

Review of: "Training Teachers to Become Mental Health Promoters: Impact on Their Well-Being"

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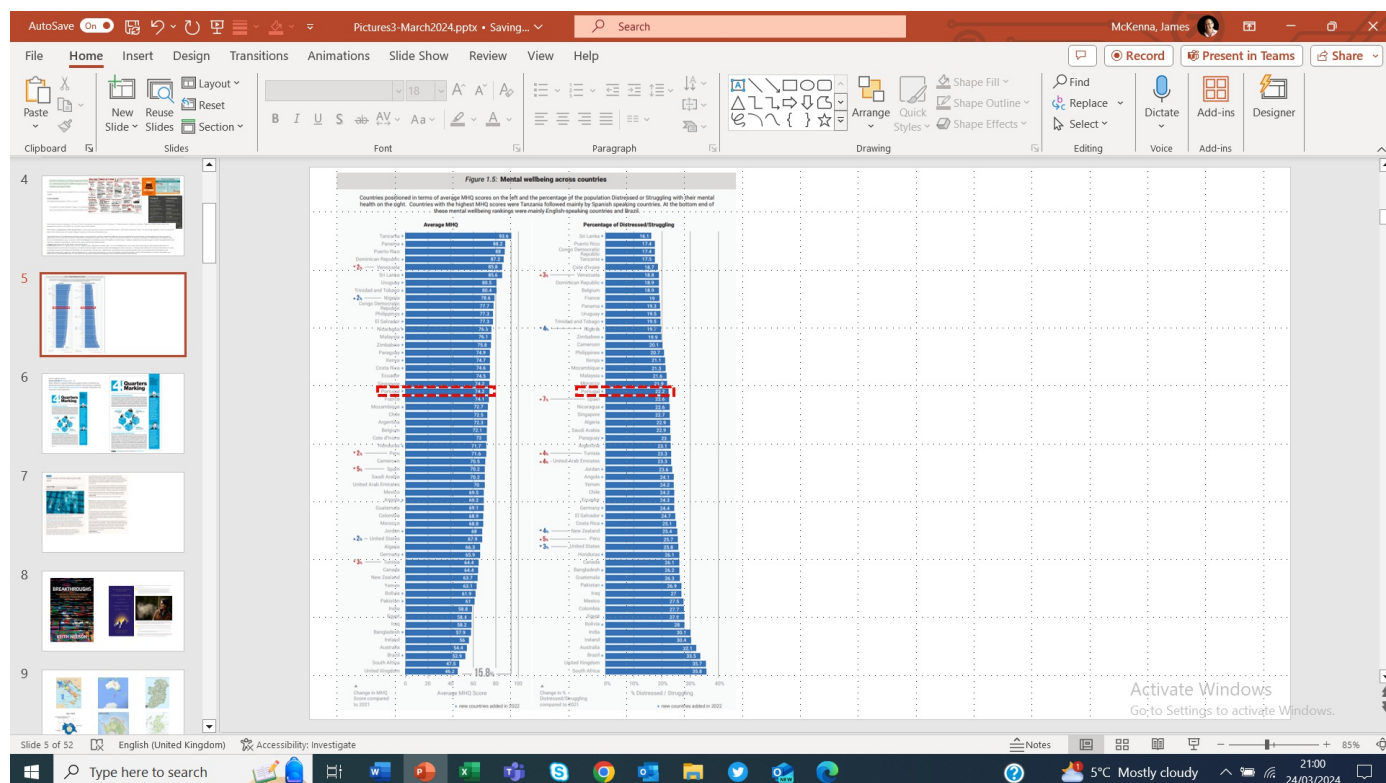
Potential competing interests: No potential competing interests to declare.

This short paper addresses the knock-on effects of mental health (MH) benefits of receiving curricular MH training in teachers. With over 200 participants, all practicing teachers, the study represents a substantial contribution to the field. Importantly, the findings suggest a host of knock-on benefits; I wonder if this training could be activated at the heart of a full in-service welfare offer for teachers? The importance of MH – for pupils and for teachers – could hardly be more timely. Some important new papers/reports have been published since this paper was developed (and, no, I am not one of the authors!), and these could be readily integrated into the Introduction. These would support making a very strong case for being concerned about MH in schools and in teachers:

Ibanez A. & Zimmer ER. (2023) Time to synergize mental health with brain health. *Nature Mental Health*, 1(7), pp.441-443.

Kieling C, Buchweitz C, Caye A, Silvani J, Ameis SH., Brunoni AR, Cost KT, Courtney DB, Georgiades K, Merikangas KR. & Henderson JL. (2024) Worldwide prevalence and disability from mental disorders across childhood and adolescence: Evidence From the Global Burden of Disease Study. *JAMA Psychiatry*, doi:10.1001/jamapsychiatry.2023.5051.

Vodovotz Y, Arciero J, Verschure PFMJ. & Katz DL. (2024) A multiscale inflammatory map: linking individual stress to societal dysfunction. *Front Sci*, 1:1239462. doi: 10.3389/fsci.2023.123946 (and an associated commentary: Androulakis IP. From cells to society: untangling the web of stress, inflammation, and social determinants of health. *Front Sci*, 2:1358784. doi: 10.3389/fsci.2024.1358784)



Figures from The Mental State of the World in 2022 (see image above) would also provide some useful background insight into MH in Portugal.

While acknowledging the tremendous challenge of reporting such a big study in a short format, I was left wanting more of the detail of key findings (over those that seemed less important, e.g., the alpha reliability figures and Table 3). More comment is needed regarding (i) the pedagogical approach used within the MH training (there was lots of comment about content) and (ii) a justification – linked to the overall RQs - for the specific measures deployed in the study. The overall role of the COM-B measures also needs to be clarified.

Equally, and paradoxically, given the study is about teaching, it needs to address the underlying theory of why a knock-on effect might have been expected. Any of at least three areas – social contagion, advocacy effects/teach-to-learn, and transfer of learning – could have been used to better ‘frame’ the study. This, along with the integration of more contemporary sources (see above), would significantly refine the Discussion. In the Discussion, I was also looking for the MAIN finding from the study (and an explanation of why the authors thought it was the MAIN outcome). Allowing for my ignorance of the journal formats, images of the main findings would be a very helpful addition. Finally, a more minor stylistic point: paragraphs in discursive sections (so, not Results) need to be between five and six sentences to develop a key point; single sentence ‘paragraphs’ are typically just assertions and rarely add substance to any paper. It may be helpful to use the ‘Structured Discussion’ format to ensure coverage of key elements.

