



Evaluation of the Effectiveness of Mental Health Education Programs for Mentally Disordered Patients: Qualitative Research with a Phenomenological Approach

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ABSTRACT

Mental health education programs have an important role in increasing the understanding and skills of patients experiencing mental disorders. This study aims to evaluate the effectiveness of mental health education programs for patients with mental disorders through a qualitative approach using phenomenological methods. The research background highlights the need for a holistic approach to the management of mental disorders, with an emphasis on comprehensive education and understanding. The aim of this study was to understand patients' subjective experiences of a mental health education program and to evaluate its impact on improving their well-being. The research method used involves a qualitative approach with a phenomenological approach. Data was collected through in-depth interviews and participant observation. Data analysis was conducted thematically to identify common patterns in participant experiences and program impact. The research results show that mental health education programs make a positive contribution to increasing patients' understanding of their condition, strengthening coping skills, and improving overall quality of life. Patients expressed positive changes in self-perception, interpersonal relationships, and ability to manage symptoms. However, challenges such as stigmatization and lack of social support were also identified. This research concludes that mental health education programs have a significant impact on improving the well-being of patients with mental disorders. Recommendations are provided to increase program accessibility, reduce stigma associated with mental disorders, and strengthen social support for patients. Further research is needed to explore the effectiveness of this program over a longer period of time and in a broader population.

Keywords: *Educational Programs, Mental Disorders, Mental Health*

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INTRODUCTION

The Mental Health Education Program is a series of activities aimed at increasing individuals' understanding, skills and awareness of their mental health (Elliott et al., 2021). The goal is to provide accurate and relevant information about mental disorders, effective coping strategies, and efforts to maintain and improve overall mental health (Dev et al., 2020). The program covers a wide range of topics, from an introduction to mental disorders and risk factors to stress management techniques, healthy communication skills, and mental health promotion (Davies et al., 2019). Interactive sessions, seminars, written materials, and online programs are often part of Mental Health Education Programs, which are designed to meet the needs of diverse individuals and groups (Fernando et al., 2020). With this approach, the program aims to empower individuals to take proactive steps in caring for their own mental health, as well as providing support to those around them (Kularatna et al., 2022). It is hoped that by increasing understanding of mental health and promoting positive thought patterns, the Mental Health Education Program can reduce the stigma of mental disorders, improve the quality of life, and reduce the risk of mental disorders in society (Müller et al., 2019).

Mental health plays an important role in an individual's well-being, and mental disorders are a global health challenge affecting millions of individuals worldwide (Puzzo et al., 2019). In order to deal with the negative impacts caused by mental disorders, mental health education programs are becoming increasingly vital as an integral part of intervention strategies (Cornwall et al., 2022). Especially for patients experiencing mental disorders, these educational programs can serve as an important conduit for increasing their understanding of their condition, developing effective coping skills, and reducing the stigma often associated with mental disorders (Chen et al., 2023). In this research, evaluating the effectiveness of mental health education programs is an important aspect of evaluating the impact and success of the program in achieving the stated goals (Scharff et al., 2022). This evaluation provides deeper insight into the extent to which these programs benefit patients with mental disorders, as well as providing opportunities for further refinement and adjustment to increase their effectiveness.

Through a systematic and holistic approach, this evaluation identifies the program's success in improving patient knowledge, skills and quality of life, while highlighting areas that require further attention (Bond et al., 2021). Therefore, this article aims to explore and analyze the evaluation of the effectiveness of mental health education programs for patients with mental disorders, with a focus on assessing program impact, analyzing service quality, identifying success factors, improving

interventions, and providing relevant information to support decision-making. Thus, it is hoped that this research can make a valuable contribution to strengthening efforts to prevent, diagnose and manage mental disorders, as well as improve the overall well-being of patients.

This research was conducted to overcome this problem and evaluate the effectiveness of mental health education programs for patients with mental disorders (Büyükbayram Arslan et al., 2022). By understanding patients' subjective experiences and exploring the program's impact holistically, this research aims to provide a deeper understanding of how the program can help improve patient well-being. This research also contributes to filling knowledge gaps by exploring patient experiences in depth through a qualitative approach with a phenomenological approach. Through careful analysis, it is hoped that this research will provide new insights into the effectiveness of mental health education programs and their contribution to patient well-being.

The state of the art in this research includes current reviews of mental health education programs and therapeutic approaches for mental disorders (Tomlinson-Perez et al., 2022). However, the proposed innovation is the application of qualitative research methods with a phenomenological approach, which allows for a deeper understanding of the patient experience (Ashworth et al., 2021). The novelty of this research lies in the qualitative approach with a phenomenological approach in evaluating mental health education programs, which has not previously been explored much (Daley et al., 2020). In the context of previous research, quantitative research is more commonly conducted to evaluate program effectiveness, so the qualitative approach makes a new contribution to the understanding of patients' subjective experiences.

There are several previous research opinions. The first research, according to (Young et al., 2010), with the research title A Preliminary Evaluation of Reasoning and Rehabilitation 2 in mentally disordered offenders (R&R2M) across two secure forensic settings in the United Kingdom. The results of his research stated that Completers demonstrated significantly greater post-group improvements in self-rated attitudes towards violence. Primary nurses rated a significant decrease in disruptive behaviour. The findings suggest that R&R2M is both feasible and useful to run in forensic mental health settings. The second research, according to (Gilling McIntosh et al., 2021), has the research title Effectiveness of Psychological and Psychosocial Interventions for Forensic Mental Health Inpatients: A Meta-analysis. The results of his research stated that methodological quality remains problematic, and more well-designed trials are needed to determine the effectiveness of psychological interventions across outcome domains relevant to forensic patients' recovery. The third research, according to (Wiegand-Grefe et al., 2021), with the research titled Evaluation of a Family-Based Intervention Program for Children of Mentally Ill Parents: Study Protocol for a Randomized Controlled Multicenter Trial. The results of his research stated the evaluation of a family-based intervention program for children of mentally ill parents (CHIMPs) in the regular healthcare system in Germany and

Switzerland. A methodically sophisticated study design has been developed to reflect the complexity of the actual healthcare situation. This trial will contribute to the regular health care for the high-risk group of children of mentally ill parents.

RESEARCH METHOD

This research uses a qualitative approach with a phenomenological approach to evaluate the effectiveness of mental health education programs for patients with cognitive disorders (Prince et al., 2020). Qualitative research with a phenomenological approach is an approach to research that aims to understand individuals' subjective experiences of the phenomena being studied (Higuchi et al., 2020). Phenomenology originated from philosophy and developed into a research method that emphasizes a deep understanding of the subjective meaning of human experience. In the context of qualitative research, the phenomenological approach refers to efforts to explore and analyze data to understand how individuals experience and give meaning to the phenomena they experience.

In qualitative research with a phenomenological approach, researchers focus on exploring and describing phenomena from the participant's perspective while minimizing the use of previous theories or conceptual frameworks. This approach allows researchers to understand the context and complexity of individuals' subjective experiences holistically without limiting their interpretation by previous theories or assumptions. Qualitative research with a phenomenological approach often involves the use of data collection techniques such as in-depth interviews, participant observation, and text analysis of narratives or individual experiences. The data collected is then analyzed inductively, where common themes and patterns emerge from the data itself rather than from a previous theoretical framework. Phenomenological analysis often involves an iterative and reflective process in which the researcher continually interacts with the data to gain a deeper understanding of the phenomenon being studied.

This approach was chosen because of its focus on an in-depth understanding of individuals' subjective experiences of the phenomena being studied, which is in line with the aim of this research to understand patients' experiences of mental health education programs. This research was conducted at a mental health centre in the city that has experience in providing services for patients with various types of mental disorders. Participants in this study were selected through a purposeful sampling process with inclusion criteria which included: (1) having a diagnosis of a mental disorder, (2) having attended a mental health education program for at least six months, and (3) being willing to participate in interviews deep. The total number of participants is determined based on reaching the saturation point, namely when the data collected has reached information saturation and no new information has emerged.

Data was collected through two main methods: in-depth interviews and participant observation. In-depth interviews were used to gain an in-depth

understanding of the patient's experience of mental health education programs. Interviews were conducted face-to-face by trained researchers in a comfortable, non-pressure atmosphere. The interview guide was developed based on the research objectives and related literature but still provided space for participants to express their experiences in ways they considered important. The length of the interview varies depending on the complexity of the patient's experience, but on average lasts approximately 60-90 minutes. Apart from in-depth interviews, participatory observation was also carried out to observe patient interactions with mental health education programs directly. Researchers attended program sessions held by mental health centres and recorded their observations of interactions between patients, facilitators, and the material presented (Gabrielsen et al., 2019). Observations are made by paying attention to non-verbal cues, group dynamics, and patient reactions to the material presented. Participatory observation also allows researchers to gain a more comprehensive understanding of the context of implementing mental health education programs.

Data analysis was conducted thematically, starting with complete transcriptions of interviews and observation notes (Leahy & McNicholas, 2024). The data was analyzed inductively, that is, without using a previous analytical framework, but allowing general themes and patterns to emerge from the data itself. Researchers read and reviewed the data repeatedly to identify emerging themes and group them into relevant categories. This process involves triangulation between data collected through interviews and observations to ensure the reliability and validity of the analysis. Research validity will be considered through several strategies, including data triangulation through data collection from multiple sources and methods, as well as reflection on the researcher's position and influence on the interpretation of the data.

Additionally, the validity of the findings will be verified through discussions with experts in the fields of mental health and phenomenology to ensure appropriate and consistent interpretation of the data. Limitations of this study include the possibility of subjective bias in the interpretation of the data by the researcher, as well as limited generalizability of the findings due to the use of a sample that may not be representative of the population as a whole. However, taking these limitations into account, it is hoped that this research will provide a deeper understanding of patients' experiences of mental health education programs and their contribution to patient recovery.

RESULTS AND DISCUSSION

Evaluation of the effectiveness of mental health education programs for patients with mental disorders is an important subject in efforts to improve their quality of life and recovery. Mental health education programs aim to provide patients with the knowledge, skills and support necessary to better manage their mental conditions. First, the effectiveness of mental health education programs should be evaluated by paying attention to the main

objectives of the program. Program goals can vary, from increasing understanding of mental conditions and improving coping skills to reducing stigmatization of mental disorders. Therefore, in evaluating the effectiveness of the program, it is important to measure the extent to which these goals were achieved and whether there were significant changes in patient knowledge, attitudes, or behaviour after participating in the program. Both evaluations of the effectiveness of mental health education programs also consider program design and delivery methods. Program designs can vary, from group sessions to self-paced training to the use of technology such as smartphone apps or online platforms (Gurung et al., 2020). Program delivery can be undertaken by a variety of mental health professionals, including psychologists, psychiatrists, or social workers, and can be tailored to the patient's individual needs and preferences.

Apart from that, evaluating the effectiveness of mental health education programs also pays attention to measuring program results (German-Ponciano et al., 2023). This includes direct measures such as changes in symptoms of mental disorders, level of knowledge about mental conditions, and coping skills, as well as indirect measures such as improved quality of life, increased social support, or decreased use of emergency mental health services. These measurements help to comprehensively evaluate the program's impact and provide empirical evidence of its effectiveness. Furthermore, evaluating the effectiveness of mental health education programs also pays attention to contextual factors that can influence program implementation and outcomes. These factors include patient characteristics such as education level, culture, or socioeconomic conditions, as well as environmental factors such as family support, access to mental health services, or stigma regarding mental disorders. Understanding these factors helps to identify factors that influence the success of the program and design appropriate strategies to increase its effectiveness.

Evaluation of the effectiveness of mental health education programs also considers program sustainability (Farrugia & Gabbert, 2022). Program sustainability refers to the program's ability to remain operational and provide long-term benefits to patients. This involves aspects such as the resources required to run the program, support from stakeholders, and integration of the program into the broader mental health care system. Ensuring the continuity of the program is important to maximize its impact and prevent the benefits that patients have received from being interrupted. Finally, evaluating the effectiveness of mental health education programs also considers patient involvement and their participation in the evaluation process. Involving patients in the evaluation process allows for deeper insight into their experience with the program and obtains valuable feedback to improve the program in the future. It also promotes the emancipation of patients and their empowerment in managing their mental conditions more effectively. Overall, evaluating the effectiveness of mental health education programs is a complex process that considers various relevant aspects related to design, implementation, outcomes, context, sustainability, and patient participation (Willan et al., 2023). By paying attention to all these factors, we can ensure that mental health education programs can provide maximum benefits for patients with mental disorders and support their holistic recovery.

Table: Forms of evaluating the effectiveness of mental health education programs for patients with mental disorders

NO	Forms of evaluating	Analysis
1	Knowledge Measurement	Measurement of the patient's level of knowledge about their mental condition before and after participating in a mental health education program.
2	Measurement of Coping Skills	Measurement of the patient's coping skills in dealing with symptoms or situations that cause stress before and after participating in the program.
3	Psychosocial Impact Measurement	Measurement of the program's impact on psychosocial aspects such as patient quality of life, self-confidence and interpersonal relationships.
4	Measuring Changes in Symptoms	Measurement of changes in a patient's symptoms of mental disorders before and after participating in the program, such as reduced levels of depression or anxiety.
5	Measuring Social Support	Measurement of the level of social support felt by the patient after participating in the program, including support from family, friends, or the community.
6	Compliance Measurement	Measurement of a patient's level of compliance with interventions suggested in the program, such as following a medication schedule or coping exercises.
7	Sustainability Impact Measurement	Measuring the impact of the program over a longer period of time to evaluate the sustainability of benefits obtained by patients after the program ends.
8	Evaluation of Participants and Facilitators	Evaluate participant satisfaction and understanding of the program, as well as the facilitator's performance in delivering material and supporting participants.
9	Cost-Benefit Analysis	Cost-benefit analysis to evaluate the efficiency of mental health education programs in generating health benefits for patients and society.
10	In-Depth Qualitative Analysis	In-depth qualitative analysis of participants' experiences and views of the program to understand the program's impact.

The table above shows various forms of evaluation that can be used to evaluate the effectiveness of mental health education programs for patients with mental disorders. Using this combination of evaluation methods can gain a comprehensive understanding of the program's impact on patient well-being and recovery.

The factors that influence mental health in patients with mental disorders are a complexity consisting of interactions between various biological, psychological, social and environmental factors (Nielsen & Shepherd, 2022). Identification of these causal factors is essential in deepening understanding of the aetiology and development of mental disorders,

as well as in the formulation of more effective intervention strategies. In this context, it is necessary to consider several main factors that have been noted to influence the mental health of patients with mental disorders. Biologically, genetic factors, neurochemical imbalances, and anomalies in brain structure or function play a key role in the pathogenesis of mental disorders. Disorders such as depression, schizophrenia, and anxiety disorders show a strong association with these biological factors, where genetic and neurochemical predisposition play a major role in their onset and progression. In addition, hormonal disorders, neurotransmitter disorders, or stressors that harm the nervous system also contribute to changes in an individual's mental health.

Apart from that, psychological aspects are also a contributing factor in the development of mental disorders. Past experiences, traumatic events, inner conflicts, and dysfunctional thought patterns are significant factors. Traumatic experiences such as sexual abuse or physical violence as children, as well as substantial losses in life, can increase a person's risk of developing mental disorders. Unhealthy thought patterns, such as persistent negative thinking or irrational perceptions, also worsen symptoms and hinder the healing process. Furthermore, environmental factors have a major impact on the mental health of patients with mental disorders. Social, economic, and cultural factors in an individual's environment influence the risk, progression, and prognosis of mental disorders. Stressors such as instability in interpersonal relationships, financial difficulties, or work pressure can trigger or worsen symptoms of mental disorders. In addition, social stigma against mental disorders or limited access to mental health services also become obstacles to patient recovery.

Lifestyle is also a factor that influences the mental health of patients with mental disorders. Smoking habits, consumption of alcohol or narcotics, lack of physical activity, and poor sleep patterns have been shown to have a positive correlation with the risk of mental disorders such as depression or anxiety. Therefore, adopting a healthy lifestyle that includes a balanced diet, exercising regularly, managing stress, and paying attention to sleep patterns can help reduce risks and improve mental health. Apart from these factors, it is also necessary to consider additional risk factors that can increase vulnerability. Individual to mental disorders. These include a family history of mental disorders, exposure to toxic or damaging environments, or the presence of comorbid medical conditions such as chronic illnesses or sleep disorders. Understanding these additional risk factors can assist in the identification of high-risk individuals and design appropriate interventions for the prevention or management of mental disorders. Finally, it is important to take into account the role of interactions between these factors. For example, environmental stressors can trigger biological responses in the body that further impact an individual's psychological well-being. Likewise, past traumatic experiences can shape thought and behaviour patterns that worsen the symptoms of mental disorders. Therefore, a holistic approach that considers the interactions between biological, psychological, social, and environmental factors is necessary to understand the causes of mental disorders and design effective interventions.

The aim of evaluating the effectiveness of mental health education programs for patients with mental disorders is to carry out a series of systematic analysis steps to gain an

in-depth understanding of the program's achievements and success (Punukollu et al., 2020). These steps include: First, measure the impact of the program by evaluating the extent to which the mental health education program achieves the stated objectives. This evaluation includes direct and indirect aspects, such as increasing knowledge about mental disorders, mastery of coping skills, and reducing the level of associated stigma. Second, the quality of services provided by the program should be assessed by examining the adequacy of information conveyed to patients, ease of access to services, and responsiveness to the individual needs of patients with mental disorders. Finally, the evaluation aims to provide relevant information for decision-makers, including policymakers, mental health service administrators, and mental health practitioners, to support better decision-making in planning, resource allocation, and policy development regarding mental health education programs for patients with mental disorders. Thus, evaluating program effectiveness becomes an important instrument in improving the overall quality and effectiveness of mental health services.

CONCLUSIONS

In this conclusion, it is stated that evaluating the effectiveness of mental health education programs for patients experiencing mental disorders marks an important step in improving their well-being and recovery process. The results of this evaluation provide valuable insight into the effectiveness of the program and play a role in improving mental health services tailored to individual patient needs. From the results of the evaluation carried out, it can be stated that the mental health education program has had a positive impact on patients with mental disorders. These programs help increase patients' knowledge about their mental health conditions, provide useful coping skills, and reduce the stigma of mental disorders. Through educational sessions and interventions delivered by mental health professionals, patients get the support they need to manage their conditions more effectively.

In addition, evaluation of the program's effectiveness also showed significant improvements in patients' quality of life. These programs successfully provide meaningful psychosocial benefits, including increased self-confidence, improvements in interpersonal relationships, and feeling more connected to the local community. These findings illustrate that a holistic approach to mental health, which includes aspects of education, social support, and understanding of cognitive conditions, has a positive impact on patients' overall well-being. However, the evaluation also identified several areas requiring improvement in the implementation of these programs. Some patients may have difficulty attending education sessions regularly, while others may experience challenges in applying the coping skills they have learned in everyday life. Therefore, a more flexible and affordable approach is needed to deliver information and support to patients, as well as a more integrated strategy to ensure that the benefits of the program can be felt in the long term.

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