

## Mental Health Literacy National Repository Project (MHLhub) Resource Binning and Dissemination Readiness Assessments

University of Alberta Department of Psychiatry in Partnership with Public Health Agency of Canada (PHAC)



MHLhub.ca

## Transitions:

### Effective w/reservation

*Missing: sustained effects, randomization of at least one study*

		Kutcher		Hunt		Wei		Gilham		Kurki		
Criteria	Criteria Description	MCW	REE	MCW	REE	MCW	REE	MCW	REE	MCW	REE	CONSENSUS
Significant effect	1	N	U	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sustained effect	1	N	N	N	N	N	N	N	N	N	N	N
≥ 1 successful external replication	1	Y	N	Y	N	Y	U	Y	N	N	N	Y - 5 separate studies (w/o randomization)
Study design and execution	1	N	N	N	N	N	N	N	N	N	N	N
	2	N	N	Y	N	Y	Y	U	N	N	N	Y

	3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	4	Y	N	Y	N	Y	N	Y	N	U	Y	Y
	5	N	U	Y	Y	Y	Y	Y	Y	Y	Y	Y
	7	U	U	Y	Y	Y	Y	Y	Y	Y	Y	Y
	8	N	N	U	N	U	U	U	N	N	N	N/U
	9	U	U	U	U	N	N	U	U	Y	Y	N/U
	10	N	N	U	N	N	N	N	N	Y	N	N/U
	11	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Other important factors	1	U	U	Y	N	U	U	Y	Y	N	U	Y

	2	U	U	N	U	U	U	U	N	N	U	N/U
	3	N	U	U	N	N	U	U	N	N	N	N/U

### **The Guide (10):**

#### **Effective**

		Carr, 2017		Kutcher, 'Successful app'		McLuckie		Milin		Wei 'Long term impact'		Kutcher 'The african guide'		Simkiss		Wei 'MHL development'		Freitan (germany)		Ravindra n (nicaragua)		
Criteria	Domain	MC	RE	MC	RE	MC	RE	MC	RE	MC	RE	MC	RE	MC	RE	MC	RE	MC	RE	MC	RE	CONSENSUS
Significant effect	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sustained effect	1	U	N	N	N	N	N	N	N	Y	Y	N	N	N	N	N	N	N	N	N	N	Y
≥ 1 successful external replication	1	N	Y	U	N	N	N	N	Y	N	N	N	N	Y	Y	N	Y	N	N	N	N	Y

Study design and execution	1	N	N	N	N	N	N	Y	Y	N	N	N	N	Y	Y	N	N	N	N	N	N	Y
	2	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	Y
	3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	4	U	N	Y	N	Y	Y	Y	Y	Y	N	N	N	Y	Y	N	N	Y	Y	Y	Y	Y
	5	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
	7	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
	8	U	N	N	N	U	U	N	N	N	U	N	U	N	N	N	N	U	U	N	U	N
	9	N	N	Y	N	N	N	Y	Y	N	N	U	U	N	N	N	N	Y	Y	Y	Y	Y
	10	Y	N	N	N	N	N	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	Y
	11	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Other important factors	1	Y	U	U	U	U	N	U	U	U	U	U	U	Y	Y	U	U	U	U	Y	Y	Y
	2	N	U	N	U	U	U	U	U	U	U	U	U	N	U	U	U	U	U	Y	U	U
	3	N	U	N	N	N	N	N	N	N	N	N	N	N	N	N	U	N	U	N	N	N

## **Know Before You Go (2):**

### **Inconclusive**

*Missing: Sustained effects, randomization, large enough sample for power analysis, consistent effects across studies of intervention, comparison groups*

		Gilham “Improving mental health”		Wei “Evaluation of...”		
Criteria	Criteria Description	MCW	REE	MCW	REE	CONSENSUS
Significant effect	1	N	N	Y	Y	Y
Sustained effect	1	N	N	N	N	N
≥ 1 successful external replication	1	Y	N	Y	N	Y
Study design and execution	1	N	N	N	N	N

	2	N	N	N	N	N
	3	Y	Y	Y	Y	Y
	4	Y	N	Y	N	Y
	5	Y	Y	Y	Y	Y
	7	Y	Y*	Y	Y	Y
	8	U	U	U	N	U
	9	N	N	U	U	U (attrition only reported for one study)
	10	N	N	N	N	N

	11	Y	Y	Y	Y	Y
Other important factors	1	U	U	Y	Y	Y
	2	U	U	U	U	U
	3	N	U	U	U	U



**SUMMARY TABLE: Appraisals & Readiness for Dissemination**

Intervention	Manuscript(s) [author, year: DOI]	Appraisal Outcome	Ready for Dissemination Outcome (A,B,C)	FINAL
The Guide	See above tables	1 - Effective	B	<b>1B</b>
KBYG (Know before you go)	See above tables	4 - Inconclusive	NA	4
Transitions	See above tables	2 - Eff w/res	B	<b>2B</b>
Open The Doors - Schizophrenia	<a href="#">Economou 2014</a> : doi:10.1111/j.1475-3588.2012.00669.x	2 - Eff w/res	C	<b>2C</b>
Stigma pres; ON highschoools	<a href="#">Hartman 2013</a> : DOI:10.1177/0829573512468846	3 - Promising	C	<b>3C</b>
"He shoots He scores" book; from Opening Minds anti stigma intvntn	<a href="#">Innocent 2015</a> : No DOI - PhD thesis, available on Covidence	4 - Inconclusive	NA	4
"The Brain Unit" - for students w/ dvlpmntl disabilities	<a href="#">Katz 2020</a> : <a href="https://doi.org/10.1007/s10803-020-04472-w">https://doi.org/10.1007/s10803-020-04472-w</a>	3 - Promising	B	<b>3B</b>
"Health young minds" 1 hr stigma classroom workshop (note - pilot)	<a href="#">Ke 2015</a> : DOI10.1007/s10597-014-9763-2	4 - Inconclusive	NA	4
"The science of well-being, mental health, and resilience" - online MHL for uni students	<a href="#">King 2022</a> : <a href="https://doi.org/10.1186/s12888-022-04139-z">https://doi.org/10.1186/s12888-022-04139-z</a>	4 - Inconclusive	NA	4
Online MHL francophone elementary crclm	<a href="#">Lauria-Horner 2004</a> : no DOI - in Covidence	5 - Insufficient	NA	5
"In One Voice" Campaign	<a href="#">Livingston 2013</a> : DOI10.1007/s00127-012-0617-3	5 - Insufficient	NA	5
"Youth Net" - Hamilton	<a href="#">O'Mara 2013</a> : doi:10.7870/cjcmh-2013-023	6 - Ineffective	NA	6
"Anti stigma puppet show for elementary students"	<a href="#">Pitre 2007</a> : DOI:10.1080/09638230701299160	3 - Promising	Y	<b>3C</b>

**Readiness for Dissemination: [The Guide ] FINAL RATING: 1B**

Criteria	Criteria Description	Judgment
<b>Training and Related Support Materials</b>	Detailed curriculum	Y
	Prepared trainers and technical experts	Y
	Supplementary informational materials	Y
	Operations manuals	Y
	Implementation guides	Y
	Case studies	Y
	Evidence of change in risk/protective factors	Y
	Cost information and cost-benefit estimate	Y
	Effectiveness indicators	Y
	Other support materials employing a variety of educational mediums, such as videotapes, audiotapes, or interactive Web-based programs, all of which are field tested	Y
<b>Technical Assistance Support</b>	Following the provision of training experts are available on-site or online to provide specific guidance related to the implementation of the intervention techniques, problem solving, and modifications as necessary and appropriate	Y
<b>Informational Materials</b>	Supplemental guidance provided over time through newsletters, Web sites, and other mediums to inform regarding innovations made in other sites, methods to enhance implementation, operations management and assessment procedures and practices	Y
<b>Quality Control for Implementation</b>	Procedures for ensuring that the intervention is implemented with fidelity to the original design. These may include clinical supervision, review of tape recordings of intervention sessions, or other methods	N

- A) Fully Prepared for widespread Dissemination
- B) Fully Prepared for Limited Dissemination
- C) Not Prepared for Widespread Dissemination

RATIONALE: Only reservation concerns processes for ensuring implementation fidelity - could be remedied with active supervision or active oversight from development team/teacher trainers during implementation. That said, support is readily available should teachers choose to reach-out to the developers. Contact information for support purposes is easily found in the resource package.

**Readiness for Dissemination: [Transitions] FINAL RATING: 2B**

Criteria	Criteria Description	Judgment
<b>Training and Related Support Materials</b>	Detailed curriculum	Y
	Prepared trainers and technical experts	Y
	Supplementary informational materials	Y
	Operations manuals	Y
	Implementation guides	Y
	Case studies	Y
	Evidence of change in risk/protective factors	Y
	Cost information and cost-benefit estimate	Y
	Effectiveness indicators	Y
	Other support materials employing a variety of educational mediums, such as videotapes, audiotapes, or interactive Web-based programs, all of which are field tested	Y
<b>Technical Assistance Support</b>	Following the provision of training experts are available on-site or online to provide specific guidance related to the implementation of the intervention techniques, problem solving, and modifications as necessary and appropriate	Y
<b>Informational Materials</b>	Supplemental guidance provided over time through newsletters, Web sites, and other mediums to inform regarding innovations made in other sites, methods to enhance implementation, operations management and assessment procedures and practices	Y
<b>Quality Control for Implementation</b>	Procedures for ensuring that the intervention is implemented with fidelity to the original design. These may include clinical supervision, review of tape recordings of intervention sessions, or other methods	N

- A) Fully Prepared for widespread Dissemination
- B) Fully Prepared for Limited Dissemination
- C) Not Prepared for Widespread Dissemination

**RATIONALE:** Currently limited process' for ensuring the intervention is implemented with full fidelity to the original design - could be remedied with active supervision or active oversight from development team/teacher trainers during intervention.

**Readiness for Dissemination: [Open the Doors - Global Program] FINAL RATING: 2C**

Criteria	Criteria Description	Judgment
<b>Training and Related Support Materials</b>	Detailed curriculum	N
	Prepared trainers and technical experts	N
	Supplementary informational materials	Y
	Operations manuals	Y
	Implementation guides	Y
	Case studies	Y
	Evidence of change in risk/protective factors	Y
	Cost information and cost-benefit estimate	Y
	Effectiveness indicators	Y
	Other support materials employing a variety of educational mediums, such as videotapes, audiotapes, or interactive Web-based programs, all of which are field tested	N
<b>Technical Assistance Support</b>	Following the provision of training experts are available on-site or online to provide specific guidance related to the implementation of the intervention techniques, problem solving, and modifications as necessary and appropriate	N
<b>Informational Materials</b>	Supplemental guidance provided over time through newsletters, Web sites, and other mediums to inform regarding innovations made in other sites, methods to enhance implementation, operations management and assessment procedures and practices	Y
<b>Quality Control for Implementation</b>	Procedures for ensuring that the intervention is implemented with fidelity to the original design. These may include clinical supervision, review of tape recordings of intervention sessions, or other methods	N

A) Fully Prepared for widespread Dissemination

B) Fully Prepared for Limited Dissemination

**C) Not Prepared for Widespread Dissemination**

**RATIONALE:** This resource is not a curriculum in and of itself. Rather, it is a methodology and collection of recommendations to guide development of anti stigma programs. The size and complexity (several hundred pages of raw-text in total) render it an unlikely resource of choice for most end-user cases outside of academia. As such, we consider it unprepared for widespread dissemination.

**Readiness for Dissemination:** [*Highschool Stigma presentation: Hamilton ON*] **FINAL RATING: 3C**

Criteria	Criteria Description	Judgment
<b>Training and Related Support Materials</b>	Detailed curriculum	N
	Prepared trainers and technical experts	Y
	Supplementary informational materials	Y
	Operations manuals	N
	Implementation guides	N
	Case studies	N
	Evidence of change in risk/protective factors	Y
	Cost information and cost-benefit estimate	U
	Effectiveness indicators	Y
	Other support materials employing a variety of educational mediums, such as videotapes, audiotapes, or interactive Web-based programs, all of which are field tested	Y
<b>Technical Assistance Support</b>	Following the provision of training experts are available on-site or online to provide specific guidance related to the implementation of the intervention techniques, problem solving, and modifications as necessary and appropriate	Y
<b>Informational Materials</b>	Supplemental guidance provided over time through newsletters, Web sites, and other mediums to inform regarding innovations made in other sites, methods to enhance implementation, operations management and assessment procedures and practices	U
<b>Quality Control for Implementation</b>	Procedures for ensuring that the intervention is implemented with fidelity to the original design. These may include clinical supervision, review of tape recordings of intervention sessions, or other methods	Y

- A) Fully Prepared for widespread Dissemination
- B) Fully Prepared for Limited Dissemination
- C) Not Prepared for Widespread Dissemination**

**RATIONALE:** Curriculum/tenets of the educational experience do not appear to be available for inspection, including operations and implementation materials; supplementals are only available insofar as information-correspondence for students and their parents prior to participation.

**Readiness for Dissemination: [*The Brain Unit*] FINAL RATING: 3B**

Criteria	Criteria Description	Judgment
<b>Training and Related Support Materials</b>	Detailed curriculum	U
	Prepared trainers and technical experts	Y
	Supplementary informational materials	Y
	Operations manuals	Y
	Implementation guides	Y
	Case studies	Y
	Evidence of change in risk/protective factors	Y
	Cost information and cost-benefit estimate	Y
	Effectiveness indicators	Y
	Other support materials employing a variety of educational mediums, such as videotapes, audiotapes, or interactive Web-based programs, all of which are field tested	Y (support materials include resources teachers have used in past)
<b>Technical Assistance Support</b>	Following the provision of training experts are available on-site or online to provide specific guidance related to the implementation of the intervention techniques, problem solving, and modifications as necessary and appropriate	Y
<b>Informational Materials</b>	Supplemental guidance provided over time through newsletters, Web sites, and other mediums to inform regarding innovations made in other sites, methods to enhance implementation, operations management and assessment procedures and practices	Y
<b>Quality Control for Implementation</b>	Procedures for ensuring that the intervention is implemented with fidelity to the original design. These may include clinical supervision, review of tape recordings of intervention sessions, or other methods	Y

A) Fully Prepared for widespread Dissemination

**B) Fully Prepared for Limited Dissemination**

C) Not Prepared for Widespread Dissemination

**RATIONALE:** The Full curriculum itself is housed within the three-block model of UDL book, which requires purchase. Teacher implementation guide is freely available via the three-block website under resources. Teachers are responsible for creating or finding their own supplementals, but the three-block website (within resources subtab) contains a link to a google drive that contains resources and supplementals teachers have used in the past while teaching the brain unit. Quality and depth of the curriculum cannot be determined without purchasing the three-block model of UDL book.

**Readiness for Dissemination: [In One Voice Campaign] FINAL RATING: 3C**

Criteria	Criteria Description	Judgment
<b>Training and Related Support Materials</b>	Detailed curriculum	N
	Prepared trainers and technical experts	N
	Supplementary informational materials	N
	Operations manuals	N
	Implementation guides	N
	Case studies	N
	Evidence of change in risk/protective factors	Y
	Cost information and cost-benefit estimate	N
	Effectiveness indicators	Y
	Other support materials employing a variety of educational mediums, such as videotapes, audiotapes, or interactive Web-based programs, all of which are field tested	N
<b>Technical Assistance Support</b>	Following the provision of training experts are available on-site or online to provide specific guidance related to the implementation of the intervention techniques, problem solving, and modifications as necessary and appropriate	N
<b>Informational Materials</b>	Supplemental guidance provided over time through newsletters, Web sites, and other mediums to inform regarding innovations made in other sites, methods to enhance implementation, operations management and assessment procedures and practices	N
<b>Quality Control for Implementation</b>	Procedures for ensuring that the intervention is implemented with fidelity to the original design. These may include clinical supervision, review of tape recordings of intervention sessions, or other methods	N

- a) Fully Prepared for widespread Dissemination
- b) Fully Prepared for Limited Dissemination

### c) Not Prepared for Widespread Dissemination

RATIONALE: The host of the In One Voice Campaign - Mindchek.ca, is no longer in service. Materials and information for the campaign are unavailable.

### Readiness for Dissemination: [*Anti Stigma Puppet Show - Elementary Students*] **FINAL RESULT: 3C**

Criteria	Criteria Description	Judgment
Training and Related Support Materials	Detailed curriculum	N
	Prepared trainers and technical experts	Y
	Supplementary informational materials	N
	Operations manuals	N
	Implementation guides	N
	Case studies	N
	Evidence of change in risk/protective factors	Y
	Cost information and cost-benefit estimate	N
	Effectiveness indicators	Y
	Other support materials employing a variety of educational mediums, such as videotapes, audiotapes, or interactive Web-based programs, all of which are field tested	N
Technical Assistance Support	Following the provision of training experts are available on-site or online to provide specific guidance related to the implementation of the intervention techniques, problem solving, and modifications as necessary and appropriate	U
Informational Materials	Supplemental guidance provided over time through newsletters, Web sites, and other mediums to inform regarding innovations made in other sites, methods to enhance implementation, operations management and assessment procedures and practices	N
Quality Control for Implementation	Procedures for ensuring that the intervention is implemented with fidelity to the original design. These may include clinical supervision, review of tape recordings of intervention sessions, or other methods	N

### a) Fully Prepared for widespread Dissemination



b) Fully Prepared for Limited Dissemination

c) Not Prepared for Widespread Dissemination

**RATIONALE:** This program was purpose built for an academic study evaluating the impact of anti-stigma puppet shows on choice indicators of MHL in elementary students. There appears to be no trajectory toward developing this intervention into a generalizable or externally replicable MHL program.