

Mental Health Stigma and Discrimination

Session Plan

Session	Mental Health Stigma and Discrimination
Background Information	Despite supportive policy within Scotland, the experience of people with mental health issues in our communities remains poor, and there is still stigma and discrimination attached to mental health problems. The impact of stigma and discrimination can be wide-ranging, including making someone's mental health problems worse and stopping them from getting support.
Aim	To raise awareness of mental health stigma and discrimination
Learning Outcomes	Participants will be able to: 1. Dispel some of the myths surrounding mental health stigma and discrimination 2. Describe what is meant by mental health stigma and discrimination 3. Discuss the impact of stigma and discrimination on mental health 4. Discuss ways to prevent and challenge mental health stigma and discrimination 5. Identify resources to tackle and prevent mental health stigma and discrimination
Duration	• 1.5 hours
Resources	• IT • Quiz • Presentation • Flipchart/pens • Session handout • Evaluation

Learning outcomes	Participant Activity	Resources	Time
1. Dispel some of the myths surrounding mental health stigma and discrimination	• Myth Buster	Quiz	10 min
2. Describe what is meant by mental health stigma and discrimination	• Definition	Flipchart Pens Slide	10 min
3. Discuss the impact of stigma and discrimination on mental health	• Impact body map • Film Clip	Flipchart Pens Slide Clip	40 min
4. Discuss ways to prevent and challenge mental health stigma and discrimination	• Discussion	Slide	15 min 5 min
5. Identify resources to tackle and prevent mental health stigma and discrimination	• Resource sharing	Handout	5 min
6. Looking after yourself	• Self-care	Slide	5 min
7. Reflection and session close	• Evaluation	Evaluation tool	5 min

Mental Health Stigma and Discrimination

Facilitator notes

Slide	Notes	Time	Resources
1	Welcome participants and introduce yourself before offering an overview of the session. Have the title slide up and visible whilst doing this. Emphasise that the session today is merely an introduction to mental health stigma and discrimination using the life course to frame discussions depending on the audience. It is not intended to make people experts but offer a basic awareness and understanding of the issue and what we can do to prevent mental health stigma and discrimination.	5 min	Slides
2	Put up the session overview slide and read out what will be covered today. Keeping safe Reinforce this is a basic awareness session and does not allow for detailed discussion. If you are concerned about a participant's mental health and wellbeing and feel they may be in distress, their Doctor should be their first point of contact. If you feel the person's life is in immediate danger, please call 999 for assistance. Online delivery Please refer to the Healthy Minds Online Guidance if you are facilitating a session online.		
Activity	Mental Health Stigma and Discrimination Quiz Group or Individual Activity Let's start by exploring mental health stigma and discrimination. Distribute the quiz to participants. Ask participants to complete the quiz, answering true or false. This is a good starting point and gives an insight into the participants' knowledge and attitudes to mental health stigma and discrimination. Once completed, go through each of the questions of the quiz to generate discussion. Use the supporting statements to provide the correct	10min (5 min activity, 5 min feedback)	Quiz

	answers and information. Discussion point: What did participants think? Any surprises? Do you think stigma and discrimination are associated with mental health happen across the life course? Inform participants that the quiz is a useful activity to start to explore what mental health stigma and discrimination are and how they can impact people.		
Activity & 3	What is mental health stigma and discrimination? Group Activity Now we are going to explore what we mean by mental health stigma and discrimination. Divide the participants into groups and provide flip charts and pens. Ask them to discuss what their understanding is of mental health stigma and discrimination, and what words they associate with stigma and discrimination. Invite the groups to provide feedback on their discussions. Bring up the mental health stigma and discrimination definition slide 3 (See Me definitions). Make reference to any similarities the groups may have with the definition. Discussion point: what do they think of these definitions? Stigma is attitudes and beliefs, and discrimination is the action. For example: Stigma: someone incorrectly thinking that all people with mental health problems are dangerous because they have seen it in a film or in the news. Discrimination: someone is not invited for a job interview based on disclosure of a mental health problem in their application. Ask the participants for other examples of mental health stigma and discrimination they may have. Conclude that we all have mental health and just like our physical health, things can go wrong. Refer to the quiz, reminding participants that most people with a mental health problem will go on to make a full recovery; however, stigma and discrimination can prevent recovery and stop people seeking help.	10 min (5 min activity, 5 min feedback)	Flipchart Pens Slide
4	Statistics	5 min	Slide

	The purpose of the statistics section is to help build a picture of the prevalence of mental health stigma and discrimination across the life course. Inform the participants that we are going to look at some of the statistics relating to mental health stigma and discrimination across the life course. Read the information from the slide highlighting mental health stigma and discrimination statistics. Discussion point: ask the participants what their thoughts and views are on the statistics. Are they alarmed by them, or did they expect better/worse? Again highlight that the statistics provide a snapshot of the scale of the mental health stigma and discrimination challenges we might face across the life course and why we need to address it. Facilitators might want to focus on a specific statistic depending on the audience; for example, you may want to focus discussions around children and young people, new/expectant parents, or adults.		
Activity & 5	The impact of mental health stigma and discrimination Group Activity So far, we have begun to explore mental health stigma and discrimination, what we mean by mental health stigma and discrimination across the life course as well as some statistics. This part of the session will explore how mental health stigma and discrimination can impact on people in a number of different ways. Divide participants into groups, provide a flipchart and pens. Invite the groups to draw an outline of the body and to think about, discuss and write down what they think are the impacts or effects on a person experiencing mental health stigma and discrimination. Write these in and around the body outline. You might want to focus on a specific stage in the life course and/or setting depending on the group you are working with, i.e.; staff working with	15 min (10 min activity, 5 min feedback)	Slide Flipchart Pen

	new/expectant parents or families, children and young people, within Health and Social Care settings or a general focus on workplace settings. Once completed, take feedback from each group, one/two examples from each. Bring up the slide to highlight some examples of the impact of mental health stigma and discrimination. Impacts of stigma and discrimination are far reaching and might include; • Difficulty in finding a job and keeping it. • Difficulty in accessing entitlements such as financial support. • Making excuses to not going places due to fear of telling people about how they feel. • Making it harder to stay in long term/stable relationships. • Anxiety about health due to an overwhelming belief of not being listened to. • Due to mistrust, the person may avoid speaking to health professionals about their mental health, meaning treatment and care is not accessed and this can effect recovery. • Negative experiences may make it harder to ask for help. • Low self-esteem and confidence can develop from internalised stigma (how the person feels about themselves due to associating themselves with mental health stereotypes). • Attachment issues with their babies. • Physical health can suffer as health issues may be overlooked/go undiagnosed. • Missed opportunities can occur if the person lacks confidence in their ability and often the person might ignore or downplay their own needs to accommodate others. Share that the list taken from See Me is by no means exhaustive, these are just a few examples. Conclude that this exercise demonstrates the breadth of the impact of stigma and discrimination on mental health across the life course and in a variety of settings/situations. Often, it can be a combination of impacts and not just one.		
6	Film Clips & Discussion There is a selection of film clips/scenarios that	25 min	Slide Clip Flipchart

	facilitators can choose to use to suit their audience. These range from general workplace, health and social care settings, children and young people, and maternal mental health. The questions and associated discussion points won't necessarily change (however facilitators may want to adapt them depending on the clip used). The scenarios help explore how stigma and discrimination can impact on mental health. Inform the group that we have discussed what some of the impacts of mental health stigma and discrimination are. We are going to watch a film clip to show mental health stigma and discrimination in real life, in this case the workplace, health and social care settings, with children and young people or on the topic of maternal mental health (facilitator to choose clip before session depending on audience). Links can be found at the end of this section. Safety Notice: share with participants Watching this type of scenario play out can be both powerful and emotive. It's important to recognise how participants may feel. It may cause them to reflect on previous conversations/interactions they have had with someone at work or in their personal life and that can be difficult, the people featured in the clips do not want participants to carry this – rather they want people to reflect and change their practice and approach in future. Think about what you have seen in the clip and the key challenges/issues presented in this scenario. Invite the groups to discuss and record on flipchart, responses to three questions highlighted on the slide: 1. Is mental health stigma and discrimination happening? 2. How do you think the person experiencing it might feel? Put yourselves in their shoes. 3. What could be done to provide a more supportive environment, prevent future stigma and discrimination, and promote mental health and wellbeing? Discussion point: How did watching the clip make		Pens
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	you feel? See Me – Bad Mouthing https://www.youtube.com/watch?v=cIP6jC5UQo8 See Me – Colleagues – Real Experiences https://www.youtube.com/watch?v=xUkoFL9Y7_4 You may only choose to use the first clip, or both. See Me - Health and Social Care video library https://www.seemescotland.org/health-social-care/information-for-people-working-in-health-and-social-care/health-and-social-care-video-library/ Perinatal Mental Health Maws - Our Journey with Perinatal Mental Health (You may want to use a specific section of this film – depending on time available). See Me - Children and Young People https://youtu.be/H3mtm4hbsgo		
Activity & 7	How can we prevent mental health stigma and discrimination from happening? Group Activity Keep participants in their groups. We have looked at the definition of mental health stigma and discrimination, some of the impacts and watched film clips to gain an understanding of what it can look and feel like in real life. Now we are going to consider what we can do to prevent mental health stigma and discrimination. Provide participants with a flipchart and ask them to discuss and write down what we can do as individuals and as an organisation to address and prevent mental health stigma and discrimination. Once the activity is completed, take feedback from each of the groups. Bring up the slide to highlight preventative measures participants and organisations can put in place to address and prevent MH stigma and discrimination. Discuss each of the bullet points.	10 min	Flipchart Pens Slide

	It is important that people are protected by the Equality Act 2010. Policy around mental health and wellbeing and stigma/discrimination can help to ensure practice is inclusive and non-judgemental, and that managers and employers have a duty of care to keep staff safe and healthy. This also means that as workers we should do the same. Respectful language, kindness, and honesty will help to achieve a supportive environment which wraps around staff who then feel secure and supported. In the case of a nursery, school or youth setting this could include adopting supportive environments, application of nurture principles, curricular or group work activities to support open discussions and learning about mental health, use of non-stigmatising/discriminatory and respectful language, working in partnership with other organisations and the community to foster positive mental health and wellbeing of children, young people, parents/carers and staff. Support and signposting information should be available to support mental health and wellbeing within the setting, and if required, by accessing external providers/services (i.e. counselling services, play therapy, as well as other meaningful activities depending on the needs of the people we work with).		
Supporting Resources	Resources We have explored the impact of stigma and discrimination on mental health and what we can do to prevent it from happening. Share the resources handout to highlight the breadth of resources available from See Me.	5 min	See Me Resources Handout
Activity & 8	Remind participants of the importance of looking after their own mental health and provide a self-care activity.	5 min	Slide
Session close	Thank the participants for their time and ask them to complete an evaluation.	5 min	Evaluation

