

Poster

Thu. Sep 25, 2025 1:00 PM - 2:00 PM JST | Thu. Sep 25, 2025 4:00 AM - 5:00 AM UTC  Poster Session (Foyer 2)

Poster 7

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

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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.