

P-866 - THE WHOLE SCHOOL APPROACH FOR ENHANCING CHILDREN'S MENTAL HEALTH IN PAKISTANI SCHOOLS

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Background: Whole -school approach is a mental health promotion program in schools, which will provide a framework for mental health promotion in Pakistani schools.

Objective: To find out Pakistani teacher's perception of whole - school approach to guidance and its practice.

Place and Duration of the study: Trainings were held at department of Psychiatry, PIMS in collaboration with British council, THET, federal directorate of education and Kings College, London. Tenure of both training workshops was four days each from 6th Apr - 13th Apr 2011.

Design & Method: This study involving 58 (Male & Female) teachers . Data was collected with the help of Pre and post - tests for the assessment of their knowledge regarding mental health and whole school. Study design is comparative descriptive. Results were then computed by using percentages to compare the knowledge of participants before and after receiving trainings.

Results: Results revealed an overall mismatch between teachers' beliefs about a whole-school approach, childhood mental health problems and their perceived school reality and mental health issues. A whole-school approach was not seen as practiced in majority of these schools.

Conclusion: Whole school approaches encompass how to use school policies, systems and structures to create an environment that promotes mental wellbeing. .

Reference: Butler, H., Bond, L., Glover, S. & Patton, G. 2001, 'The Gatehouse Project: Mental health promotion incorporating school organizational change and health education', in Mental Health Promotion and Young People: Concepts and Practice.