Youth Wellbeing in China and Central America: Implementation of an Integrated Prevention and Intervention Program

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Aim

- To implement and evaluate a multi-level, integrated mental health education, screening and intervention model to improve functioning and well-being among youth in China, Honduras and El Salvador

- To improve mental health literacy, reducing stigma and violence, and building resilience and skills

- To promote early identification and treatment of mental illness, increase access to services, and improve rates of help-seeking
Project objectives

Large-scale delivery of a mental wellness and leadership and social responsibility program to students, taking into account the heterogeneity of the student population.

Evaluation of the feasibility and acceptability of the mental wellness and leadership program.

Application of a screening tool to identify students with pathological levels of perceived stress, as well as depression, anxiety, substance abuse or internet addiction.

Treatment of students with affective and addictive conditions with web-based, evidence-based therapy.

Longitudinal evaluation of the benefits of the wellness and treatment programs.

Economic evaluation of the mental health education and web-based intervention model.
Project activity flow chart

1st year students recruited

Students receive MWL curriculum with pre-post testing

Curriculum students use screening tool, and share it with non-curriculum peers

Non-curriculum students and health system referrals use screening tool

High scorers on the screening tool directed to iCBT programs

All students assessed annually for up to 3 years for long-term effects
## Progress——Translation

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Mental Health &amp; High School Curriculum Guide</th>
<th>Done</th>
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<tbody>
<tr>
<td></td>
<td>Youth Leadership, Addiction Prevention and Social Responsibility</td>
<td>Done</td>
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<td>Student presentations</td>
<td>Done</td>
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| Assessment scales | Adverse Childhood Experiences International Questionnaire (ACE-IQ) | Done |
|                   | Life Events Checklist for DSM-5 (LEC-5) | Done |
|                   | Mental Health Awareness Scale | Done |
|                   | NIDA Modified WHO ASSIST for Drug Addiction | Done |
|                   | Quality of Life Scale | Done |
|                   | Socially Responsible Leadership Scale | Done |

| Videos | 1st videos of 6 modules | Done |
|        | The rest 18 videos | Done |

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<thead>
<tr>
<th>iCBT modules</th>
<th>Modules 1 - 11</th>
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<td>Additional slides and supplementary materials</td>
<td>Proofreading</td>
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Progress—— MWL program training

Training

- 27 teachers from Capital Normal University, North China University of Science and Technology, Tangshan Vocational and Technical College, Guizhou Medical University, Guizhou Jiaotong College and Inner Mongolia Medical University in 4 four provinces were trained in July 2019 in Beijing
Progress——Online system establishment

- Assessment scales have been set up on the online questionnaire collecting system.
- Items of participants from Capital Normal University, Guizhou Medical University and Inner Mongolia Medical University have been collected.
Progress—— MWL program implementation

➢ Implementation

- Beijing
  - Capital Normal University: 304 students have been recruited
- Guizhou Province
  - Guizhou Medical University: 481 students have been recruited
  - Guizhou Jiaotong College: 600 students are about to be recruited
- Inner Mongolia
  - Inner Mongolia Medical University:
    - 633 students have been recruited
    - 600 students are about to be recruited
Mental health among medical students and residents - investigation & intervention

- Sample size: 8,872
- Survey site: Inner Mongolia, Guiyang and Qiqihar
- Prevalence of depressive symptoms is 13.4% (1162/8645), and that of general anxiety symptoms is 7.6% (665/8721)
Mental health of medical students specialized in psychiatry

- 9500 medical students from 26 schools located in 19 provinces answered the questionnaire.
- Psychiatric medicine: n=4,500
- Clinical medicine: n=5,000
- Blood samples of 2,100 first-year students from 8 universities were collected.

Blood samples of psychiatry: n=4,500
Blood samples of clinical medicine: n=5,000

2,100 first-year students from 8 universities were collected.
Thank you for your attention!