

UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Promoting Well-Being in Schools and the Community

Samantha Dietz, Ph.D., LCSW

Assistant Scientist

sdietz@miami.edu

Isaac Prilleltensky, Ph.D.

Dean and Professor

isaac@miami.edu

School of Education and Human Development
University of Miami



Outline

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

UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



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

UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Mattering

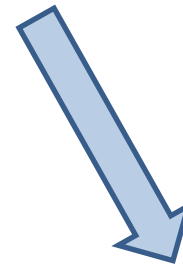
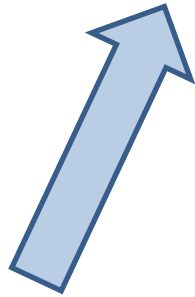
**Recognition
and Impact**

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

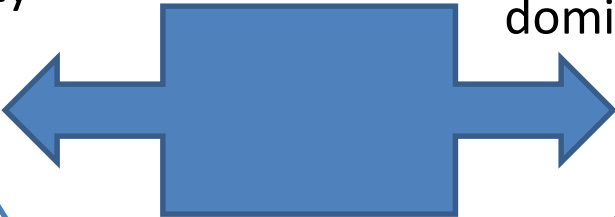


Fairness = practices of justice



entitlement <-----> invisibility

Recognition



domination <-----> helplessness

Impact

Mattering

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



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

	Overall Well-Being	Comparison Measure
Interpersonal well-being	.52***	.43***
Community well-being	.55***	.59***
Occupational well-being	.63***	.58***
Physical well-being	.70***	.59***
Psychological well-being	.63***	.61***
Economic well-being	.71***	.74***
***p<.001		

Fun For Wellness

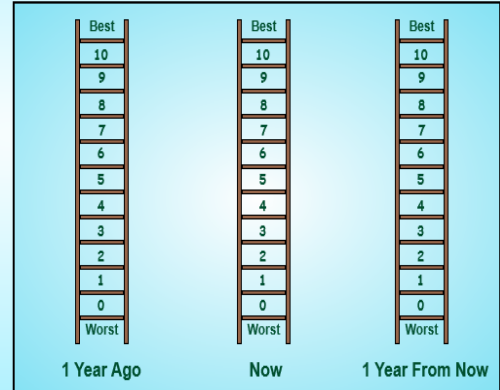
wellness through fun and games



UNIVERSITY OF MIAMI

We have a few steps to complete before continuing to Fun For Wellness

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?

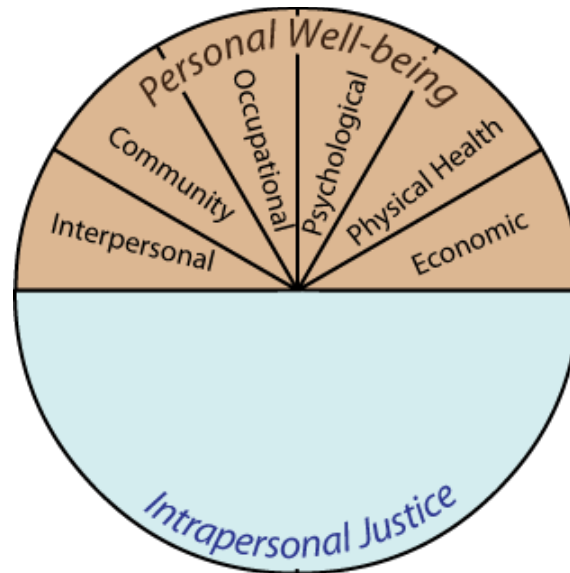


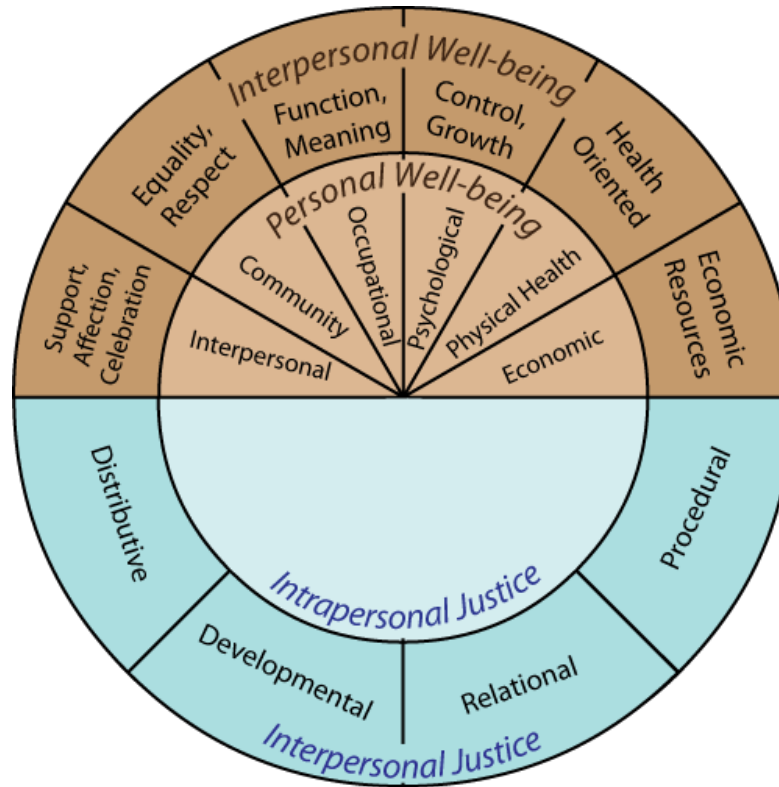


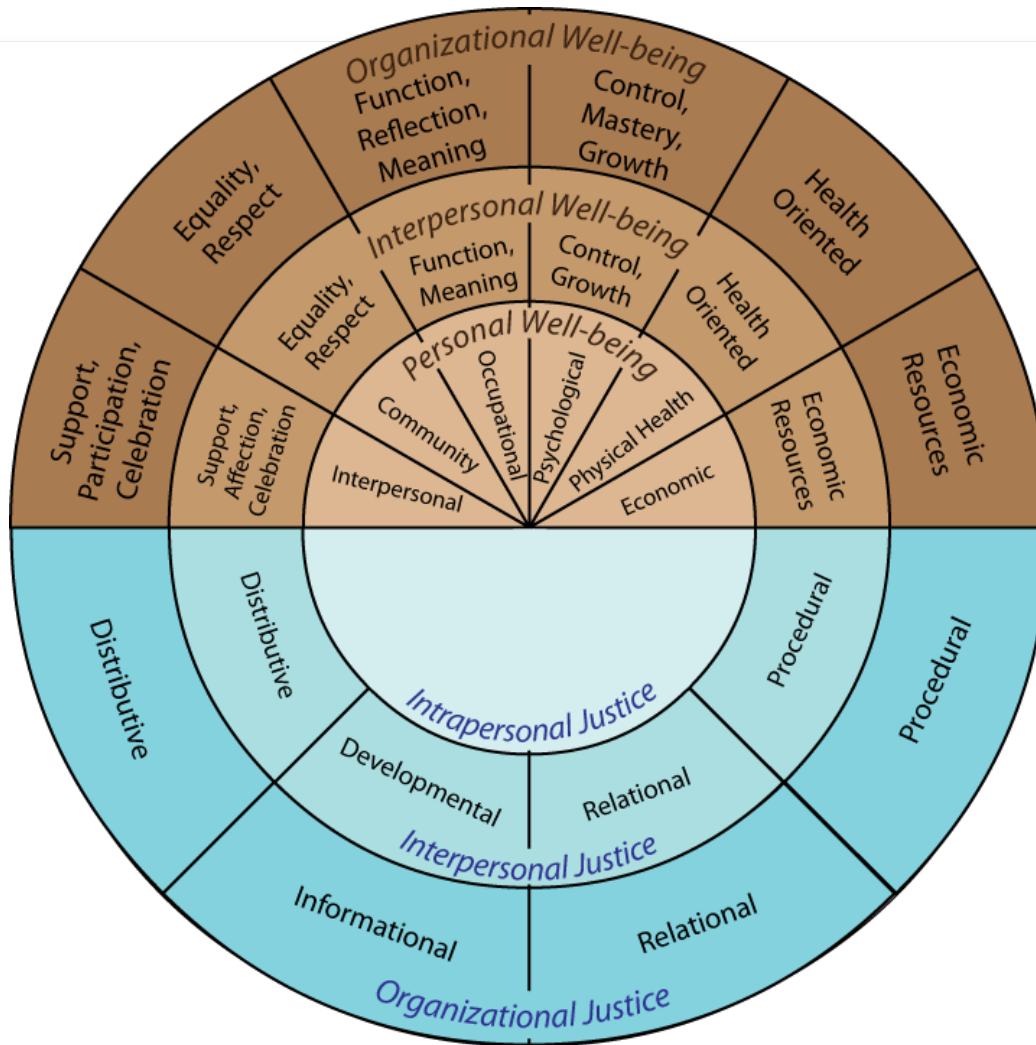
Fairness

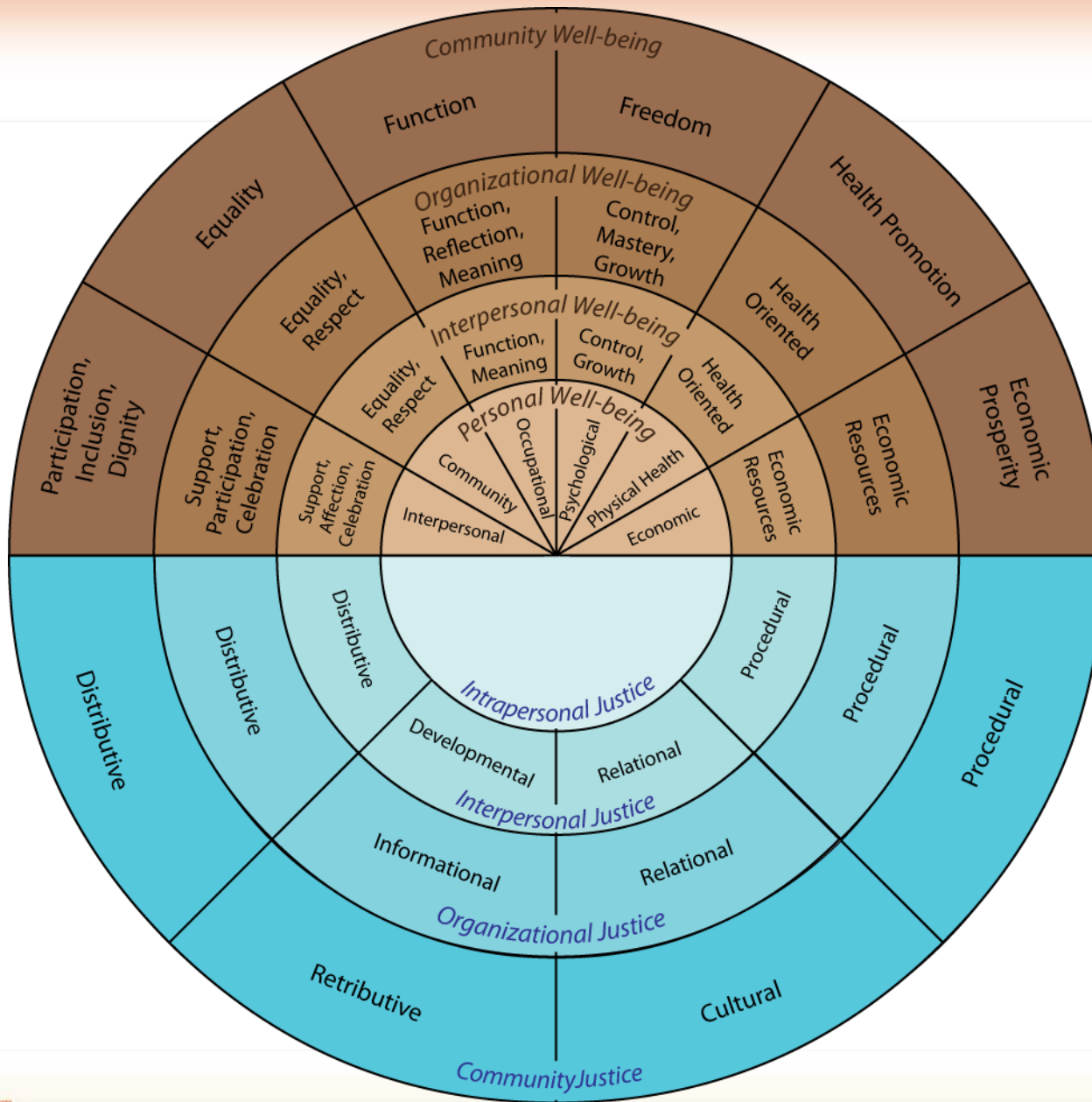
Multiple Domains
Multiple Connections

Wellness and Fairness





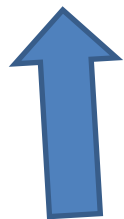
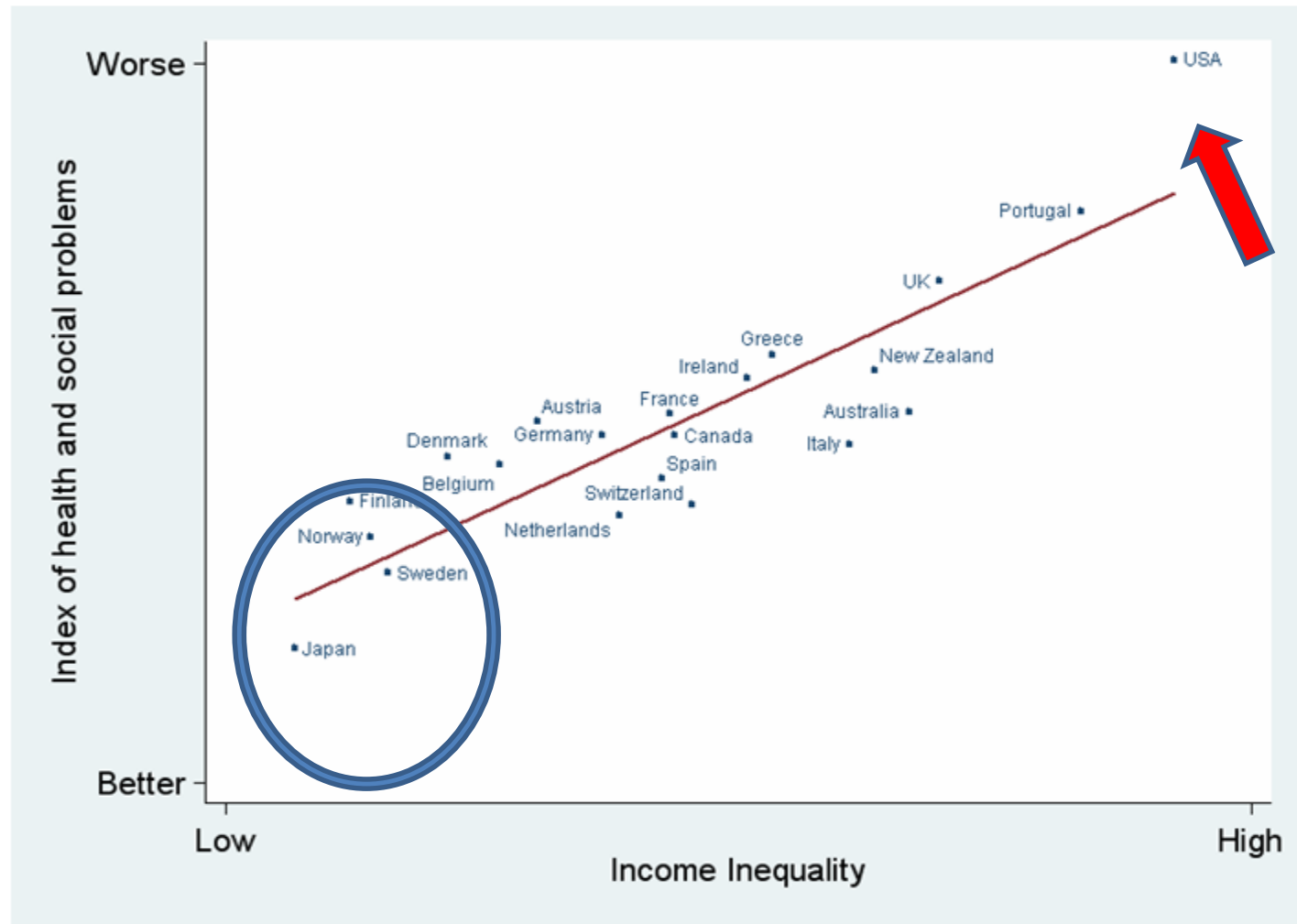




Health and Social Problems are Worse in More Unequal Countries

Index of:

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



Source: Wilkinson & Pickett, *The Spirit Level* (2009)

www.equalitytrust.org.uk

The Equality Trust



Wellness as Fairness

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



Wellness as Fairness

Wellness Continuum

Fairness Continuum



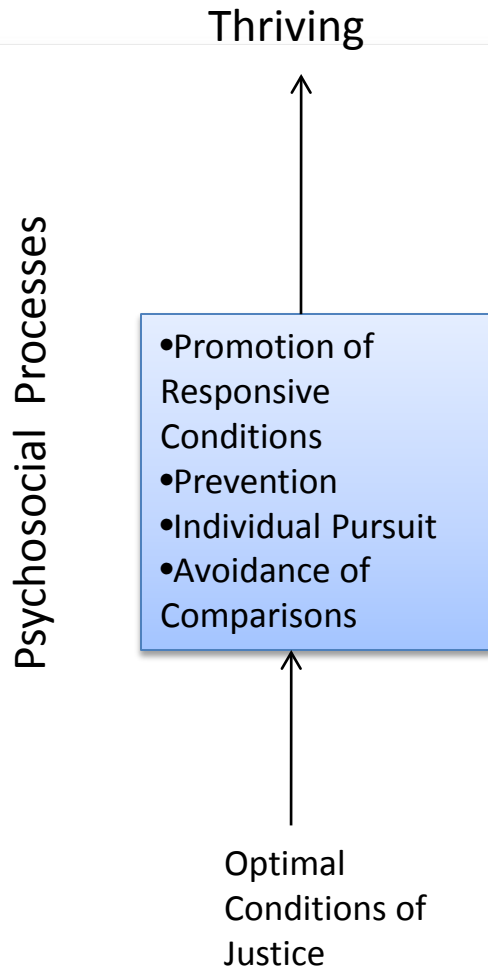
Wellness Continuum

Psychosocial Processes

Fairness Continuum



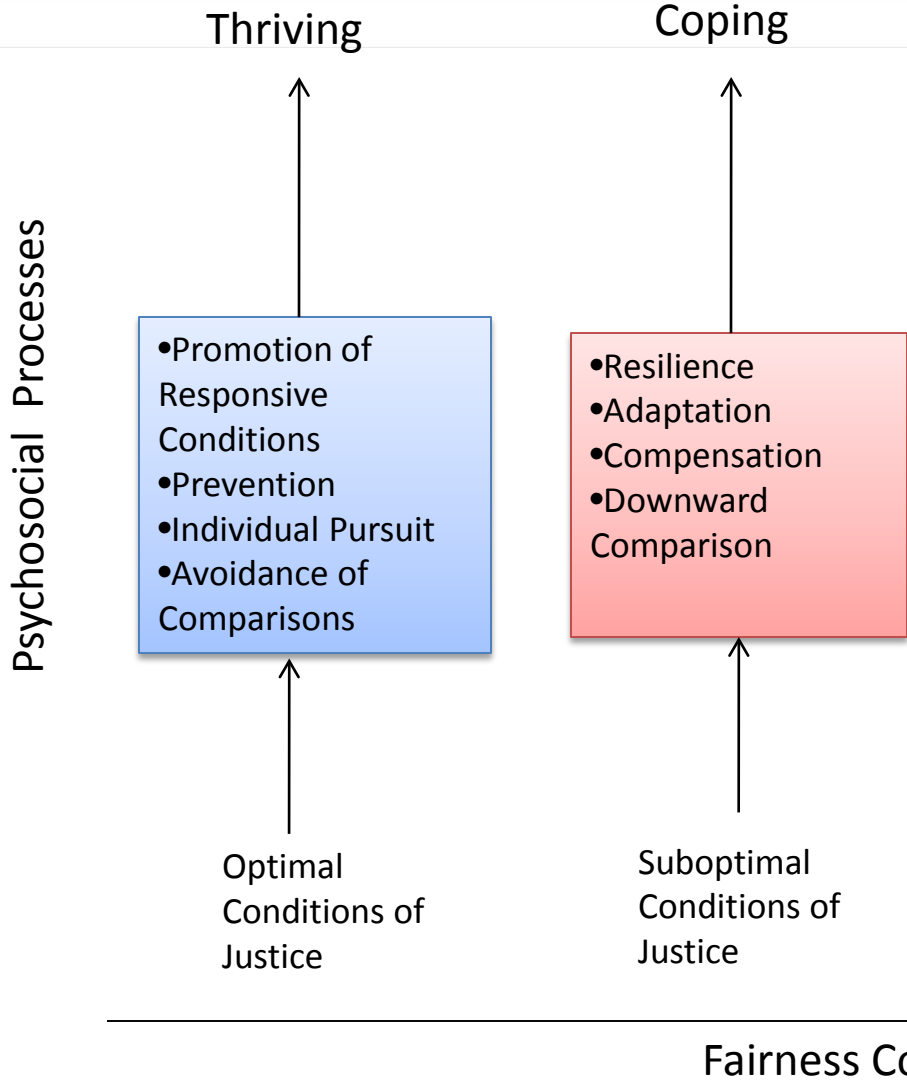
Wellness Continuum



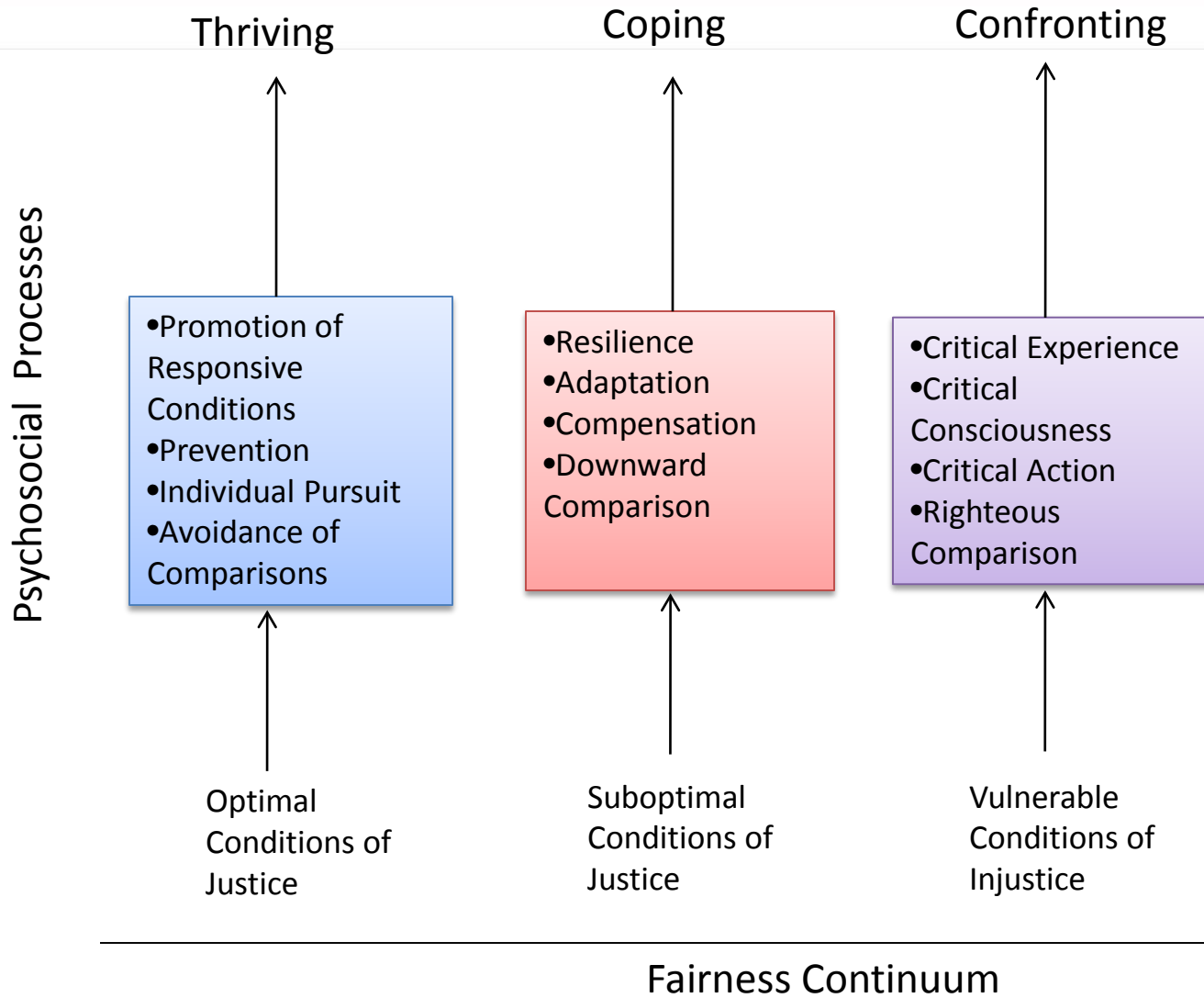
Fairness Continuum



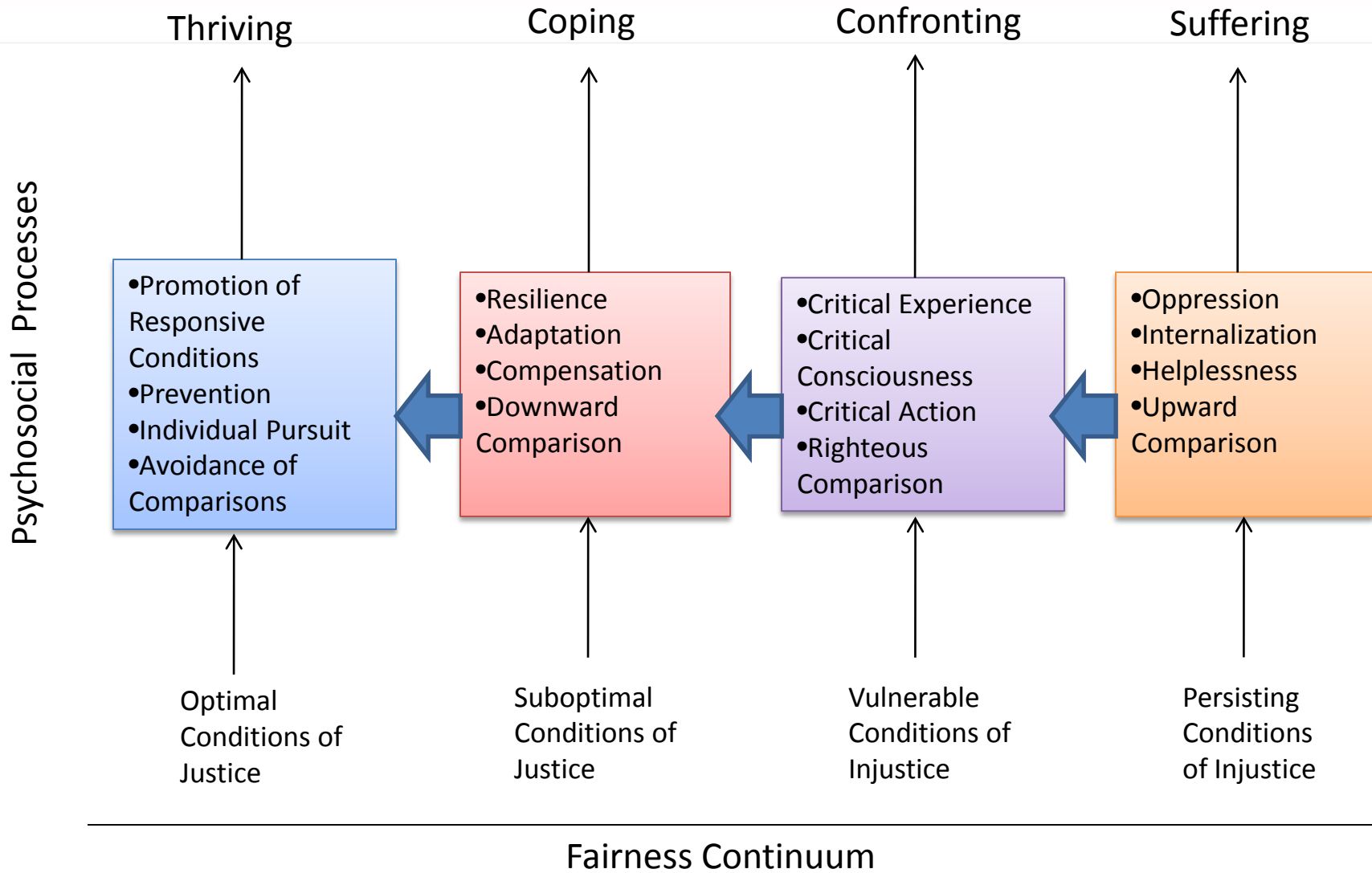
Wellness Continuum



Wellness Continuum



Wellness Continuum



UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



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 \$\$\$\$



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

UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Market Analysis

- **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

Essentials

- 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**
















[Community](#)
Fun For Wellness
 wellness through fun and games

 UNIVERSITY OF MIAMI

[Table of Contents](#)
[About](#) [Logout](#)

28% of challenges completed

[help](#) [progress](#)
Fun For Wellness
 Table of Contents

Introduction	Overview	Go	0% 
<hr/>			
1) Behaviors	Set a Goal.....	Go	25% 
	Create Positive Habits....	Go	44% 
<hr/>			
2) Emotions	Cope with Negative Emotions	Go	33% 
	Collect Positive Emotions	Go	30% 
<hr/>			
3) Thoughts	Challenge Assumptions	Go	30% 
	Write a New Story.....	Go	20% 
<hr/>			
4) Interactions	Connect.....	Go	25% 
	Communicate.....	Go	36% 
<hr/>			
5) Context	Read the Cues.....	Go	30% 
	Change the Cues.....	Go	40% 
<hr/>			
6) Awareness	Know Yourself.....	Go	29% 
	Know the Issue.....	Go	11% 
<hr/>			
7) Next Steps	Make a Plan.....	Go	25% 
	Make it Stick	Go	27% 

UNIVERSITY OF MIAMI [Medical Disclaimer](#)
 SCHOOL of EDUCATION
 & HUMAN DEVELOPMENT

http://www.funforwellness.com/games/v?page=xap&xap=mod_1 funforwellness.com

Community **Fun For Wellness** wellness through fun and games

UNIVERSITY OF MIAMI Skill: Set a Goal 28% of challenges completed

Table of Contents
Skill Overview
About Logout

Driver 1: Behaviors Skill 1: Set a Goal

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		start
Challenge 2: Watch Florence struggle with her goal		Completed! start
Challenge 3: Commit to your goal		start
Challenge 4: Think about the long term		start
Challenge 5: Help Karl set a goal		Completed! start
Challenge 6: Learn about SMART sub-goals		start
Challenge 7: Set a SMART sub-goal.		
Challenge 8: Play "Get it Done"		

Slide Sorter SEHD English (U.S.) 66% 9:36 PM 1/20/2015



http://www.funforwellness.com/games/v?page=xap&xap=mod_1_free


funforwellness.com

Community **Fun For Wellness** wellness through fun and games

UNIVERSITY OF MIAMI Skill: Set a Goal part 1 of 8 28% of challenges completed

Table of Contents
Skill Overview
About Logout

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

UNIVERSITY OF MIAMI SCHOOL OF EDUCATION & HUMAN DEVELOPMENT [Medical Disclaimer](#)

Page: 8 of 8 Words: 0 English (U.S.) 125%

9:39 PM 1/20/2015



Videos



Interpersonal



Physical



Psychological



Economic



Occupational



Community



Psychological



Physical



Interpersonal

Mini-Games Teach Wellness

Flo's Fave Restaurant
Monday's BREAKFAST Menu


Bacon	Sausages
Whole grain bread	Coffee (half and half)
White bread	Sweet cereal
Doughnut	Croissants

Current Health Bill
You Save: **\$25.00**

Total Health Bill
You Owe: **\$0.00**

Egg whites

Add 4 more items to Florence's plate.



Score: 51




You Got it! Automatic and Good is correct!

Florence is grading homework at home with a bottle of water next to her. She has learned that lots of water is good for her so she does it automatically.

Continue

Score : 1

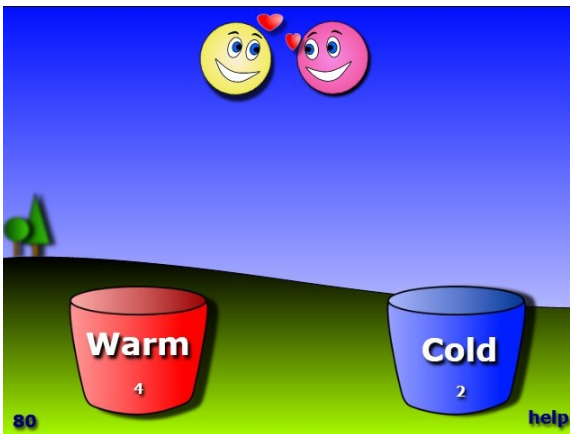


80

Warm 4

Cold 2

help



61

Help

Angry

Abused

Exuberant

Awesome

Marvelous

Motivated

0 stacks

Suffocated



mood → food

When Florence _____ (trigger), she tends to _____ (action) and this makes her _____ (reaction).

41

Score = 0

Word List

feel worse	recite poems
overeat	was ten years old
feels down	speaks Chinese

First, add a TRIGGER.



UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



BET I CAN

Strategies for Change

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



BET I CAN STRATEGIES



BET I CAN



COPE WITH NEGATIVE
EMOTIONS
COLLECT POSITIVE
EMOTIONS

BET I CAN



BET I CAN



BET I CAN



READ THE CUES
CHANGE THE
CUES

BET I CAN

KNOW
YOURSELF
KNOW THE
ISSUE



BET I CAN

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**

Analyses & Findings

CACE methodology

Class 1: non-compliers- intervention

participants who did not complete any Fun For Wellness challenges along with most of the control participants

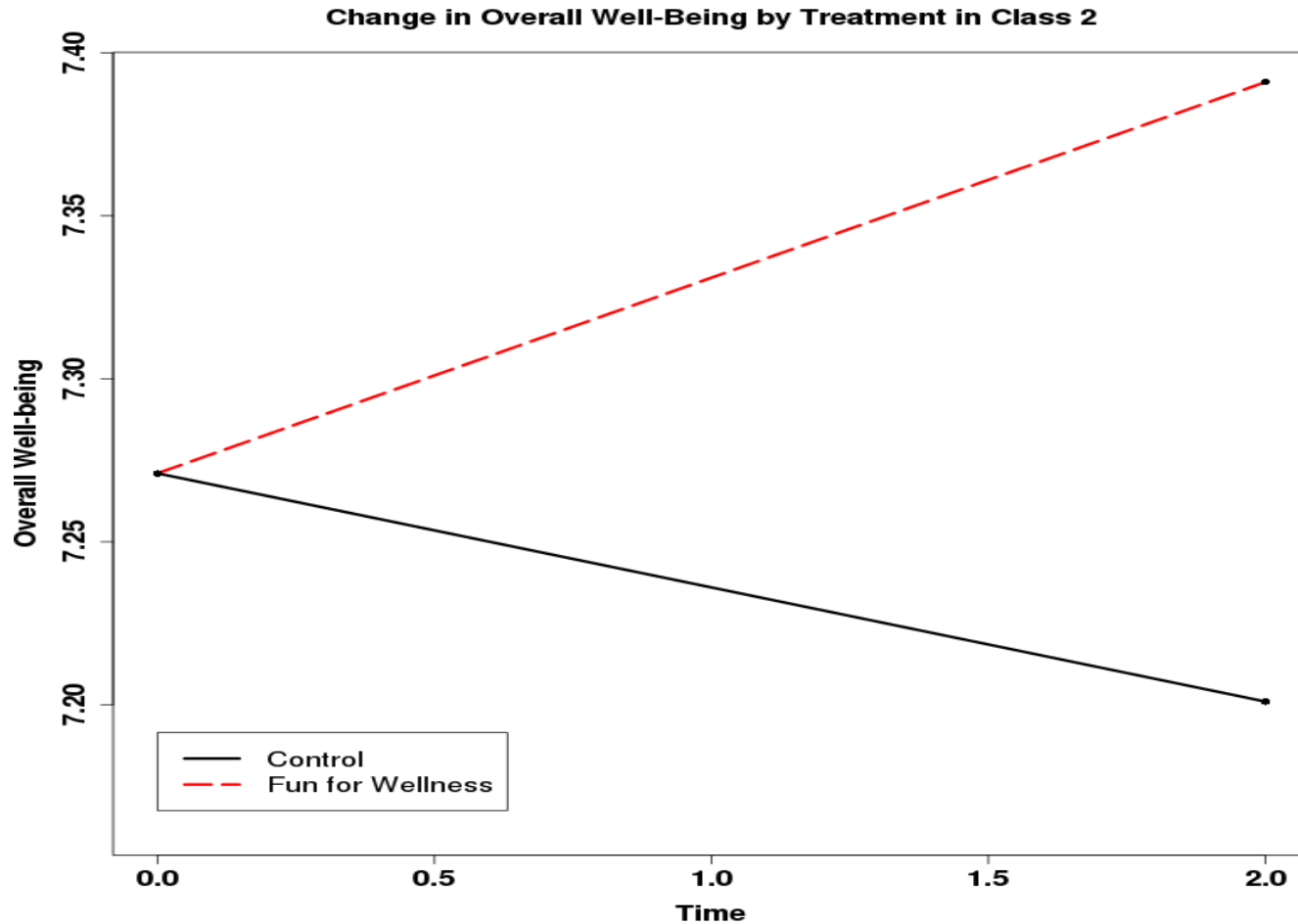
Class 2: Compliers- completed FFW challenges and some control participants

Class 2 is group of interest for these analyses

Within Class 2 Findings

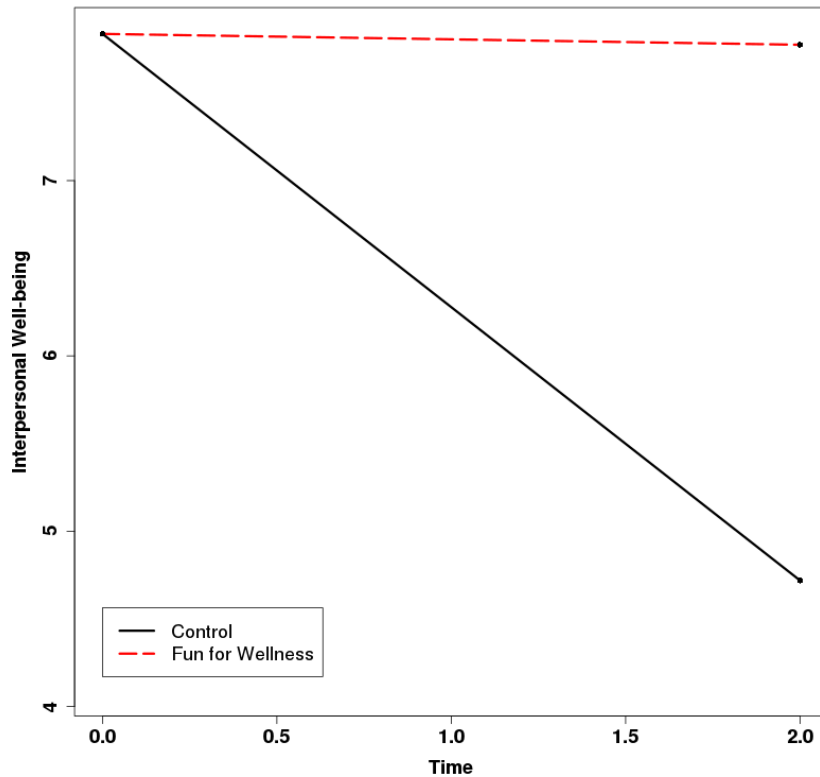
- Compared to controls, Fun For Wellness had either a *protective* or *promotive* effect
- Protective effect is the prevention of decline in well-being, compared to controls, whose well-being went down considerably
- A promotive effect refers to improvements in well-being over time

Promotive: Overall WB

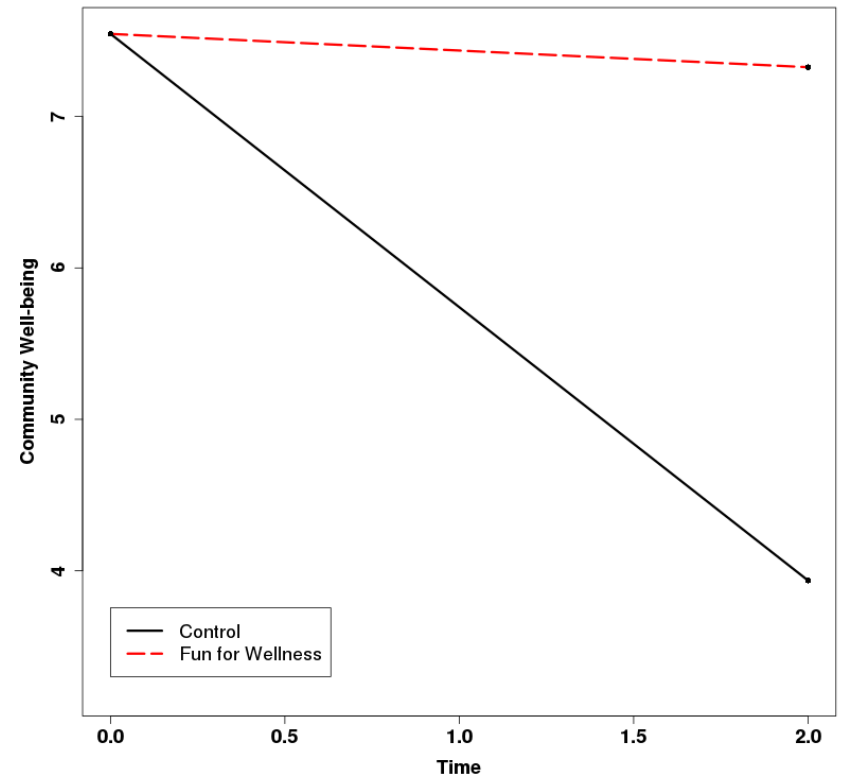


Protective: Interpersonal & Community WB

Change in Interpersonal Well-Being by Treatment in Class 2

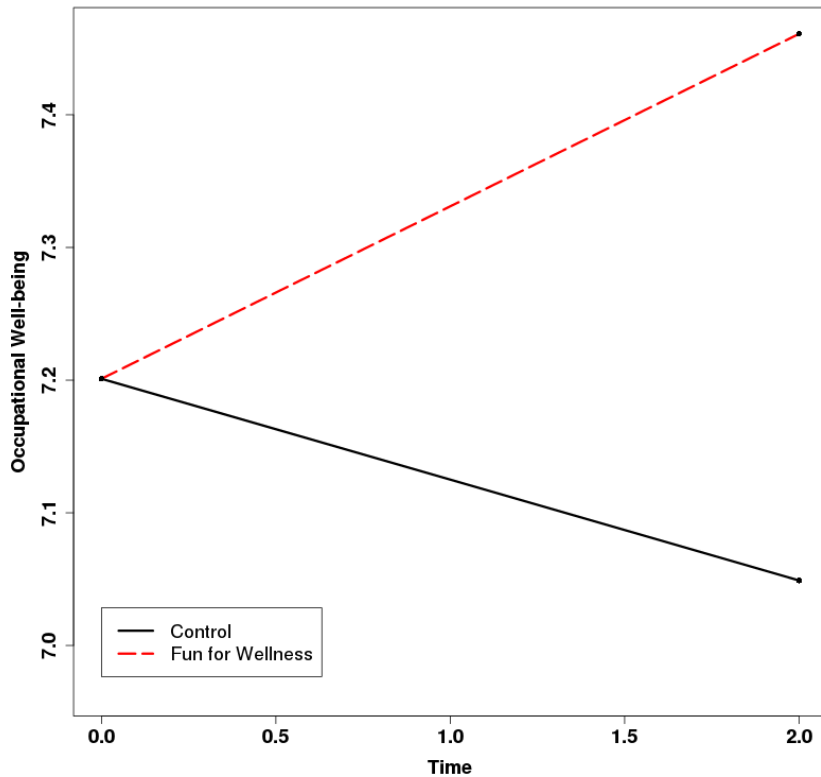


Change in Community Well-Being by Treatment in Class 2

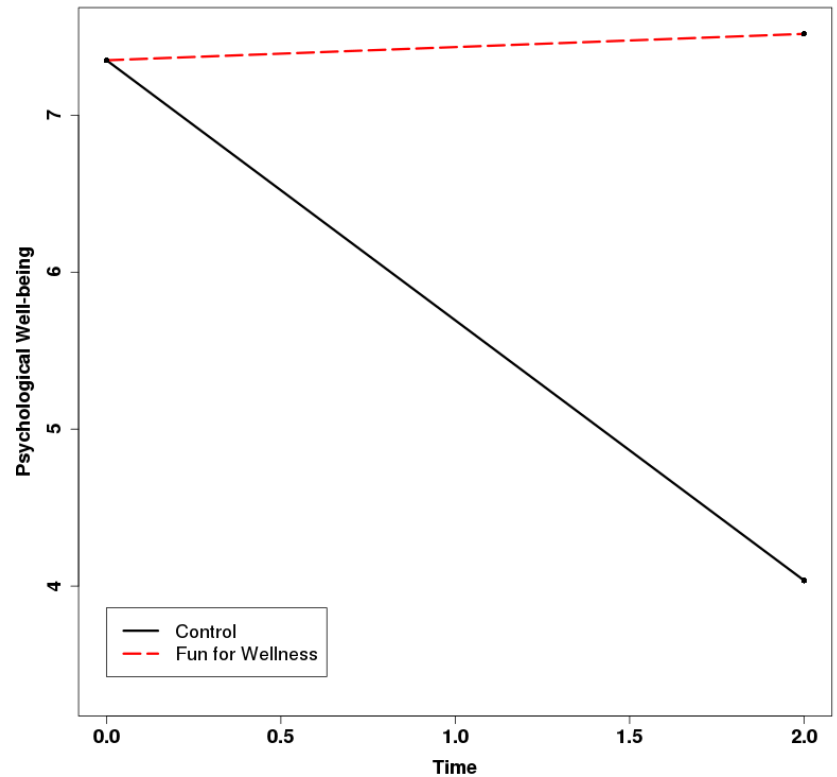


Promotive: Occupational, Psychological WB

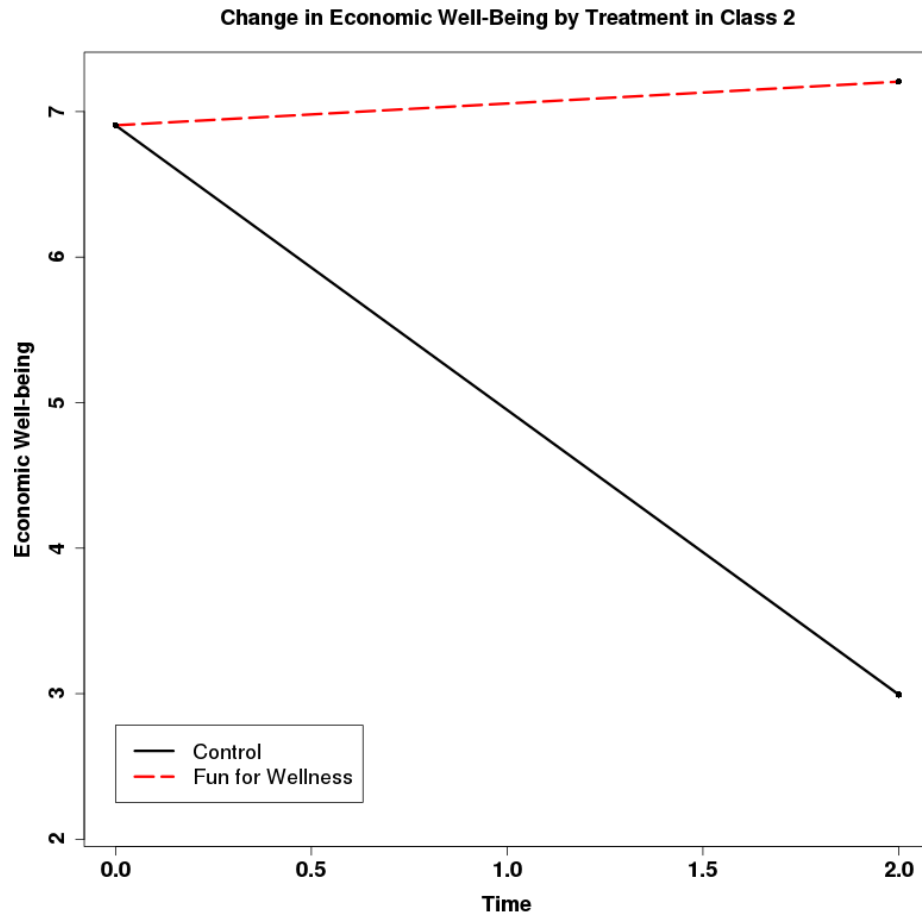
Change in Occupational Well-Being by Treatment in Class 2



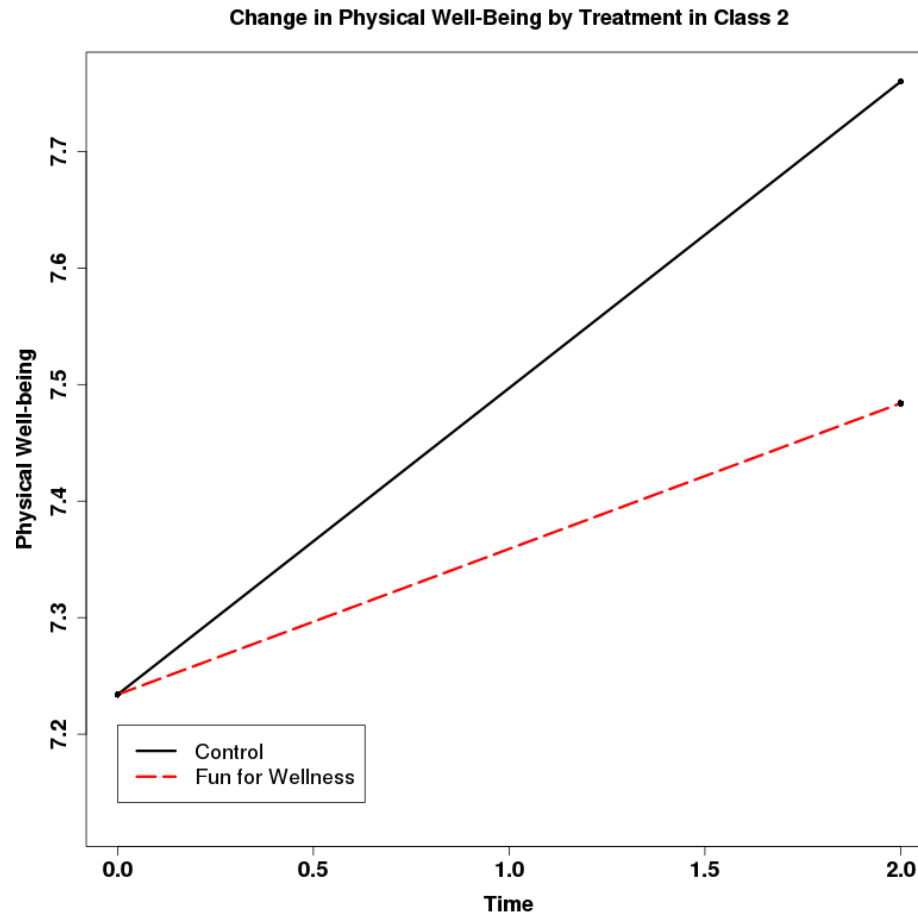
Change in Psychological Well-Being by Treatment in Class 2



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

Frankl, V. (2006). *Man's search for meaning*. Boston, MA: Beacon Press

Prilleltensky, I. (2012). Wellness as fairness. *American Journal of Community Psychology*, 49, 1-21. doi: 10.1007/s10464-011-9448-8

Prilleltensky, I. (2014). Justice and Human Development, *International Journal of Educational Psychology*, 3(3), 287-305.

Prilleltensky, I, Dietz, S., Prilleltensky, O., Myers, N.D., Rubenstein, C., Jin, Y., & McMahon, A. (2015). Assessing Multidimensional Well-Being: Development and Validation of the I COPPE Scale. *Journal of Community Psychology*, 43(2), 199-226. doi: 10.1002/jcop.21674

Schlossberg, N. (1989). Marginality and mattering: Key issues in building community. *New Directions for Student Services*, 48, 5-15.

Taylor, J., & Turner, R. (2001). A longitudinal study of the role and significance of mattering to others for depressive symptoms. *Journal of Health and Social Behavior*, 42, 310-325.

THANK YOU VERY MUCH

