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Title: 5-Elements of Wellbeing Discovered in a Thematic Analysis of Integrative Studies Can Inform Preventive Mental Health Practice

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Keywords: Wellbeing, Integrative, Mental Health, Prevention, Analysis

Objective: Define wellbeing through a thematic analysis clinical research to better understand the application to preventive mental health practice. Psychological approaches to mental health rely primarily on a medical model of assessment, diagnosis and treatment which reacts to a set of symptoms, affect and behavior. There is an 11 year gap between the onset of symptoms and intervention in the current model according to a study by the National Alliance on Mental Illness¹. People with a preventable physical illness are more likely to experience a mental health problem and evidence treating multimorbidities is limited². The single-disease response approach is limited in that it does not reduce the rates of new or recurring mental illness nor addresses multimorbidity complexity.

Methods: A reflexive thematic analysis was conducted using an inductive and latent approach. Specifically research on wellbeing and mental health was reviewed without preconceived themes or codes, examining both direct results and underlying meaning. Codes were changed and reorganized as qualitative data was reviewed. Clinical research advisors from 4 universities as well as 10 clinical and professional advisors were interviewed.

Results: Identified themes were ones with sufficient evidence involving 36 or more credible sources for each theme ("5-Elements"). The 12 subfactors with the strongest evidence were included as "Key Factors" broken down into 6 "Internal" (Personal) and 6 "external" (Environmental) wellbeing factors, totalling 60 Key Factors, 30 internal and 30 external across the 5-Elements. A professional development format labeled as the Systemic Wellbeing 5-Elements Framework was designed from the results. Trials in the clinical setting with individuals and families presenting with comorbid psychiatric and somatic complaints have demonstrated early success in model adoption and use.

Conclusion: The 5 categorical variables represent an evidence-informed framework for defining the elements of wellbeing that suggest a reduction in mental and physical illness caused by internal and external stressors. The information serves as a launch point into further examination of models for systemic prevention of mental health conditions and the promotion of wellbeing as a preventive solution. This is presented as a conceptual framework with limitations in that application and outcomes are yet to be examined.

¹ NAMI National Alliance on Mental Illness. <https://www.nami.org/Support-Education/Publications-Reports>

² Barnett K, Mercer SW, Norbury M, Watt G, Wyke S, Guthrie B (2012). Research paper. [Epidemiology of multimorbidity and implications for health care, research, and medical education: a cross-sectional study](#)

BIOGRAPHY

Nadine Wilches, LCSW, CIMHP

Nadine Wilches is a Licensed Clinical Social Worker and Certified Integrative Mental Health Provider. Nadine worked in clinical leadership roles for 18 years coordinating and providing high-quality service delivery, cultivating flourishing teams, and driving strategic organizational plans to achieve meaningful and valuable impact. Nadine is a champion of systemic interventions and interweaves treatments into practices and programs to optimize the outcomes.

After 18 years in response-based interventions, she felt strongly that it was time to flip the script and focus on prevention to get ahead of the problems. She designed the 5-Element Model using research and integrative best practices to decrease mental health risks and improve mental wellness systemically. Nadine is now the CEO and Founder of Mind the Class and works with individuals and families, organizations, schools, and community groups to create individualized mental wellness programs to reduce mental illness risks and outcomes. She provides strategic consultation, training and coaching using a framework of preventive mental health education using evidence based strategies and the latest research with inclusive practices.

She has trained professionals at Universities, Hospital Psychiatric Departments, Organizations and School Programs as well as local and national conferences. Nadine graduated with top honors from Fordham University's Graduate School of Social Services and has worked abroad supporting community and children's educational programs in 3 different countries. Nadine enjoys meeting people of different cultural backgrounds and traveling.