

Poster

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Session (Foyer 2)

Poster 7

[P-7-01]

Mental Health Conditions among Religious Minority Adolescents in Banyuwangi, Indonesia

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[P-7-02]

Bridging Knowledge and Wellness: Exploring Mental Health Literacy and Psychological Well-being among University Students in Malaysia

*CHUONG HOCK TING¹, EMMILIA RENG¹, CURTISE JUN XIAN YEO¹, HETTY ZUBAIDAH MOHD NASIR¹, YUVASANGGARI MAIL VAHANAM¹, YOKE YONG CHEN¹ (1. UNIVERSITI MALAYSIA SARAWAK (Malaysia))

[P-7-03]

Stigma Toward Mental Health Patients Among Medical Students: A Cross-Sectional Study in Guadalajara, Mexico.

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[P-7-04]

Safe Haven or Source of Stress? Exploring the relationship between School Climate and Suicidality among Junior High School Students in Banyuwangi, Indonesia

*Aulia Rizka Fadilla^{1,2}, Sherly Saragih Turnip^{1,2}, Fitri Fausiah^{1,2} (1. Research of Community Mental Health Initiative University of Indonesia (Indonesia), 2. Universitas Indonesia (Indonesia))

[P-7-05]

Prevalence of Depression, Anxiety, and Suicidality and Level of Concern Over Issues Among Grade 9 to 12 Students at a Private School in Metro Manila, Philippines

*Kevin Patrick Porras Veneracion¹, Eleanor Lacuna Ronquillo¹, Belle Erika Nubla Gestuvo¹, Eleonora V. Gesmundo (1. The Medical City (Philippines))

[P-7-06]

Group Stress Management Course for Indonesian University Student: The Cultural Adaptation of Self-Help Plus (SH+)

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Keywords : mental health、adolescents、minority、religious、Indonesia

Background

In Indonesia, minorities came in many forms, including religion. People perceive religion as majority and minority, especially in Banyuwangi Region, whereas 96,93% are Muslim. When it comes to education, adolescents in Banyuwangi, especially middle schoolers, may opted going to public school and religious-based middle school (private school). However, in public schools mainly are Muslim, which is making Non-Muslim students become a minority, while in private school, they become a majority when they go to schools of their own religion. Being a minority in community has specific psychological impact, such as increased depression, suicidal ideation, and risky behaviour.

Objectives

This study aimed to compare mental health conditions of Non-Muslim students in a (religious-based) private school and public school. It was hypothesised that Non-Muslim students in private school have better mental health since they become part of majority in their school.

Method

Using an independent sample t-test, the study included 127 Non-Muslim students in Banyuwangi with age ranging from 12–16 years old ($M=13.67$; $SD=0.787$).

Results

The results demonstrated that there were no significant differences between both groups except for psychological well-being ($t(125) = -2.419$, $p<0.05$) and emotional loneliness ($t(125) = 2.189$, $p<0.05$). Non-Muslim students in public school had better psychological well-being and lower emotional loneliness compared to Non-Muslim students in private school.

Discussion

In conclusion, being part of minority in real life has similar impacts towards Non-Muslim students' mental health regardless of where they go to schools. Further investigation regarding other forms of minority that may affect mental health conditions of adolescents are needed.

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[P-7-02] Bridging Knowledge and Wellness: Exploring Mental Health Literacy and Psychological Well-being among University Students in Malaysia

*CHUONG HOCK TING¹, EMMILIA RENG¹, CURTISE JUN XIAN YEO¹, HETTY ZUBAIDAH MOHD NASIR¹, YUVASANGGARI MAIL VAHANAM¹, YOKE YONG CHEN¹ (1. UNIVERSITI MALAYSIA SARAWAK (Malaysia))

Keywords : Mental Health Literacy、 Psychological well-being、 University students

Background: Mental Health Literacy (MHL) is essential for the early identification and treatment of mental disorders, while Psychological Well-Being (PWB) reflects an individual's overall mental health and life satisfaction. Existing literature suggests a positive correlation between higher levels of MHL and enhanced PWB. **Objective:** This study aims to examine the relationship between MHL and PWB among undergraduate students at a Malaysian public university. **Methods:** A cross-sectional study was conducted using multistage cluster random sampling, recruiting 382 participants. Data collection instruments included sociodemographic questionnaires, the Mental Health Literacy Scale (35 items), and Ryff's Psychological Well-being Scale (42 items). **Results:** The mean (SD) MHL score was 115.03 (11.76) which lower compared to previous studies. Domain analysis showed that female students had a significantly higher help-seeking attitude ($p=0.037$). Regression analysis revealed that being female ($p<0.001$) and being in advanced academic years ($p=0.002$) were significant predictors of higher MHL. The mean (SD) PWB score was 163.84 (21.41). Age ($p=0.002$) and prior experience caring for individuals with mental illness ($p=0.03$) were significant predictors of PWB. A significant positive correlation between MHL and PWB was found ($r=0.29$, $p<0.001$). **Discussions:** The findings highlight the importance of targeted mental health education and support services to improve university students' well-being. Resources should be directed towards male students and those in their early academic years to enhance their MHL and help-seeking attitude. **Conclusion:** Tailored programs are urgently needed to enhance MHL among university students and boost their PWB, preparing them to navigate academic and personal challenges effectively.

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[P-7-03] Stigma Toward Mental Health Patients Among Medical Students: A Cross-Sectional Study in Guadalajara, Mexico.

*Francisco José Barbosa-Camacho¹, Sergio Armando Covarrubias-Castillo^{1,2}, María Micaela Clavijo-García¹ (1. Hospital Civil de Guadalajara "Fray Antonio Alcalde" (Mexico), 2. University of Guadalajara, University Center of Health Sciences (Mexico))

Keywords : Stigma、 Medical Students、 Mental-health-related stigma、 Psychometrics

Background: Globally, one in three people will experience mental illness in their lifetime. Stigma, including self-stigma and external stigma, is a significant barrier for medical students in addressing mental health issues.

Objectives: Evaluate the grade of stigma of medical students towards patients with mental health illness.

Methods: A cross-sectional study was conducted with 329 medical students in Guadalajara, Jalisco. Participants completed the Opening Minds Scale for Health Care Providers (OMS-HC-15), a Likert scale ranging from 15 to 75, assessing stigma through three subscales: negative attitudes toward patients, willingness to disclose or seek help, and desired social distance. Higher scores indicate greater stigma.

Results: A total of 329 medicine students were interviewed, of which 53% were female and 47% were male, with a mean age of 22.9 ± 1.1 years. Most students reported having received a consultation from a mental health professional (67.2%), also more than half had a first-grade relative with a mental health disorder (54.1%). Regarding the OSM-HC-15 scale, the mean score reported was 31.8 ± 7.6 ; from the three subscales: attitudes, disposition/ looking for help, and social distance, the mean scores were 11.8 ± 3.7 , 10.40 ± 3.1 and 9.5 ± 3.2 respectively. When comparing the total scale and subscales scores by gender, there were no statistically significant differences.

Discussion: The findings suggest low levels of stigma among medical students in Guadalajara. Despite the generally positive attitudes observed, further efforts are necessary to strengthen education and reduce any residual stigma, fostering better support for mental health patients.

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[P-7-04] Safe Haven or Source of Stress? Exploring the relationship between School Climate and Suicidality among Junior High School Students in Banyuwangi, Indonesia

*Aulia Rizka Fadilla^{1,2}, Sherly Saragih Turnip^{1,2}, Fitri Fausiah^{1,2} (1. Research of Community Mental Health Initiative University of Indonesia (Indonesia), 2. Universitas Indonesia (Indonesia))

Keywords : School climate、suicidal ideation、suicide plans、students、Banyuwangi

Suicide is a global public health issue and a leading cause of death among adolescents. In Indonesia, 985 adolescent suicides were reported in 2023. Research shows that a negative school climate significantly contributes to suicidal ideation and plans among adolescents. Factors such as teacher-student relations, friendship, school safety, clear rules, fairness, and bullying play a key role. These factors can differ based on the region. Urban areas report more nonfatal suicidal behaviors, while rural areas have higher suicide death rates. These differences highlight the impact of varying school climates in each setting. This study aims to assess the relationship between school climate and suicidal ideation and plans among junior high school students in Banyuwangi, Indonesia.

This cross-sectional study involved grade 8 and 9 students from five schools, selected through convenience sampling. To measure school climate and suicidal ideation and plan, we asked participants to complete the Delaware School Climate Scale–Student (DSCS-S) and the Youth Risk Behavior Survey (YRBS). Data were analyzed using SPSS 25, with binary logistic regression to explore the relationship between school climate and suicidal ideation and plans.

The study sample comprises 1136 students aged 9-17 ($M = 13.91$). The result of this study shows that 80.5% of students reported suicidal ideation, and 81.9% reported having suicidal plans. Teacher-student relations, student-student relations, and school safety were identified as protective factors that prevent suicidal ideation and plans. Conversely, the clarity and fairness of rules and bullying increased the risk of suicidal ideation and plans. Furthermore, female students were found to be twice as likely to have suicidal ideation and plans.

These findings highlight the importance of a supportive school climate in reducing the risk of suicide among adolescents and the need for schools to prioritize positive interactions, fairness, and safety to support students' mental health and well-being.

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[P-7-05] Prevalence of Depression, Anxiety, and Suicidality and Level of Concern Over Issues Among Grade 9 to 12 Students at a Private School in Metro Manila, Philippines

*Kevin Patrick Porras Veneracion¹, Eleanor Lacuna Ronquillo¹, Belle Erika Nubla Gestuvo¹, Eleonora V. Gesmundo (1. The Medical City (Philippines))

Keywords : High School Students, Adolescents, Anxiety, Depression, Suicidality

OBJECTIVE: This study aimed to determine the prevalence of depression, anxiety, and suicidality and level of concern over issues among Grade 9 to 12 students in a private school in Metro Manila. **METHODOLOGY:** A cross-sectional study was undertaken in April 2024 where a total of 332 students answered the Patient Health Questionnaire (PHQ-9) Modified for Teens, the Generalized Anxiety Disorder Scale (GAD-7), and a rating list for common stressors pertinent to adolescents' and students' mental health (academics, relationships with family, relationships with friends, financial situation, sleep, bullying, and self-esteem). Total enumeration was employed. Self-administered questionnaires were distributed in classrooms with the help of the school's year level guidance counselors. **RESULTS:** Consistent with previous literature, high rates of depression (57.2%), anxiety (49.7%), suicidal ideations (22.7%), and suicidal attempt (20.9%) were found. Multiple logistic regression revealed that moderate to extreme concern with relationships with family had a significant relationship across all four measures, followed by moderate to extreme concern with self-esteem (depression, anxiety, and suicidal ideations). Other significant factors included moderate to extreme concern with sleep (depression), with academics (anxiety), with financial situation (anxiety and suicidal attempt), and older age (suicidal attempt). **CONCLUSION:** The study reflects poor mental health outcomes in this sample of Grade 9 to 12 students, with concern with relationships with family as the most consistent significant factor, followed by concern with self-esteem. Students who screened positive for depression, anxiety, and/or suicidality were given appropriate recommendations (close monitoring, referral to a mental health professional or the nearest Emergency Room) through the school's guidance counselors.

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[P-7-06] Group Stress Management Course for Indonesian University Student: The Cultural Adaptation of Self-Help Plus (SH+)

*Dhini Andriani^{1,3}, Anke B Witteveen^{1,2}, Miryam Wedyaswari^{4,3}, Marit Sijbrandij^{1,2}, Fredrick D Purba³ (1. Faculty of Behavioural and Movement Sciences, Clinical Psychology, Vrije Universiteit Amsterdam (Netherlands), 2. World Health Organization (WHO) Collaborating Center, Vrije Universiteit Amsterdam (Netherlands), 3. Department of Psychology, Faculty of Psychology, Universitas Padjadjaran (Indonesia), 4. Resilience Research Center, Faculty of Health, Dalhousie University (Canada))

Keywords : Self-Help Plus (SH+), cultural adaptation, university students, Indonesia, psychological distress

Background: University students are at risk of experiencing psychological distress, including students in Indonesia. Self-Help (SH+), a guided self-help group programme developed by the World Health Organization (WHO), has shown potential in reducing psychological distress. However, SH+ is not yet available in Indonesia. Therefore, a cultural adaptation process is needed before SH+ can be implemented for Indonesian university students. This adaptation is a necessary first step prior to evaluating the effectiveness of SH+ in this population through a randomised controlled trial (RCT).

Objectives: This study aimed to describe the process of culturally adapting SH+ for use with Indonesian university students experiencing psychological distress, in preparation for a future RCT.

Methods: Several steps were taken to adapt SH+. These were: (i) Rapid Qualitative Assessments (RQA) with university students, health professionals and university stakeholders (n = 87), (ii) translation of materials into Bahasa Indonesia by a professional translator with a background in psychology, followed by review by two bilingual psychologists, (iii) cognitive interviews with university students (n = 9), (iv) expert evaluations (n = 5), (v) A mock SH+ session, (vi) facilitator training, and (iv) implementation of the pilot RCT.

Result: Eight components of Bernal's framework were used to guide the adaptation process. The adaptation consisted of modified pictures and text in the book Doing What Matters in Times of Stress (DWM): an illustrated guide and manual of SH+, as well as adjusting to the text used in the audio instructions. Examples of the adaptations made include incorporating stressors relevant to university students, and replacing references to 'parents' or 'children' with 'university students' or 'friends'.

Conclusion: The study highlights the importance of adapting the guided self-help intervention, SH+, to a university setting. Overall, SH+ shows promise as an acceptable and feasible intervention for Indonesian university students, with some adaptations required to ensure contextual fit.