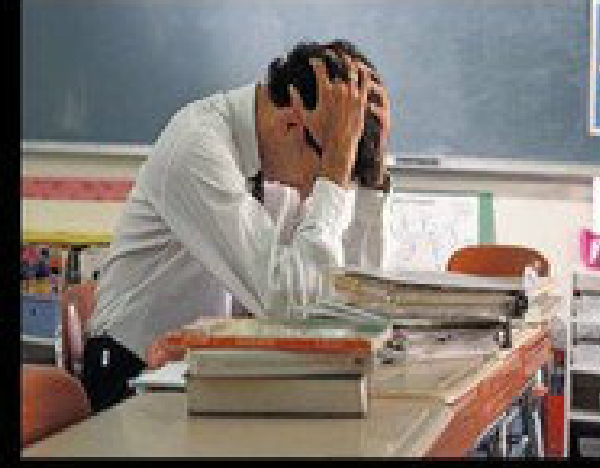
**What society thinks I do**



**What my students think I do**



**What I think I do**

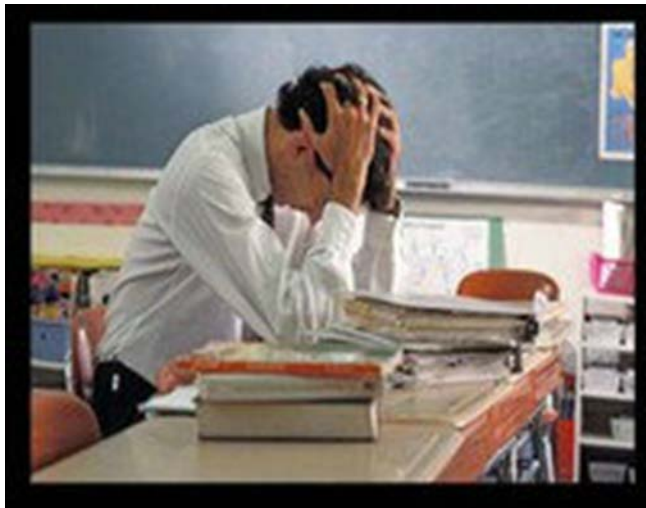


**What I really do**

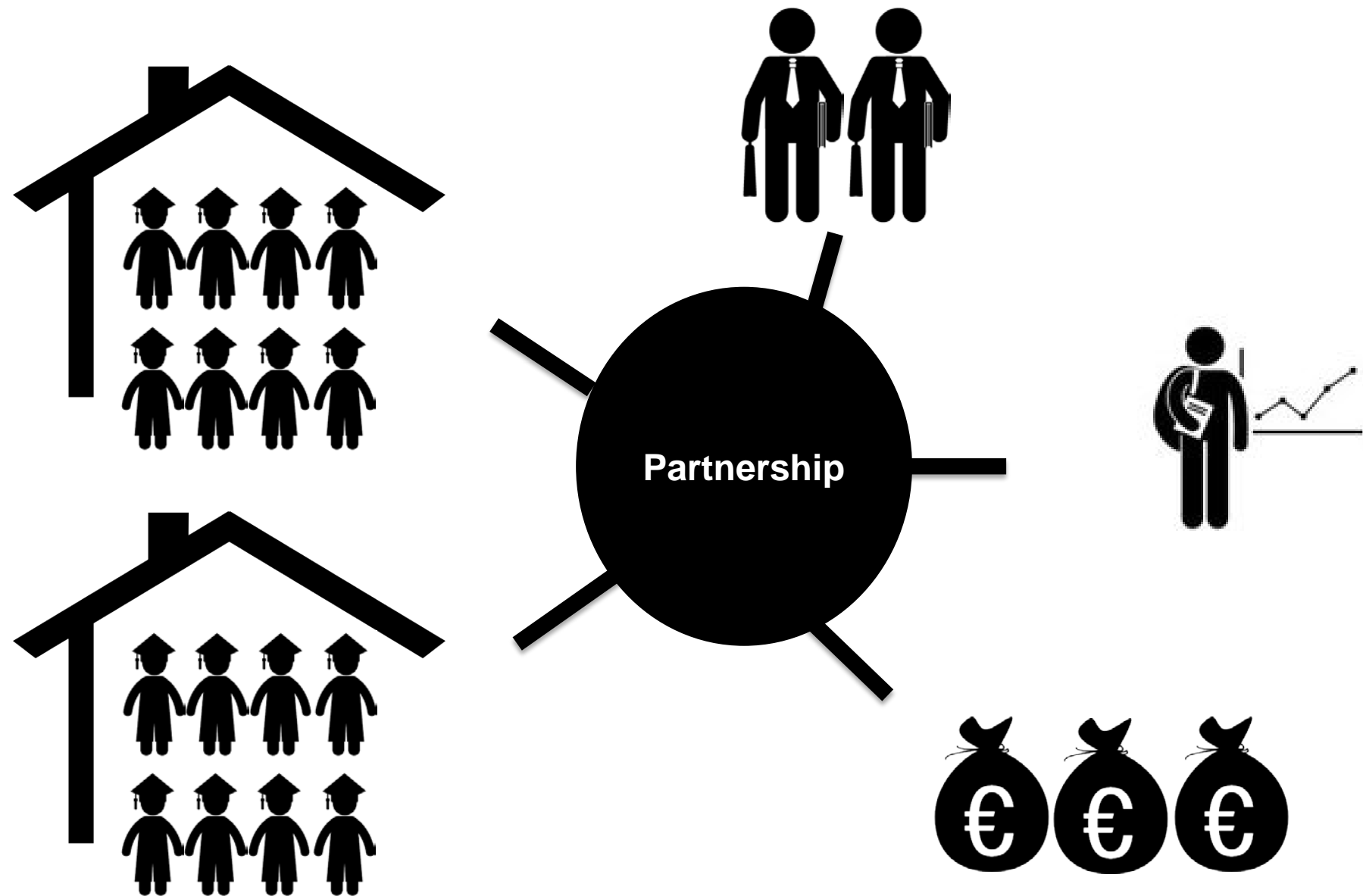




## Aim of the study

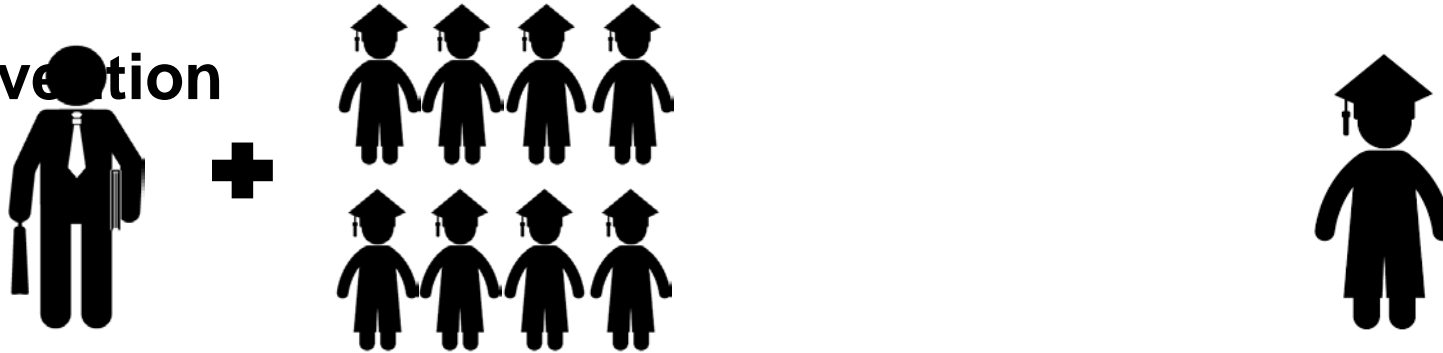


To evaluate the effect of a participatory, organizational-level intervention aimed to reduce *need for recovery* and increase *vitality* in two vocational schools

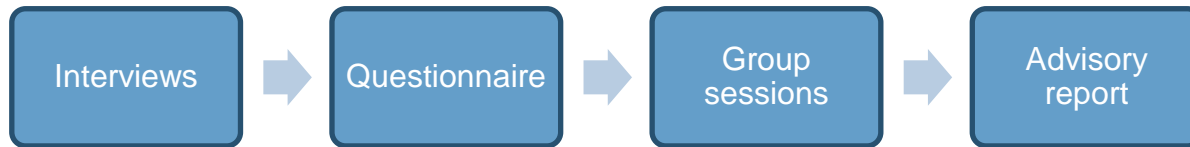




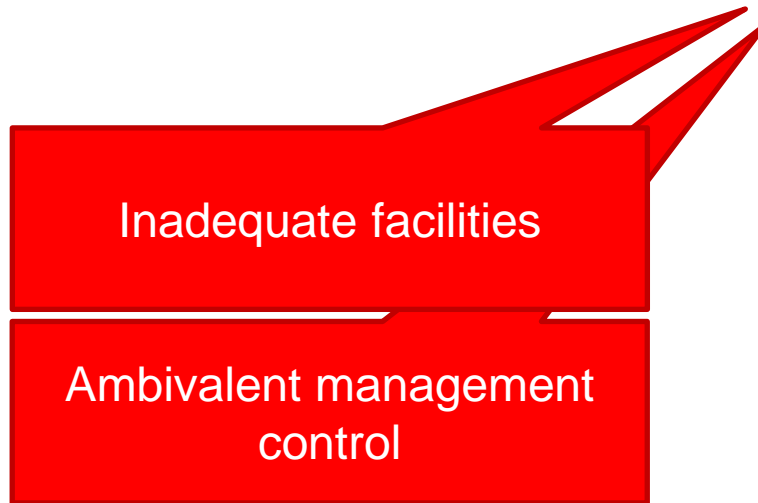
# Intervention



## Phase 1: Needs assessment

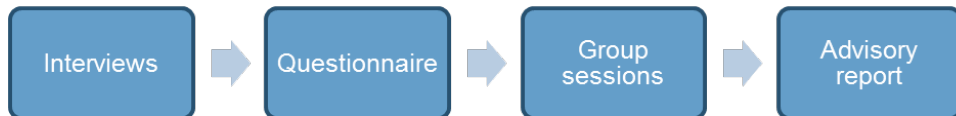


## Phase 2: Implementation





### Phase 1: Needs assessment




### Phase 2: Implementation



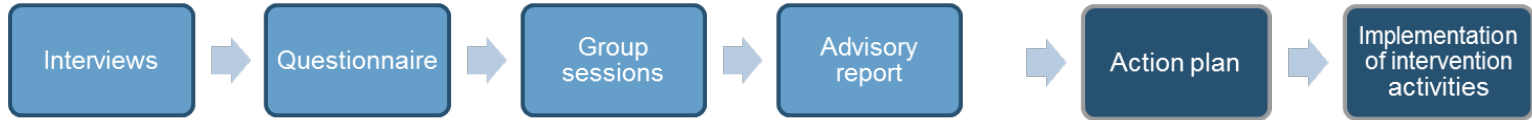
  
**0 mths**

  
**12 mths**  
↑ occupational  
self-efficacy

  
**24 mths**  
↓ need for  
recovery  
↑ vitality

### Phase 1: Needs assessment

### Phase 2: Implementation



  
**0 mths**

  
**12 mths**

  
**24 mths**



N=356

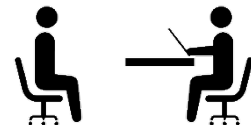
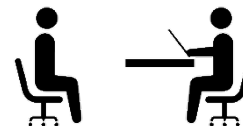
N=210

N=196



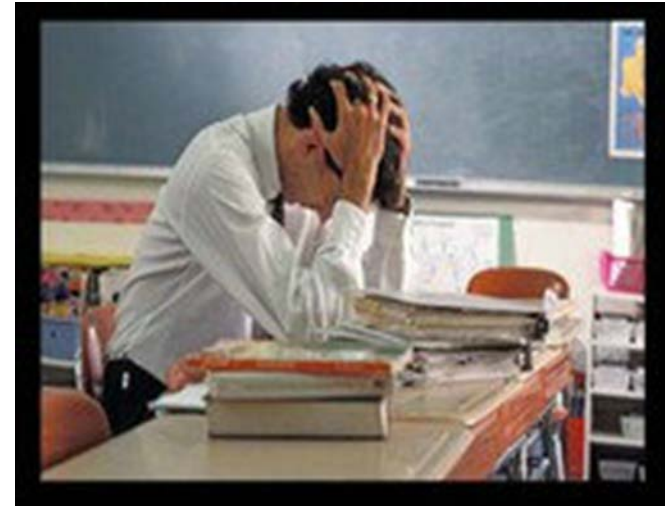
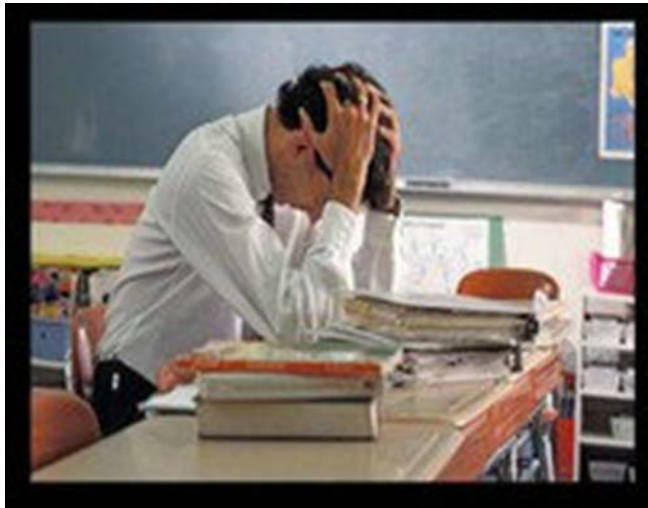
Intervention  
Mental models  
Context

(Nielsen & Randall, 2013)  
(Randall, Nielsen & Tvedt, 2009)  
(Steckler & Linnan, 2002)





## Effect evaluation: results





## Implementation failure?

- › Process evaluation results phase 1
  
- › In both schools...
  - › The *protocol* was followed,
  - › The target group was *reached*,
  - › The target group was moderately *satisfied*,
  - › and *readiness for change* was high.

*“There's really something going to change now”*

- › However...
  - › the appraisal of process components differed significantly between the schools at T1, in favor of school A



## Implementation failure?

- › Process evaluation results phase 2
- › Intervention
  - › Actions were implemented in school A, not in school B
  - › However, in both schools actions were not the right ones
- › Mental models
  - › On the time gap between *communicated*, resulting in a *negative perception* of the situation
- › Context
  - › Several *events* hindered

*“And then we increasingly realized that the*

*“A spending cut has now been announced. This puts everything in a different light. ‘Happy and healthy work’ is now obsolete”*

*“It took a long time before anything happened and then everyone said that it was not necessary in this form.”*





## Program failure?

- › Differences in high versus low compliers in phase 1?
  - › High compliers scored on average over time significantly higher on occupational self-efficacy than the control group
  
- › Adjustments to intervention program
  - › Ensure participation in phase 2
  - › Verifiable translation of outcomes needs assessment to action plan



## Take home message

- › The story that is told matters
- › Don't miss the 'window of opportunity'
- › Look before you leap, management!

› Thanks for your attention!

› [Roos.schelvis@tno.nl](mailto:Roos.schelvis@tno.nl)

› [www.tno.nl](http://www.tno.nl)

› [www.bodyatwork.nl](http://www.bodyatwork.nl)

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