Promoting Well-Being in Schools and the Community

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Outline

1. Public Health Approach
2. Mattering
3. Wellness
4. Fairness
5. Community Well-Being
6. Online Intervention
Public Health Approach
Public Health Approach Aims

• Improve health of entire population and reduce health inequities among population groups
• Build on strengths and assets of individuals, families and communities
Health, Safety and Well-Being

Prevent social problems that jeopardize health and public safety

Provide maximum benefit for largest number of people

Promote healthy lifestyles

Research disease processes; injury prevention; detection and control of infectious diseases
Social problems lead to:

• Injury, disability, premature death
• Significant health disparities disproportionately affecting certain groups
• Increase risk of poor health outcomes (chronic diseases)
How Public Health Approach Works

• Target key risk factors-Context matters
• Teamwork/capacity building across sectors (e.g., education, mental health, substance abuse, law enforcement, policy makers, economic development, etc.)
• Solutions meet basic human needs at population level (environmental), not just those at-risk
Four Steps

1. Define Problem
   - collect info (data driven)
   - “who”, “what”, “when”, “where”, “how”

2. Identify Risk and Protective Factors
   - Causes and correlates
   - Factors put people at risk
   - Factors protect people (avoid/reduce problem)
Four Steps cont...

3. Develop and Test Strategies & Programs
   - Use gathered info to design interventions
   - Implement
   - Evaluate for efficacy

4. Ensure widespread adoption (share results)
   - Tell what works
   - Tell which parts didn’t work
   - Scale up
Mattering

Recognition and Impact
Meaning-Making

• Human beings engage in meaning-making through their struggles to matter and to thrive (Frankl, 2006).

• Dean Prilleltensky suggests that most of the ways to make meaning revolve around mattering and thriving, which entail fairness and wellness, respectively (Prilleltensky, 2012, p. 151).
Mattering

domination <-----> helplessness

entitlement <-----> invisibility

Recognition

Impact
Mattering Moments

RECOGNITION
Signals received from world
- presence matters
- what we say has meaning
- acknowledged in interpersonal situations
  - Room, Family, Work and/or School, Community at large

IMPACT
Sense of agency
- what we do makes a difference in the world
- other people depend on us
Mattering Continuum

RECOGNITION

entitlement ←-----------------------------→ invisibility
Mattering Continuum

IMPACT

domination  <->  helplessness
Justice

Fairness = practices of justice

Mattering

Recognition

Impact

entitlement <----- invisibility

domination <----- helplessness

Prilleltensky
Situational Forms of Justice

Interpersonal Relations

• occupational or school settings, community contexts, and policy arenas.
  – feel recognized or ignored, helpless or influential, valued or forgotten

• Entire groups of people (disabilities, minorities)
  – Rights forgotten
Well-being

Multiple Domains
Multiple Connections
Definition of wellness

- Wellness is a positive state of affairs in individuals, relationships, organizations, communities, and the natural environment, brought about by the balanced satisfaction of objective and subjective needs across various domains of life. Pathways to wellness include behavioral, emotional, cognitive, interactional, contextual, informational and sequential approaches. In addition, wellness is determined by prevailing conditions of justice across life systems.
Wellness Synergy: I COPPE Domains of life

- Interpersonal well-being
- Community well-being
- Occupational well-being
- Physical well-being
- Psychological well-being
- Economic well-being
Correlations among I COPPE domains, overall well-being, and comparison measures (Prilleltensky et al., Journal of Community Psychology, 2015).

<table>
<thead>
<tr>
<th>Domain</th>
<th>Overall Well-Being</th>
<th>Comparison Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal well-being</td>
<td>.52***</td>
<td>.43***</td>
</tr>
<tr>
<td>Community well-being</td>
<td>.55***</td>
<td>.59***</td>
</tr>
<tr>
<td>Occupational well-being</td>
<td>.63***</td>
<td>.58***</td>
</tr>
<tr>
<td>Physical well-being</td>
<td>.70***</td>
<td>.59***</td>
</tr>
<tr>
<td>Psychological well-being</td>
<td>.63***</td>
<td>.61***</td>
</tr>
<tr>
<td>Economic well-being</td>
<td>.71***</td>
<td>.74***</td>
</tr>
</tbody>
</table>

***p<.001
This set of questions pertains to your physical health and wellness. When it comes to your physical health and wellness, on which step of each ladder do you stand on the timeline?
Fairness

Multiple Domains
Multiple Connections
Wellness and Fairness
Health and Social Problems are Worse in More Unequal Countries

Index of:
- Life expectancy
- Math & Literacy
- Infant mortality
- Homicides
- Imprisonment
- Teenage births
- Trust
- Obesity
- Mental illness – incl. drug & alcohol addiction
- Social mobility

## Wellness as Fairness

<table>
<thead>
<tr>
<th>Systems of Wellness</th>
<th>Individual</th>
<th>Relational</th>
<th>Organizational</th>
<th>Communal</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective elements</strong></td>
<td>+health - illness</td>
<td>+networks - isolation</td>
<td>+resources - lack of resources</td>
<td>+social capital - lack of trust</td>
<td>+clean air - pollution</td>
</tr>
<tr>
<td><strong>Subjective elements</strong></td>
<td>+efficacy - lack of control</td>
<td>+voice - repression</td>
<td>+support - isolation</td>
<td>+belonging - rejection</td>
<td>+safety - fear</td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td>+autonomy - lack of power</td>
<td>+caring - neglect</td>
<td>+participation - marginality</td>
<td>+diversity - discrimination</td>
<td>+protection of resources - depletion of resources</td>
</tr>
<tr>
<td><strong>Fairness</strong></td>
<td>My due/Our due</td>
<td>Your due/Our due</td>
<td>Its due/Our due</td>
<td>Their due/Our due</td>
<td>Nature’s due/Our due</td>
</tr>
</tbody>
</table>
Wellness as Fairness

Wellness Continuum

Fairness Continuum
Promotion of Responsive Conditions
• Prevention
• Individual Pursuit
• Avoidance of Comparisons

Optimal Conditions of Justice

Psychosocial Processes

Wellness Continuum

Thriving

Fairness Continuum
Wellness Continuum

- Thriving
  - Promotion of Responsive Conditions
  - Prevention
  - Individual Pursuit
  - Avoidance of Comparisons

- Coping
  - Resilience
  - Adaptation
  - Compensation
  - Downward Comparison

Optimal Conditions of Justice

Suboptimal Conditions of Justice

Psychosocial Processes

Fairness Continuum

- Wellness Continuum
- Thriving
- Coping
- Psychosocial Processes
- Optimal Conditions of Justice
- Suboptimal Conditions of Justice
Wellness Continuum

Psychosocial Processes

Thriving

- Promotion of Responsive Conditions
- Prevention
- Individual Pursuit
- Avoidance of Comparisons

Optimal Conditions of Justice

Coping

- Resilience
- Adaptation
- Compensation
- Downward Comparison

Suboptimal Conditions of Justice

Confronting

- Critical Experience
- Critical Consciousness
- Critical Action
- Righteous Comparison

Vulnerable Conditions of Injustice

Fairness Continuum
Wellness Continuum

Psychosocial Processes

- Promotion of Responsive Conditions
- Prevention
- Individual Pursuit
- Avoidance of Comparisons

Thriving

Optimal Conditions of Justice

Coping

- Resilience
- Adaptation
- Compensation
- Downward Comparison

Suboptimal Conditions of Justice

Confronting

- Critical Experience
- Critical Consciousness
- Critical Action
- Righteous Comparison

Vulnerable Conditions of Injustice

Suffering

- Oppression
- Internalization
- Helplessness
- Upward Comparison

Persisting Conditions of Injustice

Fairness Continuum

- Optimal Conditions of Justice
- Suboptimal Conditions of Justice
- Vulnerable Conditions of Injustice
- Persisting Conditions of Injustice
Community Well-Being

Strategies for Change
What is Community Well-Being?

Objective indicators
- level of child abuse
- access to health care
- number of homeless
- number of parks and green space
- Income
- Education
- Crime

Subjective indicators
- Sense of community
- Level of volunteerism
- leadership of churches in developing community cohesion
- members of the community feel supported by their neighbors
- Satisfaction with life domains
- Quality of organizations
- Soundness of policies
The Problems of DRAIN approaches

**Drain Approach**
- Deficits-based
- Reactive
- Alienating
- Individual-focused

**Problems**
- Too little
- Too late
- Too costly
- Too unrealistic
The Promise of SPEC approaches

**SPEC Approaches**

- Strengths-based
- Prevention
- Empowerment
- Community-change

- Built to last
- Start early
- Give voice & choice
- Return $$$$

11/11/2015 Prilleltensky
Organizations with a Strength-based orientation

- Perceive recipients of services and community members as having strengths
- Recognize that service recipients learn to cope with difficult situations and develop resilience
- Identify and build on individual and community assets, resilience, and ability to thrive in difficult situations
Organizations with a prevention orientation

- Work to prevent problems before they occur
- Identify and reduce risk factors and promote protective factors in individuals, families, and communities.
- Take action to decrease the chances that a particular problem will affect a person, group, or an entire community
Organizations with an empowerment orientation

• Believe community members should have voice and choice in issues and decisions that affect their lives

• Aim to increase the power of individuals, groups, and entire communities

• Encourage the sharing of decision-making power and control over resources with community members
Organizations with a community-change orientation

- Believe that some of the problems that individuals and entire communities face result from community and living conditions
- Remove barriers to services and supports
- Work to address the root causes of the problems people and communities face
- Promote social policies that enhance wellbeing and people’s ability to thrive
- Create new systems or structures that enhance citizen participation and wellbeing
Fun For Wellness: Promoting Wellness Online
• 72% of American households play computer or video games
• The average game player age is 35
• 43% of online game players are female
• $ 56 billion industry in 2011
The financial costs of being unwell

- Costs of absenteeism: $74 billion
- Costs of obesity: $147 billion
- Costs of mental health: $200 billion
- Costs of smoking deaths: $92 billion
- Costs of diabetes: $174 billion
The human costs of being unwell

- Illness
- Divorce
- Conflict
- Child abuse
- Bullying
- Anxiety
- Bankruptcy
1. Self-directed online program
2. Addresses six domains of well-being
3. Leverages seven drivers of change
4. Uses assessments, videos, games, exercises, forums, rewards, and brief coaching sessions
Your journey to better health and wellness starts with setting appropriate goals. Master the skill of setting a goal by thinking about your priorities, setting SMART sub-goals, watching some videos and playing a game.

Challenge 1: Choose a goal
Challenge 2: Watch Florence struggle with her goal
Challenge 3: Commit to your goal
Challenge 4: Think about the long term
Challenge 5: Help Karl set a goal
Challenge 6: Learn about SMART sub-goals
Challenge 7: Set a SMART sub-goal.
Challenge 8: Play "Get it Done"
Take a moment to think about a goal you want to pursue, and make sure it is important to you, it is about changing yourself, and it is realistic:

My goal is:

It is important to me

It is about changing myself

It is realistic and within my control
Mini-Games Teach Wellness
BET I CAN

Strategies for Change
BET I CAN: Seven scientific principles to promote well-being

Well Being

Behaviors

Next Steps

Emotions

Awareness

Thoughts

Context

Interactions
BET I CAN STRATEGIES

SET A GOAL
CREATE POSITIVE HABITS

Well-Being

Behaviors

Next Steps

Awareness

Emotions

Thoughts

Context

Interactions
BET I CAN

- Behaviors
- Emotions
- Interpersonal
- Thoughts
- Context
- Awareness
- Next Steps

COPE WITH NEGATIVE EMOTIONS
COLLECT POSITIVE EMOTIONS

Well-Being
BET I CAN

Well-Being

Behaviors

Next Steps

Emotions

Thoughts

Context

Interactions

CHALLENGE ASSUMPTIONS WRITE A NEW STORY

Awareness
BET I CAN

Well-Being

Behaviors

Next Steps

Emotions

Awareness

Thoughts

Context

Interactions

CONNECT COMMUNICATE
BET I CAN

Well-Being

Behaviors
Emotions
Thoughts
Interactions
Context
Awareness
Next Steps

READ THE CUES
CHANGE THE CUES
BET I CAN

KNOW YOURSELF
KNOW THE ISSUE

Well-Being

Behaviors
Emotions
Thoughts
Interactions
Context
Awareness
Next Steps
BET I CAN

Well-Being

- Behaviors
- Emotions
- Thoughts
- Interactions
- Context
- Awareness
- Next Steps

MAKE A PLAN
MAKE IT STICK
Study I

Preliminary results: N=107

• 91% of people said that they got something useful out of the games
• 93% said that they enjoyed playing the games
• 95% said that they enjoyed the overall experience
• 76% said that they learned some specific techniques to improve their well-being
• 94% said that they could relate to the concepts covered in the game
Study II
Preliminary results of RCT

- Randomized controlled trial (RCT) tested efficacy of Fun For Wellness (FFW)
- 500 UM faculty and staff
- Well-Being surveys before randomization, 30-days, 60-days
- Intervention and control group 30-day access
  - FFW or Placebo Control Website
CACE methodology

Class 1: non-compliers- intervention participants who did not complete any Fun For Wellness challenges along with most of the control participants

Class 2: Compliers- completed FFW challenges and some control participants

Class 2 is group of interest for these analyses
Within Class 2 Findings

• Compared to controls, Fun For Wellness had either a *protective* or *promotive* effect

• Protective effect is the prevention of decline in well-being, compared to controls, whose well-being went down considerably

• A promotive effect refers to improvements in well-being over time
Promotive: Overall WB

Change in Overall Well-Being by Treatment in Class 2

- **Control**
- **Fun for Wellness**

**Time**

Overall Well-being

- 7.20
- 7.25
- 7.30
- 7.35
- 7.40
Protective: Interpersonal & Community WB

Change in Interpersonal Well-Being by Treatment in Class 2

- Control
- Fun for Wellness

Change in Community Well-Being by Treatment in Class 2

- Control
- Fun for Wellness
Promotive: Occupational, Psychological WB

![Graphs showing change in occupational and psychological well-being by treatment in Class 2.](image-url)
Promotive: Economic WB
Promotive < controls: Physical WB
Physical well-being and information

H: Robust control group information may have influenced reported well-being in the physical domain

Class 1 (non-compliers and controls)

- No significant differences in 6 out of 7 domains:
  - Interpersonal, Community, Occupational, Psychological, Economic
- But, significant difference in Physical domain where controls reported better well-being
Next Steps

• FFW revision to include factual information in Physical well-being domain
• FFW focus on behavioral skills and not robust factual info (e.g. nutrition, exercise, etc.)
• Strengthen intervention to complement skill building
Bibliography


THANK YOU VERY MUCH